

OUTDOOR ETHICS GUIDE

HANDBOOK



BOY SCOUTS OF AMERICA®

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FOREWORD

The purpose of this handbook is to guide units in developing a culture that effectively demonstrates responsible outdoor choices that reduce impacts of Scouting activities. The handbook identifies the responsibilities of the outdoor ethics guide, provides ideas on how to carry out this role, and lists resources. It also provides methods for leaders to support Scouts selected for this position and a way to evaluate success.

The outdoor ethics guide is a troop position of responsibility that counts for the leadership requirement for Star, Life, and Eagle ranks. It was instituted in the 13th edition of the Boy Scout Handbook. This replaces the role of the Leave No Trace trainer, which was also a Star and Life leadership position. Venturing crews may elect to assign the responsibility of outdoor ethics guide to a member, but it is not a leadership position.

Specific information about the principles of Leave No Trace and Tread Lightly! are not addressed in this handbook. Information about specific skills and how to demonstrate them can be found in the Scout Handbook and the fifth edition of the BSA Fieldbook. Information on these are also found at the Leave No Trace Center for Outdoor Ethics and Tread Lightly! websites.

***ON BREAKING UP CAMP LEAVE TWO THINGS BEHIND YOU: 1 — NOTHING. 2 — YOUR THANKS.
—LORD BADEN-POWELL, OCTOBER 1919***

THE PRACTICE: MAKING RESPONSIBLE OUTDOOR DECISIONS

What is outdoor ethics? Outdoor ethics is the Scout's guide to making recreational choices that reduce impact to the land and preserve outdoor experiences for others.

Scouting's statement of outdoor ethics is the Outdoor Code. The Outdoor Code is augmented by the land ethic, supported by principles and ethical decision-making skills of the principles of Leave No Trace, and supplemented by the principles and skills of Tread Lightly!.

The land ethic is a change in how we relate to the land. It helps us to move from a position of conqueror and user of the land to a member and citizen of the land. It implies that the land has a right to be respected and continue to exist. "The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land."¹

Ethical decision making as related to the outdoors considers a desired action and what impact it has on the land, identifies alternatives, and chooses the one of least impact. This is demonstrated by Aldo Leopold in his writing: "A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community. It is wrong when it tends otherwise."²

The first step to embracing outdoor ethics is to recognize that outdoor activities cause an impact to the land, water, natural resources, animals, and people. Once one accepts this, one can then realize choices exist that increase, neutralize, or remove that impact. Practicing outdoor ethics is the art of recognizing these choices and selecting the action that reduces impacts when possible.

1. Aldo Leopold, *A Sand County Almanac and Sketches Here and There*. (New York: Oxford University Press, 1949), 204.
2. *Ibid.*, 224–225.

THE OUTDOOR ETHICS GUIDE

The role of the outdoor ethics guide gives you a unique opportunity to help others make choices that reduce impacts to our natural environment. This includes reducing impacts made by our passing as well as actions that impact the experience of others. The challenge for all of us is to:

Minimize what impacts you can.

Avoid those you cannot.

Preserve the quality of outdoor resources and recreational experience!

As the outdoor ethics guide, you will have the opportunity to work with Scouts new to the program as well as those with more experience. In some cases, you may take the role of teacher; other times you may serve as a coach. This handbook includes basic information to use in your role along with resources to expand your knowledge. Use this handbook to help you become better aware of the responsibilities and options to use to help your unit understand how to make choices that reduce outdoor impacts.

SCOPE OF POSITION

As the outdoor ethics guide, you serve as a member of the patrol leaders' council representing outdoor ethics. To be successful, you need to understand the needs of your troop as well as the needs of the Scouts.

The person chosen as outdoor ethics guide must be willing to take on the additional time and responsibility required for the role. They will be the primary role model on how to behave in the outdoors. If questions or problems come up, they must be willing to go to the appropriate leadership for guidance and resolution.

A troop can choose to have several outdoor ethics guides and assign portions of the responsibilities to each. As an example, a troop might choose to have an older Scout attend the Leave No Trace trainer course and focus on high-adventure planning.

HOW TO BE MOST SUCCESSFUL IN THE ROLE

- Complete Leave No Trace advancement-related requirements for current rank.
- Read and be able to explain Chapter 7, “Outdoor Ethics,” in the *Scout Handbook*.
- Complete both online Leave No Trace and Tread Lightly! Awareness courses.
- Attend an Outdoor Ethics Orientation or Leave No Trace Trainer course.
- Be able to demonstrate how to reduce outdoor impacts.

