

BSA Supplement
To the
Leave No Trace
Master Educator Handbook



Prepared by
BSA Outdoor Ethics Task Force

Reviewed by
Educational Review Committee
Leave No Trace Center for Outdoor Ethics

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BSA Supplement to the Leave No Trace Master Educator Handbook

The Boy Scouts of America, through its longstanding commitment to the Outdoor Code, and the Leave No Trace Center for Outdoor Ethics, the custodian of the principles of Leave No Trace, are proud to partner together to bring the Leave No Trace program to the Nation's youth through the Scouting program. This *BSA Supplement* to the Leave No Trace *Master Educator Handbook* is an indispensable guide to how to interweave Scouting's principles and traditions with Leave No Trace training to encourage all Scouting volunteers, youth and adult, to make informed, ethical decisions in the outdoors.

1.0 Introduction and Background

Scouting has a long and distinguished tradition of conservation leadership and environmental protection, enshrined in the Outdoor Code, Scouting's Wilderness Policy, and in innumerable publications and training. Leave No Trace offers a cutting edge approach to integrating Scouting's ethical and decision making focus into the outdoors environment, providing Scouting members with a principled framework to assist in arriving at proper, ethical decisions in the outdoors.

Because of the strong fit between Scouting's conservation tradition, access to youth, and focus on ethical decision making the ethical decision making approach embodied in the seven principles of Leave No Trace, the Boy Scouts of America ("BSA") and the Leave No Trace Center for Outdoor Ethics ("Center") entered into an agreement, first signed in 2005 for the BSA to serve as an "in-house" provider of Leave No Trace Master Educator training. As a provider, the BSA is both privileged to be and responsible for training the next generation of Master Educators who will train Trainers and the general public in the principles of Leave No Trace. In doing so, both BSA and the Master Educators it trains will be taking a concrete step to improve the quality of our outdoors for future generations.

2.0 Administrative Requirements for BSA Leave No Trace Master Educator Course

2.1 Application to Conduct a BSA Leave No Trace Master Educator Course:

Before a course may be sanctioned, the sponsoring BSA-entity (national council, region, area, or local council) must complete the Application to Conduct a BSA Leave No Trace Master Educator Course, available on the OutdoorEthics-BSA.org website. This application requires the signature of the Scout Executive or designee. It is submitted to the address on the form.

BSA entities are encouraged to submit the Application to Conduct a BSA Leave No Trace Master Educator Course at least six months prior to the proposed course offer to facilitate advertising of the course. Later applications will be considered, but at least three months advance notice is usually necessary for a successful course.

It is advisable for a council to have a location, date, schedule format (week long or weekend), a course coordinator, a preliminary budget and at least six interested participants in place at the time of application. Local councils are strongly encouraged to coordinate with other area councils in recruiting for the course.

2.2 *Authorization to Conduct a BSA Leave No Trace Master Educator Course:*

If the National Council approves the proposed BSA Master Educator Course, the national council will return the completed Application to Conduct a BSA Leave No Trace Master Educator Course to the sponsoring BSA entity. Shortly thereafter, the National Council will appoint a lead instructor and one or more co-instructors, after considering any instructor recommendations from the sponsoring BSA entity. The National Council may condition approval of a course upon the local council obtaining participants from neighboring councils.

2.3 *Instructor Requirements:*

The lead instructor must (1) be a Master Educator; (2) have co-instructed at least one Master Educator course with an individual other than the one who taught your Master Educator course; (3) received a recommendation to serve as a lead instructor from the lead instructor of a Master Educator course in which they served as a co-instructor; (4) be a current member of the Leave No Trace Center for Outdoor Ethics; (5) applied for consideration as a lead instructor, and (6) been appointed by the National Director, Outdoor Programs to serve as the lead instructor for a specified course. The lead instructor is responsible for the overall content and direction of the course and for submitting the required paperwork to the Center and National Council.

