Nomination for the

William T. Hornaday Gold Medal

This award is by nomination only and is for an adult Scouter or Venturing leader who has rendered distinguished and unusual service to natural resource conservation and environmental improvement over a sustained period (at least 20 years). Nominations are accepted from any recognized conservation/environmental protection organization. The nominee's accomplishments must be at a regional, national, or international level.

In an attached letter of nomination, indicate the contributions made by the nominee and whether the accomplishments cited were part of the nominee's paid professional responsibilities. Central to the selection process is the influence the nominee has had on youth and educational programs emphasizing sound stewardship of our nation's natural resources and environmental improvement.

Nominee _____

Address _____

City _____ State _____ Zip code _____

Council _____

Nominee's affiliation with Scouting: _____

_____

Suggested citation for reading at the time of presentation _____

_____

Nominator _____

Address _____

City _____ State _____ Zip code _____

Phone No. (_____) _____

Attach letters of nomination and endorsement.

ENDANGERED AND THREATENED ANIMAL INFO

ENDANGERED AND THREATENED DEFINED

- The Endangered Species Act of 1973 (ESA): The term "endangered species" means a species which is in danger of extinction throughout all or a significant portion of its range. The term "threatened species" means any species which is likely to become an endangered species in the near future.
- The list of federally protected species that are classified as endangered or threatened is continually changing. This list is maintained by the U.S. Fish and Wildlife Service.
- Some species may be classified as threatened or endangered based on similarity of appearance to an endangered species. A species may be endangered, threatened, common, or abundant in different parts of its range all at the same time.

WHY SOME SPECIES ARE ENDANGERED:

- Loss of habitat that is critical for survival. Unfortunately, continued habitat loss appears inevitable until human population and per capita consumption of natural resources can be stabilized.
- Exploitation—many endangered species are hunted by collectors *because* they are rare. Some animals, such as sea turtles or dolphins, are accidentally trapped. Some animals are shot as nuisances or for their pelts.
- Competition—Alien species are introduced are crowds out the native plants and animals.
- Predation—wild animals grow so numerous they uproot native plants. This is occurring, esp., in Hawaii.
- Disease—many birds or animals in isolated areas have little resistance to imported diseases.
- Unknown—often researchers and still seeking reasons for low reproductive rates or disappearing populations.

WHY PROTECT ENDANGERED SPECIES:

- Balance--Humans and wildlife inhabit the same natural environment and our life support system depends on maintaining an intricate balance of interactions between plants, animals, and their environments. One species cannot be removed without affecting others species in the system.
- Agriculture-- Although over 80,000 species of plants are considered to be edible, fewer than 20 species provide over 90% of the world's food, and diseases are damaging those. To ensure future agricultural productivity, scientists must continue to seek alternative foods from new sources.
- Medicine--over 50 percent of all prescription medicines have ingredients extracted from plants and animals. By eliminating a particular species, are we forfeiting an opportunity to cure harmful diseases?
- Adaptation—Many animals exhibit unique adaptations that allow them to survive and thrive in harsh environments. By studying how species adapt to specific survival problems, we can gain insights on how to solve medical and health problems associated with natural catastrophes or even space travel.

SEARCH LINKS:

www.kidsplanet.org--click on "get the Facts". Identifies most common endangered animals and current recovery status.
www.earthsendangered.coom. n Go to bottom of page and click on "Lists of Animals by groups (or other options)
http://.www.fws.gov/endangered. US Fish and Wildlife program site; find endangered species by state.
http://wildlife.utah.gov/habitat/pdf/endgspec.pdf. Booklet with Utah endangered and threatened animals described, and info on what is being done to protect and help them.
http://www.iucnredlist.org/ Famous Red list that lists status of animals all over the world.
http://www.worldwildlife.org/home-full.html World Wildlife Federation site with info on what is being done to help animals.

