

# **BSA LEAVE NO TRACE TRAINER COURSE MANUAL**



Approved:  
BSA Outdoor Ethics Task Force  
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## BSA Leave No Trace Trainer Course - Fast Look

<b>Length of course?</b>	Minimum of 16 hours of instruction spread over a minimum of two days
<b>What will graduates come away with?</b>	Recognition as Leave No Trace Trainers with training skills for both generic and Scouting audiences Graduates fully meet BSA "Leave No Trace Trainer" National Camp Standard and youth qualify for Leave No Trace Trainer position of responsibility in troop, team or crew
<b>Who can attend?</b>	Youth age 14 or older Scouting adults Other individuals in accordance with local council policy
<b>What are the course format options?</b>	Large format <ul style="list-style-type: none"> <li>• Maximum 48 participants with small camping groups of 8-10</li> <li>• One camping group uses trek style camping</li> <li>• One camping group uses car/tailgate style camping</li> <li>• Indoor instruction at start and end of course</li> </ul> Trek format <ul style="list-style-type: none"> <li>• Maximum 12 participants</li> <li>• Indoor instruction at start of course</li> <li>• Trek format (backpacking, horsepacking, canoeing, etc.) for remainder of course</li> </ul> Minimums are optional to meet local logistical and cost needs
<b>Who instructs the course?</b>	Leave No Trace Master Educator who leads/coordinates instruction Assisted by other experienced Trainers or Master Educators as required (one additional instructor for each small group of 8-10 participants)
<b>What training facilities are needed?</b>	Large-group training area which will fit the total number of participants and which has sufficient climate/weather control to allow comfortable participation in the training (camp dining hall, large training room, or outdoor pavilion during mild weather) Adequate lighting if instruction is scheduled after dark Electrical service for audiovisuals
<b>What special training aids are needed?</b>	Digital projector & screen TV/VCR (two required) BSA Leave No Trace publications General Leave No Trace publications
<b>What about food for participants and staff?</b>	A variety of options are available. Staff are encouraged to integrate food preparation and cleanup as instructional elements of the course given their importance to successful outdoor activities.
<b>What about lodging for participants and staff?</b>	A choice of camping styles is part of the curriculum: <ul style="list-style-type: none"> <li>• Trek (backpacking, horse packing, canoe camping, etc.)</li> <li>• Car/tailgate camping</li> </ul>
<b>What will the major course costs be?</b>	Facility usage fees (if any) Snacks & drinks for breaks (if any) One supper and one breakfast meal (simple camping foods) Other meals as required Training materials given to participants (Leave No Trace Trainer pin, b&w handouts, CD, cathole trowel, other Leave No Trace promotional/training materials as might be needed by local participants)

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**Acknowledgement:**

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# BSA Leave No Trace Trainer Course Manual

"The Boy Scouts of America has adopted the principles of Leave No Trace, which are easy to learn and apply. As each principle is learned, it should be applied. Every outing and activity should be conducted with Leave No Trace in mind. As young people mature, we will enjoy an increasingly beautiful environment because of the impact of their training in Leave No Trace.

As members of the Boy Scouts of America, we should be good stewards of our environment through knowledgeable use of resources. ... We all must take responsibility for our decisions when we use the outdoors, and we should treat the environment with respect so future generations can enjoy the outdoors as we do today." - *Teaching Leave No Trace* (BSA No. 21-117)

## Introduction

A modern Scouting unit faces countless "Leave No Trace" decisions as part of an active outdoor program. Every new outdoor activity and location adds more interesting challenges as we try to minimize recreational damages while meeting outdoor program goals. Each decision can be as simple as choosing where to pitch a tent or which way to walk across a meadow, but the sheer number of these decisions can be overwhelming to an unprepared unit.

A novice camper needs to understand quite a few simple and very practical guidelines to make Leave No Trace a valid part of their first camping trip. The youth leaders of a busy outdoor adventure program must be able to deal with how Leave No Trace applies to a variety of activities in a variety of environments during a variety of seasons ... all done in the company of a variety of Scouting youth and adults who have various levels of outdoor skills, self discipline, and commitment to an outdoor ethic.

All this variety can be a blessing as it helps us offer a rich and diverse outdoor program that more than meets our Scouting educational goals. Understanding the Leave No Trace implications of all this variety can be a significant learning challenge to the youth leaders planning an active outdoor program and to the adult leaders/advisors who guide them. This course is designed to train older youth (age 14 and older) and adults to serve as Leave No Trace Trainers for Scouting and the wider public and to provide participants with a deeper understanding of Leave No Trace to help individuals make and guide others in making good choices to minimize recreational impacts to help protect the wonderful outdoor locations they choose to enjoy.

## Course Planning

This course is a formal "Leave No Trace Trainer" course under the guidelines of the BSA and the Leave No Trace Center for Outdoor Ethics. Successful completion of this course entitles the participant to recognition as a Leave No Trace Trainer and, if desired, enters their contact information into the database of Leave No Trace Trainers available throughout the country. Leave No Trace Trainers are networked through the Leave No Trace Center for Outdoor Ethics to ongoing developments in the Leave No Trace educational movement. This course also presents training on bringing the Leave No Trace message to Scouting. Graduate Trainers will be sharing the Leave No Trace message through teaching the BSA Leave No Trace 101 course, leading group awareness sessions and workshops, and assisting individuals working on their BSA Leave No Trace Awareness Card and other outdoor ethics awards.

A Leave No Trace Trainer is also encouraged to spread the Leave No Trace message beyond the Scouting community in accordance with the guidelines and Training Agreement offered by the Leave No Trace Center for Outdoor Ethics.

***Schedule and logistical options.*** This course can be offered in a variety of schedule and logistical formats that can be tailored to meet local council, district, and individual needs. This course can easily be offered with the following options:

- Held on a single weekend or held on a schedule that replaces either a Saturday or a Sunday with another day of the week
- Enrollment can be limited to twelve participants needing only a small team of instructors or the course can be conducted with a larger enrollment of up to 48 participants by dividing into sub-groups and having a larger team of instructors
- The "experiential learning" portion of the course can be conducted in either a backcountry or frontcountry setting on public, BSA, or other private lands

Schedule, logistical, and location recommendations will be made later in this guide for each combination of the above options. Approved options include a weekend course; a weeklong course; and a several day or night sessions and an overnight. All instruction should be accomplished within an approximately 14 day period (maximum of 30 days). All courses must meet the 16-hour minimum established by the Leave No Trace Center for Outdoor Ethics and cover the minimum course content (see **Course Content**).

***Financing the Course*** - This course does not have to be expensive. While it is expected that this course will usually be financed through participant fees, it is sometimes possible to obtain an educational grant to help defray the costs of Leave No Trace training materials (see [www.LNT.org](http://www.LNT.org) - substantial lead time is required when applying for a grant). The National Council has materials available as bin items or for download.

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Leave No Trace State Advocates may be able to provide some training materials, if contacted in advance.

Fixed costs for the course: training location use fees (if any)  
cost of presentation materials (or postage if using loaners)  
minor misc. fixed costs (if any)

Variable costs for the course: snacks/drinks  
food (if provided)  
personal training materials (standard and/or frontcountry ethics reference card (hang tag), DVD or handouts)  
Leave No Trace Trainer pin and/or patch  
minor misc. variable costs (if any)

Optional item costs: Trainer "starter kit," BSA Leave No Trace mug, applicable S&E booklet, cat-hole trowel, Leave No Trace bumper sticker, and others

The limited enrollment option (12 or less) easily allows each participant to provide their own food if desired. A larger course allows the economies of group cooking and group purchase of the food.

***Authorization to Conduct the Course.*** The BSA Leave No Trace Trainer course is an official BSA training course. Authorization to conduct the course must be obtained from the host council's Outdoor Ethics Advocate or, if the host council does not have an Outdoor Ethics Advocate, from the appropriate individual or committee authorized to approve such courses. A copy of the "Request for Authorization to Conduct a BSA-Sponsored Leave No Trace Trainer Course" is attached in Appendix A.

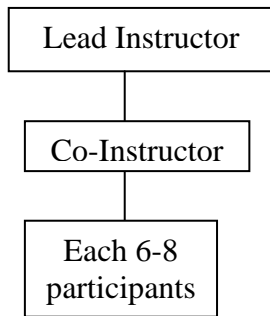
### **Staff**

***Minimum Staffing Requirements.*** The following staff requirements apply:

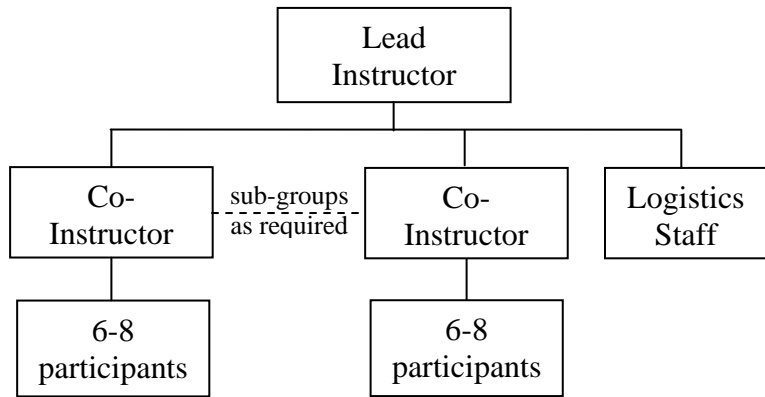
- The lead instructor must be a Leave No Trace Master Educator approved by the host council Outdoor Ethics Advocate (or other appropriate individual or committee if no Outdoor Ethics Advocate)
- At least one co-instructor is required and can be an experienced Leave No Trace Trainer or Master Educator
- All instructors must have Standard First Aid and CPR. If the course will be conducted more than 30 minutes away from medical support, at least one course member (preferably an instructor) must have Wilderness First Aid and CPR. Higher certifications are acceptable.
- Recommended minimum staffing levels include the lead instructor, a co-instructor and an additional co-instructor for every 6-8 participants.
- Support staff as needed (e.g., Quartermaster).

*Staff organization -*

**Small Course (12-16 or less)**



**Large Course (48 or less)**



**Staff development for a small course** - Since all aspects of a small course will be under the control of the lead instructor, staff development can be limited to pre-planning by the lead instructor and co-ordination with co-instructors. Curriculum co-ordination might be more effective if done beforehand, but it could be done on the fly if circumstances require (all instructors stay ready for the "teachable moment"). Safety co-ordination must be accomplished prior to the distractions caused by the arrival of the participants.

**Staff development for a large course** - A larger course requires that all coordination be accomplished prior to the distractions caused by the arrival of the participants. The lead instructor and the co-instructors for each sub-group must be thoroughly familiar with the full curriculum and how all sessions relate to each other. The sub-group co-instructors must be fully aware of their curriculum and safety responsibilities during those times that the lead instructor is not with their sub-group.

Instructors must be thoroughly familiar with the training facilities and equipment that will be available for their use. Instructors (and backups) must be pre-assigned for each instructional session and individuals (and backups) must be pre-assigned to cover all non-instructional activities (registration, opening ceremony, graduation, etc.). The logistics staff must be thoroughly familiar with their responsibilities and both the facilities and equipment that will be available for their use.

It is highly recommended that the entire staff of a large course meet at the target training location far enough ahead of the training date to allow time to correct any deficiencies that might be uncovered. The entire staff should talk through and preferably walk through every instructional session and all of the non-instructional activities as a group - everyone knowing what everyone else is supposed to be doing at all times will later allow staff members to effectively support each other when things get busy.



## Health and Safety

All relevant BSA standards, the *Guide to Safe Scouting*, *Trek Safely* and other BSA safety policies and procedures must be followed.

## Participant Information

**General participant qualifications** - This course uses an overnight camping experience to help participants understand the practical aspects of the Leave No Trace educational message. This course does not teach general outdoor skills - participants must have enough outdoor experience and equipment to be able to camp safely and comfortably under the location and climatic conditions expected for the course.

This course can be conducted in a range of formats that call for a range of physical conditioning. If a small course is based around the experiential educational opportunities of a trek (backpacking, canoeing, mountain biking, etc.), then participants must have an appropriate level of physical conditioning for the trek being undertaken. If a larger course offers sub-group camping in multiple camping styles (backpacking, car camping, horse packing, etc.), then participants must have a level of physical conditioning that is appropriate for the particular sub-group they will be a part of. There is no instructional reason why a large course couldn't offer an overnight camping style that might be appropriate for various disabilities if a suitable camping location can be found.

**Non-BSA participants** - This course has been developed to serve the needs of our Scouting outdoor programs. Individuals from outside BSA who have an interest in both Leave No Trace and our BSA outdoor programs can also attend with host council approval. Public or private recreation land managers or members of outdoor youth organizations can bring a highly valuable perspective to course discussions. The overall course format options are flexible enough to meet our *Guide to Safe Scouting* (e.g., Youth Protection Plan) when non-BSA individuals or groups are invited to attend.

**Participant qualifications for a Leave No Trace Trainer course** - Participants must be 14 years old at the start of the course. Youth must be willing and able to conduct themselves appropriately for an adult training experience that is tightly scheduled and highly interactive. Participants need to make a short presentation on a Leave No Trace topic in front of their sub-group. All participants in the Trainer course must complete the entire course to graduate.

Any individual who is associated with either implementing or training for any BSA outdoor program would be a logical candidate for attending the Leave No Trace Trainer course. This could include, but not be limited to, the following:

- Unit leadership (youth and adult)
- Outdoor skills instructors
- Adventure Base staff (all)
- Campmasters
- Commissioners serving units that conduct outdoor and/or high adventure programs
- Summer camp staff (youth and adult)
- Adventure contingent leaders
- Outdoor service project leadership
- OA leaders (youth and adult)

- Developers of outdoor or adventure program and any associated training
- "High end" course instructors (Wood Badge, National Youth Leadership Training, etc.)