The co-instructor(s) must (1) be a Master Educator; (2) have led at least one Trainer course, preferably a BSA Trainer course; (3) participated in at least one other Trainer course; (4) be a current member of the Leave No Trace Center for Outdoor Ethics; (5) applied for consideration as a co-instructor; and (6) been appointed by the National Director, Outdoor Programs to serve as a co-instructor for a specified course.

There must be no more than 3 instructors (any combination of lead and co-instructors) for a single Master Educator course.

2.4 *Course coordinator:*

Each course should have a course coordinator, who may also be an instructor or a participant. The course coordinator should, if possible, be located near the location of the course. The course coordinator will work with the national facility or local council to facilitate all of the physical arrangements for the course (venue, transportation, food, permits, and related details) in discussion with the lead instructor. The course coordinator is responsible for developing the budget for the course in consultation with the lead instructor, collecting fees, making disbursements, and submitting information to the lead instructor for course reporting. The course coordinator is also responsible for taking the lead in advertising, promoting and marketing the course in the council and surrounding councils.

2.5 *Syllabus and Course Materials Provided to Participants:*

Leave No Trace Master Educator Handbook and *BSA Supplement to the Leave No Trace Master Educator Handbook*. Adjustments to the substantive syllabus materials must have prior approval of the BSA Outdoor Ethics Task Force and, in some cases, from the Leave No Trace Center for Outdoor Ethics.

The lead instructor and course coordinator shall determine the course materials to be provided to each participant.

Required Course Materials to be Provided to Participants

Center's Master Educator Handbook
BSA Supplement to the Master Educator Handbook
BSA Leave No Trace Trainer Course Manual
BSA Leave No Trace 101 Course Guide
Center's Ethics Reference Card (hang tag) library
Center's Master Educator pin and/or patch

Partial List of Recommended Course Materials to be Provided to Participants (included at lead instructor/course coordinator discretion):

Skills and Ethics booklet(s) relevant to the course
Center's *101 Ways to Teach Leave No Trace*
Cathole trowel
BSA Leave No Trace Mug (ordered from Center)

2.6 *Eligible Participants:*

Any registered member of the Boy Scouts of America who is at least 18 years of age by the date of participation.

2.7 *Participant Fees:*

Every effort should be made to keep participant fees at a reasonable level – participants are expected to pay fees related to their travel, food, lodging, equipment provided for them, and course materials. Every participant will be charged a one-year membership fee payable to the Leave No Trace Center for Outdoor Ethics. The fee charged must also include an administrative fee payable to the Leave No Trace Center for Outdoor Ethics.

2.8 *On-Course Medical Support:*

All instructors must be currently trained in Standard First Aid, Wilderness First Aid Basic or Wilderness First Responder, and in CPR. Wilderness First Aid or Wilderness First Responder courses are preferred, especially for courses in remote areas.

If an emergency evacuation from a BSA Leave No Trace Master Educator course would require more than 30 minutes by ground transportation, then the lead instructor and course coordinator must have pre-arranged for at least one person on-course who is currently trained in a 16-hour Wilderness First Aid Basic, or a Wilderness First Responder course or equivalent, and who also is currently trained in cardiopulmonary resuscitation (CPR).

2.9 *Medical Record:*

Each BSA Master Educator course participant and staff member must submit a BSA Annual Health and Medical Record, signed by a licensed health care practitioner. The form is submitted to the course coordinator at the beginning of the course and is reviewed by the on-course medical provider prior to going to the field.

2.10 *Duration and Scheduling of Courses:*

BSA Master Educator courses are a minimum of five days and five nights in length. Courses may be offered on a week-long or two weekend format. The second weekend in a two weekend course must start within 20 days of the conclusion of the first weekend. Courses shall spend at least three overnights in the field unless severe weather conditions may pose a risk to participants.

