



**OUTDOOR**  
**OUTREACH**

# **MOUNTAIN BIKING**

Lesson Plan

Risk Management

and

Emergency Protocol

# Mountain Biking Lesson Plan

## Introduction, Name Game, Rules & Boundaries

### Why is this important?

- Establishes a tone for the day
- Sets goals and expectations for a fun and safe experience
- Clearly lays out rules & boundaries for good risk management

### Key Points

- **Greet Participants** - Greeting the participants is an important part of the day! It sets a tone for the trip, opens the door for relationship building and provides an opportunity to make an initial assessment of participants' comfort level and needs
- **Name Game** - Pick an icebreaker that is both fun and short and will help leaders connect with the participants and get to know their names
  - Example 1: "Say your name, favorite \_\_\_\_\_, and if you have ever been mountain biking and/or biking?"
  - Example 2: "Memory" 1<sup>st</sup> person says name, 2<sup>nd</sup> person repeats 1<sup>st</sup> person's name and then says his or her name, 3<sup>rd</sup> person repeats 2<sup>nd</sup> and 1<sup>st</sup> person's name and so on ... (this takes a very long time)
- **Trip Overview** - Share a general goal for the day and basic overview so participants know what to expect throughout the day
- **Rules & Boundaries**
  - **"4 R's"** - respect self, others, equipment & environment (LNT)
  - **"Rule of 3"** - groups of 3 with one instructor when leaving boundaries for (emphasize communication)
  - **"Challenge by Choice"** - instructors will respect a participant's choice regarding his or her level of participation in the activity
  - **Site boundaries** - Parking lot location for test ride. Establish boundaries again at any stop and walk spots.
  - **Bathroom** - location and procedure (varies based on site)
  - **Sun protection** - teach the importance of applying sunscreen for ALL participants regardless of skin color and regardless of cloud cover, hats, rashguards, shade
  - **Hydration** - drink a bottle before you leave for the ride, during the ride and at lunch, before cleanup. This will prevent dehydration which makes people tired and agitated!
  - **Environmental Hazards** - Mention poison oak and rattlesnakes. Important to not scare participants but rather let them know this an area those types of things live.

### Teaching Tips

This lesson is best delivered in a circle. Strive to keep it concise, fun, and interactive. Avoid distractions and establish "buy-in" to keep participants from tuning out. Avoid passing out sunblock or any other items that could distract participants during this time.

## Gear Fitting

### Why is this important?

- Introduces participants to safety equipment that will protect them during the ride

### Key Points

- **Helmet** - Motivate how helmets keep you safe (buffer barrier to protect your skull) and that helmets must be worn at **all** times when riding
  - Helmet Fitting
    - Different Sized helmets for different sized heads
    - Orientated with boa tightening system in back, helmet is level on top of the head (not over eyebrows or forehead fully exposed)
    - Chin strap clipped in (no “skater boys” with helmet unclipped) with no more than a 2 finger gap between strap and chin
    - Tightening of boa system to keep helmet securely on head with helmet wobbling when moving head (clockwise twist to tighten and counterclockwise to loosen)
    - Helmet care when placed on the ground and not in use. IE: Happy turtles vs upside down turtles
  - **Sunglasses** - Optional equipment to protect eyes from bikes kicking up rocks when riding down trails.
  - **Gloves** - Optional Equipment to prevent blisters when riding and keep hands protected in case of a bike crash.
  - **Pants clip** - Optional clips to keep anyone wearing loose legged pants from getting caught in the chain
  - **Water bottle** - Small squirt bottles, fill them up at office prior to leaving, pass out 1 - 2 per student, staff should have extra bottles with them on the ride

### Teaching Tips

- Remind participants to leave electronics in the van, to remove bulky objects from their pockets (cell phones, iPods, wallets) as well as big earrings, necklaces, bracelets, anything that can get in the way while riding.
- At the end of the lesson remind students to return gear cleaned (helmets and gloves sprayed) and in pairs/where they got it from.
- Have students grab all of the gear they want at the end of the lesson once all of it is showcased.
- Make sure to assist participants with gear fitting and also to test each participant to make sure their helmets are fitting correctly.

## Bike Anatomy/Fitting

### Why is this important?

- Explaining bike components lays down a base framework for participants to better understand how to mountain bike
- Choosing the right size bike for each participant allows for them to be comfortable over the course of the ride.

