

SAINTS GLOBAL

# ACTIVITY PLAN

## OUTDOORSMAN

### PHYSICAL CORE

Version 2026.1

Outdoorsman

Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

#### THE CULMINATING EVENT

### The chosen-mode expedition

Between Sessions 3 and 4, each saint completes a demanding outing in the mode he chose in Session 2 — a long hike, an overnight camp, a paddle day, a cycling trip, or a sail. He leads navigation for at least one segment, fills a planner or quartermaster role for the group, and completes one outdoor service or stewardship action before the trip ends. The expedition is the field test for everything the four sessions prepare for.

OUTDOOR — BACKCOUNTRY TRAIL, LAKE OR RIVER, CAMPSITE, OR OPEN ROAD APPROPRIATE TO THE CHOSEN MODE; LEADER AND PARENT SUPERVISED

#### 4 SESSIONS IN THIS PLAN

## SESSION 1 · PHYSICAL CORE

⌚ 60 min target

## Read the hazards before the trip

Name the four hazard categories so the trip you plan can answer each one.

### 🎯 WALK AWAY WITH

- Has named one outdoor hour that taught him something an indoor hour could not
- Can name the four hazard categories — weather, terrain, wildlife, fatigue — and one preparation step for each
- Has one preparation step already committed to before Session 2

### 📦 BRING / SET UP

- Each saint brings: a notebook and pen for the trip he is thinking about
- A printed Four-Hazard Field Card handout (one per saint)
- Three printed hazard scenario cards (a thunderstorm, a rolled ankle on a scree slope, a black bear at the campsite)
- Whiteboard or large paper for the group hazard list
- Bibles or scriptures (one per pair) with Psalm 95:4–5 and Genesis 2:15 bookmarked

## 🔗 THE HOUR

### BLOCK 1 · DISCUSSION Opener — One hour outdoors

⌚ 5 min

Ask the group: 'Name one hour you spent outdoors that taught you something an hour indoors could not.' Two or three saints share, briefly. The point is not to gather inspirational moments — the point is to surface what the outdoors actually teaches that a classroom does not. Hold the answers. The rest of the hour names the hazards that make those lessons stick.

### BLOCK 2 · DISCUSSION What the outdoors teaches

⌚ 13 min

1. Pair up. Each pair takes five minutes on three prompts and writes one-sentence answers in a notebook: (1) What does the outdoors enforce about self-discipline that no leader can? (2) What does working outdoors show you about God that working indoors does not? (3) What does stewardship of a place look like in practice — what would another group know you had used the site?
2. Read Psalm 95:4–5 aloud once: 'In his hand are the deep places of the earth: the strength of the hills is his also. The sea is his, and he made it: and his hands formed the dry land.' Then Genesis 2:15: 'And the Lord God took the man, and put him into the garden of Eden to dress it and to keep it.'
3. Group share-back: each pair gives one of its three answers. The leader does not correct or explain — he listens and writes the verbs the saints use on the whiteboard.
4. Close the block by naming the link: the outdoors is given, and the work outdoors is part of dressing and keeping it. The rest of the badge is learning to do that work without breaking the place.

REQ 1A

## SESSION 1 · READ THE HAZARDS BEFORE THE TRIP (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 3 · SKILL PRACTICE **Walk the four hazard categories**

⌚ 22 min

1. Hand each saint the Four-Hazard Field Card. Walk the four categories together — weather, terrain, wildlife, fatigue — using the trip each saint is thinking about for the chosen-mode expedition.
2. For each category, name the warning sign that shows up first, the preparation step that reduces the risk, and what failure looks like if nothing was prepared. Write one answer per category in the notebook.
3. Run three scenario cards in pairs, four minutes each. (A) Thunderstorm rolls in two hours from the trailhead — what does the plan look like, and at what point does the trip end? (B) A saint rolls his ankle descending a scree slope — what is the first action, and how do you get him down? (C) A black bear is in your campsite at dusk — what do you do tonight, and what was the mistake yesterday?
4. Pairs report back. The correct first actions: storm — turn around early, take cover below the ridge, count seconds between flash and thunder. Ankle — stop, immobilize, tape, find the shortest descent route. Bear — make noise, back away, do not run; the mistake yesterday was the food bag left at camp.
5. Each youth writes on his Field Card the one hazard category his planned trip is weakest against and what he will do before Session 2 to address it.

