

OUTDOOR ETHIC ORIENTATION COURSE APPENDIX

(This is just a sample you can come up with or adapt any ideas you want)

Appendix A

Outdoor Code and samples of displays

Appendix B

Mission statements

Appendix C

History of BSA Outdoor Ethics

Appendix D

TREAD Values Game

Appendix E

Outdoor Code Activities

Appendix F

Leave No Trace Activity

Appendix G

TREAD Lightly! Activities

Appendix H

Land Ethics Pamphlet

Appendix I

Stewardship activities

Appendix J

Outdoor Ethics Awards

Appendix K

Outdoor Ethics Summary Handout

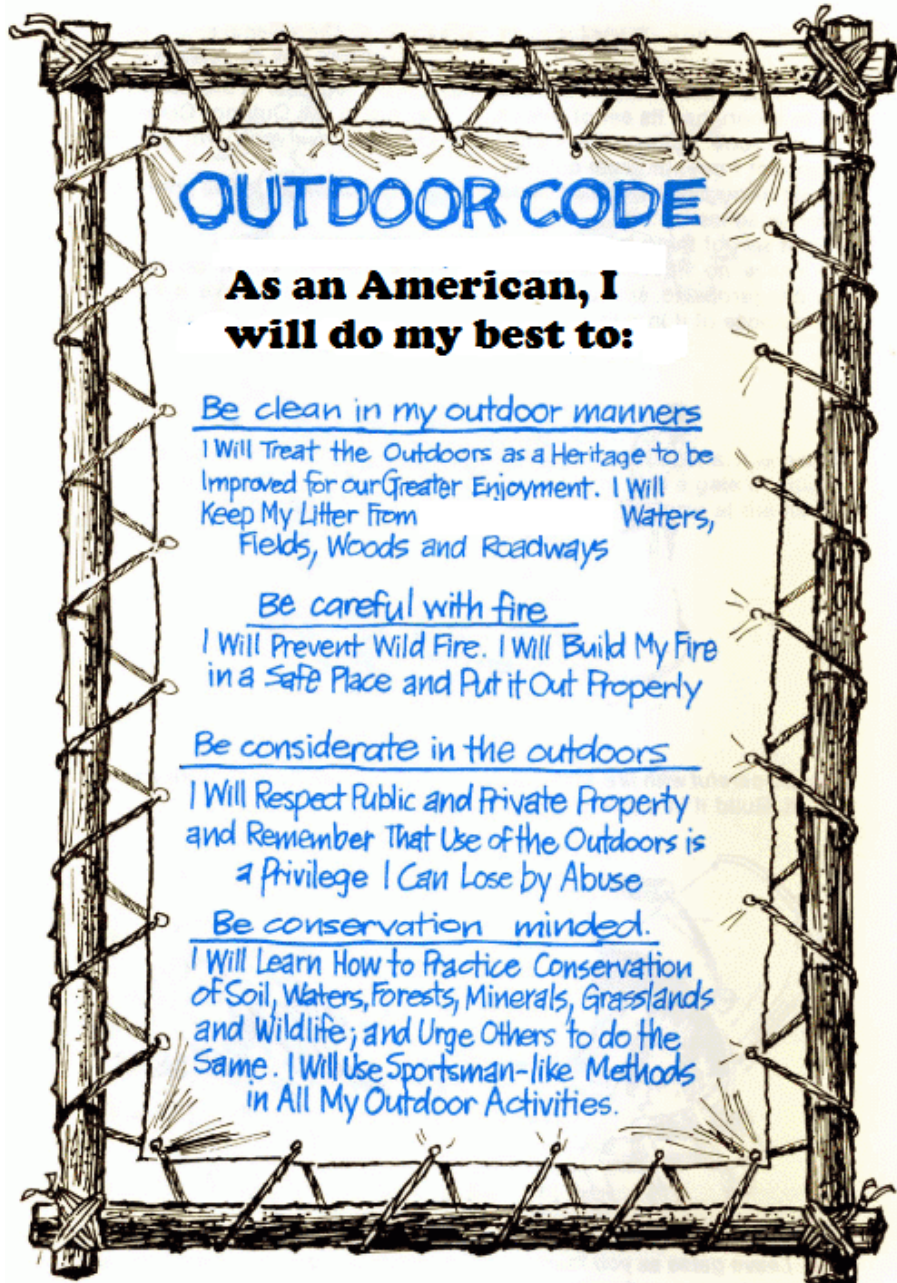
Appendix L

Web of Life

Evaluation

Appendix A: The Outdoor Code

The image below can be used in a poster, can be turned into a matching game, or left blank below the key points for participants to fill in.