### Key Points

- **Components of a Mountain Bike** - An overview of how a mountain bike works and several important parts that they will be using during the day
  - **Chain** - links main pedal sprockets to rear sprockets for movement by pedaling
  - **Tires** - knobby tires for increased grip/traction on trail surfaces
  - **Shocks** - helps to move over obstacles when riding and ease energy transferred to rider
  - **Seat/Seat Post** - adjust to comfort
  - **Brakes** - two brake levers. Left for front tire and right for rear tire.
  - **Shifter/Derailleur** - Adjusts chain into proper sprockets for desired resistance and output when riding on various inclines/speeds.
  - **Proper Bike Placement on ground** - If there are no areas available to lean the bike on an object, bikes should be placed with derailleur side up to protect the equipment.
- **Bike Fitting** - Proper bike fitting is a small space between the student's groin and the bicycle top tube of the frame with feet comfortably on the ground when standing over the bike.
  - **Black Bikes** - XS
  - **Green bikes** - Small
  - **Red Bikes with Black Handles** - Medium
  - **Red Bikes with White/Black Handles** - Large
- **Seat Fitting** - Proper seat fitting is to raise the seat post so that the seat is level with the top of the rider's hips. Ball's of the feet should touch the ground with feet extended. When riding the legs should be near full extension to allow for optimal leverage and comfort.



### Teaching Tips

- Vary how much information you share about bike anatomy depending on student attention span and trip timing needs
- Demonstrate functions of each component visually as appropriate IE: Raise the back tire and pedal bike/shift to allow students to see the derailleur shifting to other sprockets
- Combine with points for Mountain bike lesson to allow for a smooth flow

## Mountain Bike Lesson

### Why is this important?

- Sets students up for success to safely ride trails and keep bikes working
- Allows the students to mimic skills that they see staff demonstrating

### Key Points

- **Mounting/Dismounting** - Lean the bike towards you to mount or dismount. If falling do not put your arms out to break the fall. Lean the bike to the side and roll off. Falling over the handlebars is often due to sudden locking of the brakes.
- **Braking** - Even steady usage of the left brakes (front tire) and right brakes (rear tire) is crucial to braking safely. Front brake provides major stopping power. If you lock the left brake too suddenly you may flip over your handlebars. If you lock the right brake too suddenly your rear tire may skid out. Counterbalance the movement of braking by moving body weight backwards
- **Shifting** - Should only be done while in movement of pedaling. Gear selection: Little chain ring for uphill and to make pedaling easier, Middle ring for flat and most often the ring you return to, large ring for efficient downhill pedaling. Avoid cross linking the gears (extreme combinations of big ring and lowest gear). Anticipate hills and shift in advance. Thumb makes it easier by creating less gear resistance to pedal uphill (baby sucking their thumb) and pointer finger makes it more strenuous (pulling a trigger) to move more quickly.
- **Body Positioning** - Maintain a body position that keeps you ready for anything. Keep some weight on your pedals, even when seated. Keep arms loose. Arms act as front suspension. Your legs are your body's shocks. Standing allows short bursts of power and shock absorption. When standing, keep elbows and knees bent. Keep pedals level (3 and 9 o'clock)

### Teaching Tips

- Use the bike to demonstrate varying skills while sharing information
- Combine with points from Bike Anatomy/fitting to allow for a smooth flow

## Test Ride

### Why is this important?

- Allows for a space to see practice/demonstration of skills taught
- Provides an opportunity for instructors to gauge students riding abilities. Becomes evident if any students are unable to ride a bike.
- Creates a space for further discovery of if a bike is properly sized and seat at proper height.
- As students ride they may discover issues that were not evident during the bike checks on set up.

### Key Points

- **Boundaries** - Declare a boundary for the participants to take a short test ride. Clockwise around parking lot, etc.
- **Bike Testing** - Have students try shifting up and down various gears. Practice steady even braking.
- **Assist** - Some students may need more coaching or might not know how to ride a bike.

### Teaching Tips

- Several Instructors working with youth during test ride. Other instructors loading extra bikes back into trailer and cleaning up sight to be ready to head out for the ride.