## REQ 1B

BLOCK 4 · REFLECTION **The preparation gap**

⌚ 15 min

1. Each youth opens his notebook to the four-category answers from B3 and adds two lines underneath each: 'What I already know about this category' and 'What I do not know yet.'
2. The leader walks the room. Where a saint says he does not know, the leader names where to find the answer — a person, a printed source, or a skill to practice in Session 3. He does not solve it on the spot.
3. Pair up with the saint sitting next to you. Trade notebooks for two minutes. Each youth marks one preparation step on his partner's list that he thinks is overconfident and one that is realistic.
4. Each youth circles the one preparation step he will finish before Session 2 — a forecast pulled, a route checked, a piece of gear acquired, a person asked.

## REQ 1B

BLOCK 5 · REFLECTION **Close — Commitment to fix**

⌚ 5 min

1. Each youth reads his circled preparation step aloud — the one thing he will finish before Session 2.
2. The leader records who committed to what. Any saint who has not yet picked a mode for his trip names it now so Session 2's planning block can work from a real choice.

## SESSION 1 · READ THE HAZARDS BEFORE THE TRIP (PAGE 3 OF 3)

## 🗨 AT THE CLOSE · DEBRIEF

1. Which of the four hazard categories did you know least about before tonight, and where will you go to learn more?
2. What did Psalm 95 or Genesis 2 name that you have felt outdoors but never said out loud?
3. What preparation step did your partner mark overconfident, and is he right?

📝 *Initial 1a and 1b on each saint's BRC after this session. Note which mode each saint is choosing for his chosen-mode expedition and which preparation step he committed to finishing before Session 2.*

## SESSION 2 · PHYSICAL CORE

⌚ 60 min target

## Plan the chosen-mode trip

*Build a written plan covering weather, shelter, food, water, sanitation, and gear transport.*

### 🎯 WALK AWAY WITH

- Has a written trip plan covering all six planning categories for his chosen mode
- Has named the adjustments his plan makes for severe weather, limited daylight, and injury
- Has chosen and committed to one outdoor service or stewardship action that will happen on the expedition

### 📦 BRING / SET UP

- Each saint brings: notebook, mode choice locked in (hike, camp, cycle, paddle, or sail), and the preparation step he committed to in Session 1
- Printed Trip Plan Worksheet (one per saint) — six planning columns plus contingencies and a service-action box
- A printed map appropriate to the route or area for the chosen mode (topo for hiking, road map for cycling, water chart for paddle or sail)
- Forecast pulled up on a phone or laptop for the planned trip date
- Three printed contingency scenario cards (severe weather, limited daylight, injury en route)

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — Mode and commitment check

⌚ 5 min

Round the room, under 30 seconds per saint: name your chosen mode for the expedition and whether you finished the preparation step you circled in Session 1. Saints who did not finish say so plainly. The leader notes the open items — they get addressed by the close, when the trip is committed.