OUTDOOR CODE

**As an American, I
will do my best to:**

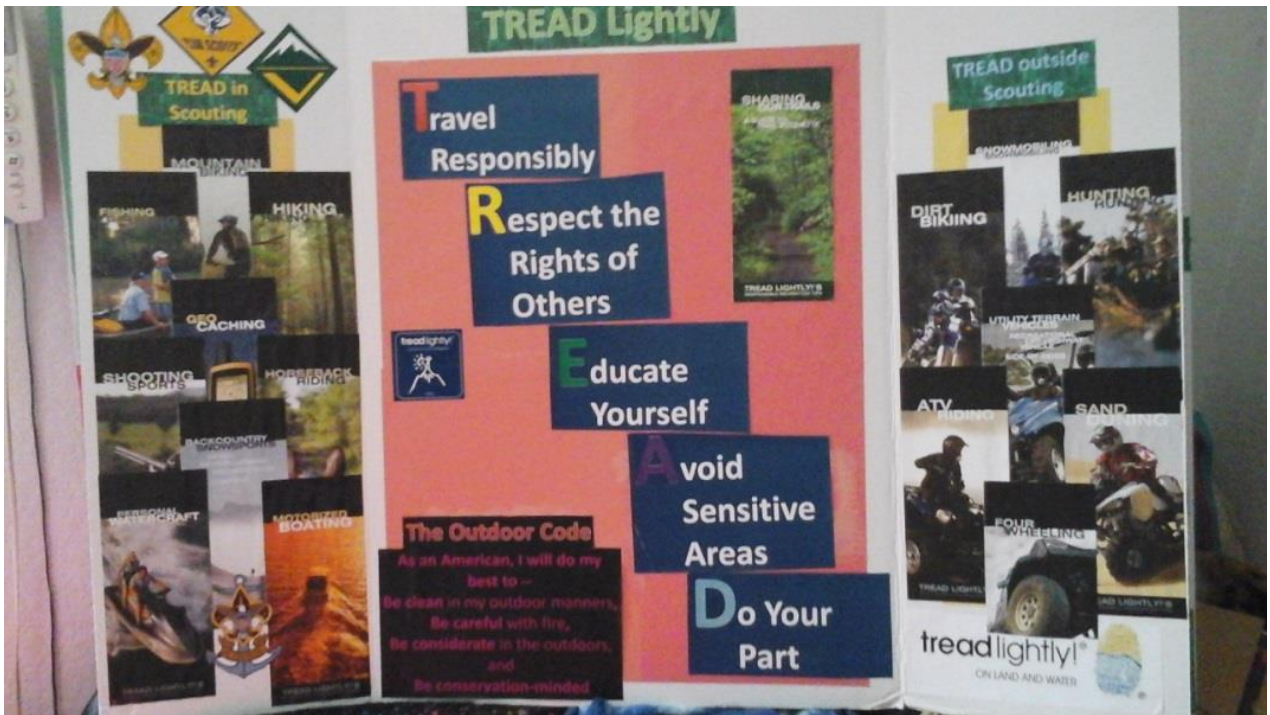
Be clean in my outdoor manners

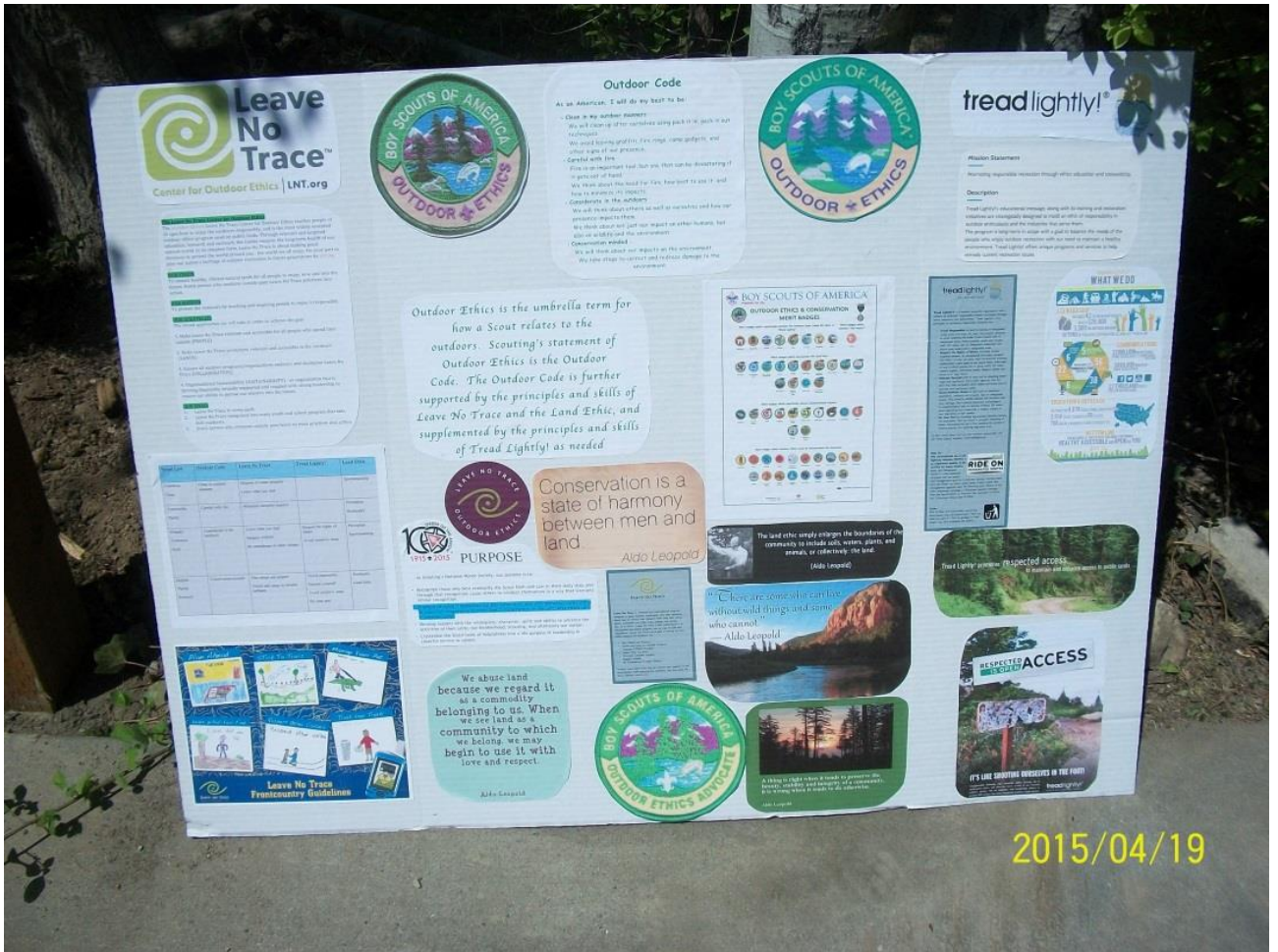
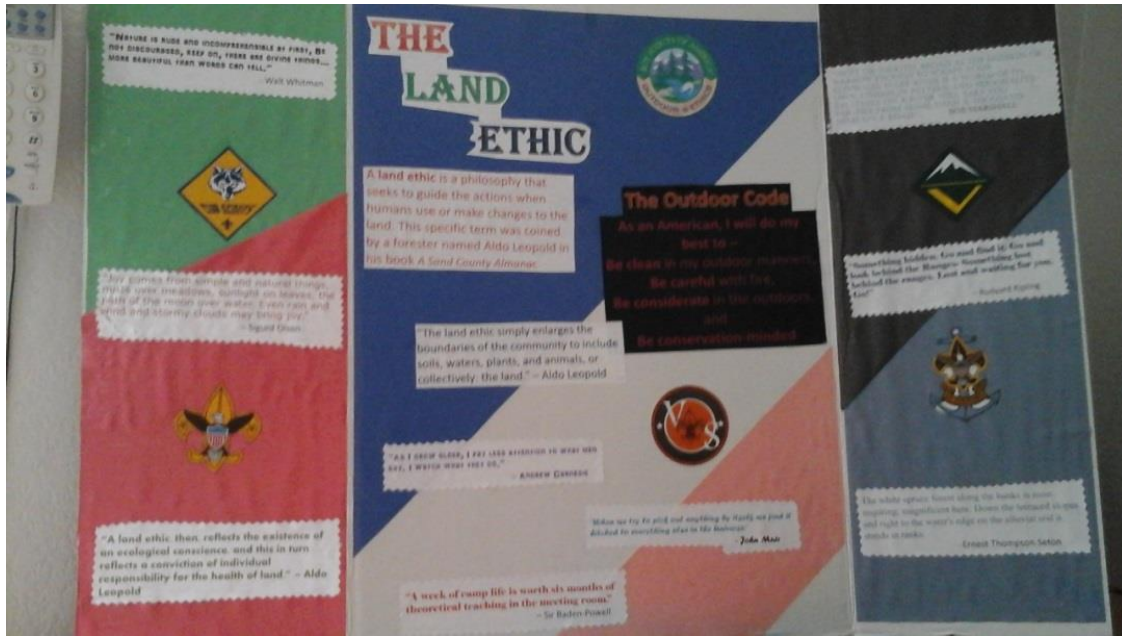
Be careful with fire

Be considerate in the outdoors

Be conservation minded.

Sample Outdoor Ethics Displays







OUTDOOR ETHICS & CONSERVATION MERIT BADGES



Merit badges which specifically mention the Outdoor Code, Leave No Trace, or TREAD Lightly!

Merit badges which mention "low impact"



Merit badges which incorporate The Land Ethic



Merit badges which Outdoor Ethics can be incorporated into



Merit badges which discuss environmental impacts



*Denotes Outdoor Code, Leave No Trace, or TREAD Lightly!



BOY SCOUTS OF AMERICA®

Prepared. For Life.

OUTDOOR ETHICS & CONSERVATION AWARDS

Awards with specific mention of the Outdoor Code, Leave No Trace, TREAD Lightly! or The Land Ethic



Fire'n' Chit



National Medal for Outdoor Achievement



National Outdoor Awards



Outdoor Activity Award



Outdoor Ethics Awareness Award



Outdoor Ethics Action Award



Totin' Chip



Venturing Ranger Award



Wilderness Pledge Achievement Award

Awards with Specific Conservation or Environmental Requirements or Options



50 Miler Award



Arrowhead Patch, Philmont



Conservation Good Turn Award



Hometown USA Award



Historic Trails Award



Messenger of Peace Award



National High Adventure Triple Crown Award



Paul Bunyan Woodsman Award



Project S.C.E.N.E. Patch, Sea base



William T. Hornaday Awards



Scout Ranger Patch, NPS



World Conservation Award



Hornaday Unit Award

Unit Awards



National Den Award



National Outdoor Challenge Award



www.scouting.org/scoutsource/OutdoorProgram/OutdoorEthics



Appendix B: Mission Statements

Boy Scouts of America

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

Leave No Trace

The purpose of Leave No Trace is to protect the outdoors by teaching and inspiring people to enjoy it responsibly.

Tread Lightly

The purpose of TREAD Lightly! is to promote responsible recreation through education.

Appendix C

History of Outdoor Code and Outdoor Ethics in Scouting

In the late 1800s and early 1900s, United States embraces the “Conservation Movement”

- 1871 – *Fish & Wildlife Service created*
- 1872 – *First National Park (Yellowstone)/ General Mining Law Past*
- 1877 – *Desert Land Act passed*
- 1891 – *First National Forest*
- 1905 – *U.S. Forest Service established*
- 1910- *Boy Scouts of America is formed*
- 1910 – *The Great Fire*
- 1911 - *Handbook for Boys*
- *In 1917, the William T. Hornaday established the Wildlife Protection Medal, awarded to individuals for protecting wildlife.*
- 1936 – *Boy Scouts take over the Wildlife Protection Medal and rename it the Hornaday Award.*
- 1944 - *Scouting adopted the “Wilderness Code of Conduct” for use of backcountry*
- 1944 – *Smokey Bear is introduced by the US Forest Service to introduce fire safety*
- 1946 – *Bureau of Land Management is formed*
- 1948 – *Boy Scouts adopts the Outdoor Code*
- 1949 – *Aldo Leopold publishes “The Sand County Almanac”*
- 1952 – *Wildlife MB; Soil Management MB*
- 1954 – *Conservation Good Turn*
- 1960’s – *Forest Service creates “Leave No Trace”*
- 1970 – *Honda introduces the 3-wheel ATV / Used in Bond movie “Diamonds are Forever”*
- 1971 – *Woodsey Owl is introduced by the US Forest Service to promote environmental protections*
- 1982 – *Suzuki introduces the 4-wheel ATV*
- 1985- *“Tread Lightly” created by the Forest Service*
- 1990 – *TREAD Lightly! becomes a non-profit organization*
- 1993 – *Leave No Trace Center is established*
- 2008 – *TREAD Lightly! Awarded a Hornaday Gold Award by BSA*
- 2012 – *Leave No Trace Task Force becomes Outdoor Ethics Task Force and adopts a new logo*

Appendix D: TREAD Values Game

www.treadlightly.org/files/page_text/Values Game.pdf

Objectives:

- Participants will experience and acknowledge value differences within a group.
- Through discussion participants will recognize the role values play in Outdoor Ethics and as a motivator of behavior.