## Trail Etiquette

### Why is this important?

- Information helps students and others to stay safe on the trail
- Keeps any participants from being lost on the trail
- Helps to protect the trail environment

### Key Points

- **Trail Riding Communication** - Communication can be challenging while on the trail, therefore we use a system of “telephoned” commands down the group line to keep everyone aware
  - **Hiker Up/Back** - Group should move to the right side of the trail and stay in single file when passing.
  - **Biker Back/Up** - Group should move to the right side of the trail and stay in single file when passing.
  - **Horse Up** - Lead rider should stop group at an appropriate distance of comfort in equestrian proximity (Roughly 100’). Wait for further guidance from the equestrian rider. They will inform you to: wait to pass, say nothing (in which case; wait till they pass the whole group and then commence riding again), or will inform the group to pass. It is up to the judgement and decision making skills of the lead rider to infer if it is safe to pass.
  - **Stopping** - Important to use when stopping for any reason, planned or emergency stops.
  - **Turning Right/Left** - In areas of high visibility with the group in tight formation it may not be necessary to stop at a junction but rather pass down the line the direction being taken.
- **Always yield trail** - When passing a hiker or equestrian, slow down and signal that you would like to pass. When granted, pass moderate speed and acknowledge them for letting you pass. Horses and dogs may react unpredictably to cyclists so always approach with caution.
- **Proper Spacing** - While riding students should keep at least 2 - 3 bikes distance between the rider in front of them to help prevent incidents. Important to emphasize staggered starts to maintain distance on group starting after a group stop.
- **Group Order** - One instructor will be lead and is not to be passed during the ride. One instructor to be sweep and is not to have students fall behind them. Other staff in the middle for support. “Sandwich Formation”. Lead instructor will stop at any non/low visibility trail junctions to wait for the sweep to be in sight before moving on.



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### Teaching Tips

- Have students do a practice run of passing the commands down the line so everyone understands
- Effective and pertinent timing is to teach this lesson once everyone is gathered with their bikes at the start of the trailhead.

## On Trail Instruction

### Why is this important?

- Allows for students to improve their riding abilities without being overwhelmed with information at the beginning of the day.
- Provides opportunity for immediate feedback and warning when encountering features on the trail

### Key Points

- **Control your bike** - Be aware of other people who use the trail. Don't ride fast when there are hikers. Always control your speed in order to prevent injuries to yourself and others.
- **Plan ahead** - Anticipate anything that could happen on the trail. Be aware of your surroundings.
- **Riding on Dirt, Mud, Gravel, Sand, Rocky Areas, Trees and Roots** - Keep front wheel straight. Maintain steady speed with consistent pressure pedaling into feature. Consistent slow pedaling (if possible coasting) through feature. Weight Centered over middle of bike to minimize tire slippage.
- **Climbing** - Use a low gear. Smooth pedal pressure will help keep tire from spinning out. Lean forward over the nose of your saddle to keep front wheel from rising. Keep Elbows in. Dismount properly if you are not going to make it up the hill. It is always ok to walk your bike.
- **Descending** - Lower seat to increase Stability and control. Pick a line and anticipate obstacles, Brake Early. Move weight back over or behind seat to increase back wheel traction. Knees and elbows flexible and bent. Pedals level 3 and 9 o'clock. Pump or feather brakes to prevent skidding and going out of control.
- **Pick Lines** - Look ahead and plan your route, Draw lines with your eyes. Keep head up. Look where you want to go and your bike will follow
- **Cornering** - Front and rear tires take different lines through a corner. Take your front tire farther out into the corner to compensate for rear tire. Don't skid through turns. Swing inside knee or arm to shorten the line of the curve. Keep weight to the opposite side of the bike.
- **Riding over Obstacles** - Shift weight back to un-weight front tire. Lift up on front tire as you are rolling forward and push through your pedal rotation. Keep front tire straight. As the bike crosses over the object, unweight the rear tire to help lift the rear tire. Take posture with your weight over the rear tire. Move over obstacles with momentum or quick pedal strokes. Timing is critical.