2.11 *Facilities/Area and Equipment Needed:*

The course coordinator shall arrange for the facilities and equipment necessary for the course in consultation with the lead instructor. A space with tables and chairs for participants is highly recommended for the first evening and the first full day of the course. A flip chart and/or dry erase board should be provided. Power outlets and a projection screen preferably should be available for power point and/or DVD or video projection. The course coordinator should ensure that any digital projectors are bright enough, or the area dark enough, to effectively project high contrast images during daylight.

Backup projection systems or alternatives, such as overhead projectors, flip charts, white boards or similar measures, should be provided. Spare bulbs, paper, and dry erase markers should be available.

For the field part of the course, access to areas for three days and nights of camping, preferably with both developed and undeveloped areas, is needed.

2.12 *Size of Group/Permits:*

The field portion of the Master Educator course must be limited to no more than 12 participants plus instructors. A course with 8-10 participants is ideal. Courses must comply with group size limits of the land managing agency or organization. The course coordinator and BSA host group will obtain and comply with all applicable federal, state, and local permits or consents necessary to conduct the course.

The minimum permissible size for a BSA Master Educator course is 50% of the allowable maximum for the field portion of the course or six, whichever is less, which must be registered and paid no later than 21 days prior to the start of the course.

2.13 *Food Needed:*

Provision should be made for participants and instructors to eat indoors the first evening and the first full day. Up to three full days of trail food may be needed while the group is in the field. It is helpful if the trail food is in pre-packaged meals that are typically used by Scouting units on treks.

2.14 *Acknowledgement and Assumption of Risks:*

The course coordinator must distribute a copy of the *Leave No Trace Center Acknowledgement & Assumption of Risk and Release and Indemnity Agreement* to each participant prior to the start of any BSA Leave No Trace Master Educator course. The course coordinator must obtain signatures from each Master Educator candidate for submission to the Center by the lead instructor. Signatures can be obtained on separate release forms, multiple signatures on a single release form or on a sheet of paper attached to a release form. The Center will accept digital submission.

2.15 *Assigned Presentation Topics/Action Plans:*

The lead instructor should assign participants Leave No Trace topics to present to the group at least two weeks prior to the course so that they will have adequate time to consider and prepare their teaching/learning methods. At the same time, the lead instructor should send the participant a blank action plan and request them to complete sections one and two in advance of the course and bring the action plan with them for completion at the course. On a weekend course with sufficient time between weekends, the topics may be assigned and action plans distributed during the first weekend.

2.16 *Transportation:*

The course coordinator should arrange transportation from the base of operations to the trailhead. In most cases this can probably be accomplished through car pooling. Vehicles should be parked in as safe a location as is feasible.

2.17 *Emergency Communications:*

Each group must have a reliable method of communication (two-way radio, cell or satellite phone, pager, access to a standard telephone, or other method) for emergency communications in base camp and in the field. At least one backup means of communication should also be provided. In addition there must be a means of receiving emergency messages from participant's home. Communication with cell phones in the field should be limited to safety, emergencies, and important matters that require prompt attention. A means for evacuating an injured person by litter and emergency vehicle must also be available.

Unusual communication restrictions should be communicated to participants in advance of the course.

2.18 *Leave No Trace Center Master Educator Discount*

Participants may make a one-time order of materials from the Center at a special discount at the conclusion of their BSA Master Educator course.

2.19 *Course Evaluations:*

Each participant must complete the course / instructor evaluation form. The preferred format is in electronic form using the fillable pdf on OutdoorEthics-BSA.org

The lead instructor must complete a co-instructor evaluation, using the process and form on OutdoorEthics-BSA.org.

2.20 *Reporting of Courses:*

For the course roster, use the spreadsheet on OutdoorEthics-BSA.org.

The lead instructor shall submit the LEAVE NO TRACE Center course release form signatures, the course roster and copy of the course / instructor evaluations, and arrange for course fees to be submitted to the Leave No Trace Center for Outdoor Ethics.