Duration:

No more than 5 minutes

Setting: Indoors or outdoors

Materials Needed: Choice pair cards (For a full set or to enlarge download and print from www.treadlightly.org/files/page_text/Values Game.pdf)

In Brief:

Participants will physically acknowledge the type of items or experiences they value and discuss why. Opportunities will arise to discuss respecting differing values, finding common ground, and the role values can play when discussing Outdoor Ethics.

How to play:

Step 1: Ask participants to stand and lead them to an open area for the activity.

Step 2: Create an imaginary line (for example, each side of the room). Each side of the line represents one preference between two things.

Although someone may say they are indifferent, they should choose.

Step 3: Provide the pairs to choose between, one pair at a time.

Specify which side of the line represents each item in the pair, and ask the group to choose which they personally prefer and move to the side of the line that represents their choice.

Step 4: After each choice, have one volunteer from each side say why he/she chose that side.

Instruct the members of the other group to say, “Isn’t that interesting?”, rather than making negative comments.

Step 5: Discuss the group’s observations about the activity.

Learning points:

- We all have different preferences; we all value things differently.
- We must respect those differences (that is the purpose of “Isn’t that interesting?” –to avoid questioning the other’s choice).
- There are some values that most of us agree on even though we differ on many others. We should start from our common ground



Dog



Cat



Wheeling



Hiking

Beach



Mountains



Star Shine



City Lights

Hunting

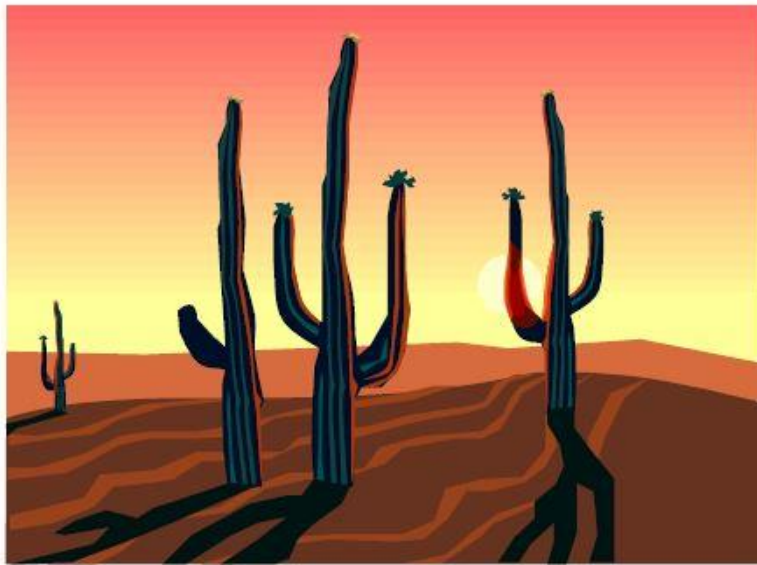


Fishing





Friends and Family



Silence and Solitude

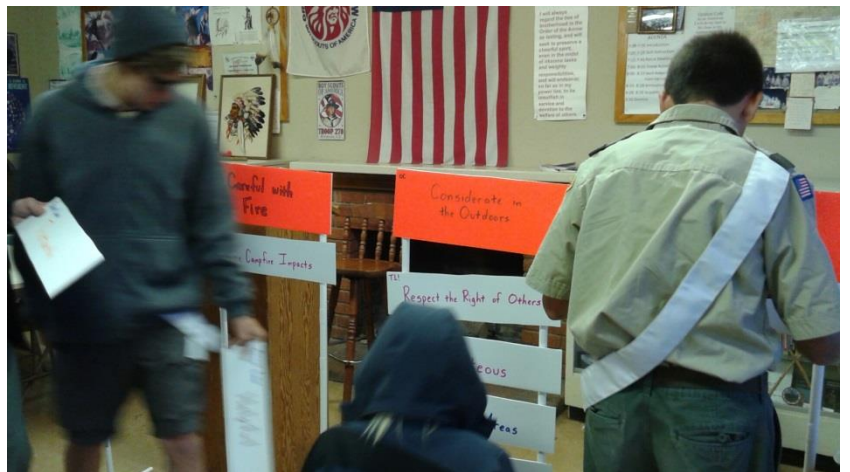
Appendix E: Outdoor Code Activity

Create a matching game using the chart below. Using the Outdoor code as the guide or top of the chart.

Scout Law	Outdoor Code	Leave No Trace	Tread Lightly!	Land Ethic
Courteous Clean	Clean in outdoor manners	Dispose of waste properly Leave what you find		Sportsmanship
Trustworthy Thrifty	Careful with fire	Minimize campfire impacts		Perception Husbandry
Friendly Courteous Kind	Considerate in the outdoors	-Leave what you find -Respect wildlife -Be considerate of other visitors	-Respect the rights of others -Avoid sensitive areas	Perception Sportsmanship
Helpful Thrifty Reverent	Conservation-minded	Plan ahead and prepare Travel and camp on durable surfaces	-Travel responsibly -Educate yourself -Avoid sensitive areas -Do your part	Husbandry Land Ethic

Participants put the pieces of the Scout Law, Leave No Trace, Tread Lightly!, and Land Ethic into the appropriate category. Review the answers and see how many they got right.





Special Thanks to the Wanakik Chapter of Cahuilla Lodge #127 for demonstrating the game.

Appendix F: Leave No Trace Activities

Activity 1

Lead an ethics debate on Leave No Trace values

By Mark Ray

Illustrations by Mike Byers

From the May-June 2012 issue of *Scouting* magazine

Read our [Leader's Guide to Leave No Trace](#) and learn how—and why—you should teach Scouts the importance of Leave No Trace values.

THE SEVEN PRINCIPLES of Leave No Trace (below) are intentionally open-ended—some might say vague—which makes them work well in settings such as city parks, Scout camps, national forests, and wilderness areas. Literal-minded Scouts, though, may have trouble applying the principles in situations where the right action to take isn't always clear. An example follows .



The Dilemma

Many teenagers think of spring break as a time to head to the nearest beach or theme park. Not the members of Troop 412. Each March they travel to the Ouachita Mountains near the Oklahoma-Arkansas border for five days of backpacking. During most years, the Scouts enjoy seasonably warm weather. But this year is different. The nights are cold, the trails are a muddy mess, and the Scouts only packed shorts and T-shirts.

Tuesday's hike takes the group along—and occasionally across—the Kiamichi River. In keeping with Leave No Trace principles, the Scouts stay on the established trail, even though it's little more than thick, clinging, ankle-deep mud. To top things off, rain starts falling in late afternoon. As the sun sets, they drag themselves to a campsite, tired, hungry, and soaked to the skin.

As most of the Scouts collapse onto their packs, the patrol leaders' council huddles to discuss plans for setting up camp. Senior Patrol Leader Jon Albertson suggests pitching tents and getting the camp stoves going for dinner, but Nate Blackledge, patrol leader of the Rattlesnakes, disagrees. He has already started building a giant campfire so all the Scouts can warm up and get their boots and clothes dry.

Jon shakes his head, pointing out that Leave No Trace recommends that campfires—if they're built at all—be small. He says to Nate, "Look, dude, you didn't want to stay on the trail this morning. You threw your orange peel on the ground after lunch. What part of 'Leave No Trace' don't you understand?"

"The part that says we're supposed to freeze to death, I guess," Nate snaps.

What should the PLC decide to do?

For Discussion

To help Scouts or Venturers explore this dilemma, discuss these questions together:

Is Jon correctly interpreting the fifth principle of Leave No Trace, which says to "minimize campfire impacts"? If not, how is he wrong?

Does Nate have a valid argument about the need to build a big campfire? Why or why not?