### Teaching Tips

- Wait until coming to an area that pertinently coincides with area features and knowledge sharing
- During the ride front load new skills knowledge transfer before encountering obstacle and if possible have students observe staff go through the feature first

## Teaching a First Time Bike Rider How to Ride a Bike

### Why is this important?

- This is assuredly an unforgettable moment for the participant to face the challenge of learning how to ride a bike

### Key Points

- **1. Scooting/Coasting** - Keep seat low to allow students to easily place feet on the ground. Have students propel themselves forward by kicking their feet along the ground. As they get more comfortable have them try to scoot then coast along with feet picked up for 10 full seconds.
- **2. Turning/Coasting Bike** - Once they are able to coast the bike for ten seconds have them practice making big easy turns around cones as they coast along.
- **3. Feet on Pedals** - Have student sit on the bike and pick both feet up onto the pedals while you stabilize the bike from the handlebars.
- **4. Pedaling the bike** - Have your student stand over the bike with one foot flat on the ground and the other on a pedal raised at the 2 o'clock position. Coach the student to press down on the front pedal. Like the scooting action this pressure will give the bike its forward momentum. Steady your child as he or she moves forward by placing a hand on a shoulder or the bike saddle—but let the child learn how to balance and feel comfortable on the bike without assistance.
- **5. Steering and Pedaling the Bike** - Once they feel comfortable pedaling in a straight line, set up cones to make big easy turns in a circle. Once they can comfortably navigate the cones have them practice moving between a line of cones with larger spacing and making tighter turns.
- **6. Stopping** - Have students practice stopping as close as possible before they hit a cone. **Red Light Green Light** with progressively trying to stop more quickly.
- **7. Follow the Leader** - Once they confidently can demonstrate the above skills have them follow you through some easy terrain areas.

### Teaching Tips

- Keep checking in with students to ensure they are in their “Challenge Zone” not in their “Panic Zone”.
- Take breaks along the way and do another activity then return to practicing.
- If student decides they do not want to continue riding take them on an alternative activity such as a hike or game.
- Be patient and encourage them throughout the process. This can be a delicate learning process for some.



## Skills Games

### Why is this important?

- Great way to challenge students to use their skills during a break on the trail, a bike rodeo, at the start of the day or with extra time towards the end of an outing.
- Creates a safe time for fun play and friendly competition

### ACTIVITIES:

#### The Slow Race

Participants line up shoulder to shoulder facing the same direction in a clear open area with a goal line in sight (20 yards away or so). The goal is to move as slowly as possible and be the last person to cross the finish line without putting your foot down on the ground, running into another bike, turning backwards or exiting the boundaries. Lanes are optional as is doing a slow race time trial.

#### Foot Down

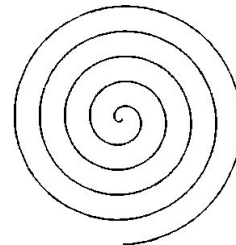
Boundaries are established in an area (a 15 yd by 15 yd square, rectangle or circle) should be sufficient. Participants start at different points facing into the center on the outside of the boundaries. On the mark participants enter into the circle and are not allowed to exit the circle and cannot put even 1 foot on the ground. The goal is to move towards someone to either edge them out of the boundaries or to make them lose their balance or put their foot down. When someone's foot touches the ground they are out and must exit the area in bounds. Last one in the boundaries without having touched the ground wins.

#### Rope Circle/Maze

Lay down rope on the ground to make intricate mazes that students to make it through without riding on the rope. If touch the rope with their bike they must exit and begin again. work well; Make space at the beginning more open and tighten enters to the center.

#### Teaching Tips

- Emphasize personal safety and respect of the equipment to when drawing close to another bike
- Encourage participants to not lose control of their bike by going too fast