RESPONSIBILITIES OF THE OUTDOOR ETHICS GUIDE

THE OUTDOOR ETHICS GUIDE PERFORMS SOME OR ALL OF THE FOLLOWING:

Trains others:

- Explains to Scouts the relevant requirements for the Tenderfoot, Second Class, and First Class ranks.
- Demonstrates how to practice the Outdoor Code, and the Leave No Trace and Tread Lightly! principles to meet advancement requirements.

Provides leadership:

- Helps the troop plan and conduct an outdoor program that effectively practices outdoor ethics.
- Mentors den chiefs in the Outdoor Code and practicing Leave No Trace Principles for Kids.
- Helps Life Scouts understand, plan, and carry out activities or projects meeting conservation service hour requirements.

Supports recognition:

- Encourages Scouts and leaders to complete the Outdoor Ethics Awareness and Action awards.

Completes self-evaluation:

- Uses tools to evaluate how well they carried out the responsibilities of outdoor ethics guide.

OUTDOOR ETHICS GUIDE DUTIES

As the troop outdoor ethics guide, your primary duty is to help your unit members take steps to reduce impacts of their outdoor activities. To start, meet with your troop outdoor ethics advisor or another designated person, and identify the actions you will complete during your term. Fill out the Outdoor Ethics Guide Goals and Evaluation form with your advisor. (See *Appendix A*.)

1. Explain and Demonstrate Advancement Requirements

OUTDOOR ETHICS RELATED RANK REQUIREMENTS:



TENDERFOOT 1C. Tell how you practiced the Outdoor Code on a campout or outing.



SECOND CLASS 1B. Explain the principles of Leave No Trace and tell how you practiced them on a campout or outing. This outing must be different from the one used for Tenderfoot requirement 1c.



FIRST CLASS 1B. Explain each of the principles of Tread Lightly! and tell how you practiced them on a campout or outing. This outing must be different from the ones used for Tenderfoot requirement 1c and Second Class requirement 1b.

OUTDOOR ETHICS GUIDE ACTIONS

Explain Principles

- Meet with Scouts within 30 days of rank advancement and ask them to read the appropriate pages of Chapter 7 in their *Scout Handbook*.
- Help them make a plan for learning their outdoor ethics skills.
- At a meeting or outing, have them explain each of the principles to you or another person.

Demonstrate Principles

- Before a campout or outing, make a plan for working with Scouts and discuss it with them.
- Go through the steps of planning a patrol activity and identify situations that are addressed in the principles of Leave No Trace or Tread Lightly!.
- Practice teaching these using the EDGE method.
- Make sure you bring any supplies or equipment you need to teach these skills.
- Set up stations or scenarios for Scouts to demonstrate their new skills to you.
- Idea: Use your unit duty roster or a similar tool to help others understand how principles relate to duties.

(See the *Outing Duty Roster* and the *Teaching EDGE Method* in *Appendix A*. See the *Outdoor Code*, *Principles of Leave No Trace*, and *Tread Lightly! Principles* in *Appendix B*.)

After the campout or outing, ask Scouts to tell you or a designated person what they did to demonstrate the principles. As arranged with your Scoutmaster or senior patrol leader, sign the Scout advancement requirement when earned.

2. Help Your Unit Plan and Conduct an Effective Outdoor Ethics Program

Your goal is to help your unit practice outdoor ethics in all of its outdoor events and outings, not just sometimes.

To get started, share with others in your unit what outdoor ethics means to you. Discuss the impact Scouting activities have on the environment and other people. Once your unit members see how important outdoor ethics is to you, they are more likely to become engaged. Review how implementing outdoor ethics principles can improve campsites. Explain how practicing the principles of Leave No Trace can result in less gear and lighter packs for your fellow Scouts and reduce impacts while your unit enjoys the outdoors.

OUTDOOR ETHICS GUIDE ACTIONS

Develop your unit outdoor ethics plan.

Below are suggestions for how to do this.

- Discuss developing an outdoor ethics plan with your Scoutmaster and senior patrol leader.
- At a patrol leaders' council meeting, assess how well your unit is using the principles of Leave No Trace. (*See the Troop Assessment Form in Appendix A.*)
- Get patrol leaders' input on the results of the assessment to help develop your outdoor ethics plan.
- Use your annual activity plan to identify opportunities to practice outdoor ethics.