Listings and Occurrences of Endangered and Threatened Species

ANIMAL SPECIES NATIVE TO UTAH (16 species)

Status	Species
E	Ambersnail, Kanab (*Oxyloma haydeni kanabensis*)
E	Chub, bonytail entire (*Gila elegans*)
E	Chub, humpback entire (*Gila cypha*)
E	Chub, Virgin River (*Gila seminuda (=robusta)*)
E	Ferret, black-footed entire population, except where EXPN (*Mustela nigripes*)
E	Flycatcher, southwestern willow (*Empidonax traillii extimus*)
T	Lynx, Canada (Contiguous U.S. DPS) (*Lynx canadensis*)
T	Owl, Mexican spotted (*Strix occidentalis lucida*)
E	Pikeminnow (=squawfish), Colorado except Salt and Verde R. drainages, AZ (*Ptychocheilus lucius*)
T	Prairie dog, Utah (*Cynomys parvidens*)
E	Sucker, June (*Chasmistes liorus*)
E	Sucker, razorback entire (*Xyrauchen texanus*)
T	Tortoise, desert U.S.A., except in Sonoran Desert (*Gopherus agassizii*)
T	Trout, Lahontan cutthroat (*Oncorhynchus clarki henshawi*)
E	Wolf, gray Lower 48 States, except MN and where EXPN. Mexico. (*Canis lupus*)
E	Woundfin except Gila R. drainage, AZ, NM (*Plagopterus argentissimus*)
Animal species listed in Utah that are extirpated, or no longer found (2 species)	
T	Bear, grizzly lower 48 States, except where listed as an experimental population or delisted (*Ursus arctos horribilis*)
T	trout, Greenback Cutthroat (*Oncorhynchus clarki stomias*)

Last updated: February 15, 2011

WORLDWIDE ANIMALS OF CONCERN:

Endangered: 12 Species of bats; Wood Bison, Louisiana Black Bear, Mexican Bobcats New Mexico and Arizona, Black Footed Ferret, Cheetah, Asian Elephants, Nigerian and Ugandan Giraffes, all four subspecies of Gorilla (Lowland is critical), Wallaby Kangaroo, 3 subspecies of Mountain Lion (Florida panther, Costa Rican puma and the Eastern puma); Rhinoceros (all five species); Snow Leopard, Tiger, Wolves (see below); Mountain Zebra; Leopards in Asia and parts of Africa (see below)

Threatened: 1 bat species; American Bison (conservation dependent); American Black Bear, African elephants, Grizzly Bears in lower 48 states; Bobcats in New Jersey; Lynx, Wolves in Minnesota; Grevy's zebra and the Hartmann's mountain zebra, African Lion (vulnerable, 10% extinction in 20 years); Leopards south of, and including, Gabon, Congo, Zaire, Uganda, Kenya in Africa.

Recovered or Fin in some Habitats: 3 species of Kangaroo delisted due to recovery; Grizzly not threatened in Alaska and Yellowstone; Lynx fine in Canada and Alaska; wolves okay in Idaho and Montana and parts of Washington, Oregon and Utah. In Alaska, wolves are not even listed under the ESA.

County Lists of Utah's Federally Listed
Threatened(T), Endangered(E), and Candidate(C) Species

Box Elder County
Goose Creek Milkvetch *Astragalus anserinus C*
Least Chub *Iotichthys phlegethontis C*
Lahontan Cutthroat Trout *Oncorhynchus clarkii henshawii T*
June Sucker *Chasmistes liorus E*
Greater Sage-grouse *Centrocercus urophasianus C*
Yellow-billed Cuckoo *Coccyzus americanus C*
Gray Wolf *Canis lupus E*

Davis County
Least Chub *Iotichthys phlegethontis* C
Yellow-billed Cuckoo *Coccyzus americanus* C

Morgan County
Greater Sage-grouse *Centrocercus urophasianus* C
Yellow-billed Cuckoo *Coccyzus americanus* C
Gray Wolf *Canis lupus* E