## **Course Content**

The BSA Leave No Trace Trainer course is a collaborative effort of the BSA and the Leave No Trace Center for Outdoor Ethics. The lead instructor and co-instructors are charged with the responsibility to ensure that all course participants receive adequate instruction in the minimum elements of the Leave No Trace program and its application to the BSA program.

Each Instructional Segment in this Course Manual is **required** unless specifically stated to be optional. The lead instructor and co-instructors may adjust the order of presentation and the time of each Instruction Segment to best fit the needs of their course, so long as all instructional content is covered. Each Instructional Segment has a **recommended** and a **minimum** time assigned to it. Instructors should ensure that each segment receives at least its allotted minimum time. Instructional Segments may be covered by participants (as part of their individual presentation) so long as the lead instructor and co-instructors correct any misinformation and supplement any omitted information. Instructors remain responsible for teaching all required information regardless of format.

## **Food**

Meal preparation and cleanup is too good a training opportunity to waste on simply feeding staff and participants! Food considerations are a major part of every outdoor program in Scouting and it is important that we demonstrate that Leave No Trace food practices still allow us to enjoy good meals and to accomplish our outdoor program goals - all while minimizing potential impacts to our outdoor program locations. Setting the example during the course with different low-impact food preparation and cleanup techniques helps to teach the need for and demonstrate the practicality of doing effective Leave No Trace meals.

**Meal Options.** Meal options include large group meals (e.g., pack, troop, team or “mass event” such as a camporee or training event), small group meals (e.g., den, patrol, squad or crew), and individual meals. Meals can be costly in terms of time, so the lead instructor will need to carefully evaluate the number of participants and the time available to use the meal mix that maximizes exposure to different Leave No Trace practices while still leaving adequate time for instruction and participant sessions.

If possible, it is recommended that all training courses include at least one meal using a “small group” setting, since this method works well with the patrol/squad method and is also applicable to many Venturing crews. In a small, trek format course, individual meals for one or more meals may be acceptable. For large format courses or courses emphasizing more developed area camping or car camping, larger meals emphasizing use of dutch ovens and other traditional Scouting cookware may be an excellent teaching

opportunity. See the Instructional Segment on Cooking to get ideas on different meal and cooking techniques and how they can be used for Leave No Trace instructional purposes.

***Trash management, cleanup, and sterilization.*** There are several acceptable options for managing trash, cleanup, and sterilization of group and personal utensils. Refer to the *Fieldbook* for currently recommended practices.

### **Participant Preparation**

Participants assignments of a Leave No Trace principle or topic should be made sufficiently early to allow the participants time to prepare for their presentations. The lead instructor should also provide guidance to where Leave No Trace information can be found, including the BSA resources listed in the Resources Instructional Segment and the Leave No Trace website: [www.LNT.org](http://www.LNT.org). The lead instructor and co-instructors should have Leave No Trace materials available to assist the participants in preparing their talks. Alternatively, topics could be pre-arranged in advance of the course between the lead instructor and the participants or by allowing participants to choose topics after the first day of a multi-day course.

The lead instructor should ensure that all participants have at least one hour, preferably during daylight, to spend on preparing their talk and presentation.

### **Course Completion**

Course completion is a busy time. The lead instructor should arrange for a course evaluation by all participants to assist in improving the course. An example evaluation form is attached in Appendix D.

The lead instructor should arrange for an appropriate course completion ceremony. Participants who have successfully completed the course should be presented with the following items:

- BSA Leave No Trace Trainer card
- Leave No Trace Center pin or patch

Additional materials may be included at the discretion of the lead instructor and co-instructors consistent with guidelines established by the Council Outdoor Ethics Advocate, host council, and course finances. It is very appropriate to seek to have either interested Scouting officials or public land manager personnel present to assist in this ceremony. Including these officials helps emphasize the importance of Leave No Trace and Scouting's commitment to the partnership to the participants while reaffirming Scouting's efforts to improve Leave No Trace practices to local land managers.

## Evaluation and Course Close Out

Upon completion of the Trainer course, the lead instructor is responsible for completing the following tasks:

- Preparation of the host council's standard training report listing all of the successful participants who completed the course. This report should be submitted to the host council for entry into ScoutNET. The ScoutNET code for Leave No Trace Trainer is D78. A copy of the report should be provided to the host council Outdoor Ethics Advocate for use in preparing the annual progress report.
- Submitting either the course evaluations or a summary thereof to the host council outdoor ethics advocate.
- Submitting the course roster to the Leave No Trace Center using either the on-line registration form on [www.LNT.org](http://www.LNT.org) or the Excel spreadsheet format. In submitting the course roster, the following guidelines apply:
  - Course Title begins with "BSA"
  - Information for youth under the age of 18 should be flagged, preferably by placing all youth at the end with a clear indicator that they are youth in the Excel spreadsheet. If submitting via the website, please email [Courses@LNT.org](mailto:Courses@LNT.org) with the list of youth members so that the Center's database can be kept correct. (The Center does not maintain information on youth after mailing certificates except their name for privacy protection reasons).
- Submitting the Trainer course waiver required by the Leave No Trace Center. This waiver can either be scanned and emailed to [Courses@LNT.org](mailto:Courses@LNT.org) or else snail mailed to the Center at P.O. Box 997, Boulder, CO 80306
- Reviewing all expenditures and completing any necessary financial close out with the host council.

**All close out activities should be completed within 30 days of the end of the course, if not sooner.**

## Instructional Segments

This part of the BSA Leave No Trace Trainer Course Manual provides detailed Instructional Segments for each of the sections of the Leave No Trace Trainer course. All sections included in the Leave No Trace Center's *Master Educator Handbook* are covered in these materials. In addition, certain BSA-specific sections are covered to help prepare the Trainers to address commonly asked questions about Leave No Trace in the Scouting program and to provide useful skills that BSA units can use in the field.

**All segments are required unless listed as optional.** The recommended instructional time is listed for each segment. The segments may be taught in any logical order, although it is recommended that the following introductory Instructional Segments be placed at the beginning of the course:

- Orientation
- Need for Leave No Trace
- History of Leave No Trace
- Personal Leave No Trace Presentations
- Introduction to the Principles of Leave No Trace

It is also recommended that the following Instructional Segments be placed towards the end of the course:

- Wildland Ethics (may also be introduced early and finished late)
- Bringing Leave No Trace to Scouting

Because of the importance of human waste disposal, it is imperative that all BSA Leave No Trace Trainers know how to locate, dig and close a proper cathole. All courses must provide a field opportunity for *each participant* to locate and dig a proper cathole under the supervision of the lead or a co-instructor. In addition, it is strongly recommended that all courses provide a field experience where participants address campsite or campfire impacts, and if circumstances permit, build a Leave No Trace fire.

## Instructional Session: **Orientation**

**Session Length:** 30 minutes

**Goals:** As a result of this session, each participant should:

- Be able to find such key safety items as: fire extinguishers, first aid location(s), emergency phone, staff/participant cell phones, cell phone coverage, list of emergency phone numbers and other local safety items.
- Be aware of local safety concerns (disagreeable plants and animals, unsafe locations, weather hazards, etc.).
- Be able to find such key comfort items as: restrooms, water fountains, smoking areas, pay phone, power outlets, etc.
- Have been introduced to and heard from visiting dignitaries (if any)
- Have been introduced to instructional and support staff
- Have been introduced to other participants (if in a small course) or understand that introductions to fellow participants will later take place in the small camping groups (if in a large course)
- Understand how to finalize their small camping groups (if used)
- Understand the training format and general schedule for this course
- Understand the specific graduation requirements if this course is being conducted as a formal Leave No Trace Trainer course

### **Lesson Plan:**

Review the above goals to identify the types of information/activities that are appropriate for this session.

***Emergency phones*** - If cell phone coverage is available, consider passing out a list of emergency numbers to the participants and let the entire group know which staff and participants are carrying a cell phone. If in a fringe cell coverage area, it might be appropriate to pass out a map indicating likely spots to get coverage from the different local cell service providers. The goal is to have reliable phone service and a list of emergency phone numbers available to all in the event of an emergency.

***Course structure orientation*** - The decision to use small camping groups and their formation schedule will have been decided per the “Course Structure” sub-section of the “Introduction” section at the front of this training guide. The training format and the graduation requirements for a Leave No Trace Trainer course will be found in the same sub-section.

***General schedule orientation*** - **The general schedule will be developed locally per the “Program Schedule” subsection of the “Course Organization” section in the front of this training guide.**

## **Instructional Session: Need for Leave No Trace**

**Session Length:** 30 minutes

**Materials Needed:** “Need for Leave No Trace” (PowerPoint file)  
“Leave No Trace” National Park Service DVD

**Goals:** As a result of this session, each participant should be able to:

- Describe different types of recreation impacts
- Discuss BSA’s current outdoor reputation
- Discuss usage levels of our recreation lands
- Discuss how much the BSA uses the outdoors
- Discuss how increased use leads to increased damage
- Discuss ethical and practical reasons for not causing this damage
- Understand that the Leave No Trace guidelines help in this effort

### **Lesson Plan:**

Review the “Need for Leave No Trace” PowerPoint presentation. Explanations for the slides are given in the associated notes page view. The slide show can be printed out and used to ensure coverage of the content through other presentation mediums.

***Reason for session*** - This session is designed to introduce participants to the diverse array of recreation-related resource and experiential impacts that are associated with outdoor activities. The impacts are a concern regardless of the environmental setting, including Wilderness, backcountry, frontcountry, and Scout properties. A genuine understanding of the Leave No Trace Principles is built on the foundation of understanding these impacts and why Leave No Trace practices and ethics are needed to avoid or minimize them. The BSA has a special obligation to address these impacts because of its large membership, its substantial use of public lands, and its unique role in teaching outdoor practices to millions of youth.

This presentation is not designed to be a “plug and play” – the instructor needs to become familiar with each slide and use his/her own experience to bring each point alive.

***Leave No Trace video*** - The video/DVD “Leave No Trace” produced by the National Park Service makes an excellent 9 1/2 minute wrap up to this session.

## Instructional Session: **History of Leave No Trace**

**Session Length:** 30 minutes

**Materials Needed:** “History of Leave No Trace” PowerPoint with its associated notes page and the pdf file "History of Leave No Trace" that can be found at [www.LNT.org](http://www.LNT.org) or [www.outdoorethics-bsa.org](http://www.outdoorethics-bsa.org).

**Goals:** As a result of this session, each participant should be able to:

- Discuss why the federal land managing agencies became interested in emphasizing education as an alternative to regulation
- Discuss how the US Forest Service initiated the Leave No Trace program and the role played by the National Outdoor Leadership School
- Explain how Leave No Trace, Inc. was started and its current role and mission
- Discuss the role that BSA and other non-agency organizations play in the implementation of the Leave No Trace educational program

### **Lesson Plan:**

Review the "History of Leave No Trace" PowerPoint presentation. Explanations for the slides are given in the associated notes page view. The slide show can be printed out and used to ensure coverage of the content through other presentation mediums.

**Principal Organizations** – Originated with the US Forest Service for wilderness management, then adopted by the National Park Service and Bureau of Land Management. The National Outdoor Leadership School was recruited to further develop educational materials and training courses. Non-profit Leave No Trace, Inc. created in 1994, to expand the program nationally and engage in fund-raising and partnering activities. The program’s emphasis has expanded over time from Wilderness, to backcountry, and to frontcountry and urban settings.

**BSA involvement** - Leave No Trace was introduced to the world by the U.S. Departments of Agriculture and Interior at the 1993 Boy Scout Jamboree at Ft. A.P. Hill, VA. The Boy Scouts of America responded with the “Seven Keys of No Trace Camping” in the 10<sup>th</sup> edition of the *Boy Scout Handbook*. The Boy Scouts of America formally adopted Leave No Trace as our outdoor minimum-impact program in 1997 in the *Passport to High Adventure*, placed the principles of Leave No Trace in the 11<sup>th</sup> Edition of the *Boy Scout Handbook*, and became a Leave No Trace Master Educator course provider in 2005.

**Name change** - Point out that Leave No Trace, Inc. is now the "Leave No Trace Center for Outdoor Ethics."



**Instructional Session: Educational Model and the Role and Function of Educators**

**Session Length:** 30 minutes

**Materials Needed:** “Teaching Leave No Trace” (BSA No. 21-117) (one per participant)

**Goals:** As a result of this session, each participant should be able to:

- Describe how education can lead to the adoption of low impact behaviors
- Describe the role and function of the Education Review Committee
- Describe the Leave No Trace educational training model.
- Describe some of the core Leave No Trace Educational programs

**Lesson Plan:**

Review the "Educational Model and Educators" PowerPoint presentation (Trainer version). Explanations for the slides are given in the associated notes page view. The slide show can be printed out and used to ensure coverage of the content through other presentation mediums.

***Educational Process*** – Participants should learn about the educational process, the steps that lead from knowledge to behavior change whereby outdoor visitors adopt low impact practices. Knowing low impact practices is insufficient, participants must be convinced of the compelling need for them to also apply the practices they’ve learned.

***Education Review Committee*** - Participants need to know that the Leave No Trace practices and educational materials are developed through a peer-review process that integrates the best available science with substantial input from experienced land managers and outdoor educators. The Center’s Education Review Committee provides this ongoing function to develop the most effective and applicable low impact practices for different recreational activities and environmental settings.

***Training Model*** - Participants should learn about the Leave No Trace program’s three-tiered training model, designed to ensure the quality and consistency of its educational program. An intensive experiential 5-day course taught only by Center-approved providers trains Master Educators. Master Educators (ME’s) are then permitted to teach the two-day Trainer course. ME’s and Trainers are then permitted to teach Awareness Workshops to “end-users” - the millions of recreationists who visit our protected lands. The BSA has been approved to offer ME courses to its members.