Ask patrol leaders to find out who is aware of how to practice outdoor ethics and include them in presenting outdoor ethics to others. Lead activities, games, and challenges to help your unit learn to practice outdoor ethics.

Once members understand how to practice outdoor ethics, develop a plan with patrol leaders or the senior patrol leader to recognize and reduce impacts of your upcoming activity. You may want to use the Planning an Outing form. (*See Appendix A.*) Assist the patrol leaders or senior patrol leader in implementing the plan with the patrol or troop members. Attend at least two campouts or outings and observe how well the principles were followed.

After the event is completed, review the principles followed during the event. Take time to reflect on which were followed, which your unit could do better at, and which were not followed or were skipped. Come up with ideas to help the unit better follow outdoor ethics principles next time.

OUTDOOR ETHICS GUIDE ACTIONS

Carry out the plan.

Your unit is likely active in many different settings. Every outing offers opportunities to reduce outdoor impacts. It is important that planning each activity includes how to reduce outdoor impacts.

Frontcountry settings such as state parks and Scout camps are most frequently used. Ensuring the area is as good as or better than you found it is a way to be considerate of others. Your group may share an area with others, so planning needs to address this. The size of your group, the activities you plan to do, and the time of day for doing them all can impact others. Parks now often have recycling programs. Others have reduced or eliminated garbage services. Be sure your unit is prepared to reduce what you bring, use recycling or disposal sites, or carry out your trash.

When in a frontcountry setting, be sure to:

- Be considerate of others.
- Manage your waste by reducing what you bring.
- Build a fire only in a campfire ring, put out your fire, and clean out the fire ring when cold.

Urban areas may have limited green spaces or park areas and often have dense populations. Your activities may involve mass transit and use of technology.

When in a primarily urban setting, your role is to:

- Help others consider how to minimize or avoid impacts on even the smallest spaces.
- Discuss with your group how one can follow outdoor ethics concepts in this setting.
- Consider ways to reduce impacts on others where many people congregate as well as areas where one might go to enjoy the quiet.

Backcountry camping, where you are more than a day from your car, requires your unit to be diligent in applying outdoor ethics. Your group is likely to have immediate impact on local animals, plants, bodies of water, and other backpackers. Planning and preparation are the keys to reducing outdoor impacts.

- Make sure participants are prepared by helping them learn the skills they will need before you go.
- Help ensure that Scout experience and skills match the challenges of the trek.
- Be sure to refer to your *Scout Handbook* or a trained adult leader on best practices to follow for the type of trek or adventure the unit is planning.

After the campout or outing, review the principles followed during the event. Take time to reflect on which were followed, which you could do better at, and which were not followed or were skipped. Come up with ideas to help the unit better follow outdoor ethics principles next time. (*See the Leave No Trace Teaching Activities in Appendix C.*)

3. Prepare Den Chiefs to Share Principles

The 2015 Cub Scout rank advancement includes requirements for Scouts at each rank to repeat and/or explain the Outdoor Code and Leave No Trace Principles for Kids. Leave No Trace Principles for Kids is a version of Leave No Trace that is more easily understood by Cub Scout–age children. Cub Scouts follow these at outings and campouts. In addition, each rank focuses on one or more of the individual principles. (See the *Outdoor Code* and the *Leave No Trace Principles for Kids* in Appendix B.)

OUTDOOR ETHICS GUIDE ACTIONS

- Explain to den chiefs that outdoor activity leaves impacts.
- Identify appropriate activities and games about these impacts.
- Be sure you can explain the activities and games, keep directions short, and make it fun!
- Share appropriate activities and games about outdoor ethics with the den chief.
- Be available to assist the den chief.

Cub Scout Outdoor Ethics Rank Focuses

Tiger: Trash Your Trash

Wolf: Be Careful With Fire/Respect Wildlife

Bear: Leave What You Find/Be Kind to Other Visitors

Webelos and Arrow of Light: All

Learning the more advanced tactics of the Leave No Trace principles begins when Arrow of Light dens transition into Scouting. As the outdoor ethics guide, you will introduce them to these and explain how to practice them in more detail.

Note: Two of the Leave No Trace Principles for Kids are not specifically addressed in the Cub Scout handbooks: Know Before You Go and Choose the Right Path. Also, only the *Webelos Den Leader Guide* explains the principles.

4. Help Scouts to Understand and Plan Conservation Activities

Conservation is one of the foundations of the Scouting program. This means taking care of the outdoors so animals, plants, and people all have healthy habitats in which to live.