Salt Lake County
Ute Ladies'-tresses *Spiranthes diluvialis* T
Least Chub *Iotichthys phlegethontis* C
Greater Sage-grouse *Centrocercus urophasianus* C
June Sucker *Chasmistes liorus* E
Yellow-billed Cuckoo *Coccyzus americanus* C

Summit County
Brown (Grizzly) Bear *Ursus arctos* T Extirpated
Canada Lynx *Lynx canadensis* T
Greater Sage-grouse *Centrocercus urophasianus* C

Tooele County
Ute Ladies'-tresses *Spiranthes diluvialis* T
Least Chub *Iotichthys phlegethontis* C
Bonytail *Gila elegans* E
Greater Sage-grouse *Centrocercus urophasianus* C
Yellow-billed Cuckoo *Coccyzus americanus* C

Utah Countyus
Ute Ladies'-tresses *Spiranthes diluvialis* T
Deseret Milkvetch *Astragalus desereticus* T
Clay Phacelia *Phacelia argillacea* E
Least Chub *Iotichthys phlegethontis* C
June Sucker *Chasmistes liorus* E
Greater Sage-grouse *Centrocercus urophasianus* C
Yellow-billed Cuckoo *Coccyzus americanus* C
Brown (Grizzly) Bear *Ursus arctos* T Extirpated

Weber County
Ute Ladies'-tresses *Spiranthes diluvialis* T
June Sucker *Chasmistes liorus* E
Greater Sage-grouse *Centrocercus urophasianus* C
Yellow-billed Cuckoo *Coccyzus americanus* C
Gray Wolf *Canis lupus* E

DEFINITIONS
E=A taxon that is listed by the U.S. Fish and Wildlife Service as "endangered" with the probability of worldwide extinction.

E Experimental=An "endangered" taxon that is considered by the U.S. Fish and Wildlife Service to be "experimental and non-essential" in its designated use areas in Utah.

E, T, or C Extirpated=An "endangered," "threatened," or "candidate" taxon that is "extirpated" and considered by the U.S. Fish and Wildlife Service to no longer occur in Utah.

E or T Proposed=A taxon "proposed" to be listed as "endangered" or "threatened" by the U.S. Fish and Wildlife Service.

T=A taxon that is listed by the U.S. Fish and Wildlife Service as "threatened" with becoming endangered.

C=A taxon for which the U.S. Fish and Wildlife Service has on file sufficient information on biological vulnerability and threats to justify it being a "candidate" for listing as endangered or threatened.

Disclaimer: This list was compiled using known species occurrences and species observations from the Utah Natural Heritage Program's Biodiversity Tracking and Conservation System (BIOTICS); other federally listed species likely occur in Utah Counties. This list includes both current and historic records. (Last updated on November 9, 2010).

Note: Please contact the U.S. Fish and Wildlife Service (801-975-3330) for the purpose of consultation under the Endangered Species Act.

Above info found at:
http://dwrcdc.nr.utah.gov/ucdc/viewreports/te_cnty.pdf

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How to Put Out the Campfire

A roaring fire is both a success, and a responsibility. It is your job to properly maintain and extinguish your campfire so that future campers can do the same.

Maintaining Your Campfire

As you're enjoying your campfire, remember these safety tips:

1. Once you have a strong fire going, add larger pieces of dry wood to keep it burning steadily
2. Keep your fire to a manageable size
3. Make sure children and pets are supervised when near the fire
4. Never leave your campfire unattended
5. Never cut live trees or branches from live trees

Extinguishing Your Campfire

When you're ready to put out your fire and call it a night, follow these guidelines:

1. Allow the wood to burn completely to ash, if possible
2. Pour lots of water on the fire, drown ALL embers, not just the red ones
3. Pour until hissing sound stops
4. Stir the campfire ashes and embers with a shovel
5. Scrape the sticks and logs to remove any embers
6. Stir and make sure everything is wet and they are cold to the touch
7. If you do not have water, use dirt. Mix enough dirt or sand with the embers. Continue adding and stirring until all material is cool. Remember: do NOT bury the fire as the fire will continue to smolder and could catch roots on fire that will eventually get to the surface and start a wildfire.