challenge  
students  
Spiral mazes  
as the spiral

be cautious

## Skills Games Continued

### Racing Time Trials

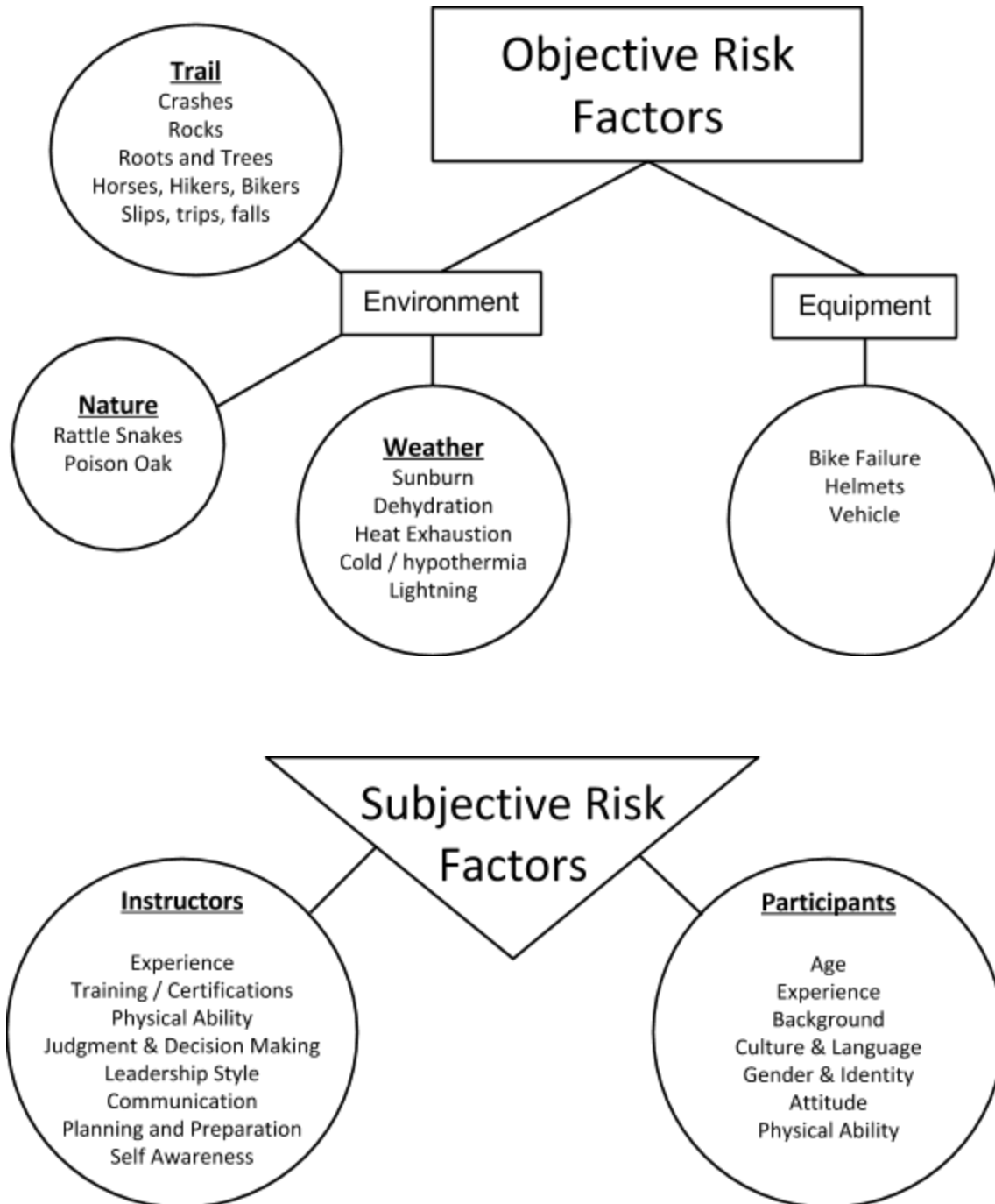
Set up an obstacle course using cones or natural features from a fixed starting point of a loop to a finish point. Have a staff member ride the course to allow participants to see what the route is while one staff stays behind to explain the course. Use stop watches, phones, and watches to time participants from the start of the course to the end. The individual with the fastest time wins. Multiple students are able to go at once with sufficient staggering so that they are not able to catch the person in front of them.

#### Obstacles Examples:

- Sharp turns: Having students making back to back sharp turns slows them down keeping them from a heavy crash.
- Long straight stretch to a wide turn: Allowing students to safely gain some speed and then lead into a wide turn to slow themselves.
- Slalom: winding sections weaving in between obstacles or cones
- Wooden Teeter Totter/Mini Jump: Great to set up with a straight stretch before and after allowing appropriate speed
- Loops: Setting up cones in a circle that students must quickly ride around
- Narrow Ride: Set cones up with a small space between them that makes it more challenging to ride through. Perfect on a turn.
- Gates: Cones placed next to each other (5' gap). Students must go through each gate. The tighter the turn to the next gate the more the challenge.

## Risk Management & Emergency Protocols

Like all sports, mountain biking has large inherent risks. It's important that all OO instructors possess an awareness of how to mitigate unnecessary risks and minimize risks in the field without taking too much away from the amazing experience participants have while biking. Managing risk involves using good judgement to make sound decisions in a dynamic environment. This section contains a general overview of common risk factors on mountain biking trips as well as recommendations for risk management. Additionally you will find the OO Emergency plan detailed step by step on what to do if you are faced with some common injuries while biking and also for emergency situations on the trails.