Does the fact that Nate was violating other Leave No Trace principles earlier in the day weaken his argument? Why or why not?

The troop's campsite is in a national forest. Does that setting make a difference in what the PLC decides? Why or why not?

What if the setting were a Scout camp? A state park? Private property (used with permission)?

The first principle of Leave No Trace is "Plan ahead and prepare." Could the troop have avoided this situation if they'd been better prepared? Explain.

When you have to choose between two positive values (in this case, Leave No Trace or the comfort of the troop members), how do you choose?

Next Steps

Now, take the situation further. Invite your Scouts or Venturers to role-play the PLC's discussion and come to a decision about building the campfire. When they've reached a decision, discuss these questions:

How does your decision support Jon's concern about Leave No Trace?

How does your decision support Nate's concern about the Scouts' well-being?

What did you learn from this dilemma?

Leave No Trace Guidelines

1. Plan ahead and prepare.
 2. Travel and camp on durable surfaces.
 3. Dispose of waste properly.
 4. Leave what you find.
 5. Minimize campfire impact.
 6. Respect wildlife.
 7. Be considerate of other visitors.
-

Activity 2

A Winning Hand

Card game can help you turn Leave No Trace principles into action.

Illustration by Tim Tomkinson



WHEN SCOUTS GO CAMPING, they build muscles and memories. With a little guidance, they can build something else, too: a stronger sense of outdoor ethics.

In recent years, Leave No Trace principles have become entrenched in Scouting. Cub Scouts and Boy Scouts now earn Leave No Trace Awards, Leave No Trace requirements appear in both Boy Scout and Venturing advancement requirements, and many Scouters have become Leave No Trace Master Educators or Trainers. As a result, many boys and adult leaders can recite the seven principles of Leave No Trace as easily as they can recite the 12 points of the Scout Law.

Leave No Trace, though, is about more than just awareness. It's about action. And you have a great way to bridge the gap with your Scouts. Play an outdoor ethics card game, adapted from the BSA's Leave No Trace Trainer Course

GUIDELINES FOR CUB SCOUTS

1. Plan ahead.
2. Stick to trails.
3. Manage your pet.
4. Leave what you find.
5. Respect other visitors.
6. Trash your trash.

Manual, at your meeting place or on an outing. It's designed to help Scouts develop a personal sense of outdoor ethics by teaching them to consider the impact of their actions.

If you're playing the game with Boy Scouts or Venturers, distribute index cards and pens or pencils to the group. Give the players a few minutes to record actions humans take that affect the environment. Each action goes on a separate card. Aim to generate a few dozen cards with ideas.

For Cub Scouts, create a set of 20 or more cards ahead of time that show actions humans take that affect the environment. Examples: straying from established trails, picking wildflowers, building large campfires, running and yelling, feeding wild animals, littering, urinating near streams, and cutting down trees.

THE 7 PRINCIPLES

1. Plan ahead and prepare.
2. Travel and camp on durable surfaces.
3. Dispose of waste properly.
4. Leave what you find.
5. Minimize campfire impacts.
6. Respect wildlife.
7. Be considerate of other visitors.

To start, collect all of the cards and pull two from the stack at random. Read the impacts listed aloud and have the players decide which is more disgusting or distasteful, setting that card aside (no need to take a vote; just get a consensus of which action is worse). Repeat with additional pairs of cards until you've worked your way through the deck.

Play a second round, this time using only the cards you set aside in the first round. Follow the same process, again setting aside the cards most players selected. With Boy Scouts and Venturers, challenge players to explain why they chose each impact before finalizing the selections. You might find that one player's logic will sway the choice of other players.

Play a third round with the set of cards set aside in round two. Again, challenge Scouts and Venturers to justify their choices.

After the game, discuss some of these questions, choosing the ones that seem most appropriate for your Scouts' age:

- We've talked about some distasteful actions. Why do you think people take those actions? What would be better alternatives to each one of them?
- Do you think anybody from our pack/troop/crew committed any of those actions on this outing (or on our most recent outing)?
- In which ways did we do a good job of following Leave No Trace principles on this outing (or on our most recent outing)?
- On a scale of 1 to 10, how would you rate our behavior on this outing (or on our most recent outing)? How would you rate your own behavior?
- Leave No Trace principles are guidelines, not rules. What's the difference? Why are the principles not presented as rules?
- Do you think one of the seven Leave No Trace principles is more important than the others? If so, which one and why?
- Do you think one of the seven Leave No Trace principles is less important than the others? If so, which one and why?

Some argue that the best way to Leave No Trace would be to stay out of natural areas altogether. Do you agree or disagree? Why?

Activity 3:

www.NevadaOutdoorSchool.org

LNT_quickies (It is 30 pages long. Download it if you want it all)

Camp Ohno!

Nutshell: Teach participants Leave No Trace principles by showing them a first-hand example of a high-impact camp-site. This works well for stationed events where participants rotate through various educational stations.

Objective: Participants will be able to list at least four of the seven principles and one way to follow each of them.

Materials: Tent; litter; fake rocks and fire; washing tub, dishes, and fake dish soap; blue towel to represent water (if not by actual water); fake flowers; fake axe; Inspiration Point sign (written on); boom box; food scraps; LNT principle signs

Time Considerations: Can be adjusted for station lengths from 15 to 30 minutes

Directions: Have Camp Ohno set up before participants arrive. The list below matches the high-impacts with corresponding LNT principles and the information in parenthesis is what should be done. When participants arrive have the music playing loudly. Turn it off and welcome them to Camp Ohno, tell them to have a look around for a few minutes and try to spot what is done wrong, then you will come back together and discuss it.

- Know Before You Go – Don't put rain fly on tent (it could rain, bring just in case)
- Choose the Right Path - tent set up too close to water (should be 200 ft away)
- Trash Your Trash - litter (put in trash can), washing tub in creek/lake (should be 200 ft. away)
- Leave What You Find - picked flower (no pollinate to make more if not there)
- Be Careful With Fire - if there is a fire ring already set up your fake fire elsewhere (use existing fire ring), litter in fire
- (can be hazardous, paper products float away and start forest fire), axe in tree (use dead and down wood)
- Respect Wildlife - food scraps on ground (never feed wildlife, it damages their health, alters natural behaviors, ex-
- poses them to predators and other dangers)
- Be Kind to Others Visitors - playing music loud (low volume, headphones, or leave at home)

Have fun and come up with more ways to stump them. Put a raccoon puppet in a cooler, put an empty dog leash on the side of the tent, put fake pooh (yes, I wrote pooh) in the campsite.... Stick a trowel with toilet paper right outside the door. Have the wrong map for the area you're in. Have fun!!!!

Appendix G: Tread Lightly! Activities

treadlightly.org/education-trunk has lots of ideas

Beach Ball

Purpose:

Help participants understand the importance of applying minimum impact principles to mechanized and motorized recreation.

Supplies:

One blow up beach ball with questions related to this principle. Write the questions listed below on the ball. Write them going in different directions so it is easy to determine where a question starts and ends. Be sure to include the number so you can refer to the answer sheet if necessary. Up to 60 questions will fit on a 24" beach ball. Develop more questions that are more site specific for your area.

Directions:

"I am going to toss this ball out to you. I would like you to keep batting it around until I say STOP. The one holding the ball will tell me the number and read the question by their right thumb. You will then answer the question and we will discuss it. Okay, here we go.

Toss the ball out to the participants. Stop it about every 4 to 5 hits and go through the question and answer process. You have the answers to the questions listed below for reference.

1: What is the difference between LNT and Tread Lightly?

Tread Lightly applies to mechanized and motorized recreation and LNT applies to other recreation.

2: List 5 mechanized or motorized recreational vehicles that can benefit from Tread Lightly:

Motor Boats

Snowmobiles

All Terrain Vehicles

4 Wheel Trucks and/or SUV's

Dirt Bikes

3: Complete this sentence: Drive _____, not _____ obstacles to avoid the trail.

over around
widening

4: When riding an ATV on slick trails, moderate the _____ and use the _____ to gain maximum

throttle clutch

_____ with minimum _____.
traction tailspin

5: When riding an ATV yield the right of way to those _____ you or traveling _____.
passing uphill

6: When riding an ATV yield the right of way to _____, _____, and _____.
mountain bikers hikers horses

7: When riding an ATV cross _____ only at _____ points or where the
crosses the _____.
stream

streams designated fording trail

8: When riding a snowmobile always check the _____ and
conditions.

weather forecast avalanche

9: Whenever riding a snowmobile or ATV we should always obtain a _____ and determine
map which areas

_____ to your type of recreation.
are open

10. When riding a snowmobile you should cross roadways at a _____ % angle.

*9
0*

11: When riding a snowmobile ride _____, keep to the _____ and _____ on the
when the

single file right pass left

trail is clear.