To emphasize its importance, conservation-related service hours were added to Life Scout advancement requirements in the 13th edition of the *Scout Handbook*. Completing conservation service was also added to the World Conservation Awards.

OUTDOOR ETHICS GUIDE ACTIONS

- Ask your unit to obtain a copy of the *Conservation Handbook* for your library.
- Become familiar with what conservation is and the types of projects that are appropriate.
- See the Conservation Project Planning Checklist in Appendix A for information on how to plan a conservation project.
- Discuss conservation with Scouts working toward their Life rank or refer them to someone familiar with conservation.
- Encourage your unit to conduct a conservation project or participate in one with other units.

5. Encourage Scouts to Complete Outdoor Ethics Awards and Merit Badges

The BSA Outdoor Ethics program includes recognition for completing training and practicing the Leave No Trace and Tread Lightly! principles. These include the Outdoor Ethics Awareness and Outdoor Ethics Action awards. Both are available for Scouts and Venturers, as well as their adult leaders.

The Outdoor Ethics Awareness Award recognizes those who go beyond the basic Scouting requirements of learning the principles. This includes taking online courses and training. The Outdoor Ethics Action Award is a more rigorous award involving teaching, holding a position of responsibility, participating in outings, and presenting information. (*See Awards in Appendix C.*)

OUTDOOR ETHICS GUIDE ACTIONS

- Introduce Scouts to the Outdoor Ethics Awareness and Action awards.
- Tell Scouts where to find the requirements and the URLs for the online courses.
- Encourage Scouts to review sections of the *Scout Handbook* on cooking, hiking, and camping.
- Be available to address questions on meeting outdoor ethics requirements for merit badges.

6. Complete Self-Evaluation

As arranged with your Scoutmaster, outdoor ethics guide advisor, or senior patrol leader, complete your self-evaluation and discuss it with them. Obtain sign-off for completing the portions of the leadership assignment you agreed to. Discuss the results at your Scoutmaster conference or follow your unit process for documenting completion of a leadership position of responsibility. (*See the Outdoor Ethics Guide Goals and Evaluation form in Appendix A.*)

OUTDOOR ETHICS GUIDE ADVISOR HANDBOOK

Congratulations for stepping up to be the outdoor ethics guide advisor. This is a critical advisor position for the unit. It will challenge you to think about your outdoor experiences in new and positive ways. Your growth may, in some ways, be greater than the youth you are advising.

Our outdoor activities reflect Scouting's mission of making ethical choices. Scouting values the outdoors and the experience of the outdoors and strives to develop stewardship of the outdoors. As Scouts, we strive to care for and share the outdoors. We believe it is right when our actions support the health of the land and enhance visitor experiences and wrong when they do not. Planning and preparing ahead to follow the principles of Leave No Trace on outings supports Scouting's values. As the advisor, you are in a unique position to demonstrate this and help other adults realize it.

Functions of the Advisor

A strong outdoor ethics presence in Scouting was intentionally embedded into our outdoor experiences because we needed it. Your role is to help the outdoor ethics guide answer questions on how Scouts actually practice the Outdoor Code. The following are the main areas in which you will be guiding and engaging your outdoor ethics guide:

- **Removing barriers and opening doors**
- **Planning**
- **Execution**
 - Coaching
 - Scenarios
 - Teachable moments
 - Authority of the resource
 - Conservation
- **Evaluation**

What You Will Need

- Knowledge on the outdoor ethics topic. You will need some outdoor ethics training, even if you are a naturalist, scientist, biologist, or land manager. Start with the online awareness courses for Leave No Trace and Tread Lightly!. Then take the BSA Leave No Trace 101 course. For a better understanding, attend the 16-hour weekend Leave No Trace Trainer course. For a more in-depth experience, attend the five-day Leave No Trace Master Educator course. (See <http://outdoorethics-bsa.org//training>.) As the outdoor ethics advisor, these courses will give you the tools you will need to be successful with your Scouts.
- A good understanding of the methods of Scouting
(See www.scouting.org/filestore/hispanic/pdf/521-042.pdf.)
- A working knowledge of the BSA's Teaching EDGE method
- A good understanding of outdoor ethics guide responsibilities
- Finally, you will need a positive attitude and a strong commitment to the Scout's success. This is the fun part for you because it creates a constructive culture for the unit. Whether you are a serious plodder or an outgoing person, the Scouts will catch your commitment to outdoor ethics.