REMEMBER: If it's too hot to touch, it's too hot to leave!

Don't burn dangerous things!

- never burn aerosol cans or pressurized containers. They may explode.
- never put glass in the fire pit. Glass does not melt away, it only heats up and shatters. Broken slivers of glass are dangerous.
- aluminum cans do not burn. In fact, the aluminum only breaks down into smaller pieces. Inhaling aluminum dust can be harmful to your lungs.

Pack it in, Pack it out.

- be sure to pack out your trash. It is your responsibility to pack out everything that you packed in.

Youth
Adult Leaders
Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Teaching Leave No Trace

Teaching Leave No Trace

Contents

Preface and Acknowledgements

Why Leave No Trace?

Where to Start

- Tips for Teaching

Background on the Principles of Leave No Trace

- Plan Ahead and Prepare
- Travel and Camp on Durable Surfaces
- Dispose of Waste Properly (Pack It In, Pack It Out)
- Leave What You Find
- Minimize Campfire Impacts
- Respect Wildlife
- Be Considerate of Other Visitors

Quick Concepts & Activity Plans

Our Natural World

- Quick Concept
- Activity Plan—Understanding Outdoor Ethics

Plan Ahead and Prepare

- Quick Concept
- Activity Plan 1—Exploring Pretrip Planning
- Activity Plan 2—Exploring Meal Planning

Travel and Camp on Durable Surfaces

- Quick Concept
- Activity Plan 1—Exploring Travel Concepts
- Activity Plan 2—Exploring Campsite Selection

Dispose of Waste Properly (Pack It In, Pack It Out)

- Quick Concept
- Activity Plan 1—Exploring Trash Disposal
- Activity Plan 2—Exploring Disposal of Human Waste

Leave What You Find

- Quick Concept
- Activity Plan—Exploring Natural Settings and Archaeological Areas

Minimize Campfire Impacts

- Quick Concept

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,
and be conservation-minded.

- Activity Plan--Exploring Fires and Stoves

Respect Wildlife

- Quick Concept
- Activity Plan--Exploring Respect for Wildlife

Be Considerate of Other Visitors

- Quick Concept
- Activity Plan--Exploring How to Be Considerate of Other Visitors

Appendix

Leave No Trace Resources
A Side Note on Rules and Regulations
Ideas to Remember
The Principles of Leave No Trace

For convenient off-line use or printing, a PDF version of this document is available - download 21-117.pdf [PDF - 9 MB].

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Youth
Adult Leaders
Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Quick Concept for Our Natural World

Teaching Leave No Trace

- Activity Plan for Our Natural World

Grabbing Your Group's Attention (20 minutes)

Your group will be going on a nature scavenger hunt. Rather than collecting objects, they will be listing ideas on paper. The hunt will help participants discover how much they have in common with the natural world and how the natural world influences their survival. This activity sets the stage for learning and embracing Leave No Trace.

- Begin the activity by conducting one of the following:
- An excursion to an outdoor setting such as a park, canyon, river, or desert
- An excursion to a natural setting via a slide show, color photographs, or posters
- A mind excursion where participants imagine their favorite natural setting
- A mind excursion where participants close their eyes while you describe a natural setting

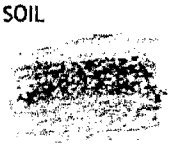
The Activity

Give each participant a piece of paper and a pencil. Have participants make three columns with the headings "Things in Nature," "Things We Have in Common," and "How It Helps Me."

Have participants observe their environment physically if they are outdoors, or mentally if they are indoors. They must find objects in nature and tell what they have in common with each object. Make sure they consider less-noticeable things such as air, soil, and sun. Here's an example:

The Discussion

Have participants share one or more of their connections. Help them to discover that this personal connection is where a commitment to land stewardship begins. Land stewardship is the goal of Leave No Trace. Outline for them what they will be learning about Leave No Trace in the future.