12: When riding on private property always _____ before the ride from the
property owner.

*obt
ain
per
mis
sion*

13: When riding an ATV or snowmobile lean _____ the turn to enhance _____ and

*into stability
maneuverability*

14: All mechanized and motorized recreational vehicles should be _____ after every trip outdoors to

washed

prevent the _____ of _____.

*spread
invasive
species*

15: High speeds in a boat near _____ leads to _____ and cause

*shorelines large wakes shoreline
erosion*

16: Always launch a boat at a _____.

designated boat ramp

17: Backing a vehicle on a riverbank or lakeshore can _____ the area and leads to

*damage
erosion*

18: When boating never _____ a wake.

*j
u
m
p*

19: Contact area land managers for area _____ and _____.

*closures
restrictions*

20: Responsible recreation will _____ recreational opportunities in the future.

Protect

Appendix H: Land Ethic Handout

Downloadable from <http://www.aldoleopold.org/AldoLeopold/LandEthic.pdf>



"The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land."

— ALDO LEOPOLD

THE ALDO
LEOPOLD
FOUNDATION

*Fostering the
Land Ethic
through the legacy
of Aldo Leopold*

Leopold's Land Ethic

Published in 1949 as the finale to *A Sand County Almanac*, Leopold's 'Land Ethic' defined a new relationship between people and nature and set the stage for the modern conservation movement.

Leopold understood that ethics direct individuals to cooperate with each other for the mutual benefit of all. One of his philosophical achievements was the idea that this 'community' should be enlarged to include non-human elements such as soils, waters, plants, and animals, "or collectively: the land."



"That land is a community is the basic concept of ecology, but that land is to be loved and respected is an extension of ethics."

This recognition, according to Leopold, implies individuals play an important role in protecting and preserving the health of this expanded definition of a community.

"A land ethic, then, reflects the existence of an ecological conscience, and this in turn reflects a conviction of individual responsibility for the health of land."

Central to Leopold's philosophy is the assertion to "quit thinking about decent land use as solely an economic problem." While recognizing the influence economics have on decisions, Leopold understood that ultimately, our economic well being could not be separated from the well being of our environment. Therefore, he believed it was critical that people have a close personal connection to the land.

"We can be ethical only in relation to something we can see, feel, understand, love, or otherwise have faith in."

What Are Ethics?

People tend to use the term ethics in two different ways.

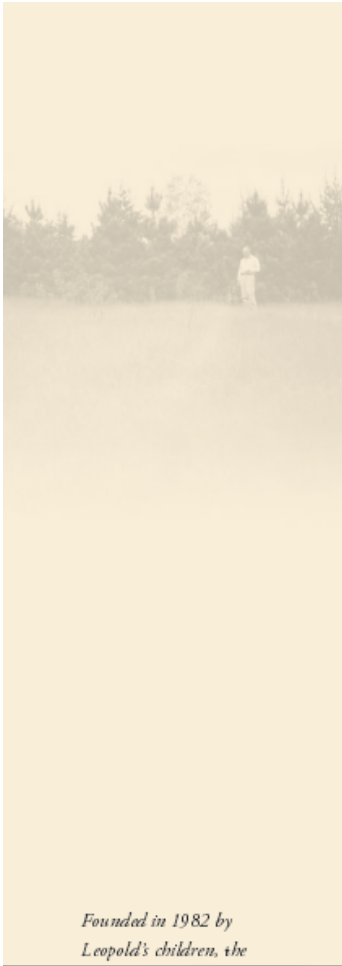
Ethics help us decide how we ought to live. In their most general form, we might say that ethics are the standards we employ (among other factors) to determine our actions. They are prescriptive in that they tell us what we should or ought to do and which values we should or ought to hold. They also help us evaluate whether something is good or bad, right or wrong.

Leopold's example: "A land ethic changes the role of *Homo sapiens* from conqueror of the land-community to plain member and citizen of it...it implies respect for his fellow-members, and also respect for the community as such."

Ethics explain why things are important to us. Ethics are also concerned with how and why we value certain things and what actions properly reflect those values. In this sense, ethics appear more descriptive. Just as it is possible for taste to be a neutral and descriptive term – appreciation for a work of art can be a matter of taste – ethics can operate the same way.

Leopold's example: "Sometimes in June, when I see unearned dividends of dew hung on every lupine, I have doubts about the real poverty of the sands...do economists know about lupines?"

From Dr. Michael Nelson, Professor of Philosophy, University of Idaho



Leopold's Land Ethic

From "The Land Ethic," Leopold's final essay in *A Sand County Almanac*...

"All ethics so far evolved rest upon a single premise: that the individual is a member of a community of interdependent parts. His instincts prompt him to compete for his place in that community, but his ethics prompt him also to co-operate (perhaps in order that there may be a place to compete for).

The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land.

This sounds simple: do we not already sing our love for and obligation to the land of the free and the home of the brave? Yes, but just what and whom do we love? Certainly not the soil, which we are sending helter-skelter downriver. Certainly not the waters, which we assume have no function except to turn turbines, float barges, and carry off sewage. Certainly not the plants, of which we exterminate whole communities without batting an eye.

Certainly not the animals, of which we have already extirpated many of the largest and most beautiful

species. A land ethic of course cannot prevent the alteration, management, and use of these 'resources,' but it does affirm their right to continued existence, and, at least in spots, their continued existence in a natural state.

In short, a land ethic changes the role of Homo sapiens from conqueror of the land-community to plain member and citizen of it. It implies respect for his fellow-members, and also respect for the community as such."

"Aldo Leopold' land ethic is more relevant to the 21st century than when conceived in the early decades of the 20th. Solving global environmental challenges will require ecologically literate leader-citizens who embrace this ethic."

DICK BARTLETT, CHAIRMAN,
NATIONAL ENVIRONMENTAL
EDUCATION & TRAINING FOUNDATION

Founded in 1982 by
Leopold's children, the

Aldo Leopold Foundation continues to manage the original Leopold farm and now-famous Shack, as well as serving as the executor of Leopold's literary estate.

Foundation programs in ecological management and environmental education are designed to increase our society's awareness and appreciation for the land.

THE ALDO LEOPOLD FOUNDATION

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Baraboo, WI 53913
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www.aldoleopold.org

Appendix I: Stewardship Activity

Population Connection: Commons

This activity was originally developed by Hard Bargain Farm Environmental Center, Accokeek, MD.

This activity goes fast once set up. All materials are disposed of by pouring through a coffee filter over the sink. Water goes down the drain and all the stuff gets tossed with the filter into the trash.

Materials:

- A clear gallon jar of water
- A plastic film canister for each participant, with label taped to it (baby food jars work also)
- Optional—Plastic fish toy
- Large strainer or colander with a coffee filter inside
- Canister ingredients (all are safe for students to handle):

Dry Elements

- Trees: Dry, crumbled leaves
- Building site: 1/2 tsp. dry clay soil (not sand)
- Farmer: 1/4 tsp. baking soda
- Family picnic: Assorted litter (small shreds of paper, pieces of plastic grocery bags, etc.)
- People fishing: Tangle of fishing line (or dental floss)

Wet Elements

- Barnyard: 1/2 tsp. brown liquid, a few crystals of instant coffee mixed with water or food color mix
- Factory: 1/4 tsp. of diluted red food coloring
- Cars/Drivers: 1/4 tsp. of vegetable oil
- Washing the car: 1/2 canister of soapy water
- Motorboat: 1/4 tsp. vegetable oil

Procedure:

1. Prepare and label the film canisters as described in the materials section, enough for each participant to have at least one canister.
2. Fill a clear, wide-mouthed gallon container with water nearly to the top. Place it near where you will be reading the story.
3. Give one labeled canister to each participant.
4. Explain that you will tell a story about the river, (insert the name of a river in your area, if you wish) and that each of the participants will play a part in the story. When they hear the name of the matching canister, open it, and empty its contents into the container, which represents the river.
5. Read the story that follows. Pause after questions within the story to give the students time to think and respond.
6. After finishing the activity, use the strainer or colander to take the solids out of the water before you dispose of it.

The Story:

There was a time many years ago when our land was very wild. This was a time before roads and cars. Only a small number of people lived here then. These native people depended on nature for many of the things they needed to survive, but they lived simply and didn't change the natural

surroundings too much. The people hunted in the forests, found food in the swamps, and caught fish in the river. *[Insert the name of a local river.]*

The beautiful and sparkling river was home to fish and other wildlife.