## SESSION 2 · PLAN THE CHOSEN-MODE TRIP (PAGE 2 OF 3)

## THE HOUR — CONTINUED

## BLOCK 2 · CREATIVE Fill the trip plan — six categories

⌚ 22 min

1. Hand out the Trip Plan Worksheet to each saint. Walk the six planning categories together — weather, shelter, food, water, sanitation, gear transport — naming what each one looks like for each mode.
2. Weather: forecast window, severe-weather thresholds, the call to postpone. Shelter: tent, hammock, bivy, lean-to, cabin, or boat-based; the bedding and ground insulation that go with it. Food: meals per day, calories per day, fuel for cooking, what stays cold. Water: source, treatment method, daily quantity, backup. Sanitation: where waste goes, pack-out vs cathole standards, hand-washing. Gear transport: pack, panniers, dry bags, deck rigging, vehicle staging.
3. Each youth fills in his Worksheet for his own mode. Hikers and campers write at the trailhead level. Cyclists at the daily-distance level. Paddlers at the put-in and take-out level. Sailors at the float-plan level. The columns are the same — the answers are mode-specific.
4. Walk the room. Where a saint has written 'maybe' or 'TBD', the leader presses for a name, a number, or a person. A trip plan with a 'maybe' is not yet a plan.
5. Each youth shares one decision from his worksheet that he had not thought through before tonight — a water source he was assuming, a sanitation plan he had not made, or a piece of gear transport he was relying on someone else for.

## REQ 2A

## BLOCK 3 · ROLEPLAY Three contingencies — what changes in the plan

⌚ 15 min

1. Pair up. Each pair runs three scenario cards in five minutes total, naming what the plan changes for each.
2. (A) Severe weather: the forecast worsens 48 hours out — winds doubling, rain band rolling through your trip window. What in your written plan changes? At what threshold does the trip postpone? Who makes the call?
3. (B) Limited daylight: you are running 90 minutes behind schedule and sunset is closer than you planned. What does the route change to? Where do you stop early? Which segments do you cut? What lighting do you have on you?
4. (C) Injury en route: a saint twists an ankle, gets a deep blister, or has a heat episode three hours from the trailhead. What does the trip change to from that moment forward? Who carries his load? When do you call out?
5. Each youth writes the three answers on his Worksheet in the contingencies box. A trip plan that has not been adjusted for these three is not yet a trip plan.

## REQ 2B

## SESSION 2 · PLAN THE CHOSEN-MODE TRIP (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **Pick the service action**

⌚ 8 min

1. Walk the three categories of outdoor service: trail or site care (clearing brush, packing out a fire ring's trash, restoring a trampled area), campsite restoration (improving the place you used or another group used badly), and teaching outdoor skills (taking a younger saint or sibling along and teaching one skill in the field).
2. Each youth picks one service action that fits his chosen mode and route. A hiker can clear a section of trail he passes. A camper can restore the site he uses, plus one neglected site nearby. A paddler can pack out shoreline trash from a put-in. A cyclist can clear a road-bike route of glass and trash where he passes a chokepoint.
3. Each youth writes the service action on his Worksheet — what he will do, where, and how he will know he did it (a photo, a description, a count of bags packed out).

REQ 3E

BLOCK 5 · REFLECTION **Close — Plan check and homework**

⌚ 10 min

1. Pair up with a saint in a different mode than you. Trade Worksheets for three minutes. Each youth spots one thing his partner has not accounted for — a missing water source, an aggressive schedule, a service action that is too vague.
2. Take the Worksheet home. Bring it back to Session 3 with the three contingencies filled in pen, the service action sharpened, and one full draft of your packing list checked against the six categories.
3. Open items from Session 1 get addressed now. Any saint still owing a preparation step names it again and commits to a deadline before Session 3.

## AT THE CLOSE · DEBRIEF

1. Which of the six categories did you struggle with most for your mode, and what was missing?
2. Which contingency made you realize your plan was still loose — severe weather, limited daylight, or injury?
3. What is your service action, and how will you know you did it?