***Training Programs and Infrastructure*** – The Center partners with over 400 commercial and non-profit organizations to promote its educational program and reach an estimated 10 million outdoor visitors annually with Leave No Trace messages. The Center has developed an infrastructure and programs with the support of its partners. A frontcountry

program provides specialized and flexible Leave No Trace messaging to address the unique impacts that occur in areas close to roads where day-use activities predominate. The Traveling Trainer program sponsored by Subaru supports three teams of educators who crisscross the country to provide outreach and education. The PEAK program provides educational packets and activities that target youth. The State Advocate program promotes Leave No Trace training within each state, and websites for each state to generate grassroots support. The BSA has developed Council Outdoor Ethics Advocates to promote Leave No Trace education and training within each Council. Finally, Leave No Trace is expanding internationally, with formal sister organizations in Canada, Ireland, Australia and New Zealand.

## Instructional Session: **Personal Leave No Trace Presentations**

**Session Length:** 30 minutes

**Materials Needed:** “Teaching Leave No Trace” (BSA No. 21-117) and most relevant Skills & Ethics booklet (one per participant)

**Goals:** As a result of this session, each participant should be able to:

- Discuss different instructional techniques
- Understand that doing a personal Leave No Trace presentation is a graduation requirement for a Leave No Trace Trainer
- Understand the basic presentation requirements
- Select a topic for their personal Leave No Trace presentation
- Understand how they will support other presentations
- Understand the time available for scheduling presentations during the course

### **Lesson Plan:**

Review the “Tips for Teaching” (p. 3) section of BSA’s *Teaching Leave No Trace* (21-117). Familiarize the participants with this section and remind them that they will be using this information as they pass on the Leave No Trace knowledge gained in this course. Point out that they will become more familiar with the BSA *Teaching Leave No Trace* publication in the next session.

Remind the participants that making a personal Leave No Trace presentation is a graduation requirement for Leave No Trace Trainers. The instructor has a number of options relating to how the participants may choose their presentation topic:

**“One time only”** - The instructor pre-selects a portion of the Leave No Trace message that would lend itself to a short presentation and assigns it to a participant as the only time that topic will be covered in the course. The topics could either be grouped so that the participants combine to entirely cover a larger topic (an entire Principle, for example) or the topics could be interleaved with the instructor’s own presentations from session to session.

Variants: have the participants request their presentation topics ahead of time or draw the topics out of a hat early in the course. The instructor could prepare information packets giving the background needed for each topic and provide them to the participant presenting each of the topics early in the course or even prior to the course.

**Pros:** No course time will be “wasted” doing duplicate presentations. Participants will be caught up in the importance of offering information on a “one time only” basis.

**Cons:** Participants might not have time to prepare a presentation that is up to “one time only” standards unless time is found in an already tightly scheduled course for each participant to research their topic thoroughly, consult with the instructor, and do at least some practice. Taking the time to develop a presentation up to “one time only” standards could distract the participant from getting maximum benefit from other portions of the

course. The instructor needing to re-address the subject can have a negative effect on the confidence of fledgling Trainers.

**Not “one time only”** – Each participant chooses a topic that interests them from the many topics covered by the sessions they have attended up to that point. The instructor first covers all topics thoroughly and there is no effort made to guide participants into any specific topic or to keep duplication/overlap from occurring between the many presentations given by the participants.

Variants: participants can be asked to think ahead to the first Leave No Trace presentation that they will be doing after graduation and then to consider practicing for it by using it as their presentation during this course. Participants can be guided into doing presentations on topics of prime importance and interest to Scouting (those topics likely to later be used over and over by the new Trainers during their short awareness sessions with units, etc. - catholes, twiggy fires, not cutting switchbacks, etc.).

**Pros:** The participants have seen all relevant information presented at least once before they prepare their own presentation. A series of presentations on the same topic can foster a healthy atmosphere of “let’s see what we can all do to make this presentation better and better.” Those topics that will later be used the most will be well thought out and practiced by the time the group gets through.

**Cons:** Can become boring or even a training “cop out” if no effort is made to have “duplicate” presentations draw on the successes/failures of those done earlier. Incorrect information can become “built in” if repeated exposure is allowed.

***Scope of participant presentation*** – Participants may choose all or part of a principle or Leave No Trace topic, subject to guidance from the instructor.

***Guidelines for discussing the presentations*** - Participants should be guided into providing a supportive atmosphere for these presentations. An overall spirit of “collaboration” and “constructive critique” helps to set the general tone needed. The goal is to help come up with more creative and effective ways to present the Leave No Trace topics, rather than to provide detailed criticism of individual speaking techniques. Encourage participants to frame their suggestions in a “positive” light.

The only way to “fail” a presentation is to completely misunderstand the topic or to choose a presentation technique that is so inappropriate that the presentation simply cannot be understood. Either situation can usually be corrected on the spot by supportive suggestions from the group or quiet consultation with the instructor. A quick “second chance” that leads to immediate success at some level is much better than the participant walking away with a feeling of failure.

The instructor should handle in private any very rare situation of extreme inability to present at all. Delaying such an individual’s graduation to allow for post-course “one on one” sessions with the instructor (with possible help from other expert “trainer trainers”) and/or counseling as to whether the participant really wants to become a formal Leave No Trace Trainer might be indicated in this highly unusual circumstance.

***Scheduling a presentation*** - The time available for individual presentations is dependent on the format and schedule selected for each individual course. No matter which format is selected, it is critical that a realistic timeframe for having the presentations completed be advertised well in advance. This “deadline” should allow some individual time for preparations and some group time for discussions after each presentation.

There should be enough time available for each presenter to feel that they have gotten their act together and for the group to feel that they have collaborated on helping each presenter come up with ways to make their presentation even better. Some extra time should be kept available for second chances and other unexpected delays.

The individual presentations must be completed while still in the small camping group if in a course with multiple groups. A good rule of thumb is to have the presentations completely finished before adjournment for sleeping – the availability of morning free time is almost always overestimated.

***Presentation of "lessons learned"*** - If there are multiple camping groups, then the participants must be alerted that each small group will be expected to present their own “lessons learned” during the “Lessons Learned on Overnight Camp” session when the small groups first gather back as a large group at the latter part of the course. This short presentation should include a brief overview of any Leave No Trace related questions, observations, or conclusions that surfaced during the campout that might be of interest to the larger group as a whole.

Each presentation is intended to be informative rather than to become a competition in exotic presentation theatrics, but it should be remembered that this is yet another opportunity to try out instructional techniques from the tips given earlier in this session. A group collaboration on the contents and method of the presentation is by far the best way to go, but a specific individual (or individuals) should be selected to make the presentation early enough for them to do some preparation.

## **Instructional Session:   Cooking**

**Session Length:** During meal preparation

**Materials Needed:** Standard Leave No Trace ethics reference card (hang tag) and most relevant Skills & Ethics booklet (one per participant)

**Goals:** As a result of this session, each participant should be able to:

- Understand the Leave No Trace aspects of cooking meals;
- Be able to demonstrate cooking practices that are sensitive to Leave No Trace principles;
- Explain how Leave No Trace skills are consistent with historic Scouting cooking practices and how such practices can be done in a Leave No Trace manner.

### **Lesson Plan:**

Boy Scouts use numerous styles of food preparation, include “no-cook” meals and cooking with campfires, stoves (all types), grills/charcoal, Dutch ovens, utensiless, large single pot, smokers, aluminum foil meals, tin can, and others. Regardless of the food preparation method, the Leave No Trace ethic can be effectively applied to this core outdoor activity. Our objective is not to promote any single food preparation technique but to demonstrate that the impacts of these techniques can be avoided or minimized by appropriate Leave No Trace practices. Selection of a preferred food preparation practice depends on group type, size, and traditions and the type of activity (for example car camping or backpacking). As course instructors, your objective is to employ the food preparation traditions and practices used by your participants while teaching the best available low impact practices that avoid or minimize associated impacts.

Your presentation should emphasize these key concerns for food preparation:

- making sure that cook staff avoid food spillage, drippings, micro-garbage, or other pollutants at the cooking site,
- that high temperature and trampling impacts to vegetation and soil within the cooking area are avoided or minimized,
- that large amounts of wood are not gathered and consumed from the area surrounding the cooking site,
- that all trash, including micro-garbage and left-over food, is packed out, and
- that cleanup avoids introducing food particles, oils, chemicals, and strong food-related smells into the area surrounding the cooking site.

The large group version of this course has a mix of meals done in both large and small cooking group settings. A small-group Sunday breakfast in the weekend schedule is designed to demonstrate the effectiveness of small twig fires (mound fire or fire pan). Doing all other meals as large-group meals allows the participants to use time otherwise needed for meal preparation and cleanup for other instructional sessions. Using these

large group meals to demonstrate a variety of large group meal preparation and cleanup techniques provides an excellent chance to show that Leave No Trace can easily become a part of our Scouting outdoor programming as currently done in the field.

**No cooking** - Using no-cook meals can minimize meal preparation and cleanup impacts. Stripping away unneeded packaging prior to bringing the food to the training session, being careful that no "micro-garbage" is dropped while distributing or eating, and packing out all trash and/or leftover food minimizes both preparation and cleanup impacts. Doing at least one meal as a no-cook meal allows for discussion on how no-cook meals can be an excellent Leave No Trace practice.

**Small group cooking** - Small groups cooking on backpacking stoves or over small twig fires (mound or fire pan) can demonstrate that either technique allows us to cook excellent meals and provide for effective cleanup. Economies of scale and consistency of training are enhanced by doing a group purchase of foods that are appropriate for the small-group cooking style being taught and then issuing that food to each of the cooking groups. Having the course issue a representative set of cooking/cleanup items that are typically used locally (stoves, pots, utensils, etc.) provides both a good demonstration during the meal and a good discussion during the "lessons learned" instructional session.

**Large group cooking (outside)** - Dutch ovens, hill-country clambakes (lard cans, milk cans, turkey fryers and other variations), aluminum-foil "hobo" meals, grilling, spit roasting, stone age (utensiless), and other outdoor group cooking techniques can all be done in a "Leave No Trace" style if we use a little effort and imagination.

The "little effort and imagination" might introduce such impact mitigation techniques as fire pans (or even raised "fire platforms" for the larger fires), tarps covering the ground in the cooking area, large containers for packing out all gray water, and pre-cooking large food items. Such outdoor large group cooking techniques described above are usually anything but lightweight and are commonly used when tailgating or car camping. Having nearby access to vehicles also allows the use of more robust impact-mitigation techniques that might be denied to a lightweight backcountry trekker.

Outdoor large group cooking techniques are a traditional and often very effective part of our overall Scouting outdoor educational programming - it can be well worthwhile to go the extra mile to keep them available to us in modern times and settings. Setting ourselves the goal of "leaving absolutely no trace"...and understanding what that really means for a given outdoor location...can allow us to continue to use these group cooking techniques in an ethical manner. Using one of these techniques to do one of the large-group meals in the large-group version of this course could be particularly effective in demonstrating that it really can be done!

**Large group cooking (inside)** - Cooking a large-group meal in a camp dining hall or other indoor cooking facility can provide an excellent opportunity to make the point that these cooking locations usually have been carefully designed to remove cooking/cleanup impacts from the outdoors.

Making use of a properly designed indoor cooking facility often allows a lot of cooking to be done in a "near-outdoor" setting with virtually no outdoor impacts at all.

This can be an excellent choice for those times when using such a cooking style does not diminish the effectiveness of our outdoor program.

A Leave No Trace Trainer course done at a typical camp can help the course participants appreciate how a rustic cooking facility (like a camp dining hall) helps solve many of the large-group impact problems highlighted by the various Principles of Leave No Trace.

Here are some additional “green” practices and topics that should also be addressed – include discussion of advantages and disadvantages:

- Use washable/reusable food and drink containers and utensils whenever possible, then items that can be and are recycled, then disposable items made from recycled materials. Have participants bring and use their own plates, cups/mugs, and utensils during the course. Participants should use Nalgene or water bags; avoid use of Styrofoam products and bottled water whenever possible. Participants should also remember that reuse requires proper cleaning and disinfection before reuse.

***Trash management, cleanup, and sterilization*** – There are several acceptable options for managing trash, cleanup, and disinfection of group and personal utensils. Refer to the “Dispose of Waste Properly” instructional segment and the *Fieldbook* for currently recommended practices. In general, the BSA emphasizes the use of “pack it in, pack it out.” This includes food spillage, microtrash and food waste. Cooking and disinfecting water (e.g., bleach, bleach tablets) should be disposed in provided utilities, if available, by packing it out, or by straining and broadcasting the water if not. Cooking and disinfecting water should be kept well away from streams and other water sources.



## **Instructional Session: Introduction to the Principles of Leave No Trace**

**Session Length:** 30 minutes

**Materials Needed:** Standard Leave No Trace “ethics reference card” (hang tag) and most relevant Skills & Ethics booklet (one per participant)

**Goals:** As a result of this session, each participant should be able to:

- Discuss the role that the Principles play in the overall educational effort
- Discuss the controls in place to keep the Principles standard and the leeway that Leave No Trace Trainers have in using the Principles as instructional aids
- Become familiar with “hangtags,” Skills and Ethics booklets, and other aids to using the Principles
- Become familiar with use of BSA’s “Teaching Leave No Trace”

### **Lesson Plan:**

The following seven instructional sessions cover basic practical guidelines for implementing modern minimum-impact outdoor use techniques. These instructional sessions are based on the seven “Principles of Outdoor Ethics” which provide a framework for the overall Leave No Trace message:

Plan Ahead and Prepare  
Travel and Camp on Durable Surfaces  
Dispose of Waste Properly  
Leave What You Find  
Minimize Campfire Impacts  
Respect Wildlife  
Be Considerate of Other Visitors

***Principles as building blocks*** - These Principles are the basic building blocks for all forms of Leave No Trace education and training. Some training opportunities will allow Leave No Trace Trainers to provide in-depth supporting information and other opportunities will only allow time to touch each subject lightly. In all cases, however, it is expected that all Principles will be covered at some level as part of every Leave No Trace educational effort. The Leave No Trace Principles and practices change over time - care must be taken that the most current versions are always used.