Eventually, more people traveled to this land from across the ocean. They found rich soil for farming, forests full of wildlife, and a river that provided plenty of food and water. It was a perfect place to live.

The river has changed a lot since that time long ago. This is the story of those changes.

Listen for the name of what's pictured on your slip of paper. When you hear your picture named, walk up water container and dump what's inside into the river.

[NOTE: Be sure to stand to the side, so everyone can see the bowl.]

Years went by, and once in a while there were big storms. Strong winds whipped through the **TREES** and blew leaves into the water.

More and more people moved to the area. Gradually, a city grew up around the river. People drained swamps and cut down forests to build houses, schools, churches, stores, roads, hospitals and many other buildings. Rains washed loose soil from these **BUILDING SITES** into the river.

At first, the city was small. Upstream, **FARMERS** planted crops to feed all the people as the city grew. They used chemicals called fertilizers to make their crops grow faster. Some farmers kept pigs and other animals in **BARNYARDS**. As rainwater drained out of the fields and barnyard, it carried some of the fertilizers and manure into a little creek behind the farm. The creek flows into the river.

Now, the city along the river has grown to be one of the largest cities in the country. Many people live and work in and around the city. Many businesses provide services for the people. Several **FACTORIES** make things that people want, like cars and furniture, but the factories leak paint and other chemicals into the river. These pollutants cause the fish to become sick.

As people move about in their busy days, they often drive from place to place. Traffic jams are a big problem for **DRIVERS** who take their cars to and from work. If a car is not taken good care of it might also leak oil or other fluids, which will be washed off the roads and into the river with the next rain.

A boy in the city is out **WASHING THE FAMILY CAR**. The soapy water rushes down the driveway into the storm drain by the curb; the storm drain empties into the river. The grease and grime on a car contains tar from the roads, very tiny bits of rubber from the wearing of the tires, and rust. If the boy had gone to a local car wash instead, the water would have been cleaned before it went back into the river or was recycled.

On nice days, many people head down to the river. Some zoom up and down the river in **MOTORBOATS** and don't notice that a little engine oil leaks into the water. The oil will not mix with the river water, but will float on the surface. It will coat the feathers of ducks or other birds that paddle around on the water looking for food, making it harder for them to stay afloat or fly. Lots of people are having **FAMILY PICNICS** in the parks along the river, too. Some of these

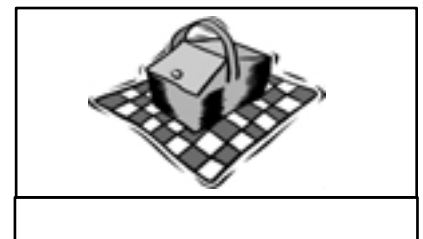
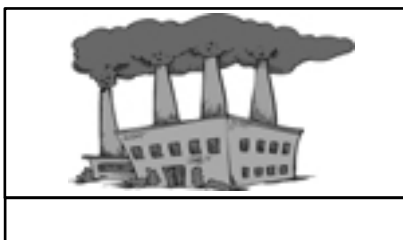
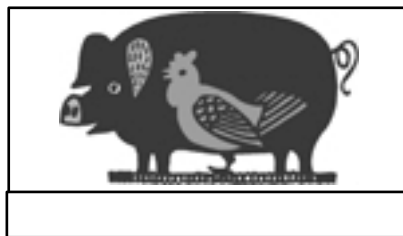
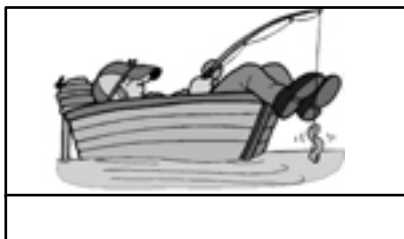
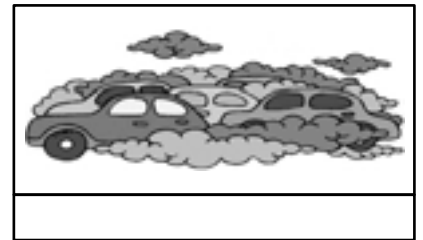
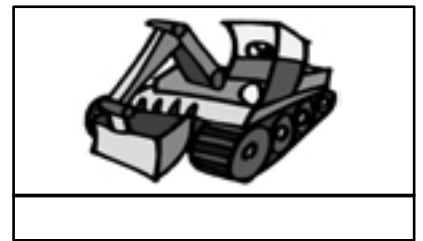
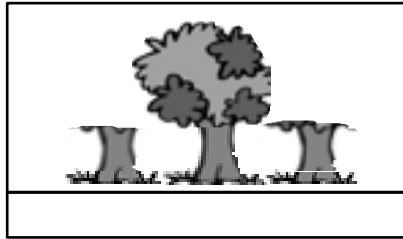
people have left trash on the shore. With the next storm, that trash will wash into the river. On the shore a **PERSON FISHING** snags a hook on a log. Instead of untangling it, the person fishing simply breaks off the snagged piece of the nylon fishing line and lets it fall into the river.

The land is no longer wild, and the river has changed a lot over the years.

Discussion questions:

1. Who polluted the river? (*Answer: everyone played a role*)
2. Think about the pollution contained in your canister. What could each of us do to keep the river clean by making sure these kinds of pollution don't get into it in the first place?
(*Possible answers: biking or walking instead of driving, using water carefully, picking up litter so it doesn't end up in our fresh water supply*)
3. How could we clean up the water in the jar—after all, everything has to go somewhere?
(*Possible answers: solids can be strained out, or filters like cotton can be helpful in removing the solids*)
4. Is it easier to prevent pollution, or to clean it up later?
(*Have the participants explain their ideas... This is stewardship!*)

Jar / Canister Labels

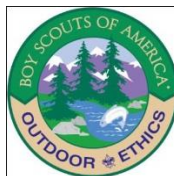


Appendix J: Outdoor Ethics Awards

Go to <http://outdoorethics-bsa.org/awards/> for the links to online training videos and to download and print the complete brochure and application.

Awareness Awards (Round Green Patch):

Cub Scouts



1. Describe what the Outdoor Code means to you. You can find the Outdoor Code at <http://outdoorethics-bsa.org/index.htm>

2. Complete the Leave No Trace on-line youth course at the PEAK website:

<http://Int.org/teach/peak/peakonline>

Print the certificate.

3. Complete the Tread Lightly! TL Kid's Outdoor Quiz at:

<http://www.treadlightly.org/tlkids/>

Print the certificate.

4. Participate in an outdoor ethics activity facilitated by a person who has completed the BSA outdoor ethics orientation course or is a BSA outdoor ethics trainer or master. Cub Scouts earn this award by working with their families to complete these activities.



Boy Scouts, Varsity Scouts, Venturers, Sea Scouts and Adults

1. Recite from memory and explain the meaning of the Outdoor Code. You can find the Outdoor Code at <http://outdoorethics-bsa.org/index.htm>

2. Watch the National Park Service (NPS) Leave No Trace program at <http://www.nps.gov/features/wilderness/leavenotrace/popup.html> or borrow a copy from your district's Outdoor ethics committee.

3. Complete the Leave No Trace on-line course at <http://Int.org/learn/online-awareness-course>

Print the certificate

4. Earn the Tread Lightly! on-line course certificate (you can take the on-line course at <http://treadlightly.org/education/online-awareness-course/>)