Explanation of Your Functions

REMOVING BARRIERS AND OPENING DOORS

Not all Scouting leaders have fully embraced the Leave No Trace or Tread Lightly! principles. For the outdoor ethics guide to be successful, adult leaders must realize the need to update outdoor practices and support methods to reduce impacts. Scouts are not always known as quiet, careful campers who respect the outdoors. We are known for our large groups with loud, messy, careless, and sometimes destructive behaviors. Even if Scouts were not the ones involved, because so many of us use public lands, others relate negative incidents to Scouting. In some places, land managers do not welcome Scouting groups because of this poor reputation and adverse behaviors toward nature and other visitors. You may need to meet with the troop or crew leadership team and help them understand that this is part of why practicing outdoor ethics is important.

As the outdoor ethics guide advisor, you may have the opportunity to open doors for the outdoor ethics guide. He or she may need to contact Leave No Trace trainers or Master Educators for ideas and activities. They may want to work with a Cub Scout pack and need to know whom to contact and how. Your role includes opening doors like this to help the outdoor ethics guide be successful.

PLANNING

You will need to facilitate a planning session with your new outdoor ethics guide to create clarity with them on the scope and expectations of the role. Use the Outdoor Ethics Guide Goals and Evaluation form for this. Have the guide commit to parts of the role that fit with his or her abilities. Let the guide take the lead, but realize that your guidance and advice can make the quality of their term good or bad at the very onset.

EXECUTION

—**Coaching:** Execution starts with coaching. Help your guide develop a plan to meet his goals. How is outdoor ethics going to be presented to the unit and at what events? At unit meeting or outings or both? How will they mesh? What will the presentations be? Games, scenarios, or challenges are the most experiential and beneficial to Scouts. Lecturing tends to turn off Scouts. Games are easy to facilitate and already prepared. You may want to be familiar with the games in Teaching Leave No Trace found at www.scouting.org/programs/boy-scouts/teaching-leave-no-trace/. Challenges are games that are timed or competitions between patrols or crews. There are plenty of examples at <http://outdoorethics-bsa.org//resources/>, as well as the games you actually play and facilitate in your Leave No Trace Trainer course.

—**Scenarios:** Scenarios or dilemmas test a Scout's or patrol's response to a certain type of behavior they witnessed or experienced and how best to handle that behavior in the future. Again, <http://outdoorethics-bsa.org//resources/> has many examples that can be used as scenarios that will benefit the Scouts by getting them to think about impacts and how to recognize them. This will help them engage in lower-impact activities outdoors and apply outdoor ethics in a positive way.

—**Teachable moments:** Participating in games, dilemmas, and scenarios presents an opportunity for a teachable moment. Developing a culture of recognizing when a high-impact event happens in the field is important. Your role as advisor is to help steer your outdoor ethics guide to notice these events and conduct an evaluation or reflection of what actually just happened. This is a very exciting moment.

—**Authority of the resource:** The concept of the authority of the resource is very basic to the motivation involved in living the principles of Leave No Trace, Tread Lightly!, and conservation (the land ethic). This concept recognizes that the land itself has value and can be the reason (authority) for taking steps to protect it. It takes some deliberation to think and recognize the resource and what authority it actually has. This is a tool to help guide the Scout to a solid ethical decision that becomes a habit and life skill. (See http://lnt.org/sites/default/files/ART_Wallace_Original.pdf.)

—**Conservation:** Conservation is the element of the outdoor ethics guide's role that really seals the deal. The outdoor ethics guide exposes Scouts to the Leave No Trace and Tread Lightly! principles and the land ethic in the form of games, actual events, or scenarios. The troop or crew experiences their practice of these principles and reflects on their outcomes. It is this very process of activity and reflection in light of the principles involved that gives the unit or individual a connection to the land. Working on a conservation project allows Scouts to act on this connection and practice the Outdoor Code. You will need to guide your Scout in this phase to understand what a conservation project consists of. If possible, obtain a copy of the *Conservation Handbook* from your local Scout shop. You may also want to be a resource to Scouts working on Life requirements and help them consult the land manager or owner. Provide input on the techniques and plans needed to complete a conservation project or on finding appropriate resources.

EVALUATION

The last step is to have the outdoor ethics guide complete a self-evaluation. Use the Outdoor Ethics Guide Goals and Evaluation form for this. Review the document and discuss findings. Sign and date the form and give to the Scoutmaster or designated person.