***Using the Principles*** - The Educational Review Committee of the Leave No Trace Center for Outdoor Ethics has formalized the Leave No Trace Principles and supporting educational information. The language used has been carefully selected to allow a straightforward presentation of the Leave No Trace message as it applies to typical ecosystems most commonly visited by outdoor recreationists. The Principles and their

supporting bullets are used widely in both print and digital publications. The most basic and concise presentation of the Leave No Trace Principles and guidance is the “Ethics Reference Card” (or “hang tag”), which contains this information in a form that is convenient to carry and which can survive extended outdoor use. A more complete presentation of this information can be found in the most relevant Skills & Ethics booklet. Both should be presented to participants and used in Trainer courses.

***Ethics Reference Card (hang tag)*** - The following seven instructional sessions are based on the standard ethics reference card (hang tag) most commonly used by Scouting groups. This bulletized information is appropriate for “stand alone” use by novice campers as a very basic introduction to the practical aspects of Leave No Trace. It is also appropriate for use as a framework for deeper discussions on all aspects of the overall Leave No Trace educational message. Consult and use more detailed information from the most relevant Skills & Ethics booklet, particularly information related to the rationales for these practices.

***Plan Ahead and Prepare*** - The “Plan Ahead and Prepare” Principle will be presented last in sequence. Although planning and preparing should always come first for any outing, this Principle can be easier and more meaningful to present if it is covered after the participants have been introduced to all the other Leave No Trace concepts they will be preparing for.

***Focus on group use*** - BSA is arguably the largest group user of the outdoors in the country and we are particularly vulnerable to complaints that our group sizes can cause more impacts than non-group users. Group-size restrictions have become a fact of life in many of our public recreation areas in a belief that this is the only way that the land can be protected from the impacts that groups can cause. However, research suggests that it is less about group size than about actual behavior: high-impact vs. low-impact.

An equally strong argument can be made that our use of Scouting groups can help lessen our group impacts as we get better at teaching and getting each group member to practice Leave No Trace. We can also reduce our impacts by discovering special techniques that allow our groups to enjoy our outdoor programs with minimal impact. For more information on group-related Leave No Trace practices read the Leave No Trace brochure on Group Use:

<http://www.LNT.org/training/PDFs/Group%20Use%20Brochure.pdf>

We can all look for opportunities to discuss group impacts during the following sessions on the Principles. We can learn to identify specific group behaviors that cause group impacts and then we can start to identify some of the things we can do to minimize or eliminate these group impacts.

## Instructional Session: Leave No Trace Principles – Travel and Camp on Durable Surfaces

**Session Length:** 30 minutes

**Goals:** As a result of this session, each participant should be able to understand and discuss the following bullets from the ethics reference card (hang tag):

- Durable surfaces include established trails and campsites, rock, gravel, dry grasses or snow.
- Protect riparian areas by camping at least 200 feet from lakes and streams.
- Good campsites are found, not made. Altering a site is not necessary.

*In popular areas:*

- Concentrate use on existing trails and campsites.
- Walk single file in the middle of the trail, even when wet or muddy.
- Keep campsites small. Focus activity in areas where vegetation is absent.

*In pristine areas:*

- Disperse use to prevent the creation of campsites and trails.
- Avoid places where impacts are just beginning.

### Lesson Plan:

Review the most relevant Skills & Ethics brochure and the following BSA publications as a minimum to refresh yourself on the Leave No Trace information that is available. This is the literature that all in Scouting should have ready access to:

BSA Fieldbook  
Boy Scout Handbook  
Camping Merit Badge pamphlet  
Venturing Ranger Award Guidebook

Review the following sections of BSA's *Teaching Leave No Trace* (No. 21-117):

Travel and Camp on Durable Surfaces	(p. 9)
Quick Concept for Travel and Camp on Durable Surfaces	(p. 26)
Activity Plan 1 for Travel and Camp on Durable Surfaces – Exploring Travel Concepts	(p. 47)
Activity Plan 2 for Travel and Camp on Durable Surfaces - Exploring Campsite Selection	(p. 51)

**Presentation content** - Develop a presentation centered on the above bullets from the ethics reference card (hang tag) and most relevant Skills & Ethics booklet, which provides more comprehensive information about each bullet, low impact practices, and rationales. It is important that participants be given an overview that helps them understand just what the bullets mean in terms that are applicable to all environments that they can reasonably visit and to all the activities that they could reasonably enjoy there

(i.e., the “generic” Leave No Trace message). Any spare time can be devoted to discussing specific detailed applications of this Principle to those environments and activities that might be of most interest to participants and those they will be sharing their Leave No Trace knowledge with.

The key concept to convey for this principle is that vegetation and substrates vary considerably in their fragility to trampling damage. Outdoor recreationists can minimize their impact by concentrating their traffic, whether hiking, resting, cooking/eating, or sleeping, on the most durable substrate available. Durable surfaces are surfaces that show little sign of your passing. They include existing trails, established campsites, gravel, sand and dry grassy meadows. In canyon country, the best travel surface is often on slickrock or dry washes, while in the alpine zone it may be over snow or ice. Generally speaking, with novices, the best Leave No Trace practice is to stick to trails and established campsites until they have the skills necessary for dispersed travel in pristine areas. Off-trail travel requires education and scrupulous attention to Leave No Trace techniques. Failure to adhere to these practices can cause lasting impacts on the environment. Here are some helpful hints:

- Stick to well-established trails when traveling, including areas around campsites. Avoid faint trails and off-trail traffic to protect plants and soils. Traveling single file near the center of the trail will avoid trail widening.
- Choose a campsite large enough for your group or divide into smaller groups and use two or three smaller established or otherwise durable campsites.
- Concentrate all activities on the most durable or previously disturbed surfaces and avoid trampling plants.
- Gather as a large group only on durable surfaces.

***Focus on group use*** - Look for opportunities to discuss group impacts during this session. Enlist the help of the participants to identify group behaviors that could potentially cause group impacts. Examine each of these group behaviors to identify the things we can do to minimize or eliminate these group impacts.

## **Instructional Session: Leave No Trace Principles – Dispose of Waste Properly**

**Session Length:** 60 minutes

**Goals:** As a result of this session, each participant should be able to understand and discuss the following bullets from the ethics reference card (hang tag):

- Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food, and litter.
- Deposit solid human waste in catholes dug 6 to 8 inches deep at least 200 feet from water, camp, and trails. Cover and disguise the cathole when finished.
- Pack out toilet paper, medical wastes and hygiene products.
- To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

### **Lesson Plan:**

Review the most relevant Skills & Ethics brochure and the following BSA publications as a minimum to refresh yourself on the Leave No Trace information that is available. This is the literature that all in Scouting should have ready access to:

BSA Fieldbook  
Boy Scout Handbook  
Camping Merit Badge pamphlet  
Venturing Ranger Award Guidebook

Review the following sections of BSA's Teaching Leave No Trace (No. 21-117):

Dispose of Waste Properly (Pack It In, Pack It Out)	(p. 13)
Quick Concept for Dispose of Waste Properly (Pack It In, Pack It Out)	(p. 27)
Activity Plan 1 for Dispose of Waste Properly – Exploring Trash Disposal	(p. 58)
Activity Plan 2 for Dispose of Waste Properly - Exploring Disposal of human waste	(p. 61)

**Presentation content** - Develop a presentation centered on the above bullets from the ethics reference card (hang tag) and most relevant Skills & Ethics booklet, which provides more comprehensive information about each bullet, low impact practices, and rationales. It is important that participants be given an overview that helps them understand just what the bullets mean in terms that are applicable to all environments that they can reasonably visit and to all the activities that they could reasonably enjoy there. Any spare time can be devoted to discussing specific applications of this Principle to those environments and activities that might be of most interest to local units.

Pack it in, pack it out. This is the primary rule for any group that goes into the outdoors. Groups have a responsibility to the resource and to those who come after them to leave the water and land free of trash and food scraps. These things often attract wildlife or otherwise alter their natural behavior with serious long-term effects. There is no 'acceptable' waste, not even that which is biodegradable, such as banana peels and apple cores. If your group carried it in, carry it out. If trash is found that someone else left behind, carry it out, too. Medical wastes and personal hygiene products should be packed out, as well. Unscented toilet paper is preferred and is best packed out, but the instructor should assess the group and, if this appears to be unacceptable, then the toilet paper should be completely buried in the cathole.

There are four primary goals behind the proper disposal of human waste:

1. Minimize the chances of water pollution
2. Minimize the chances that other people, animals or insects could come into contact with the waste and then potentially spread disease
3. Minimize any aesthetic issues associated with human waste
4. Maximize the decomposition rate

Think carefully about the maturity of your group when considering how you will dispose of human waste. With children and novices, you will need to be extremely diligent about instruction and compliance, and you may want to camp near toilet facilities, trashcans and potable water initially. Here are some helpful hints:

- A variety of commercial products are available for carrying out human waste. These products minimize odor, leakage and disposal problems.
- In most areas, catholes are another acceptable option for human waste disposal. Catholes should be 6-8 inches deep and located 200 feet (70 adult paces) from any water source or intermittent drainages. Instruct your group thoroughly on the appropriate use of catholes and carry trowels for digging.
- Pack out toilet paper in plastic bags. Baby wipes are useful for reducing odor and improving cleanliness.
- Strain dishwater to remove food scraps, pack these out with the rest of your trash. Strained dishwater can be scattered well away from camp.
- Wash dishes or bathe more than 200 feet from water sources and minimize use of soap.
- Inspect your campsite and lunch areas carefully for trash or food scraps before moving on.

***Focus on group use*** - Look for opportunities to discuss group impacts during this session. Enlist the help of the participants to identify group behaviors that could potentially cause group impacts. Examine each of these group behaviors to identify the things we can do to minimize or eliminate these group impacts.

**Instructional Session: Leave No Trace Principles –  
Leave What You Find**

**Session Length:** 15 minutes

**Goals:** As a result of this session, each participant should be able to understand and discuss the following bullets from the ethics reference card (hang tag):

- Preserve the past: examine, but do not touch, any cultural or historic structures and artifacts.
- Leave rocks, plants and other natural objects as you find them.
- Avoid introducing or transporting non-native species.
- Do not build structures, furniture, or dig trenches.

Review the most relevant Skills & Ethics brochure and the following BSA publications as a minimum to refresh yourself on the Leave No Trace information that is available. This is the literature that all in Scouting should have ready access to:

BSA Fieldbook  
Boy Scout Handbook  
Camping Merit Badge pamphlet  
Venturing Ranger Award Guidebook

Review the following sections of BSA’s Teaching Leave No Trace (No. 21-117):

Leave What You Find	(p. 16)
Quick Concept for Leave What You Find	(p. 28)
Activity Plan for Leave What You Find – Exploring Natural Settings and Archaeological Areas	(p. 65)

**Presentation content** - Develop a presentation centered on the above bullets from the ethics reference card (hang tag) and most relevant Skills & Ethics booklet, which provides more comprehensive information about each bullet, low impact practices, and rationales. It is important that participants be given an overview that helps them understand just what the bullets mean in terms that are applicable to all environments that they can reasonably visit and to all the activities that they could reasonably enjoy there (i.e., the “generic” Leave No Trace message). Any spare time can be devoted to discussing specific detailed applications of this Principle to those environments and activities that might be of most interest to participants and those they will be sharing their Leave No Trace knowledge with.

Young people love to build dams and stick shelters and take home turtles as pets. Adults often catch a “collecting bug” and load their packs with interesting rocks, feathers, seashells, flowers, potshards and arrowheads. In the outdoors, these activities change the aesthetics of a site and generally have a lasting impact on the ecology and the cultural or historical record. Consider the cumulative impact if everyone took home a memento.

Help your group recognize the magic of unaltered nature. Keep people active so they don't get bored and start elaborate construction projects. Inspect your campsite before you leave and do your best to restore the site. Here are some helpful hints:

- Make sure all members of your group know the law. In many places, collecting—everything from fossils to wild plants—is illegal.
- Before you approach a cultural or historic site, sit down with your group and tell them the story of the site. Help them recognize its value and the need to leave it untouched so it can be enjoyed by others in the future.
- Supervise your group around sensitive plants, animals or cultural sites. A crushed plant or collapsed wall can happen very quickly with energetic youth, no matter how well meaning they are.

***Focus on group use*** - Look for opportunities to discuss group impacts during this session. Enlist the help of the participants to identify group behaviors that could potentially cause group impacts. Examine each of these group behaviors to identify the things we can do to minimize or eliminate these group impacts.



**Instructional Session: Leave No Trace Principles –  
Minimize Campfire Impacts**

**Session Length:** 30 minutes

**Goals:** As a result of this session, each participant should be able to understand and discuss the following bullets from the ethics reference card (hang tag):

- Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light.
- Where fires are permitted, use established fire rings, fire pans, or mound fires.
- Keep fires small. Only use sticks from the ground that can be broken by hand.
- Burn all wood and coals to ash, put out campfires completely, and then scatter cool ashes.

**Lesson Plan:**

Review the most relevant Skills & Ethics brochure and the following BSA publications as a minimum to refresh yourself on the Leave No Trace information that is available. This is the literature that all in Scouting should have ready access to:

BSA Fieldbook  
Boy Scout Handbook  
Camping Merit Badge pamphlet  
Venturing Ranger Award Guidebook

Review the following sections of BSA’s Teaching Leave No Trace (N0. 21-117):

Minimize Campfire Impacts	(p. 17)
Quick Concept for Minimize Campfire Impacts	(p. 28)
Activity Plan for Minimize Campfire Impacts – Exploring Fires and Stoves	(p. 68)

**Presentation content** - Develop a presentation centered on the above bullets from the ethics reference card (hang tag) and most relevant Skills & Ethics booklet, which provides more comprehensive information about each bullet, low impact practices, and rationales. It is important that participants be given an overview that helps them understand just what the bullets mean in terms that are applicable to all environments that they can reasonably visit and to all the activities that they could reasonably enjoy there (i.e., the “generic” Leave No Trace message). Any spare time can be devoted to discussing specific detailed applications of this Principle to those environments and activities that might be of most interest to participants and those they will be sharing their Leave No Trace knowledge with.