Things in Nature	Things We Have in Common	How It Helps Me
TREE	We both have an outer layer to protect us (bark/skin).	A tree gives me oxygen.
SOIL 	We both contain minerals.	Soil helps grow my food.
ANT		

We both need shelter.

Ants loosen the soil.

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Youth
Adult Leaders
Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Quick Concept for Plan Ahead and Prepare

Teaching Leave No Trace

- Activity Plan 1 for Plan Ahead and Prepare—Exploring Pretrip Packing
- Activity Plan 2 for Plan Ahead and Prepare—Exploring Meal Planning

Grabbing Your Group's Attention (15 minutes)

Have a one-pot meal, or a variety of one-pot meals, cooking outdoors on a backpack stove when your group arrives. Give each participant a copy of each recipe and describe how you prepared each meal. Provide every participant with a taste of each dish.

Alternate Plan for Grabbing Your Group's Attention (15 minutes)

As an alternate activity, before your meeting, find pictures or posters depicting a local or regional environment (high alpine, desert, river). You will use these pictures to serve as your imaginary destination.

Break participants into small groups of three to five when they arrive. Tell your group you are taking them on an imaginary hiking trip and ask each person to pack a small backpack for your adventure. Don't tell the participants their imaginary destination or what to bring. Build suspense by asking them to guess the destination of their imaginary trip.

The Activity

Break your group into pairs and have them

- Create a recipe for a simple one-pot meal.
- Make a list of all the ingredients they would need to bring into the backcountry for this meal.
- Describe how they should pack these ingredients to minimize garbage.

Alternate Activity

Show the destination pictures from the alternate plan above and describe (weather, terrain, etc.) the location you have selected. Explain the goal of the trip: wildlife viewing or fishing. Ask the groups to unpack their packs and discuss their answers to the following questions. To help facilitate discussion, the leader must read the Background on the Principles of Leave No Trace.

- How well do the contents of your pack properly prepare you for this trip?
- How well do the contents of your pack ensure your safety?
- How well do the contents of your pack ensure you will leave no trace—that you will not damage natural or cultural resources?
- Do the contents of your pack ensure your trip will meet your goal—for example, wildlife viewing or fishing—safely and enjoyably?

Because participants packed their packs without proper information, they will probably be inadequately prepared for their destination. This activity demonstrates the importance of planning before packing.

The Discussion

Discuss why planning and preparing for one-pot meals on a backcountry trip is wiser than planning a meal of canned chili, canned fruit, and hot dogs. Refer to the Background on the Principles of Leave No Trace for details to assist you in this discussion. You may want to invite a guest from an outdoor store or hiking club to

conduct the cooking demonstration if you lack experience.

Discussion for the Alternate Activity

Following the alternate activity, facilitate a discussion with all participants about the results of the activity. Ask each group to briefly share its answers to the above questions and add:

- How would the contents of your pack differ with different destinations?
- What other information do you need to pack properly for a trip?
- What is the value of knowing more about your destination and the activities you have planned before packing?

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Youth
Adult Leaders
Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Quick Concept for Travel and Camp on Durable Surfaces

Teaching Leave No Trace

Quick Concept for Travel and Camp on Durable Surfaces

- Activity Plan 1 for Travel and Camp on Durable Surfaces—Exploring Travel Concepts
- Activity Plan 2 for Travel and Camp on Durable Surfaces—Exploring Campsite Selection

Grabbing Your Group's Attention (10 minutes)

Gather participants outside a home or in a park. Ask them why we construct sidewalks. Focus the resulting discussion on the need to provide durable surfaces for travel by many people. Explain that concentrating activity on one durable surface can help protect the surrounding land. Define the concept of durability for the group (see the Background on the Principles of Leave No Trace).

The Activity

Break the group into pairs and give each pair the following assignment: Imagine you are looking for durable surfaces to travel over or set up camp. Find five different surfaces in the immediate area and rate them from one to five for durability, one being the most durable surface and five being the least durable surface. Give the group approximately 5 to 10 minutes to explore the area.