We wish you success in executing your role as outdoor ethics guide advisor. Your ability to get an agreed-upon evaluation timeline with your outdoor ethics guide, the level of support from your adult leaders, and the quality relationships, fun adventures, and additional training you get from your council outdoor ethics staff will set you up for success with your Scout. Remember to contact your council outdoor ethics advocate if you have any concerns or questions. (See <http://outdoorethics-bsa.org//contacts/>.)

Appendix A: Unit Resources

OUTDOOR ETHICS GUIDE GOALS AND EVALUATION

Name: _____ I served as Outdoor Ethics Guide from _____ (Date) to _____ (Date)

Mark how you think you performed each duty.	Agreed to do	Achieved	Not Achieved	Comments
Attended an outdoor ethics orientation course or Leave No Trace Trainer course				
Earned the BSA Outdoor Ethics Awareness Award or Action Award (during tenure or prior to taking position)				
Completed online Leave No Trace Awareness and Tread Lightly! courses				
Demonstrated and taught the Leave No Trace and Tread Lightly! principles at two or more functions, events, or outings				
Led the troop in reciting and understanding the Outdoor Code during meetings				
Assisted Scouts at each rank in meeting advancement requirements that involve outdoor ethics concepts				
Conducted an effective outdoor ethics program by coaching the patrol leaders' council on addressing outdoor ethics practices as they plan trips, outings, and events				
Attended 25 percent of outings and provided feedback to the patrol leaders' council on outdoor ethics practices observed				
Encouraged and assisted troop members and leaders in earning the Outdoor Ethics Awareness and Action awards				
Facilitated reflection sessions after unit trips and outings that assessed how well the unit followed outdoor ethics principles				
Encouraged unit to conduct a conservation project or participate in one with another unit, the district, or the council				
Supported den chiefs by sharing outdoor ethics information to use in their designated den				
Encouraged leaders and youth to attend an outdoor ethics orientation course, Leave No Trace Trainer course, and/or Tread Trainer course				

Scout signature: _____ Date: _____

Turn in this self-evaluation to your Scoutmaster for approval on your position of responsibility.

Star Rank — Serves four months as the outdoor ethics guide.

Life/Eagle — Serves six months as the outdoor ethics guide.

THE TEACHING EDGE METHOD

Teaching Outdoor Ethics With the EDGE Method: A Sample Format

Use the EDGE method as described in the *Scout Handbook*. As part of your planning, decide how you will Explain, Demonstrate, Guide, and Enable the Scout to be successful.

EDGE stands for: Explain
Demonstrate
Guide
Enable

Explain outdoor ethics: This can occur at a meeting or outing. Use your *Scout Handbook* to discuss the rank-appropriate information: Outdoor Code, principles of Leave No Trace, and Tread Lightly! principles.

Demonstrate: This can be done as part of planning a campout or outing at a patrol meeting. Select specific principles and show what one might do to practice them. Use materials from Teaching Leave No Trace or from the resource section of this handbook, or make up a game or activity. Show how outdoor ethics, including the Outdoor Code, Leave No Trace, and Tread Lightly!, fit into the outdoor program.

Guide: Guide Scouts in practicing outdoor ethics at a campout or outing. Assist Scouts in making choices that demonstrate the Leave No Trace or Tread Lightly! principles.

Enable: Provide opportunities for Scouts to demonstrate outdoor ethics at a campout or outing. Give feedback as to the effectiveness of their actions and any improvement that is needed.

When finished teaching, remember to evaluate. Meet with Scouts to review how outdoor ethics was practiced on a campout or outing. When requirements have been met, sign off outdoor ethics-related advancement records.

OUTING DUTY ROSTER

Outing Duty Roster and the Principles of Leave No Trace Identify how duties involve principles by putting an X in the row across from your duty.							
Date		Outing					
	Plan Ahead	Travel and Camp on Durable Surfaces	Dispose of Waste Properly	Leave What You Find	Minimize Campfire Impacts	Respect Wildlife	Be Considerate of Others
Patrol Leader							
Cook							
Fire Builder							
Water Supplier							
Kitchen Cleanup							
Patrol Site Setup and Cleanup							
Activity Lead							
Other							

Explain what you did to reduce impacts and what to improve on:

TROOP ASSESSMENT FORM

The first step in putting together a training program for your unit is to honestly understand where you are. Start by asking your patrol leaders' council the following questions. Identify the topic with the lowest scores. Create a plan to address and reassess.