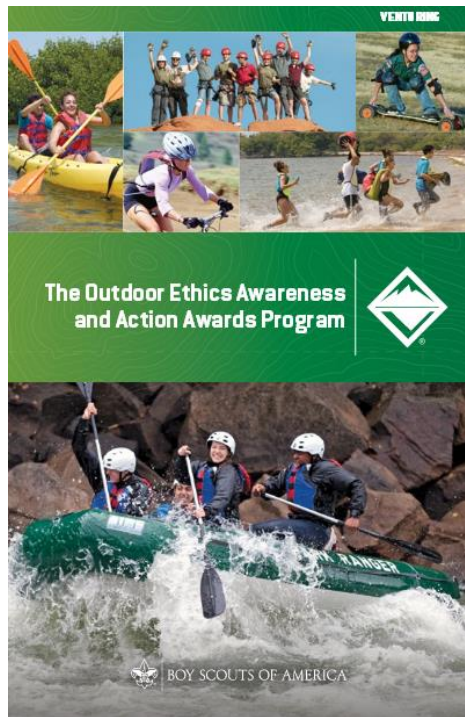
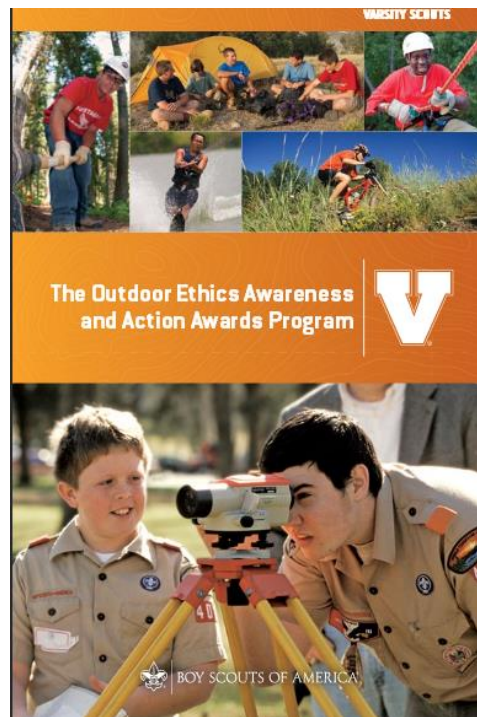
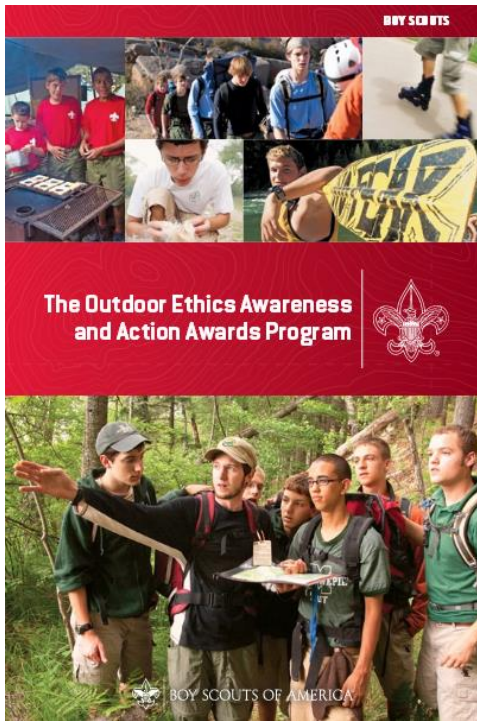
Print the certificate.

5. Participate in an outdoor ethics course, workshop or training activity facilitated by a person who has completed the BSA outdoor ethics orientation course or is a BSA outdoor ethics trainer or master.

Action Awards (Name tag: A program device is added for each level of action):

There are separate action awards for both youth and adult at each program level. Please download the brochure for the appropriate level to view the requirements.

Cub Scouts is under construction due to program changes.





BSA Outdoor Ethics Summary

Cub Scout, Boy Scout, Varsity Scout, Venturing, and Sea Scout programs all include outdoor stewardship, care for the environment, and Leave No Trace as part of their programs.

Outdoor Code

As an American, I will do my best to -

- 1/ Be Clean in my outdoor manners
- 2/ Be Careful with fire
- 3/ Be Considerate in the outdoors
- 4/ Be Conservation minded

*“The **land ethic** simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land.” Aldo Leopold A Sand County Almanac*

Leave No Trace is an international program designed to assist anyone who spends time outdoors with their decisions about how to reduce their impacts when they hike, camp, picnic, snowshoe, run, bike, hunt, paddle, ride horses, fish, ski or climb. The program strives to educate all those who enjoy the outdoors about the nature of their recreational impacts as well as techniques to prevent and minimize such impacts. Leave No Trace is an educational about ethical choices and decisions, not as a set of rules and regulations. Leave No Trace information is rooted in both scientific studies and common sense.

Seven Principles of Leave No Trace

- 1/ Plan Ahead and Prepare
- 2/ Travel and Camp on Durable Surface
- 3/ Dispose of Waste Properly
- 4/ Leave What You Find
- 5/ Minimize Campfire Impacts
- 6/ Respect Wildlife
- 7/ Be Considerate of Other Visitors

Leave No Trace Principles for Kids

- 1/ Know Before You Go
- 2/ Choose The Right Path
- 3/ Trash Your Trash
- 4/ Leave What You Find
- 5/ Be Careful With Fire
- 6/ Respect Wildlife
- 7/ Be Kind To Other Visitors

Tread Lightly! promotes responsible outdoor recreation through ethics education and stewardship programs which focus on motorized and mechanized recreation including mountain biking, ATV riding, personal watercraft, and others.

- 1/ Travel Responsibly
- 2/ Respect the Rights of Others
- 3/ Educate Yourself
- 4/ Avoid Sensitive Areas
- 5/ Do Your Part

How to get more information and additional training:

BSA Outdoor Ethics Programs:

Read more about the Outdoor Ethics Awards program and Leave No Trace in advancement, and find additional training resources. Also find out about upcoming Leave No Trace and Tread Lightly! training courses here:

<http://www.outdoorethics-bsa.org>

Leave No Trace Center for Outdoor Ethics: teaches people how to enjoy the outdoors responsibly. The seven Leave No Trace principles are copyrighted and should be used together as a system for ethical decision making in the outdoors. More information is available on their site:

<http://lnt.org/>

Tread Lightly! promotes responsible recreation where lands and waters are protected, safety is a top priority and everyone enjoys the experience of being outdoors.

<http://treadlightly.org>

Training Courses:

-Leave No Trace Awareness: An online course or short presentation that introduces participants to the 7 principles of Leave No Trace

-BSA Leave No Trace 101: A 4 hour course that is the minimum recommended training for ALL adults who will be teaching and/or signing off on the Leave No Trace requirements for rank and badges.

-Leave No Trace Trainer course: A 16 hour course, typically offered in a weekend format, which focuses on teaching techniques for sharing information about Leave No Trace. The course includes an opportunity for each participant to teach a Leave No Trace lesson. This course is required for Scouts who seek to be appointed to the Troop Leave No Trace Trainer position of responsibility.

-Leave No Trace Master Educator course: This 5+ day course includes in depth discussion of the Leave No Trace principles and their application, along with guidance and practice in teaching Leave No Trace to various audiences, and instruction in conducting Leave No Trace Trainer courses. The Master Educator course includes a three night field experience for practicing Leave No Trace principles. The course is open to any Scout leaders or Venturers age 18 or older.

-Tread! Awareness: An online course or short presentation that introduces participants to the 5 principles of TREAD Lightly!

-Tread Trainer: an 8-hour training course provided by a current Master Trainer which qualifies the participants to present Tread Lightly! Awareness courses and promote Tread Lightly! at events.

-Tread Master Trainer: 16-hour provided by a TL! center certified Master Trainer which qualifies the participants to teach Tread Lightly! Trainer courses, awareness and promote Tread Lightly! at events.

If you have other questions or want information about Leave No Trace or Outdoor Ethics training, please contact: **Paula Boothe** towonuni@aol.com
CIEC Outdoor Ethics (OE) Advocate/ Area 4 OE Advocate/ WR OE Coordinator

The Web of Life

Originally found at USDA-Ag in the Classroom-
www.agclassroom.org, but removed in 2004



Overview

Students construct a food web to learn how all living things in an ecosystem are interconnected and energy for life comes from the sun.

Estimated Time

10 minutes

Objectives

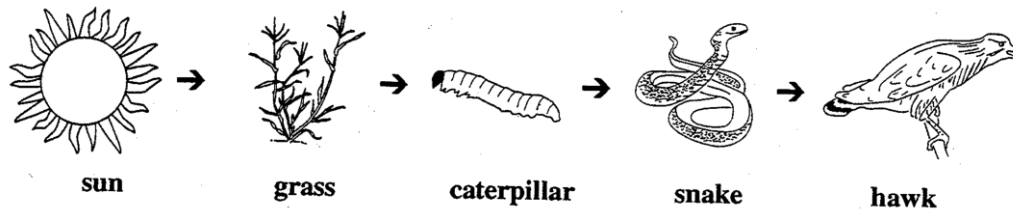
Students will be able to:

1. Show how plants and animals get energy, by telling other students which plants and animals are eaten by other animals.
2. Explain how all living things depend directly or indirectly on green plants for food..