The Discussion

Ask the group to name all the durable surfaces they can identify. Be sure they include rock, gravel, sand, bare soil, firm snow, most grasses, and existing trails and campsites. Then ask them to identify non-durable surfaces. Make sure they include tundra, riparian areas, aquatic environments, fragile plants, muddy areas, spring melt, and cryptobiotic crust (the blackish crust with living microorganisms that is frequently found in desert areas).

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Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Quick Concept for Dispose of Waste Properly (Pack It In, Pack It Out)

Teaching Leave No Trace

Quick Concept for Dispose of Waste Properly (Pack It In, Pack It Out)

- Activity Plan 1 for Dispose of Waste Properly (Pack It In, Pack It Out)—Exploring Trash Disposal
- Activity Plan 2 for Dispose of Waste Properly (Pack It In, Pack It Out)—Exploring Disposal of Human Waste

Arrangements for this activity must be made a week or two in advance. Find a location that is littered with garbage—for example, a roadside, a park, or a high school parking lot right after school. This activity can also be conducted during organized cleanup projects sponsored by groups that have adopted road segments or recreation sites. If you cannot find or visit a littered area, simulate a littered area at or near your meeting site. Be sure to pick up the litter at the end of this activity.

Grabbing Your Group's Attention (20 minutes)

Travel to the site. Have the participants observe the littered site and record in writing what they think of this situation and how it makes them feel. Present participants with garbage bags and challenge them to make the area look more pleasant.

The Activity

Break the group into pairs and issue plastic garbage bags to each pair. Have a contest to see who can collect the most garbage in 5 to 10 minutes. Instruct the group to use care when picking up sharp, rusty, or unsanitary waste. You may want to have participants bring light gloves for this activity.

The Discussion

Discuss what litter is and the effects of litter in general. Discuss the effects of litter in the backcountry. Divide participants into pairs and have each pair devise a plan for packing out garbage on the next backcountry trip. Discuss each plan. How do one-pot meals contribute to the creation of less bulk and therefore less garbage? What, if anything, can an individual do about the litter of other backpackers? Refer to the Background on the Principles of Leave No Trace for details to assist you in this discussion.

Note: A Quick Concept on sanitation (which falls under dispose of waste properly) has not been developed. However, the lesson in the Activity Plans section is short enough to be used as a Quick Concept.

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Youth
Adult Leaders
Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Quick Concept for Leave What You Find

Teaching Leave No Trace

- Activity Plan for Leave What You Find—Exploring Natural Settings and Archaeological Areas

Grabbing Your Group's Attention (15 minutes)

Ask participants how scientists know what dinosaurs looked like. (They find fossils and reconstruct the skeletons.) It is important for scientists to find the pieces in their original positions (relative to one another) so that they can see how the pieces fit together. The same is true for cultural—human-made—artifacts.

The Activity

Use three simple picture puzzles. Break the puzzles apart. In a yard, sandlot, or playground, scatter all the pieces of one puzzle in a small area. In another location scatter just two or three pieces, and in another location leave just one piece. Split the group into three teams and have one group at each location recover the pieces. Ask the groups to try reconstructing their puzzle or describe the picture based on the pieces they have found.

The Discussion

Ask each group how easy it was to reconstruct the puzzle. Discuss the following:

- The importance to scientists of finding fossils or artifacts where they were originally deposited
- The effects of intentional vandalism or theft of fossils or artifacts
- The effects of unintentional impacts (driving off-road, hobby collecting, campsite construction). Ask participants if they can think of other ways fossils and artifacts can be lost or damaged. Discuss how these resources can be viewed and enjoyed onsite without damage. Remind the group that on public lands it is against the law to remove or destroy these resources. Refer to the Background on the Principles of Leave No Trace for more details to help stimulate this discussion.