When we go camping, on a scale of 1 to 5 (with 1 meaning rarely, 3 meaning sometimes, and 5 meaning usually):

We educate ourselves, plan ahead for all circumstances, and go prepared.

1 2 3 4 5

We travel and camp on durable surfaces and know what surfaces are not durable.

1 2 3 4 5

We know how to properly manage and dispose of human waste, food waste, and wastewater.

1 2 3 4 5

We minimize site alterations and leave natural items and artifacts for others to discover.

1 2 3 4 5

We use lightweight stoves and campfire alternatives and minimize our campfire impact.

1 2 3 4 5

We observe wildlife, avoid animals during sensitive times, and protect feeding and nesting areas.

1 2 3 4 5

We are considerate of other campers, follow trail courtesy, and break into small groups.

1 2 3 4 5

We travel on established trails for bikes and ATVs, clean boats and trailers, and reduce engine noises.

1 2 3 4 5

We understand and follow the principles of Leave No Trace and Tread Lightly!.

1 2 3 4 5

PLANNING AN OUTING WORKSHEET

Planning your event is where using outdoor ethics starts. Each patrol leader needs to know how to reduce the impacts of their outdoor activities. As the outdoor ethics guide, you can help them understand how planning does this.

Use the following worksheet when you plan your outing with the patrol leaders' council or patrol leader. Review the *Scout Handbook* and consider impacts that may occur on your outing. Then look at these topics. Once you have identified an impact, be sure to also identify ways to avoid or minimize it. At the end of each outing, take the time to reflect and see how well you reduced your impacts. Make a plan to address these, such as holding outdoor ethics challenge activities or patrol competitions. Make it fun to learn and remember ways to reduce outdoor impacts. Your outdoor ethics guide, trainer, or trained adult advisor can help you with this!

The skills and concepts of outdoor ethics apply every time a unit goes camping. Scouts working on advancement for Second Class and enjoying activities such as hiking, climbing, orienteering, horseback riding, fishing, and geocaching should use the Leave No Trace principles to minimize their impact. When working on advancement for First Class or participating in activities with motors or mechanical devices such as shooting sports, ATVs at council camps, or boating, Scouts can apply Tread Lightly! to minimize their impact.

Additional information on outdoor ethics can be found in the *Scout Handbook* and the BSA *Fieldbook*. More information and training opportunities can be found at www.outdoorethics-bsa.org.

Planning an Outing																
Purpose of Outing: Location of Event: Main Activity: Skills Needed: Event Type: Overnight or Day Group Size:	Date of Activity: Number Attending: Cost per Scout: Meeting Place: Transport:															
Weather, health, and safety Who did you leave a plan with? First-aid kit, plan, and nearest hospital Are attendees properly trained? Weather forecast and appropriate plan Permits, maps, and permissions obtained Camp or ranger contact info Types of animals/insects																
Is it a sensitive time for wildlife/wetlands? <table border="0"> <tr> <td>Mating</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Nesting</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Young with adults</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Extreme heat/cold</td> <td>Y</td> <td>N</td> </tr> <tr> <td>Excessive moisture</td> <td>Y</td> <td>N</td> </tr> </table>	Mating	Y	N	Nesting	Y	N	Young with adults	Y	N	Extreme heat/cold	Y	N	Excessive moisture	Y	N	Possible impact and action to take:
Mating	Y	N														
Nesting	Y	N														
Young with adults	Y	N														
Extreme heat/cold	Y	N														
Excessive moisture	Y	N														
Site considerations/durable surfaces Do you have a map? Is it a high-use area? Tent sites/condition Established trails/condition Established cook sites/tables/grills Availability of water and trash disposal	Possible impact and action to take:															
Waste reduction, management, and disposal Menu plan Packaging and portion control Cooking method: grills, fires, camp stoves Cleanup/disposal method Supplies to carry, filter, or strain water Supplies to store, carry out trash Are bathrooms available?	Possible impact and action to take:															

Fires Bans or limits Need for fire Fire ring or low-impact plan Fire pit or mound cleanup, ash disposal	Possible impact and action to take:
Other people Group size Activity and noise levels Proximity to others Viewing areas and rest places People, horses, or pack animals on trails	Possible impact and action to take:
Personal property and historic items Presence of fences and signs Private property Natural and man-made objects Choices for crossing creeks	Possible impact and action to take:
Transport of invasive species Clothing, gear, and shoes Use of live bait Role of firewood Trailers, ATVs, and boats Tents, tarps, and gear	Possible impact and action to take:

CONSERVATION PROJECT PLANNING CHECKLIST

Scouting leaders and agency personnel can use the following checklist to assist them in planning conservation projects.

