

## Reading Review – Risk in Adventure Programming

1. *Briefly describe and provide an example for each of the following terms:*

- *Inherent Risk*

Inherent risk is related to the idea that certain risks are such an integral part of an activity that, if they were removed, the nature of the activity and the participant's expectations of it would be significantly modified. Such risks are described as inherent. An example of an inherent risk would be the rocks can cause falling rocks of the activity of rock climbing. Without rocks, it wouldn't be rock climbing.

- *Perceived Risk*

Perceived risk is related to the perception of risk, whether it is justified or not, artificially created or not, and faithfully represented or not, expose the participant to loss. An example of a perceived risk would be the fear of falling a great distance while rock climbing, but at least such a risk is usually regulated by the proper use of climbing gear and techniques.

- *Emotional Risk*

With emotional risk, there is the coupling of physical risk. Emotional risks may have physical manifestations, and physical risks may produce emotional upset with long-term consequences.

An example of an emotional risk would be the effect of a past experience on one's mental state that affects their physical performance in the activity being done, such as pushing oneself to do a previous move that hurt them before during a climb.

- *Objective Risk*

Objective risk relates to the idea of planning to minimize the impact of unplanned incidents by identifying and addressing potential risks before significant negative consequences occur. An example of an objective risk is planning safety regulations to prevent actually falling a great distance when planning to go rock climbing.

- *Standard of Care:*

Sometimes referred to as the industry standard or the industry norm, standard of care are states according to what other reasonable and prudent professionals would do in similar situations.

An example would be the requirement for most commercial rafting companies for their clients (and hopefully their staff) to wear helmets to protect against potential head injuries.

- *Negligence:*

In order to prove negligence, there are four conditions that must be met: duty to act, breach of duty, proximate cause, and actual loss. Duty to act refers to the certain level of care an outdoor leader provides to a program participant, legally, usually in the form of a contract for services. Breach of duty refers to the failure of a leader to meet the industry's standard of care in providing services. Proximate cause means that the breach of duty was the cause of the accident. Actual loss refers to whether an actual injury or loss resulted from the event.

An example of negligence would be proceeding with an activity, like sky diving, without any prior experience, proper gear or with any, and then all going all by oneself.

2. *How would an adventure program use the Frequency-Severity Grid to determine the significance of risk?*

An adventure program can look at a situation and then decide a frequency of occurrence level and a severity of loss level of the environment at hand in order to determine the significance of risk that may be in question. Where the level of severity of loss is ranked by being potential or real, and the level of frequency of occurrence is determined on a low to high type of scale.

The significance of risk is on the lower end of an activity when the severity of loss is potential, and it would be okay to continue with the activity according to the frequency-severity grid. It may be questionable to continue with an activity when the level of severity of loss is real while the level of frequency of occurrence is still on the lower end. And lastly, an activity should not be continued with when the level of severity of loss is real and the frequency of occurrence is on the higher end of ranking.

3. *Why would a conscientious program manager use the term 'safe' sparingly?*

A conscientious program manager would use the term 'safe' sparingly, because an adventure program cannot guarantee a 100%-free safe environment at all times. A little bit of risk is a key feature when creating an adventure program in order to simulate growth.

Statement made by Willi Unsoeld:

*"We used to tell them in Outward Bound, when a parent would come and ask us, 'Can you guarantee the safety of our son, Johnny?' And we finally decided to meet it head-on. We would say, 'No. We certainly can't Ma'am. We guarantee you the genuine chance of his death. And if we could guarantee his safety, the program would not be worth running. We do make one guarantee, as one parent to another. If you succeed in protecting your boy, as you are doing now, and as it's your motherly duty to do, you know, we applaud your watchdog tenacity. You should be protecting him. But, if you succeed, we guarantee you the death of his soul!'"*

4. *Why should educators think beyond physical challenges to promote personal growth of participants?*

Beyond the physical challenges, there needs to be an emphasis on personal reflection and opportunity given to further think about the physical challenges themselves, or any of the other situations that may have also promoted personal growth of participants. Personal growth involves physical and mental experiences, along with emotional and many others aspects of enhancing oneself throughout life. Altogether, the physical challenges encountered by participants isn't always the most challenging aspect, and therefore educators should be sure to give ample time to realization of personal development via other means, be it emotional or psychological obstacles that participants encounter.