Fires have their role. Many groups bond by telling stories, roasting marshmallows, or just hanging out around a campfire, but campfires have been over used in many places. It’s

easy to find campfire pits overflowing with charcoal and trash, damaged and felled trees and areas stripped of all available wood. Use this information to reinforce the use of minimum-impact fires or to encourage your group to forgo fires altogether. Here are some helpful hints:

- Carry and use stoves, minimize campfire use.
- Substitute candle lanterns for campfires or enjoy the nighttime without any artificial lighting.
- Select and use only pre-existing fire sites, or use fire pans or mound fires in areas with durable surfaces, especially if it's to serve as a gathering area.
- Leave axes, saws, and hatchets at home. Collect **only** dead and downed wood that can be broken by hand.
- Keep campfires small and burn them for a short time to conserve wood.
- Tend fires to ensure they don't get out of control.
- Burn all wood and charcoal completely to ash before putting the fire out.

***Focus on group use*** - Look for opportunities to discuss group impacts during this session. Enlist the help of the participants to identify group behaviors that could potentially cause group impacts. Examine each of these group behaviors to identify the things we can do to minimize or eliminate these group impacts.

## Instructional Session: Leave No Trace Principles – Respect Wildlife

**Session Length:** 15 minutes

**Goals:** As a result of this session, each participant should be able to understand and discuss the following bullets from the ethics reference card (hang tag):

- Observe wildlife from a distance. Do not follow or approach them.
- Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
- Protect wildlife and your food by storing rations and trash securely.
- Control pets at all times, or leave them at home.
- Avoid wildlife during sensitive times: mating, nesting, birthing, raising their young, or in winter.

### Lesson Plan:

Review the most relevant Skills & Ethics brochure and the BSA Leave No Trace Wildlife Impacts, TR powerpoint. Explanations for the slides are given in the associated notes page view. The slide show can be printed out and used to ensure coverage of the content through other presentation mediums. In addition, review the following BSA publications as a minimum to refresh yourself on the Leave No Trace information that is available. This is the literature that all in Scouting should have ready access to:

BSA Fieldbook  
Boy Scout Handbook  
Camping Merit Badge pamphlet  
Venturing Ranger Award Guidebook

Review the following sections of BSA's Teaching Leave No Trace (No. 21-117):

Respect Wildlife	(p. 20)
Quick Concept for Respect Wildlife	(p. 29)
Activity Plan for Respect Wildlife – Exploring Respect for Wildlife	(p. 72)

**Presentation content** - Develop a presentation centered on the above bullets from the ethics reference card (hang tag) and most relevant Skills & Ethics booklet, which provides more comprehensive information about each bullet, low impact practices, and rationales. It is important that participants be given an overview that helps them understand just what the bullets mean in terms that are applicable to all environments that they can reasonably visit and to all the activities that they could reasonably enjoy there (i.e., the “generic” Leave No Trace message). Any spare time can be devoted to discussing specific detailed applications of this Principle to those environments and activities that might be of most interest to participants and those they will be sharing their Leave No Trace knowledge with.

Helping wildlife stay wild is an important Leave No Trace concept. Wildlife around the world face threats from loss and fragmentation of habitat, invasive species, pollution, over-exploitation, poaching and disease. Protected lands offer a refuge from some, but not all, of these problems. Consequently, wildlife need recreationists who will promote their survival rather than add to the difficulties they already face. Here are some helpful hints:

- Investigate wildlife concerns prior to your trip. Carry the equipment you need to store your food out of reach of animals. This may require bear canisters, ropes for hanging food, or simple plastic food containers to keep rodents away.
- Don't disturb animals, especially during mating or birthing season. If you see their behavior change due to your presence, you are too close. Change your travel path, move away and lower your voice.
- Observe animals from a distance. Carry binoculars, a telephoto camera lens or a spotting scope to enhance your viewing.
- Pick up all food scraps, even tiny crumbs, and pack them out with your garbage so animals don't come to associate humans with food.
- Supervise youth around wildlife. Educate them about the rationale for not chasing, disturbing, feeding or getting too close to animals. Get group members excited about observing animals without disturbing them.

***Focus on group use*** - Look for opportunities to discuss group impacts during this session. Enlist the help of the participants to identify group behaviors that could potentially cause group impacts. Examine each of these group behaviors to identify the things we can do to minimize or eliminate these group impacts.

## Instructional Session: Leave No Trace Principles – Be Considerate of Other Visitors

**Session Length:** 15 minutes

**Goals:** As a result of this session, each participant should be able to understand and discuss the following bullets from the ethics reference card (hang tag):

- Respect other visitors and protect the quality of their experience.
- Be courteous. Yield to other users on the trail.
- Step to the downhill side of the trail when encountering pack stock.
- Take breaks and camp away from trails and other visitors.
- Let nature's sounds prevail. Avoid loud voices and noises.

### Lesson Plan:

Review the most relevant Skills & Ethics brochure and the following BSA publications as a minimum to refresh yourself on the Leave No Trace information that is available. This is the literature that all in Scouting should have ready access to:

BSA Fieldbook  
Boy Scout Handbook  
Camping Merit Badge pamphlet  
Venturing Ranger Award Guidebook

Review the following sections of BSA's Teaching Leave No Trace (No. 21-117):

Be Considerate of Other Visitors	(p. 22)
Quick Concept for Be Considerate of Other Visitors	(p. 30)
Activity Plan for Be Considerate of Other Visitors – Exploring How to Be Considerate of Other Visitors	(p. 75)

**Presentation content** - Develop a presentation centered on the above bullets from the ethics reference card (hang tag) and most relevant Skills & Ethics booklet, which provides more comprehensive information about each bullet, low impact practices, and rationales. It is important that participants be given an overview that helps them understand just what the bullets mean in terms that are applicable to all environments that they can reasonably visit and to all the activities that they could reasonably enjoy there (i.e., the “generic” Leave No Trace message). Any spare time can be devoted to discussing specific detailed applications of this Principle to those environments and activities that might be of most interest to participants and those they will be sharing their Leave No Trace knowledge with.

One of the primary arguments land managers use for limiting group size is that large groups have profound social impacts on other visitors. This impact can be mitigated by

behavior. A courteous, well-behaved group can do wonders to minimize the potential negative issues associated with large groups. Here are some helpful hints:

- Be aware and considerate of others. Move off the trail to a durable surface for breaks or to allow faster travelers to pass.
- Advise group members that voices carry long distances and that many visitors attach great importance to finding solitude.
- Break into smaller groups for travel. Camp and meet in larger groups only in locations out-of-sight and earshot from other visitors. Avoid camping in large groups near shelters and other popular camping spots. Save those areas for individuals or smaller groups.
- Remember, a group size limit of 10 means that your group never congregates in numbers greater than 10. If your group is larger than the area's group size limit, break into smaller sub-groups to travel and camp—if this approach is allowable under local rules and regulations.
- Visit and enjoy, but don't monopolize, water sources, viewpoints or other areas of interest.

***Focus on group use*** - Look for opportunities to discuss group impacts during this session. Enlist the help of the participants to identify group behaviors that could potentially cause group impacts. Examine each of these group behaviors to identify the things we can do to minimize or eliminate these group impacts.

**Instructional Session: Leave No Trace Principles –  
Plan Ahead and Prepare**

**Session Length:** 30 minutes

**Goals:** As a result of this session, each participant should be able to understand and discuss the following bullets from the ethics reference card (hang tag):

- Know the regulations and special concerns for the area you'll visit.
- Prepare for extreme weather, hazards, and emergencies.
- Schedule your trip to avoid times of high use.
- Visit in small groups. Split larger parties into groups of 4-6.
- Repackage food to minimize waste.
- Use a map and compass to eliminate the use of temporary trail markers

**Lesson Plan:**

Review the most relevant Skills & Ethics brochure and the following BSA publications as a minimum to refresh yourself on the Leave No Trace information that is available. This is the literature that all in Scouting should have ready access to:

BSA Fieldbook  
Boy Scout Handbook  
Camping Merit Badge pamphlet  
Venturing Ranger Award Guidebook

Review the following sections of BSA's Teaching Leave No Trace (No. 21-117):

Plan Ahead and Prepare (p. 6)  
Quick Concept for Plan Ahead and Prepare (p. 25)  
Activity Plan 1 for Plan Ahead and Prepare – Exploring Pre-trip Planning (p. 37)  
Activity Plan 2 for Plan Ahead and Prepare – Exploring Meal Planning (p. 44)

**Presentation content** - Develop a presentation centered on the above bullets from the ethics reference card (hang tag) and most relevant Skills & Ethics booklet, which provides more comprehensive information about each bullet, low impact practices, and rationales. It is important that participants be given an overview that helps them understand just what the bullets mean in terms that are applicable to all environments that they can reasonably visit and to all the activities that they could reasonably enjoy there (i.e., the “generic” Leave No Trace message). Any spare time can be devoted to discussing specific detailed applications of this Principle to those environments and activities that might be of most interest to participants and those they will be sharing their Leave No Trace knowledge with.

Group leaders: Choosing your co-leaders can be challenging. If possible, select leaders experienced in outdoor skills, teaching and Leave No Trace practices. Ideally, you'd like

to have sufficient leadership to break the group into small, independent teams to travel and camp. Check with local land management agencies to find out what the group size limits are for the areas you plan to visit.

Train your co-leaders in Leave No Trace skills and ethics and be specific about the traveling and camping techniques you will be using. Introduce the Leave No Trace principles to the entire group before you head into the out-of-doors so everyone understands what is expected of them. Remember to plan realistically. Match your group's goals and skills with your trip objectives. Here are some helpful hints:

- Enroll your group leaders in a Leave No Trace Master Educator course, Trainer course or Awareness Workshop prior to your outing.
- Check with local land management agencies regarding permits, group size requirements and area-specific rules, regulations, and Leave No Trace practices before you leave for your trip.
- A group size limit of 10 means that your group never congregates in numbers greater than 10. If your group is larger than the area's group size limit, break into smaller sub-groups to travel and camp—if this approach is allowable under local rules and regulations.
- Avoid the most popular and congested areas, or visit them during times when they are less crowded.
- Check with land managers about campfire policies. Leave axes, hatchets, and saws at home. They are unnecessary for a fire during an outing, when only “dead and down” wood smaller than your wrist and broken by hand should be used. Land managers actively discourage the use of these woods tools for camping. We should respect their preferences. If you need to teach axe, hatchet or saw safety and use for advancement or conservation purposes, do so during unit meetings, service projects, or at areas, such as Scout camps, where such use is appropriate.
- Reduce trash by repackaging food and plan your meals so you don't have leftovers.
- Check with local land management agencies on recommended routes and suitable camping locations. If possible, scout the route yourself to find the best and most durable travel corridors, lunch sites and camping spots for your group.
- Bring equipment that facilitates low-impact practices: trash bags, camp stoves, trowels for digging catholes and strainers for dishwater.

***Focus on group use*** - Look for opportunities to discuss group impacts during this session. Enlist the help of the participants to identify group behaviors that could potentially cause group impacts. Examine each of these group behaviors to identify the things we can do to minimize or eliminate these group impacts.



**Instructional Session:** **Wildland Ethics**

**Session Length:** 30 - 45 minutes

**Goals:** As a result of this session, each participant should be able to understand, discuss, and incorporate the following into presentations:

- Define what an ethic is,
- Discuss how an ethic applies to how we use and relate to outdoor activities and the natural world,
- Be able to conduct an ethics and values exercise with your group.

**Lesson Plan Resources:**

Review the information presented in the Wildland Ethics section of the BSA Leave No Trace website: [www.outdoorethics-bsa.org](http://www.outdoorethics-bsa.org). This resource has been specifically prepared to fulfill the goals for this session.

Read and review the *Authority of the Resource* lesson plan and article on the DVD.

Read and review the *Wildland Ethics* article on the DVD.

Review and understand the *Leave No Trace Ethics and Values Exercise* included on the DVD.

Use the Ethics Exercise or Game from the Resources DVD. Sample topics are included at the end of this lesson plan.

**LESSON PLAN:**

Develop a presentation that meets the goals state in the above bullets and utilizes the resources listed as well.

**Presentation content and focus:**

The presentation begins with a series of definitions; what is an ethic, what are morals, what are values. Below are several definitions to use for these words:

**Definitions of Terms:**

*Ethic:*

1. the body of moral principles or values governing or distinctive of a particular culture or group: the Christian ethic; the tribal ethic of the Zuni.
2. a complex of moral precepts held or rules of conduct followed by an individual: a personal ethic.

*Morals:*

1. of, pertaining to, or concerned with the principles or rules of right conduct or the distinction between right and wrong; ethical: moral attitudes.
2. expressing or conveying truths or counsel as to right conduct, as a speaker or a literary work; moralizing: a moral novel.
3. founded on the fundamental principles of right conduct rather than on legalities, enactment, or custom: moral obligations.
4. capable of conforming to the rules of right conduct: a moral being.

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5. conforming to the rules of right conduct (opposed to immoral ): a moral man.
6. virtuous in sexual matters; chaste.
7. of, pertaining to, or acting on the mind, feelings, will, or character: moral support.
8. resting upon convincing grounds of probability; virtual: a moral certainty.
9. the moral teaching or practical lesson contained in a fable, tale, experience, etc.
10. the embodiment or type of something.
11. morals, principles or habits with respect to right or wrong conduct.