### Risk Management Practices

- **Trail Selection:** Choose trails appropriate to the group skill level. Use maps to plan out routes before the trip starts and bring them with during the ride in case of route confusion. Adjust as necessary if trail conditions vary from previous outings at that location.
- **Radio Etiquette:** Use radios only for necessary communication. All staff need to have radios on and tuned to the same channel. Test radios before leaving the office and again before heading out. Extra batteries can be found in the bike repair kits.
- **Bike Repair Kits:** Best practice is to have at least 3 repair kits between the group. 1 with the lead, 1 with the sweep and 1 with a middle group instructor. Repair kits should be checked by each instructor before the ride to make sure they have the proper tools inside. Repairs should only be made to bikes by instructors with knowledge on how to make that repair.  
Inside repair kit: bike tire levers, portable pump, bike tire tube for various size bikes, allen key set, chain quick link, extra batteries for radio, pants belt,
- **Establish Boundaries:** Set clear boundaries to make sure the group stays together both on the trail and at stops.
- **Observe the “Rule of 3”:** Participants must communicate before leaving the established boundaries and only if they are in a group of 3 with at least one adult / instructor
- **Re group and Front Load:** Before encountering challenging trail obstacles make sure to re group and explain the obstacle and re emphasize how to safely pass through it.

### Group Management Recommendations

- **Trail Lead:** The trail lead is the very front of the group the whole ride and should be an instructor with experience leading mountain bike trips and is familiar with the trail for the day. They are in charge of keeping the group well enough together, setting the pace, making stops to share information/check in with group (water toasts and nature nugget times as well), stopping and waiting for the whole group at low/non visibility trail junctions and scanning the trail ahead for hazards.
- **Trail Sweep:** The trail sweep is a set staff member to be the last person in the riding group. They are making sure that no one is left behind at any stop, using their radio to relay to the lead if the pace needs to slow down or wait, commonly they are the first person to be able to respond to an accident or bike repair need.
- **Keep an eye out for trail environmental hazards:** Rattlesnakes can be found lying on trails or passing through; ensure that the area is safe ahead. If poison oak is spotted ahead on the trail make sure to stop and help students understand which plant is poison oak and why they should not pass closely to it.
- **Group Spacing and Trail Etiquette:** The group should be spaced out 2-3 bikes length between each other to help prevent any collisions. Trail etiquette and priority needs to be taught to all in the group before starting the ride.

## Urban Bike Riding (Mission Bay or Bayshore Bikeway) Awareness & Risk Management Tools

- Employ all aforementioned safety talks and recommendations. It is very important that our large group does not interfere with other users and families on the bike path. At stops or photo opportunities, have participants completely move off the bike path to make room for other users.
- **Set expectations from the beginning:** The key to urban biking safety is to give a very descriptive overview of what the ride will look like in the morning. Set participants expectations of the ride and explain that you (Trail lead) will be making more safety stops than the average off-road bike ride. Call out in the morning route talk that there are portions of the ride that will be shared on the busy road with cars AND while going uphill (ie: Mission Bay bridge). Explain that the Sweep Rider will be walking the bike over the hill of Mission Bay bridge and anyone that would feel more comfortable doing so can join the OO staff member.
- **Re-group immediately if trail riding communication is sloppy:** Use the first half mile of bike path riding on the bay to test your group's telephone skills. If there is poor telephone communication stop and address this talk again. Participants must understand how important it is to communicate hazards when on a narrow bike path with potentially many other users. Also, stress the command "stopping" since there is generally no room for students to veer off the path if someone stops short while biking when there are so many other users (and small children) sharing the path.
- **Dismount from bikes for ANY road crosswalk crossing:** Ie: the crosswalk linking the bay to Mission Point Park (where we snorkel). Make sure every single rider dismounts from their bike and wait as a group to cross as pedestrians.
- **Stop in the park upon arrival to the Mission Bay Bridge:** The bike path ends abruptly and hits the road where participants then need to share the road with cars for about ¼ mile over the bridge and onto Quivira Rd before linking up with the bike path again. **This talk is one of the most important of the day for risk management. Reiterate these key points:**
  - Do not use sidewalk if riding the bike over the bridge. Only use the bike lane on the road.
  - OO staff who will walk up hill, can announce and leave with riders who would also like to walk bike over the bridge. Use sidewalk to walk bikes. Move to the road if you are going to ride down the hill once you arrive to the top of the bridge.
  - Trail leader will still lead riders over the bridge, but another OO staff member will stay with group to tell each rider when they can "go" to keep appropriate spacing between riders. Wait a solid 5 seconds between each rider.
  - Before everyone begins to ride OR walk up the hill on the bridge, **talk about proper breaking again. Going down the hill on the bridge is the only real downhill of the day and it's when participants can get out of control.** Talk about feathering breaks, leaving space between riders and passing a rider on the left if you have to. Reiterate that after descending you will be taking the first right at the traffic light and be prepared to come to a complete stop and then turn right after accessing traffic.
  - Re-group on Quivira Road and while Quivira Rd is quiet, it is important to reiterate AGAIN that you are sharing the road with cars. There is no crosswalk further down the road where you link up the bike path so stop and help students cross the street to get back on the bike path to start riding towards Sea World.