☑ *Initial 2a and 2b on each saint's BRC after this session. Note which service action each saint committed to so it can be confirmed on the trek log after the expedition.*

## SESSION 3 · PHYSICAL CORE

⌚ 60 min target

## Practice shelter, navigation, and the leader's load

*Build the shelter, walk the bearing, and rehearse the role before the expedition.*

### 🎯 WALK AWAY WITH

- Has built a functional tarp shelter and can explain its bedding and ground insulation
- Has taken and walked at least two compass bearings on a real map and located his position twice
- Has rehearsed the planner or quartermaster role under three quick scenarios
- Has the expedition locked in — date, mode, route, role, service action, and partner

### 📦 BRING / SET UP

- Each saint brings: trip pack ready for the expedition, map, compass, tarp, 30+ feet of paracord, Trip Plan Worksheet from Session 2
- Tarps, paracord, and natural anchor material (sticks, rocks) for the shelter-build outside or in a clear indoor space
- Four marker letters (A–D) for the map-and-compass drill, set up in the parking lot or yard
- Pads or foam blocks to demonstrate ground insulation under the shelter
- Three printed leadership scenario cards (food shortfall, gear failure, group pace problem)

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — Six days out

⌚ 5 min

The expedition is six days away. Round the room: each youth names one thing he has already done to be ready (worksheet filled, gear acquired, partner arranged) and one thing he is still scrambling to finish. Note the open items — they get closed in B5 when the expedition is committed.

## SESSION 3 · PRACTICE SHELTER, NAVIGATION, AND THE LEADER'S LOAD (PAGE 2 OF 4)

## THE HOUR — CONTINUED

BLOCK 2 · PHYSICAL **Build the shelter**

⌚ 18 min

1. Move outside or to a clear indoor space. Each youth has 12 minutes to build a functional tarp shelter — a lean-to, an A-frame, or a wedge — using only the tarp, paracord, and the natural anchors available.
2. The shelter must be tight (no slack ridge line), low (small wind profile, water shedding off the back), and shaped to the weather pattern he planned for. A high-wind shelter looks different from a rain shelter; a snow shelter different from both.
3. Walk the bedding and ground insulation choices. Cold ground steals more heat than cold air. Demonstrate what goes under the saint: ground cloth first, then pad or natural insulation (dry leaves, pine needles, a foam pad), then sleeping bag. Have each youth lay out what he plans to use under his body on the expedition.
4. Walk the room. Touch each shelter to test the ridge line. Press down on the bedding to test the insulation. Where a shelter would fail in tonight's wind or tomorrow's rain, name what would fail and what he would change.

REQ 3A

BLOCK 3 · SKILL PRACTICE **Find north — map and compass drill**

⌚ 12 min

1. Hand each youth a compass and a copy of the appropriate map for his route. Confirm declination is set correctly for the trip area.
2. Set up four marked points (A–D) in the parking lot or yard, 30 to 50 feet apart.
3. Each youth takes a starting position and identifies his location on the map. He then picks a target point on the map, takes a compass bearing, walks the bearing, and confirms he arrived at the correct point. Repeat with one more point.
4. Discuss situational awareness — what you scan for while walking the bearing (landmarks, slope direction, the sound of moving water, the angle of the sun). On the expedition, fatigue dulls this. Leading navigation means staying alert when others can relax. Carry the compass on the trip even if a GPS or phone is available — batteries die and signal drops, and a compass does not.

REQ 3C

## SESSION 3 · PRACTICE SHELTER, NAVIGATION, AND THE LEADER'S LOAD (PAGE 3 OF 4)

## THE HOUR — CONTINUED

## BLOCK 4 · ROLEPLAY The leader's load — three scenarios

⌚ 15 min

1. Name the planner and quartermaster roles for the expedition. The planner owns the route, the schedule, and the decision points. The quartermaster owns food, equipment distribution, and safety gear. One saint per group can hold both; on larger groups they split.
2. Run three scenarios in pairs, four minutes each. Each youth takes a role for one and observes for the others.
3. (A) Food shortfall: at the lunch stop, you realize the food bag was packed for three meals, not four. You are six hours from the next resupply. What do you do? Who eats what? What do you not do?
4. (B) Gear failure: a saint's stove will not light at the camp stop. The group needs two cooked meals tonight and tomorrow. What is the recovery plan? Who shares what?
5. (C) Group pace problem: two saints are 30 minutes ahead, two are 30 minutes behind, and you have a weather window closing in 90 minutes. What do you call? How do you bring the group back together without pushing the back-of-pack saint into an injury?
6. Each youth names the one decision in the scenarios that felt most uncomfortable for him to make.