### *Values:*

1. the ideals, customs, institutions, etc., of a society toward which the people of the group have an affective regard. These values may be positive, as cleanliness, freedom, or education, or negative, as cruelty, crime, or blasphemy.
2. to consider with respect to worth, excellence, usefulness, or importance.
3. to regard or esteem highly: He values her friendship.

Use these definitions to begin a discussion on how ethics, morals, and values are tied together and help us to individually form and develop a “Wildland ethic”. If folks seem a little lost or disconnected with the subject, play a Wildland Ethics Game.

### **Wildland Ethics Game:**

1. Develop a list of various Wildland/backcountry impacts (see attached list for choices). These can be made on 8½ x 11 cards and laminated to play the game.
2. Pull 2 cards from the list and have the participants determine which of the 2 impacts they find the most disgusting or distasteful. Keep the card that has the most participants separate.
3. Continue pulling 2 cards and having participants make their individual determination for each, saving the card with greatest number of participants.
4. After having used all the initial cards, begin a second round using only those cards that had the most participants in the first round. Use the same process of keeping the card with the greatest number of participants.
5. Depending upon the group, you can now interject into the game the “justify your choice” aspect for each card so see if another participant’s logic for their choice causes folks to shift from one to the other. If this is done, collect the winning card only after verbal justifications have been concluded.
6. Continue into round 3 with the small subset of cards from round 2. At this point, if you have not introduced the “justify your choice” aspect, allow the participants to do so here.
7. You can play multiple rounds, but usually after three rounds, the participants get a good feeling for what their own personal Wildland ethic is about.

After playing the game, utilize the participants to develop a course specific list of ethical violations. Use this as a discussion point for displaying how the various outdoor activities we do in Scouting can/could create either avoidable impacts or ethical violations of another person’s creed.

### **Clarification of Ethical Values:**

Introduce these terms for further discussion:

*Biocentric:* centering in life; taking life as a central fact. In this context biocentric refers to placing a greater emphasis on the integrity of natural life and systems as opposed to human needs and desires.

*Anthropocentric:* regarding man as the central fact or final aim/focus of the universe. Interpreting reality exclusively in terms of human values and experiences.

After introducing and discussing these terms with the course participants so they are fully understood. Then go through the list of ethical choices and determine if each one can be interpreted as either biocentric or anthropocentric.

Using this helps to bring into focus the overall “outdoor” or “Wildland” ethic and Leave No Trace principles tie the ethical decisions we make on outing to different types of impacts we may have on the natural world.

**Follow-up and Conclusions:**

After completing the ethics game, a follow-up discussion later on in the course is suggested. The format that is recommended for this follow-up discussion is an evening discussion around the “campfire/mound fire/candle lantern” after dinner. One suggested format for this discussion might be the posing of ethical dilemma’s and having a group discussion. Attached is a list of a few of the ethical dilemma’s that can be used for discussion. This follow-up discussion can be used as a tool to determine if individuals’ or the groups’ values have shifted during the conduct of the course as they have become more aware of the impacts generated during a visit to a wildland environment.

**Expected Outcome and Use:**

The course participants should have a more developed sense of their personal ethical scale and be able to explain what it is to someone else.

Instructional Session: **Lessons Learned on Overnight Camp**

**Session Length:** 15 minutes

**Materials Needed:** The appropriate Leave No Trace Skills & Ethics pamphlet for each camping "style" used by the small groups

**Goals:** As a result of this session, each participant should be able to:

- Review their own Leave No Trace lessons learned during overnight camp
- Discuss Leave No Trace lessons learned by other camping groups (if any)
- Start formulating a picture of potential Leave No Trace issues facing local Scout units

**Lesson Plan:**

If all participants camped as a single group, this session becomes a reflection on the practical application of the Principals of Leave No Trace and a chance to ask questions about anything covered in the course up to this point. If the participants divided into multiple camping groups, then this session is both a reflection of each participant's own experience and an opportunity to hear how other groups might have reacted to their own practical introduction to the Principles. If there were different camping groups with different camping "styles" (backpacking, car camping, canoe camping, horsepacking, etc.), then this session can be all the above plus a genuine opportunity to share ideas on how the practical aspects of the Leave No Trace message fits each of these different styles of camping.

***Setting the stage for good group discussions*** - If possible, group all participants in a circle for this session (and all remaining sessions) so that everyone can easily see everyone else during any discussions. From this point on, the small groups are no longer needed and the tone is being set that the room is full of Leave No Trace Trainers who are collaborating on ways to do good Leave No Trace training. The instructor(s) can sit as part of the circle or work from outside the circle if this helps bring out contributions from each of the participants.

An important reason for bothering with having the small groups use locally representative camping styles is that we want to get the participants thinking about the many different practical ways that the Leave No Trace message can actually be used in their local area by their local units as they accomplish their normal outdoor programs. Review the appropriate Skills and Ethics series pamphlet for each camping style used by the camping groups. Make sure that all important Leave No Trace information relative to each style is brought out before the end of this session.

***Focus on group use*** - Look for opportunities to discuss group impacts during this session. Enlist the help of the participants to identify group behaviors that could potentially cause

group impacts. Examine each of these group behaviors to identify the things we can do to minimize or eliminate these group impacts.

## Instructional Session: **Leave No Trace Resources**

**Session Length:** 15 minutes

**Materials Needed** Examples of Leave No Trace resources as listed below

**Goals** As a result of this session, each participant should be able to:

- Discuss resources available from Leave No Trace Center for Outdoor Ethics
- Discuss resources available from BSA
- Discuss resources available from outside suppliers
- Review “starter kit” materials supplied by course (if any)

### **Lesson Plan:**

Gather as many as possible of the publications and videos listed on [www.LNT.org](http://www.LNT.org). Contact the Leave No Trace Center for Outdoor Ethics (800.332.4100) for information on other Leave No Trace resources that might not be listed on their web site.

Gather as many as possible of the BSA publications that reference Leave No Trace that have been listed elsewhere in this staff guide. Don't forget the book "Leave No Trace" by McGivney which is sold in our Scout shops and National Supply Service catalog.

Search the Internet for materials from outside suppliers relating to Leave No Trace and minimum-impact camping in general.

**Presentation contents** - Show or describe as many of the above Leave No Trace resources as can be identified. Give practical advice on their value if you have any to give. See if any of the participants have any experience with these or any other Leave No Trace resources. Identify other local individuals (in and out of Scouting) who might personally be a Leave No Trace resource themselves. Make the point that there is plenty of help out there in understanding the Leave No Trace educational message - we don't have to invent it ourselves!

**"Starter kit"** - Display a representative Trainer "starter kit" that would be helpful for new Master Educators and Trainers. Representative "starter kit" items might include:

- Appropriate "Skills & Ethics" booklet
- Center ethics reference card library
- A Leave No Trace coffee cup or water bottle for use to promote Leave No Trace during Scouting events
- One or two bumper stickers
- Starter stock of hang tags (30-40)
- Cathole trowel (can be used to make a "cathole kit" during the "Properly Dispose of Waste" session)

**The Center's starter kit may be another good display item.**

## **Instructional Session: Visitor Impacts to Wildlife (Optional)**

**Session Length:** 30 minutes

**Materials Needed:** The most appropriate Leave No Trace Skills & Ethics booklet and a ethics reference card (hang tag).

**Goals:** As a result of this session, each participant should be able to:

- List and discuss different types of recreation-associated impacts to wildlife
- Describe why feeding wildlife even small scraps of food is bad for them.
- Discuss some low impact practices that can avoid or minimize impacts to wildlife related to: 1) protecting their habitat from recreational impacts, 2) preventing them from obtaining human food, and 3) to displacing them from their preferred habitats.

**Lesson Plan:**

Review the "Visitor Impacts to Wildlife" PowerPoint presentation. Explanations for the slides are given in the associated notes page view. The slide show can be printed out and used to ensure coverage of the content through other presentation mediums.

Opportunities to view and interact with wildlife are often an important part of high quality recreational experiences. Unfortunately such interactions frequently lead to disturbance of wildlife, causing them to flee their preferred habitats, or wildlife obtaining human food, resulting in food-attraction behaviors that may cause harm to both wildlife and visitors. Wildlife attracted to human food can become dangerous and aggressive beggars that may bite recreationists, give them dangerous diseases (Rabies, Hanta virus), or chew up and carry off food bags or packs.

Observing, viewing, and feeding wildlife have historically been considered “nonconsumptive” activities because the animals are not caught or killed. However, increasing participation in these non-consumptive activities is contributing to increased impacts to wildlife, such as disruption of behavioral patterns, unhealthy food dependencies on humans, and loss of ability to forage for natural foods. This session highlights some of these impacts, with a focus on three topics: 1) habitat alteration, 2) wildlife disturbance, and 3) intentional/unintentional wildlife feeding.

Recreational activities related to the trampling and removal of vegetation cover, dead trees, and woody debris at campsites and along trails constitute the primary impacts to wildlife habitat. Outdoor visitors can minimize these impacts by concentrating traffic on designated trails and campsite, keeping them narrow and small and avoiding the creation and proliferation of expansive networks of informal (visitor-created) trails. Substituting stoves and candle lanterns for campfires can preserve woody debris and brush that provide habitat for insects and the wildlife that feed on them. If campfires are burned,

collecting dead and downed wood that can be broken by hand will preserve the standing dead trees so important to cavity nesting wildlife, insects, and forest nutrient cycles.

Visitors who approach wildlife too closely, often to view or photograph them, frequently cause them to stop feeding or resting, and to flee the area. Such impacts can be significant when wildlife are nesting, raising young, or trying to survive a long harsh winter. These impacts are avoided when visitors alter their own behavior to avoid disturbing wildlife. If an animal stops feeding, resting, or moves off then you were too close or loud. Using binoculars and telephoto lenses can help visitors observe wildlife from a safe distance.

Feeding wildlife is a particularly inappropriate and harmful activity. Wildlife that obtain human food and trash suffer nutritionally, become dependent on unreliable food sources, and are susceptible to predators and vehicle collisions. Even food scraps from dishwater and micro-trash are enough of an attraction to bring bears, raccoons, and mice into our campsites where they can harm us, our food, and our gear. Not feeding wildlife intentionally is insufficient, we must also keep a very clean camp and store our food safely out of reach of wildlife.



**Instructional Session:**            **Teaching Techniques and Learning Styles**

**Session Length:**            30-45 minutes

**Goals:**            As a result of this session, each participant should be able to understand, discuss, and incorporate the following into presentations:

- Discuss different ways to convey ideas.
- Understand how people learn.
- Explore learning methods.
- Discuss various teaching techniques.
- Teaching technique exercise
- Understand how to prepare for the class.
- Discuss tips for teaching outdoors.
- Review some tips for better teaching.

**Lesson Plan Resources:**

Review the information presented in the *Teaching* and/or *Principles of Education* PowerPoint presentations. This presentation has been specifically prepared to fulfill the goals for this session.

Review pages 3-4 in *BSA's Teaching Leave No Trace* (pub no. 21-117)

Another resource is the Center's *101 Ways to Teach Leave No Trace* (available from [www.LNT.org](http://www.LNT.org) for a nominal fee).

**Presentation content and focus:**

This presentation is designed to accomplish the goals listed above by using either a PowerPoint presentation or Vue-graphs. Included in this presentation is the opportunity to utilize a group exercise. This exercise requires a group of participants to be assigned these variables; the age group of individuals, the experience level of this group, and a group size. Given these variables, the participant group is then to develop the most appropriate teaching technique to utilize in having this group learn any Leave No Trace skill. Each group is given a period of time to discuss and develop their teaching strategy and these are then shared with the larger group. The instructor(s) work with the small groups to guide/facilitate their development of the teaching technique as well as the format for sharing the results of each small group with the entire class.

**Expected Outcome and Use:**

As participants prepare their individual Leave No Trace teaching presentations, they will have some background as to different methods of presenting their information to a group. Additionally, participants may be called upon to serve as an evaluator for another participant's presentation and incorporating the opportunity to present the topic or message using different teaching techniques can be a valuable part of the learning process.

Participants' can also evaluate the relative retention value by others of the material they present and therefore consciously develop a teaching method that fits with their desired learning and retention goals.

**Instructional Session:**        **Age and Program Appropriate  
Outdoor Activities**

**Session Length:** 30-60 minutes

**Materials Needed** "Age Appropriate Guideline" handouts for each participant

**Goals** As a result of this session, each participant should be able to:

- Discuss BSA guidelines for age-appropriate outdoor activities
- Discuss when it is appropriate to introduce more intensive levels of Leave No Trace skills within the Scouting program
- Start the process of determining how to select appropriate outdoor settings to meet the outdoor needs and interests of local units

Lesson Plan:

***Age-Appropriate Guidelines.***

Review the BSA publication "Age Appropriate Guidelines for Scouting Activities" available for download as either a .pdf file (printable) or a .html file (easily viewed on computer) at the national BSA web site. A copy of this chart should be available for the discussion. You may wish to print and duplicate copies of the .pdf file as a handout for each participant.

***Staging the Introduction of Leave No Trace Skills in the BSA program***

Just as the BSA has determined that some activities are more appropriate for older Scouts, so certain Leave No Trace skills are best introduced at later times. Prepare to discuss with your participants some of the factors to be considered in deciding when to introduce the various intensities of Leave No Trace skills.

In Scouting, the teaching and decision of when to introduce or practice certain Leave No Trace skills and ethical decisions must reflect a balance of developing an appreciation of nature and environment in the young men and women participating in the program with the preservation of that nature. If we do not develop an adequate appreciation of nature, then the central ethical message of Leave No Trace may not "take" over the long term in these youth. This balancing message should be discussed during this section.