## Fixing a Flat!

**Step 1: Remove the wheel from the mountain bike:** Undo the quick release lever & disengage the brake cable before pulling the wheel through the brake pads. **For a rear wheel**, shift the rear gears so that the chain is on the smallest cog, then release brakes before removing the wheel.

**Step 2: Remove the tube from inside the tire:** Open valve to let any extra air out of the tube. Using tire levers, remove/ separate the tire from one side of the rim, starting at the opposite end of the valve stem. Then pull out the tube, starting at the valve stem.

**Step 3: Check the inside and outside of the tire for debris.** Run your hands around the inside and outside of the tire while looking at the outside of the tire for any debris that may have popped the tire and discard. **Be careful with your fingers and any sharp object that could be lodged in the tire!**

**Step 4: Place the new tube into the tire.** Take your new tube and inflate just a little to give the tube some shape & check that it's holding air. Place the valve stem through the hole in the rim of the wheel (and make sure it's centered correctly or else it could end up being damaged with future use) and begin to place the tube inside the tire all the way around the rim, starting at the valve stem and using both hands to work around the wheel at the same time in both directions. Now reseat the tire on the rim also starting from the valve stem, Be sure that the tube doesn't get twisted as you re-seat the tire. Sometimes it takes a hard final push with your thumbs to mount the last piece of tire back on the rim (tire levers can help too). Now that the tire is back in place, check along the edges of the rim to make sure the tube is not caught between the rim & tire bead. This could cause another flat!

**Step 5: Inflate & Secure your wheel into your bike frame:** Now inflate your tire, to the recommended pressure (about 35 psi for our bikes). If you don't have a gauge, use your thumb as a guide. If your thumb presses in easily, keep pumping (use the other tire as a gauge for inflation). Remount your wheel. Check the quick release lever is secured properly, your tire is centered, and the brakes are secure and not rubbing by giving the bike a few pedal strokes and squeeze the brakes. Good to go!

## **Emergency Protocols**

In the event that an injury is minor (minor cut, minor sprain, etc.), the instructor assigned as the medic will administer first aid while the group manager manages the rest of the group. The affected participant should be kept calm and comfortable. An instructor should remain with the injured participant until they are able to return to the rest of the group.

In the event that an injury is more severe (possible concussion, broken bone, etc.) the medic will stay with the participant and assist while the group manager manages the rest of the group. The instructor assigned to incident command (if available) will make phone calls to the appropriate number below.

### **Communication in a Life/Limb Emergency or Property-threatening emergency**

#### **DO THIS FIRST:**

1. Try the park-specific emergency numbers (refer to Local Emergency Resource Guide)
2. If no park-specific numbers exist, call **911**
3. If 911 does not work, check through below list for an appropriate number.

#### **In ALL Emergency Situations, after care has been secured:**

1. Work your way down the phone tree, calling each number three times in succession.
  - 1) Program Operations Manager
  - 2) Outdoor Outreach Office - 619.238.5790
  - 3) Director of Operations
  - 4) Executive Director
2. If no one answers the three phone calls, wait 15 minutes, and move on to next person.
3. Director of Operations is your contact for Media Relations (in the case of a large incident)

If the incident ends participation in the activity, an incident and witness report should be completed. Take clear photos of any wounds or injuries when it is convenient.