## BY TIER

## ENTRY

Take a support role on the expedition — water bearer, tail saint, or navigator's check. Carry your own kit but no shared items. Your job is to do what the planner or quartermaster asks well.

## ESTABLISHED

Carry your own kit plus one shared item (group first-aid, group stove, or shared water filter). Hold the planner or quartermaster role for one named stretch of the trip.

## MENTOR

Hold the planner or quartermaster role for the full expedition. Set pace, call the breaks, check on saints behind you, and make the call on contingencies if any of the three scenarios actually happens.

## REQ 3B

## BLOCK 5 · REFLECTION Close — The expedition: when, where, who

⌚ 10 min

1. Confirm the date, departure time, trailhead or put-in or staging point, and return time. Each youth writes all four on his Trip Plan Worksheet.
2. Assign roles. The leader names who is planner, who is quartermaster, who has the navigation lead for each segment, and who is the tail saint. Each youth reads his role back aloud. Any conflict with what he wrote in Session 2 gets raised now.
3. Confirm the service action. Each youth restates what he will do, where on the trip he will do it, and how he will document it. A vague service action does not count.
4. Final gear check together: shelter system, map and compass, water-treatment method, stove and fuel, first-aid kit, emergency contact card. Each youth has five days to fix anything missing — Saturday morning is too late.

## SESSION 3 · PRACTICE SHELTER, NAVIGATION, AND THE LEADER'S LOAD (PAGE 4 OF 4)

## 🗨 AT THE CLOSE · DEBRIEF

1. Which of tonight's three skills (shelter, navigation, leadership scenarios) felt least solid, and why?
  2. Which scenario in B4 named a decision you were not yet ready to make, and what do you need to do about that before Saturday?
  3. What is one thing you are still uncertain about for the expedition, and who will you ask before you leave?
- ☑ *Initial 3a on each saint's BRC after this session. The expedition earns 3b (leadership role logged), 3c field confirmation, 3d (the demanding outing itself), and 3e (the service action logged) — confirm each on the trek log on the way home.*

## SESSION 4 · PHYSICAL CORE

⌚ 60 min target

## Trip review and BRC sign-off

Debrief the expedition together and sign off the badge.

### 🎯 WALK AWAY WITH

- Has told the story of his hardest moment on the trip and what got him through it
- Has named the outdoor skill or leadership responsibility that stretched him most and how he adapted
- Has connected his outdoor competence to humility, gratitude, and readiness to serve in concrete terms
- Has a signed BRC

### 📦 BRING / SET UP

- Each saint brings: his trek log from the expedition, his Trip Plan Worksheet, his Four-Hazard Field Card, and his BRC
- Half-sheets of paper and pens (one per saint for the keep-and-drop writing)
- The trek log from the expedition (leader holds the master copy)
- Bibles or scriptures (one per pair) — Genesis 2:15 and Matthew 25:21 bookmarked

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — Trip report

⌚ 5 min

Go around the circle. Each saint answers in one sentence: what was the trip like? Do not comment or compare; let each saint name his version. The answers usually range from 'harder than I expected' to 'better than I thought.' That range sets up the stretch stories in the next block.