☐ What is the task to be done?

☐ Why is it important?

☐ How many Cub Scouts, Scouts, or Venturers can take part in the work?

☐ What is the time frame for completing the project?

☐ What tools and materials will be needed, if any, and who will provide them?

☐ What leadership skills are required to oversee the work?

☐ Who will provide project leadership? (List youth and adult Scouting leaders and any agency personnel.)

☐ How will youth reach the work area?

☐ What safety factors are involved and how will they be addressed?

Appendix B: Outdoor Ethics

The Outdoor Code

The Outdoor Code was added to the *Boy Scout Handbook* in 1955. It was introduced in recognition of the importance of our relationship with nature and our responsibility to be conservationists. Conservation is the responsible stewardship of the environment to preserve natural ecosystems while ensuring that balanced consideration is also given to human needs.

THE OUTDOOR CODE*

AS AN AMERICAN, I WILL DO MY BEST TO—
BE CLEAN IN MY OUTDOOR MANNERS.
BE CAREFUL WITH FIRE.
BE CONSIDERATE IN THE OUTDOORS.
BE CONSERVATION-MINDED.

Principles of Leave No Trace*

The principles of Leave No Trace are a product of the Leave No Trace Center for Outdoor Ethics. This organization teaches people of all ages how to enjoy the outdoors responsibly and is the most widely accepted outdoor ethics program used on public lands. Adopted in 1993 by the BSA, in its simplest form, Leave No Trace is about making good decisions to protect the world around you—the world we all enjoy. The BSA, a partner of the Leave No Trace Center for Outdoor Ethics since 2005, is one of the organizations that can offer the Leave No Trace Master Educator and Leave No Trace Trainer courses to its members.

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

The Center encourages use and publication of the Leave No Trace Seven Principles including the following copyright language:
 © 1999 by the Leave No Trace Center for Outdoor Ethics: www.LNT.org

*See Chapter 7 of the Scout Handbook and the BSA Fieldbook for additional information on this.

Tread Lightly! Principles*

Tread Lightly! is a national nonprofit organization with a mission to promote responsible outdoor recreation through ethics education and stewardship. Tread Lightly!'s goal is to balance the needs of people who enjoy outdoor recreation with the need to maintain a healthy environment. Initially focused on motorized and mechanized use in the backcountry, Tread Lightly! principles can be applied in all outdoor settings.

- T**Travel responsibly.
- R**espect the rights of others.
- E**ducate yourself.
- A**void sensitive areas.
- D**o your part.

The BSA especially emphasizes following Tread Lightly! principles with its mechanized and motorized programs such as all-terrain vehicles and motorized watercraft.

Leave No Trace Principles for Kids

Know Before You Go.	Be Careful With Fire.
Choose the Right Path.	Respect Wildlife.
Trash Your Trash.	Be Kind to Other Visitors.
Leave What You Find.	

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**See Chapter 7 of the Scout Handbook and the BSA Fieldbook for additional information on this.*

Appendix C: Websites

BOY SCOUTS OF AMERICA

[Outdoor ethics resources, training, and awards](#)

[Teaching Leave No Trace](#)

[“A Scouter’s Guide to Teaching Leave No Trace Ethics,”](#) *Scouting* magazine, March/April 2012

[Troop leader meeting plans and ideas](#)

[Conservation resources](#)

LEAVE NO TRACE

[Leave No Trace](#) website

[Principles of Leave No Trace](#)

National Parks Service [“Leave No Trace”](#) video

Teaching Activities

[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](#)

[Interpretive Trail Walk](#)

TREAD LIGHTLY!

[Tread Lightly!](#) website

[Tread Lightly!](#) principles

Activities

[SEE \(Stop, Evaluate, Engage\)](#)

THE LAND ETHIC

[Explanation of the Land Ethic](#)

TRAINING

[Find an outdoor ethics educator in your council](#)

[Leave No Trace Online Awareness Course](#)

[Tread Lightly! Online Awareness Course](#)

AWARDS

[Outdoor Ethics Awareness and Action awards requirements](#)

[Other Conservation Awards](#)

TRY TO LEAVE THIS WORLD A LITTLE BETTER THAN YOU FOUND IT ...

—LORD BADEN-POWELL





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