Although this Quick Concept deals with fossils and artifacts, the principle *leave what you find* applies to all things that should remain undisturbed in the backcountry. Wildflowers, petrified rock, and nests are examples of other discoveries to leave for others to enjoy.

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Youth
Adult Leaders
Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Quick Concept for Minimize Campfire Impacts

Teaching Leave No Trace

- Activity Plan for Minimize Campfire Impacts—Exploring Fires and Stoves

Grabbing Your Group's Attention (10 minutes)

Share this scenario with the group. Imagine you are camping in the mountains. The air is a bit chilly as the group prepares the evening meal. You plan to build a fire to cook hot dogs and heat cans of chili. The fire will also take the chill out of the night air. As you begin to pile sticks inside the fire ring, a ranger approaches your group and informs you that there is a ban on fires because of dry weather. You will not be able to build a fire.

The Activity

How will your group solve this problem? What will you do about dinner? How will you deal with the chilly air? How will not having a fire affect your nighttime activities? How could you have better planned this outing?

The Discussion

It is recommended that all visitors to natural areas minimize their use of fires, even when there is no fire ban. Create a plan for your next outing that does not include fires. You may want to discuss different types of food, food repackaging, and the value of using lightweight foods instead of canned goods. Discuss the value of contacting land managers in advance to learn about local restrictions. Refer to the Background on the Principles of Leave No Trace for details to assist your discussion.

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Youth
Adult Leaders
Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Quick Concept for Respect Wildlife

Teaching Leave No Trace

- Activity Plan for Respect Wildlife—Exploring Respect for Wildlife

Grabbing Your Group's Attention (30 minutes)

Travel to a city park containing wildlife or a wildlife viewing area, or show pictures or slides of wildlife. Ask the group why loud noises and quick movements are stressful to wildlife. Ask if there are particularly sensitive times of the year for wildlife. Once wildlife get food or garbage one time they will return for more. Eventually, wildlife become a nuisance and sometimes endanger people. Live-trapping wildlife and relocating these creatures to remote areas has not been proven effective—only about 15 percent of relocated bears survive after being relocated.

The Activity

Demonstrate how to properly hang a bear bag and then let participants practice hanging one.

The Discussion

Have each participant share observations on what can be done to minimize disturbing wildlife and or wildlife habitat. Discuss the negative effects if these precautions with wildlife are not observed. Discuss ways to view wildlife without harming creatures. Encourage the group to observe wildlife from a distance (using binoculars) so the wildlife are not scared or forced to flee. Remind them how to prevent wildlife from obtaining any human food and the importance of such a guideline.

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Youth
Adult Leaders
Advancement & Awards
Guide for Merit Badge Counselors
National Eagle Scout Association
New Leader Training
Order of the Arrow
Resources
Teaching Leave No Trace
Supplemental Training

Quick Concept for Be Considerate of Other Visitors

Teaching Leave No Trace

- Activity Plan for Be Considerate of Other Visitors—Exploring How to Be Considerate of Other Visitors

Grabbing Your Group's Attention (20 minutes)

Tell the group that while traveling along a trail, they will likely pass other hikers and/or campers near the trail. Ask what things they can do to respect these other campers. Also ask what else they might do to show respect for others if they were to pass individuals on horseback or mountain bikes.

The Activity

Divide the participants into four small groups. Have group one sit down on the trail and group two move off the trail where an adjoining campsite is located. Have both groups be somewhat loud and rowdy. Have group three sit quietly just off the trail on a hardened area (rock outcrop or area devoid of vegetation) and be very quiet. (This group may also want to try to "blend in," avoiding detection.) Have group four pass along the trail where groups one and two are located. Once group four has walked by those on or near the trail and observed the actions of those at the campsite, have the entire group meet at the campsite.

The Discussion

Have the participants who passed by those sitting in the middle of the trail and at the camp express how they felt when they encountered these groups. Discuss how this event affected their outdoors experience. Ask what they feel would improve their experience on the trail and at the campsite. Ask if the loud and rowdy behavior would have had any additional impact on mountain bikers or those on horseback.

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