### BLOCK 2 · DISCUSSION What stretched you most

⌚ 16 min

1. Pair up with a saint who was in a different role on the trip. Six minutes each — one talks, the other listens. No advice and no comparing. Each youth names the one skill or leadership responsibility that stretched him most and how he adapted in the moment.
2. Stretch can be a shelter that went up crooked the first time, a navigation segment where he lost the bearing and recovered, a planner call he did not want to make, a quartermaster decision that cost him something, or a moment when fatigue made the simple thing hard.
3. Switch and repeat for six minutes.
4. Each pair reports back to the group one phrase from the partner's story — only what the partner gave permission to share.
5. Each youth writes one sentence in his BRC margin: 'What stretched me most was \_\_\_\_, and how I adapted was \_\_\_\_.' Specific enough to read in a month and remember.

REQ 4A

## SESSION 4 · TRIP REVIEW AND BRC SIGN-OFF (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 3 · SCRIPTURE **Stewardship and service — what you owed back**

⌚ 14 min

1. Read Genesis 2:15 aloud: 'And the Lord God took the man, and put him into the garden of Eden to dress it and to keep it.' Read Matthew 25:21: 'Well done, thou good and faithful servant: thou hast been faithful over a few things, I will make thee ruler over many things.'
2. Pair-share, three minutes each: name the service action you did on the trip — what you did, where, and what changed because you did it. Then name one moment on the trip where the place exceeded your preparation — weather, terrain, fatigue, or wildlife. What did that moment ask of you that you had not planned for?
3. Group share-back, one sentence per saint. The leader writes the verbs on the whiteboard. He does not explain the scripture — the work explains it.
4. Each youth writes one sentence in his BRC margin connecting his service action to one phrase from the scripture.

REQ 1A

REQ 4B

BLOCK 4 · CREATIVE **The Charge — Three keep, one drop**

⌚ 15 min

1. Each youth writes for three minutes on a half-sheet, in two columns. Column A: 'Three outdoor disciplines I will keep doing at home, not just on the trip — preparation, stewardship, or care for the group.' Column B: 'One civilian habit I am dropping because the trip showed me I do not need it.'
2. Each youth reads both columns aloud to the group. No commentary from the group. The leader listens for who is stretching, who is being tepid, and who needs a follow-up next week.
3. Explain that the test of the badge is the next week at home, not the trip. The point of keeping three habits and dropping one is to carry the outdoor discipline back into ordinary life. Outdoor competence builds readiness to serve only if the discipline stays after the trip ends.

REQ 4A

REQ 4B

BLOCK 5 · REFLECTION **BRC sign-off**

⌚ 10 min

1. Walk the BRC with each saint one at a time while the rest of the group cleans up. Confirm each requirement: was it met? If yes, initial it; if not, note what is still outstanding.
2. For 3b, 3c, 3d, and 3e, confirm against the trek log from the expedition — the saint led navigation for a segment, held a planner or quartermaster role, completed the demanding outing, and finished his service action with documentation. Initial each.
3. Leader and saint each sign the BRC. The saint takes the BRC home.

## SESSION 4 · TRIP REVIEW AND BRC SIGN-OFF (PAGE 3 OF 3)

## 🗨 AT THE CLOSE · DEBRIEF

1. How does the trip feel different to you now, a week later, than it did at the end of the last mile?
2. Which saint on the trip helped you in a way you did not expect, and how?
3. Which of your three keep-disciplines are you most likely to drop first, and what will you do to keep it?

📝 *Initial 4a and 4b on each saint's BRC after this session. With 3a from Session 3 and 3b, 3c, 3d, and 3e confirmed from the trek log, the BRC should fully sign off tonight.*

## HANDOUT 1 OF 2

## FROM SESSION 1 — WALK THE FOUR HAZARD CATEGORIES

# Four-Hazard Field Card

Carry on every trip. The hazard you didn't plan for is the one that finds you.

## OUTDOORSMAN · FIELD CARD

## Name the hazard before the trip.

Carry on every trip. The hazard you did not plan for is the one that finds you.