The lead instructor shall submit the roster, course / instructor evaluations, co-instructor evaluations, and the participants' action plans to the Outdoor Ethics Task Force.

If the course is hosted by a Council, the lead instructor shall submit a Training Attendance Report per the council's training reporting procedures, and also submit a copy of the roster to the council's Outdoor Ethics Advocate.

All close out activities should be completed within 30 days of the end of the course.

2.21 *Unusual Circumstances:*

In unusual circumstances, the lead instructor of a course may contact the Director of Outdoor Programs to request a variance from an administrative requirement of this Supplement, so long as such request is consistent with the Center's *Training Guidelines* and the Center/BSA Agreement governing the provision of Leave No Trace Master Educator courses.

3.0 **Teaching the BSA Leave No Trace Master Educator Course**

Both the Lead Instructor and any Co-Instructors for a Master Educator course sponsored by the BSA should have and have reviewed the following documents prior to and during the course:

Center's Leave No Trace Master Educator Handbook
Center's Training Guidelines
BSA's BSA Supplement to the Master Educator Handbook
BSA's BSA Leave No Trace Trainer Course Manual
BSA's BSA Leave No Trace 101 Guide
BSA's Teaching Leave No Trace

The basic syllabus for all Leave No Trace Master Educator courses is the Center's *Leave No Trace Master Educator Handbook*. The *Handbook* and the *Training Guidelines* set forth the minimum elements that the Center requires for any Leave No Trace Master Educator course. Lead instructors should carefully review their syllabus to ensure that all aspects of the *Handbook* are adequately covered so that future Master Educators are fully prepared to teach and lead Trainers courses.

The BSA's *BSA Supplement* includes additional elements that explain the application of Leave No Trace in the Scouting program. These sessions are included because the BSA Master Educator courses are directed to Scouters involved in the BSA's programs. The materials in the *BSA Supplement* help explain how the Scouting and Leave No Trace programs relate and mutually strengthen each other and how the principles apply in the Scouting context.

The following sessions in the *BSA Supplement* are required for use in Scouting-sponsored Master Educator courses:

- Need for Leave No Trace
- Age Appropriate Leave No Trace
- Leave No Trace and Large Groups
- Leave No Trace in BSA Advancement and Awards
- Leave No Trace Resources in Scouting
- Bringing Leave No Trace to Scouting

Each segment should receive at least fifteen minutes, but may receive additional time depending upon the individual course syllabus developed by the lead instructor in conjunction with the co-instructor(s).

Lead instructors and co-instructors are encouraged to use the *Teaching Leave No Trace* resource. This booklet contains many example activities that have been tested for use and success with BSA-age youth.

All of the referenced powerpoint presentations, forms and articles are linked from the training resources page on the OutdoorEthics-BSA.org website.

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

Session Length: 20-45 minutes

Materials Needed “Need for Leave No Trace” (PowerPoint file or view graphs)
 “Leave No Trace” from National Park Service

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

- Discuss BSA’s current outdoor reputation
- Discuss usage levels of our recreation lands
- Discuss how much 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 each slide are given in the associated notes page.

Reason for session - This presentation is designed to introduce the Principles of Leave No Trace and to set the tone for the entire Leave No Trace skills development course. A genuine understanding of the Principles is built on the foundation of beginning an understanding of why the Leave No Trace educational effort is needed and how it all began. This session introduces the “why” we need Leave No Trace. 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: **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 as part of the Guide to Safe Scouting on the BSA website. A copy of this chart should be available for the discussion. You may wish to print and duplicate copies of the 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, Scouts BSA, 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 and Large Groups**

Session Length: 20-30 minutes

Materials Needed

Center's "Group Use Brochure" – sufficient number for each participant
Leave No Trace and Large Group powerpoint

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

- Identify what is a large group for the environment in question
- Identify the relevant behaviors and issues presented by large groups in the frontcountry and backcountry
- Discuss applicability of group size restrictions to Scouting
- Discuss methods to minimize large group impacts on the environment

Lesson Plan:

Review the publications listed under "Materials needed" as a minimum to refresh yourself on how Leave No Trace is used to minimize large group impacts.