The Leave No Trace principles of Camp and Travel on Durable Surfaces and Minimize Campfire Impacts both involve a balancing of several factors:

- Lesser knowledge of Leave No Trace = potentially greater impacts, so confine activities to more resistant or less sensitive environments. Age is generally a rough proxy for knowledge.
- Knowledgeable supervision = potentially reduced impacts, allowing activities in more sensitive environments or activities with inherently higher risk

- Group size = smaller groups typically cause less damage, allowing activities in more sensitive environments

These factors may have synergistic effects as well: a small group with knowledgeable supervision and greater knowledge of Leave No Trace principles and skills can travel with much less damage to the environment, even in sensitive areas, than a large group with lesser knowledge, even if the larger group has knowledgeable supervision.

The Leave No Trace principles of Leave What You Find, Respect Wildlife and Be Considerate of Other Visitors require careful balancing of the need to develop an appreciation of nature in youth versus the need to preserve that nature. A good example is leaf collecting. Collecting a leaf with a young Scout may be the window that opens up the wonders of the natural world, sparking a life-long interest in the environment. This opportunity should not be lightly dismissed. In this situation, it may be appropriate to direct the young Scout in collecting appropriate leaves for the collection to encourage the interest. With an older Scout or Venturer, it may be more appropriate to direct them toward digital photographs or sketches.

The Leave No Trace principle of Dispose of Waste Properly is perhaps the most sensitive to age and cultural acceptance issues. In general, the following stages of waste handling are recommended:

Food Waste and Grey Water (always subject to local regulations)

- Begin with use of provided facilities
- Move to pack it in, pack it out for solid waste and filtering and dispersion techniques for liquid wastes
- End with pack it in, pack it out for all waste products (sometimes needed for liquids as well as solid food wastes in mass camping situations)

Human waste (always subject to local regulations)

- Begin with use of provided facilities. This is always the first choice when available.
- Move to use of a group portable toilet
- Move to digging a cathole and leaving waste and toilet paper in cathole
- Move to digging a cathole and either making “poop soup” or packing out the toilet paper
- End with packing out all solid waste products using WAG bags, poop tubes and other solutions.

The objective in this section is to encourage the Scout group to use the most effective technique consistent with health and safety concerns and their knowledge and comfort level. Knowledge of the group is critical: over emphasis of intensive skills can result in rejection of the Leave No Trace concept. Instructors should seek to push the participants, but should not risk turning them off the Leave No Trace principles.

**Group discussion** - Point out that appropriate outdoor activities can vary by both age and by BSA program (Cub Scouts, Boy Scouts, Venturing, etc.). Remind all that placing inappropriate campers (too young, novices, etc.) in fragile or overused outdoor locations is a problem for many of our Units. Lead a discussion on the topics listed under "Goals" above and strive to develop multiple local examples for each one.

**A practical exercise to facilitate discussion** - Demonstrate that actual outdoor activities can (and should) be limited to appropriate outdoor locations. Create a demonstration set of outdoor location choices which can be "ranked" in order of increasing vulnerability to recreational impacts of the types most often created during Scouting outdoor activities (1 is the least fragile area and is represented by the bottom rank; 6 is the most fragile area and is the top rank):

- 1 - Private land (total control by your group - a decision can easily be made to allow high-impact activities by your group)
- 2 - BSA summer camp (partial control by your group - the land can be used for high-impact activities, but scheduling needs to be done with other users)
- 3 - Nearby public land (State/County park that allows the outdoor use being planned and is set up for fairly high levels of public use)
- 4 - National Forest or other large multi-use public lands
- 5 - National Park or the Appalachian Trail (very heavily used public lands)
- 6 - Wilderness Area (special protection needed)

A set of steps can be used to demonstrate the six ranks, with the bottom step representing rank #1 and each higher step representing a higher rank (with the top step used representing rank #6). Pieces of stiff paper can be folded to stand up on any of the steps and be read by the audience (folded 5"x7" index cards work well).

A blank wall can also be used or dining hall tables can be stood up on end to make a blank wall. Six horizontal strips can be defined on the wall, with the bottom strip representing rank #1 and each higher strip representing a higher rank (with the top strip representing rank #6). Pieces of paper can then be taped to the wall within the appropriate horizontal band and be read by the audience.

Have the group brainstorm for common outdoor activities done by Scout units in the local area (Pack, Troop, Team, Crew and District/Council activities). Select one of these activities and write it on a piece of paper so that the group can read it. Have the group use their new Leave No Trace knowledge to decide which step/band to place that activity on or in - the goal is to find the "high tide line" or the highest step/band where the activity can ethically be done without an unreasonable amount of effort.

Have the group find examples of activities that are actually being done by Scout units of all types in the local area. Venturing high adventure, Cub family camping, Troop weekend outings, and Camporees are all excellent examples of location choices. Try to find clear examples of typical Scouting activities that belong to each step or band.

Questions that can be thrown out for discussion at the end of this session might include:

- Could making these kinds of ethical land-use decisions be part of the "Plan Ahead and Prepare" skill?
- Are our youth leaders within Scouting capable of making these kinds of value-based decisions?
- Is good "outdoor citizenship" an educational stepping-stone to good citizenship in general?
- Is this kind of decision-making really (really, Really, REALLY!) good Scouting?

Instructional Session: **Leave No Trace in BSA  
Advancement and Awards**

**Session Length:** 15 minutes

**Materials Needed** Have a few copies of the following BSA publications to pass around:

BSA Fieldbook  
Boy Scout Handbook  
Camping Merit Badge pamphlet  
Venturing Ranger Award Handbook

And have one each of the following as handouts for each participant:

Boy Scout Leave No Trace Achievement Award (21-105)  
Cub Scout Leave No Trace Awareness Award (13-032)

**Goals** As a result of this session, each participant should be able to:

- Discuss references to Leave No Trace in Boy Scout advancement requirements
- Discuss references to Leave No Trace in the Venturing Ranger and Outdoor Bronze Awards
- Discuss the requirements for the Cub Scout Leave No Trace Awareness Award
- Discuss the requirements for the Boy Scout Leave No Trace Achievement Award for Scouts and Scouters

**Lesson Plan:**

Review the publications listed under "Materials needed" as a minimum to refresh yourself on how Leave No Trace is interwoven into the BSA advancement process and in the two Leave No Trace awards.

**Group discussion** - Lead a discussion on each of the topics listed under "Goals" above. Have participants pass around the various publications so that they can take turns looking up references to "Leave No Trace" in each one.

Have the group discuss what a representative sampling of the references to Leave No Trace should mean in practical terms to a Scouting youth who might be reading those requirements. Discuss what the most common questions about those requirements might be. Prior to the course, it might be interesting to show some of the Leave No Trace related requirements to some young Scouts who have not yet been introduced to Leave No Trace.

## **Instructional Session: Bringing Leave No Trace to Scouting**

**Session Length:** 15 minutes

### **Materials Needed:**

BSA Leave No Trace 101 Course Guide  
Qualifying for Leave No Trace Awareness Card without BSA Leave No Trace  
101

**Goals** As a result of this session, each participant should be able to:

- Discuss the primary role of Trainers in delivering the Leave No Trace message
- Discuss the role and use of the BSA Leave No Trace 101 course
- Discuss how participants can qualify for the BSA Leave No Trace Awareness Card, both by taking the BSA Leave No Trace 101 course and by qualifying by interview
- Discuss the role of the Council Outdoor Ethics Advocate
- Review how the local Council does outdoor training to assist new Trainers in starting training
- Have new Trainers present to the group their plan to train others in Leave No Trace in a few sentences

### **Lesson Plan:**

The basic expectation is that BSA Leave No Trace Trainers will train units in Leave No Trace ethics, skills and practices and promote the Leave No Trace message at roundtables, camporees and similar events. The instructor should present the BSA Leave No Trace 101 Course Guide and recommend it to the new Trainers as a good resource. The instructor should outline the different options for presenting Leave No Trace Awareness Workshops presented in Appendix \_\_. The instructor should introduce the new Trainers to the Qualifying for Leave No Trace Awareness Card without BSA Leave No Trace 101 Course option for Scouters and youth to earn the Awareness Card. Finally, the instructor should provide helpful hints on resource such as the Council Outdoor Ethics Advocate, how to connect to the local council and district training staffs and other questions the new Trainers may have.

**Group discussion** - Have as many participants as time allows give their best estimate as to how they will personally put their new Leave No Trace knowledge to work in their council, district and unit(s)!

Appendix A

**Request for Authorization to Conduct a BSA-Sponsored Leave No Trace Trainer Course**

From: \_\_\_\_\_ Master Educator

To: Council Outdoor Ethics Advocate, \_\_\_\_\_ Council

In accordance with the National Council's Leave No Trace Trainer Course Manual and the Leave No Trace Center for Outdoor Ethics Training Guidelines for Leave No Trace Trainer Courses, authorization is requested to conduct a Leave No Trace Trainer course. This course will be conducted at:

Location: \_\_\_\_\_

Days: \_\_\_\_\_ to \_\_\_\_\_. District: \_\_\_\_\_

Equipment, facilities and course content will meet the high standards/expectations for a BSA-sponsored Leave No Trace Trainer course. We will use the approved *BSA Leave No Trace Trainer Course Manual* and the course will last a minimum of 16 hours and will include an overnight experience. The following individuals will serve as instructors:

Position	Name	Email	Phone	ME/T
Lead instructor	_____	_____	_____	<u>ME</u>
Co-instructor 1	_____	_____	_____	_____
Co-instructor 2 (optional)	_____	_____	_____	_____

Additional co-instructors can be listed on the back. This course has been coordinated with:

\_\_\_\_\_ The District AND/OR Council Training Committee(s), if required (yes/no).

\_\_\_\_\_ Space reservations are in place (yes/no).

\_\_\_\_\_ The course budget is attached (yes/no). The per-person fee is \$\_\_\_\_\_

The instructors agree to submit a training report to the Council Outdoor Ethics Advocate, the Training Committee(s) and the Leave No Trace Center for Outdoor Ethics within 14 days.

Applicant's Signature: \_\_\_\_\_ Telephone \_\_\_\_\_

**APPROVED:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
Council Outdoor Ethics Advocate/Other Authorized Individual



## Appendix B, Course Format and Scheduling Options

These suggested schedules can be tailored within limits to fit local needs. Some sessions must be scheduled in a certain sequence in order to maintain instructional effectiveness - these required sequences are identified as part of each suggested schedule.

***Scheduling non-instructional activities*** - Non-instructional activities can be scheduled (or not used) at the discretion of the course leader as local needs dictate:

- Setup (prepare the training area for the first session and walk through the camping areas to verify readiness)
- Registration/gathering period (provides an arrival window, allows registration and contact information to be verified, can be used as an icebreaker)
- Opening ceremony (gives a clear indication of the start of the course and helps set the tone for this Scouting training)
- Scout's Own (an opportunity for a brief traditional religious observance if an appropriate time falls within the schedule of the course - a "stewardship of the outdoors" theme might be particularly appropriate)
- Graduation (recognizes graduates, allows dignitaries to participate, gives a clear indication of when the course is over)
- Cleanup (allows everyone to help pack instructional materials and restore the training facility back to normal)

**Schedule - Leave No Trace Trainer course (large, full weekend - Saturday start)** - The timing for this weekend schedule is tight - caution participants that any significant delays (weather, etc.) might cause a corresponding delay in the scheduled closing time. The use of large-group lunches and the working supper on Saturday night (participants do not have to cook) allows time for additional instructional sessions to be added to the "generic" Leave No Trace Trainer schedule.

<i>Day</i>	<i>Time</i>	<i>Session/Activity</i>	<i>(Notes on sequence)</i>
		Setup	
Sat.	8:00am	Registration/gathering period	
	8:30	Opening ceremony	
		Orientation	
	9:00	Need For Leave No Trace	(always first session)
	9:50	Break - show NPS video	
	10:00	History of Leave No Trace	(before Intro. To LNT)
	10:30	Personal Leave No Trace Presentations	(before Intro. To LNT)
	11:00	Introduction to the Principles of Leave No Trace	(before other
	11:30	Travel and Camp on Durable Surfaces	Principles)
	12:00	Lunch – recommended: Soft Path video(s)	
		Prepare for overnight camp	
	1:00pm	Dispose of Waste Properly	
	2:00	Leave What You Find	
	2:30	Minimize Campfire Impacts	
	3:00	Break	
	3:30	Be Considerate of Other Visitors	
	4:00	Find camp - discuss campsite selection	
		Prepare personal presentations	
		Return to training facility for working supper	
		Respect Wildlife - during supper	
		Return to camp - final prep for personal presentations	
	120 minutes	Personal Presentations - est. 10 min. each to present and discuss	
		Reflection on importance of Leave No Trace to Scouting - works great as a cracker barrel with a "fireless campfire" or a "mound campfire"	
Sat.	10:00pm	Good night's sleep	
Sun.	6:00am	Greet the day	
		Breakfast - demo twiggy fire cooking/cleanup	
		Strike camp - discuss fluffing, visit other group's camps, etc.	
	9:30	Gather at training facility - Scout's Own, coffee/snacks	
	10:00	Plan Ahead and Prepare	(last Principle covered)
	10:30	Lessons Learned on Overnight Camp	(must be after campout)

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	11:00	Working lunch - Age and Program Appropriate Outdoor Activities
	12:30pm	Leave No Trace in BSA Advancement and Awards
	1:00	Bringing Leave No Trace to Scouting (near end of weekend)
	1:30	Leave No Trace Resources (last LNT session)
		Distribute Leave No Trace "starter kits"
		Fill out and collect course evaluations
	2:30	Graduation
		Cleanup
Sun.	3:00pm	Depart for home

***Schedule - Leave No Trace Trainer course (large, full weekend - Friday evening start)***

The timing for this weekend schedule is more relaxed than the previous schedule. The extra time on Saturday works very well for extended sessions on the practical Principles and for additional preparation time for individual presentations. This schedule might be a good choice for times of the year when significant delays (weather, etc.) are likely to occur during the weekend.