### FOUR HAZARD CATEGORIES — TELL, PREP, FAILURE

1

#### Weather

wind · rain · cold · heat · lightning

##### WARNING SIGNS

Wind shifts. Sky darkens to the west. Temperature drops more than a few degrees in an hour. A cold rain starts.

##### PREPARE BEFORE THE TRIP

Pull the forecast for the trip dates. Set a postpone threshold. Pack a rain shell and a dry insulating layer in the lid for fast access.

##### WHAT FAILURE LOOKS LIKE

A storm overtakes the group on an exposed ridge with no shelter and no dry layer left to put on.

2

#### Terrain

scree · creek crossing · loose rock · ice

##### WARNING SIGNS

A saint slips once on the descent. The trail surface changes — loose rock, mud, ice, a swollen creek.

##### PREPARE BEFORE THE TRIP

Read the route description for hazard spots. Pack footwear with grip. Take poles on steep descents. Plan an alternate at any uncertain crossing.

##### WHAT FAILURE LOOKS LIKE

A twisted ankle or a fall on rock leaves a saint unable to walk out under his own load.

3

#### Wildlife

bear · snake · tick · stinging insect

##### WARNING SIGNS

Tracks, scat, or sign at the campsite. A buzzing nest near the trail. Tall grass against bare ankles.

##### PREPARE BEFORE THE TRIP

Hang food away from camp. Cover ankles in brush. Carry tweezers and an EpiPen if anyone in the group has a sting allergy.

##### WHAT FAILURE LOOKS LIKE

A bear takes the food. A tick goes unnoticed for a day. A sting drops someone hours from a road.

4

#### Fatigue

long miles · short sleep · thin food

##### WARNING SIGNS

A saint gets quiet. Small mistakes stack up — a missed turn, a fumbled pole, a dropped water bottle.

##### PREPARE BEFORE THE TRIP

Set a real pace, not an ambitious one. Plan rest stops every hour with water and calories. Sleep before the trip. Pack one easy bail-out point.

##### WHAT FAILURE LOOKS LIKE

Decisions get worse as the day gets longer. The injury or the lost route arrives in the last two hours.

**Plan against all four before the trip. Notice the warning signs early so the small problem does not become the emergency.**

Print this handout for in-person reference during session 1 — walk the four hazard categories.

## HANDOUT 2 OF 2

## FROM SESSION 2 — FILL THE TRIP PLAN — SIX CATEGORIES

# Trip Plan Worksheet

Fill before Session 3. The expedition box is locked in at the Session 3 close.

## OUTDOORSMAN · WORKSHEET

## Plan the trip before you leave.

Fill before Session 3. Bring it back with the contingencies in pen and the service action sharpened.

SAINT ..... MODE ..... DATE .....  
hike · camp · cycle · paddle · sail

### 1 SIX PLANNING CATEGORIES

one row per category

CATEGORY	MY PLAN FOR THIS TRIP	WHAT GOES IN THE PACK
<b>Weather</b> forecast · thresholds	.....	.....
<b>Shelter</b> tent · bivy · cabin · boat	.....	.....
<b>Food</b> meals · calories · cook fuel	.....	.....
<b>Water</b> source · treatment · daily	.....	.....
<b>Sanitation</b> waste · hand-washing	.....	.....
<b>Gear transport</b> pack · panniers · dry bags	.....	.....

A row with "maybe" or "TBD" is not yet a plan. Write the name, the number, or the person.

### 2 CONTINGENCIES — WHAT CHANGES

#### Severe weather

threshold to postpone · who makes the call

#### Limited daylight

where you stop early · segments you cut

#### Injury en route

who carries what · when you call out

### 3 SERVICE ACTION

What I will do .....

Where .....

How I will know I did it .....

### 4 THE EXPEDITION

LOCK IN AT THE SESSION 3 CLOSE

Date ..... Depart ..... Return ..... Role .....

Bring this sheet on the expedition to check the plan against what actually happens.

Print this handout for in-person reference during session 2 — fill the trip plan — six categories.