Group discussion - Lead a discussion on each of the topics listed under "Goals" above. Discuss the importance of sometimes breaking a large group down into smaller groups to avoid causing resource damage. Ask them to discuss how a large group's noise and activities impact other visitors and whether a large group can "take over" a scenic vista or other popular area.

With respect to group size limits, emphasize that the group size limit applies at all times and cannot be circumvented by camping, eating, or otherwise traveling together.

Discuss how Leave No Trace can be applied to mass Scouting activities, such as camporees, Webelorees or Scout camps.

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

Session Length: 15-20 minutes

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

An Example Cub Scout Rank Handbook
BSA Fieldbook
Scouts BSA Handbook
Camping Merit Badge pamphlet
Venturing Ranger Award Handbook
Outdoor Ethics Awareness and Action Awards Program pamphlets

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

- Discuss references to Leave No Trace in Cub Scout advancement requirements
- Discuss references to Leave No Trace in Scouts BSA advancement requirements
- Discuss the requirements for the Outdoor Ethics Awareness and Action Awards

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: Leave No Trace Resources

Session Length: 15-30 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 on the OutdoorEthics-BSA.org website
- Discuss resources available from outside suppliers
- Review “starter kit” materials supplied by course (if any)

Lesson Plan:

Browse LNT.org to become familiar with the publications and articles available. Gather as many as possible of the publications to show.

Browse OutdoorEthics-BSA.org to become familiar with all resources available there and on the BSA Outdoor Programs websites. 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 in the Outdoors" by Marion which is sold in our Scout shops and by the Leave No Trace Center.

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! Encourage participants to refer to OutdoorEthics-BSA.org for the latest teaching resources, forms, procedures, courses and contacts.

"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 (hang tag) library
- A Leave No Trace coffee cup or water bottle for use to promote Leave No Trace during Scouting events
- Leave No Trace bumper stickers
- Starter stock of ethics cards (30-40)
- Cathole trowel (can be used to make a "cathole kit" during the "Dispose of Waste Properly" session)

The Center's Trainer Course Participant Packet may be another good display item.

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

Session Length: 15-30 minutes

Materials Needed:

Action Plan for every participant. The preferred format is in electronic form using the fillable pdf on OutdoorEthics-BSA.org

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

- Discuss the national effort to conduct Leave No Trace training in Scouting developed by the BSA Outdoor Ethics Task Force and the Center
- Discuss the Leave No Trace training resources currently available from BSA
- Discuss the role of the Council Outdoor Ethics Advocate
- Discuss how their local Council does outdoor training
- Start formulating an effective plan to include Leave No Trace within their local Council's training efforts
- Present to the group their personal Action Plan to accomplish Leave No Trace training

Lesson Plan:

Review the following BSA publications to become familiar with their references to Leave No Trace:

- BSA Handbook
- BSA Fieldbook
- Teaching Leave No Trace
- Introduction to Outdoor Leader Skills
- Other publications or training course materials that reference Leave No Trace

The instructor may wish to learn how Leave No Trace is handled in Scouting “high level” training courses such as Wood Badge, National Youth Leader Training, Powder Horn, and Philmont courses by discussing those courses with individuals who have attended or staffed them. Similarly, the instructor should be familiar with the typical structures used in local councils to help facilitate discussions about where the contact points are in a local council to promote Leave No Trace training. The instructor may wish to show participants how to find their Council Outdoor Ethics Advocate and other Leave No Trace MEs in their council using the contact lookup on OutdoorEthics-BSA.org.

Group discussion - Use the information developed by the above research to stimulate a discussion on the topics listed under "Goals" above. 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!