This schedule allows the participants to all set up camp on Friday evening in a nearby impacted car-camping site. The pristine area group(s) will pack up to move to a pristine site for Saturday night. The car-camping group(s) can either make simple adjustments on Saturday afternoon to bring their camp locations into compliance with the Leave No Trace lessons learned that morning or a move to a completely new car camping site can be planned from the start.

The use of large-group lunches and the working supper on Saturday night (participants do not have to cook) allows time for additional instructional sessions to be added to the "generic" Leave No Trace Trainer schedule.

<u>Day</u>	<u>Time</u>	<u>Session/Activity</u>	<u>(Notes on sequence)</u>
		Setup	
Fri.	6:30pm	Registration/gathering period	
	7:00	Opening ceremony	
		Orientation	
	7:30	Need For Leave No Trace	(always first session)
	8:20	Break - show NPS video	
	8:30	History of Leave No Trace	
	9:00	Personal Leave No Trace Presentations	
	9:30	Introduction to the Principles of Leave No Trace	
	10:00	Cracker barrel	
	10:30 pm	Good night's sleep	
Sat.	7 am or so	Greet the day	
	7:30	Breakfast	
	8:00	Travel and Camp on Durable Surfaces	
	9:00	Dispose of Waste Properly	
	10:00	Minimize Campfire Impacts	
	12:00	Lunch – recommended Soft Path videos	
	1:00 pm	Leave What You Find	
	1:30	Be Considerate of Other Visitors	
	2:00	Find camp - discuss campsite selection	
		Prepare personal presentations	
		Personal Presentations - est. 10 min. each to present and discuss	
		Return to training facility for working supper	
		Respect Wildlife - during supper	
		Return to camp - finish personal presentations	
		Reflection on importance of Leave No Trace to Scouting - works great as a cracker barrel with a "fireless campfire" or a "mound campfire"	

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Sat.	10:00pm	Good night's sleep
Sun.	6:00am	Greet the day Breakfast - demo twiggy fire cooking/cleanup Strike camp - discuss fluffing, visit other group's camps, etc.
	9:30	Gather at training facility - Scout's Own, coffee/snacks
	10:00	Plan Ahead and Prepare (last Principle covered)
	10:30	Lessons Learned on Overnight Camp (must be after campout)
	11:00	Working lunch - Age and Program Appropriate Outdoor Activities
	12:30 pm	Leave No Trace in BSA Advancement and Awards
	1:00	Bringing Leave No Trace to Scouting (near end of weekend)
	1:30	Leave No Trace Resources (last LNT session) Distribute Leave No Trace "starter kits" Fill out and collect course evaluations
	2:30	Graduation Cleanup
Sun.	3:00pm	Depart for home

**Schedule - Leave No Trace Trainer course (large, split days)** - The timing for this split day schedule is tight - caution participants that any significant delays (weather, etc.) might cause a corresponding delay in the scheduled closing time. The use of large-group or sack lunches (so participants will not have to cook) and eliminating the supper on Saturday night allows additional instructional sessions to be added to the "generic" Leave No Trace Trainer schedule.

A one-hour refresher session covering the Principles of Leave No Trace should be added at the beginning of the 2nd day if there is more than two weeks lapse between the 1st and 2nd day. The schedule for the 2nd day should be adjusted as much as possible to allow enough daylight to set up camp and discuss campsite selection. The schedule given for the 2nd day assumes that participants will eat supper before arrival - such an early supper usually means that all will appreciate a good cracker barrel.

<i>Day</i>	<i>Time</i>	<i>Session/Activity</i>	<i>(Notes on sequence)</i>
		Setup	
1st	8:00am	Registration/gathering period	
	8:30	Opening ceremony	
		Orientation	
	9:00	Need For Leave No Trace	(always first session)
	9:50	Break - show NPS video	
	10:00	History of Leave No Trace	(before Intro. To LNT)
	10:30	Personal Leave No Trace Presentations	(before Intro. To LNT)
	11:00	Introduction to the Principles of Leave No Trace	(before other
	11:30	Travel and Camp on Durable Surfaces	Principles)
	12:00	Lunch - demo Soft Path videos	
		Discuss preparation for overnight campout	
	1:00pm	Dispose of Waste Properly	
	2:00	Leave What You Find	
	2:30	Minimize Campfire Impacts	
	3:00	Break	
	3:15	Respect Wildlife	
	4:00	Be Considerate of Other Visitors	
		Discuss preparing for personal presentations at home	
		Cleanup	
1st	5:00pm	Depart for home	
2nd		Setup	
	5:30pm	Gathering period	
	6:00pm	Opening Ceremony - this is important to help firmly identify the formal start of this part of the training	
		Find camp - discuss campsite selection	
	120 minutes	Personal Presentations - est. 10 min. each to present and discuss	
		Reflection on importance of Leave No Trace to Scouting - works great as a cracker barrel with a "fireless campfire" or a "mound campfire"	
2nd	10:00pm	Good night's sleep	

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3rd	6:00am	Greet the day Breakfast - demo twiggy fire cooking/cleanup Strike camp - discuss fluffing, visit other group's camps, etc.
	9:30	Gather at training facility - snacks, demo Soft Path videos
	10:00	Plan Ahead and Prepare (last Principle covered)
	10:30	Lessons Learned on Overnight Camp (must be after campout)
	11:00	Working brunch - Age and Program Appropriate Outdoor Activities
	12:30pm	Leave No Trace in BSA Advancement and Awards
	1:00	Bringing Leave No Trace to Scouting (near end of weekend)
	1:30	Leave No Trace Resources (last LNT session) Distribute Leave No Trace "starter kits" Fill out and collect course evaluations
	2:30	Graduation Cleanup
3rd	3:00pm	Depart for home

**Schedule for Leave No Trace Trainer course (small, trek format)** - This course is not designed to be done entirely in the field - some sessions and activities are best done where audiovisuals can be used and handouts won't dissolve in the rain. The 1st day is scheduled to be in a classroom setting (it is assumed that participants will eat before arrival or will bring a sack for a working super).

The trek begins on the morning of the 2nd day and ends during the afternoon of the 3rd day. The 1st day could be a Friday with the 2nd and 3rd days being the rest of the weekend (if this is the case, camping on Friday night could be used to demonstrate "impacted site" camping and Saturday night used to demonstrate "pristine site" camping).

More than a few weeks should not separate the 1st day from the remaining two days without making a refresher session available at the start of the 2nd day. The experiential value of the trek format can be significantly reduced if an effort is made to split the 2nd and 3rd days.

<i>Day</i>	<i>Time</i>	<i>Session/Activity</i>	<i>(Notes on sequence)</i>
		Setup	
1st	5:00pm	Registration/gathering period	
	5:30	Opening ceremony	
		Orientation	
	6:00	Need For Leave No Trace	(always first session)
	6:50	Break - show NPS video or the break can be extended slightly to allow <u>quick</u> camp setup nearby	
	7:00	History of Leave No Trace	(before Intro. To LNT)
	7:30	Personal Leave No Trace Presentations	(before Intro. To LNT)
	8:00	Introduction to the Principles of Leave No Trace	(before other
	8:30	Leave No Trace Resources	Principles)
			Cracker barrel - supper was early!
	10:00pm	A good night's sleep	
2nd	8:00am	Gathering at trailhead and equipment/supplies recheck	

The following sessions are to be accomplished sometime during the trek. The scheduling of instructional sessions should take into account the "Notes on sequence." The course leader should use his/her personal trek experience when preplanning to ensure that the non-instructional "overhead" associated with the trek (travel time, weather delays, cooking all meals, etc.) does not eliminate the time needed for the Leave No Trace instructional sessions.

A major strength of this form of experiential training is that normal trek activity can be used as "teachable moments" - good preplanning can bring this very effective training technique to life for the participants while fully meeting the Leave No Trace instructional goals of the course. Care must be taken to ensure that getting caught up in the fun of doing the trek doesn't tend to push all of the instructional sessions to the end of the course. Being on a trek is always great fun, but one of the challenges of this format is being able to remember that the trek is the means to the Leave No Trace end!

Graduation will probably be more meaningful if it is done prior to returning to the potential distractions of a "civilized" trailhead. Evaluations can be filled out after



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returning to the vehicles during inclement weather. Representative samples of handouts can be passed around during the trek and clean copies (along with "starter kit" items) can be prepackaged for distribution when returning to the trailhead.

30-60 min	Travel and Camp on Durable Surfaces
60 min	Dispose of Waste Properly - additional time will be needed to practice catholes and cooking/body/clothing cleanup techniques
30 min	Leave What You Find
30-60 min	Minimize Campfire Impacts - additional time will be needed to practice building a mound fire
30 min	Respect Wildlife
30 min	Be Considerate of Other Visitors
30 min	Plan Ahead and Prepare (last Principle covered)
120 min	Personal Presentations - est. 10 min each to present and discuss Reflection on importance of Leave No Trace to Scouting - makes a great "fireless campfire" or "mound campfire" discussion
30 min	Lessons Learned on Overnight Camp (must be after campout)
30-60 min	Age and Program Appropriate Outdoor Activities
30 min	Leave No Trace in BSA Advancement and Awards
30 min	Bringing Leave No Trace to Scouting (near end of weekend)
	Distribute clean copies of all handouts
	Distribute Leave No Trace "starter kits"
	Fill out and collect course evaluations
	Sort out group and/or borrowed gear
	Graduation
	Depart for home

**Friday Night/Saturday Schedule (Most Compressed Format Allowed)****Trainers Course Timeline - Friday Start**

<u>Day</u>	<u>Time</u>	<u>Activity/Session</u>	
Fri	6:00 pm	Registration, gathering,	
	6:30 pm	Opening, review/sign waiver, intros & personal goals/expectations & Orientation	
	7:00 pm	Need for Leave No Trace	
	7:30 pm	History of Leave No Trace	
	8:00 pm	BREAK – have NPS video playing during break	
	8:15 pm	Review Role & Function of Trainers & MEs – new section	
	8:30 pm	Individual Presentation & Action Plan discussion	
	9:00 pm	Cracker Barrel – have Soft Paths video playing	
	9:30 pm	Intro to the Principles	
	10:00 pm	Summarize day – questions, expectations, other concerns	
	10:30 pm	Close – done for the day	
	Sat	6:00 am	Rise & shine
		6:30 am	Breakfast & clean-up
7:30 am		Travel & Camp principle	
8:00 am		Waste Disposal principle	
9:00 am		Leave What You Find principle	
9:15 am		BREAK – have DVD/video playing	
9:45 am		Campfire Impacts principle	
10:15 am		Respect Wildlife& Be Considerate of Other Visitors principle	
10:45 am		Plan Ahead principle	
11:15 am		Wildland Ethics (values activity) – new activity	
11:45 am		Questions, clarification, teaching topic assignments	
12:00 pm		Lunch – prep & clean-up at campsite	
1:00 pm		Field exercise – experiential learning (do catholes & pick one of the others: <ul style="list-style-type: none"> <li>• Catholes - mandatory</li> <li>• Campsite impacts – social trails, compaction, erosion</li> <li>• Campfire impacts</li> <li>• Mound fire – demo, not do</li> </ul>	
3:00 pm		Return to training facility – Lessons Learned & Resources	
3:30 pm		Leave No Trace Impacts/Wildlife Impacts PowerPoint – optional session	
4:00 pm		Teaching Techniques & Learning Styles- new section	
4:30 pm		Age Appropriate Program Activities	
5:00 pm		Participants begin preparation of Presentations & Action Plans	
6:00 pm		Dinner, clean-up, etc	
7:00 pm	Individual Presentations – assume 7-10 minutes per session		
8:30 pm	Awards, Advancement, & Bringing Leave No Trace to Scouting		
9:30 pm	Closeout, evaluations,		
10:00 PM	Adjourn		

## **Appendix C. Course Evaluation Form**



### Appendix D. Sample Leave No Trace Workshop Formats

This chart is provided to assist Leave No Trace Trainers who have been asked to present a Leave No Trace Awareness workshop in time limited formats. The recommendations below have been used multiple times quite successfully.

Minimum Content	Brief (15 min)	Short (30 min)	One hour	Two hours +
<b>LNT Center web site &amp; phone</b> <b>Major BSA LNT publications:</b> Fieldbook Boy Scout Handbook Venturing Ranger Guidebook <b>BSA LNT Awareness Awards</b> Cub Scout Boy Scout/Venturing	In writing In writing  In writing	In writing In writing  In writing with brief explanation	In writing In writing and show  In writing with full explanation	In writing In writing and show  In writing with full explanation
<b>History of Leave No Trace</b> (in general)	Association with agencies only	Brief history (2 min)	Short history (5 min)	Short history (5 min +)
<b>History of Leave No Trace</b> (with BSA)	Early BSA assistance to FS	Very brief history (1 min)	Brief history (2 min)	Short history (3-4 min)
<b>Need for Leave No Trace</b>	Mention need to improve our outdoor reputation	Mention: reputation, increased use, ethics	Short explanation: reputation, increased use, ethics	"Intro to LNT" PPT presentation
<b>Leave No Trace Principles</b>	Mention	Overview	Short explanation of each (hang tag bullet level)	Explain and demo each
<b>Implementing Leave No Trace</b> within BSA	Mention	Brief overview of local issues	Explain local issues	Explain local issues & discuss
<b>Leave No Trace Video:</b> National Park Service (9 min) Soft Paths (15 min) Soft Paths - Canyon (21 min) Soft Paths (30 min)	- - - -	Entire NPS - - -	Entire NPS - One of the Soft Paths after	Entire NPS - One of the Soft Paths during break and/or after
<b>Leave No Trace resources</b> (in general)	-	In writing	In writing & show	In writing, show, & discuss
<b>Leave No Trace training</b>	Stress need for & opportunities	Stress need for, brief description, & opportunities	Stress need for, full description, & opportunities	Stress need for, full description, & opportunities

**Additional workshop format options -**

- Split longer workshop over multiple presentation opportunities
- Cover basics of "Brief" workshop and then go into depth on one Principle selected by audience