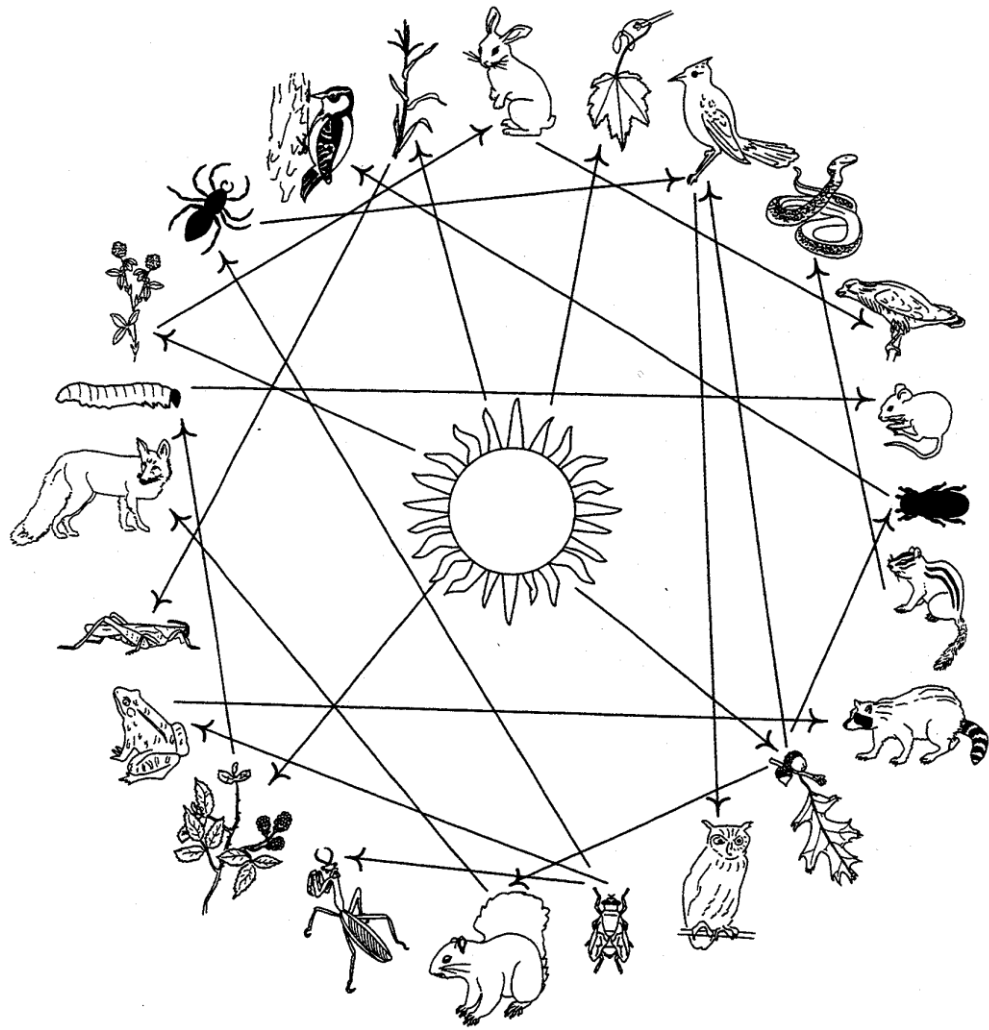
Materials

- Ball of yarn
- Pictures of prairie plants, animals, and humans
- Tape to attach pictures to clothing
- Space for the class to form a large circle The Sun is the Source

Food Chains



Food Webs



Activity

1. Copy, cut and pass one picture of prairie plants and animals to each student. Be sure that there are enough plant species represented.
2. Tell the students that they will see how plants and animals are all interconnected in the prairie and other ecosystems. Have them sit in a circle and introduce themselves as the plant or animal they represent.
3. Hold the end of the yarn tightly and toss the ball to someone who can use that energy (a green plant). When a student representing the green plant catches the ball of yarn, he or she should hold the yarn and throw the ball to someone else who could use the energy (an animal that might eat them). For example, the sun might throw the yarn to the grass, the grass to the grasshopper, and the grasshopper to the quail. Each time have the students hold tightly to the loop of yarn. Next have students throw the ball of yarn to someone that either they give energy to or they get energy from. The quail could throw the yarn to the fox (someone who takes energy from them; eats them) or to the caterpillar (someone they get energy from; something they eat). NOTE: Most of the action will take place between the plants, the sun and the herbivores (animals that eat plants) It takes many energy transfers to get to the carnivores (animals that eat other animals).

After the ball of yarn has been passed to everyone at least once, and the plants and the sun many times, explain that you have created a food web (it looks like a spider's web). This is a graphic way to show how plants and animals are interrelated in a community.

Ask:

Who is holding the most yarn? (The sun.)

Who else is holding many loops of yarn? (Green plants.)

What would happen if all the green plants died? (There would be no food. Nothing else in the food web could survive.)

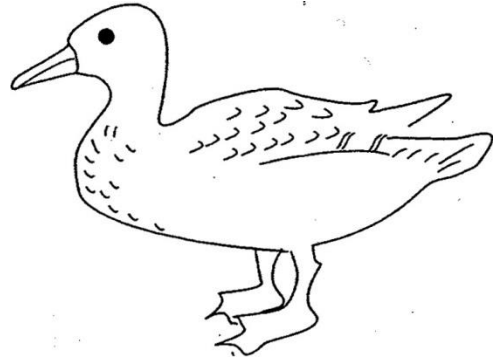
What would happen if one kind of plant, such as all the clover, died? (The student representing clover could drop the yarn and the food web would sag and be less complex.)

If all the clover was gone, who else may have trouble getting enough food? Who gets their energy from the clover? (Look at the sagging parts of the web to see who was holding pieces that are connected to the clover)

Why should we be concerned about each kind of plant or animal? (Because other plants and animals in the food web may depend on them. We are all connected.)



Human



Duck



Prairie Grass



Deer



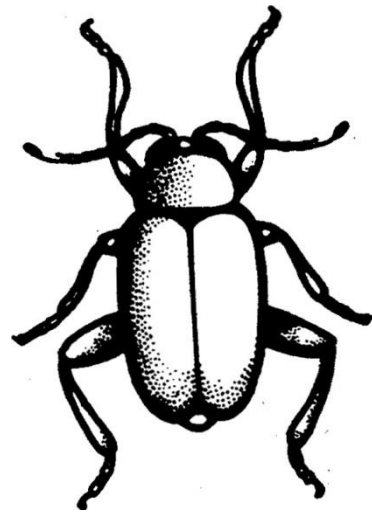
Owl



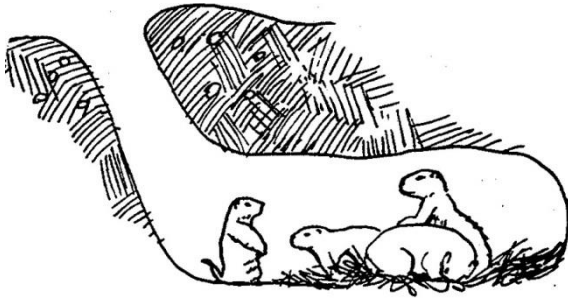
Bee



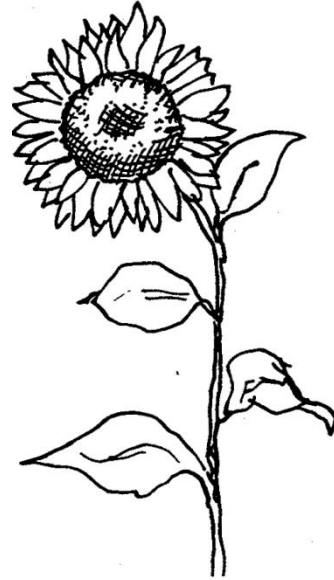
Mole



Beetle



Prairie Dogs



Sunflower



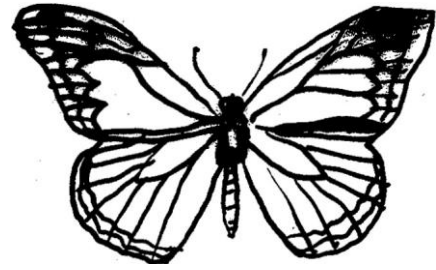
Meadow lark



Quail



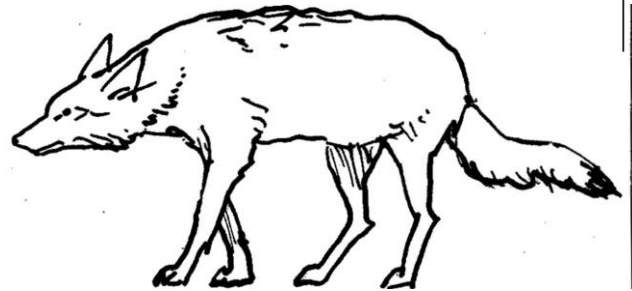
Bison



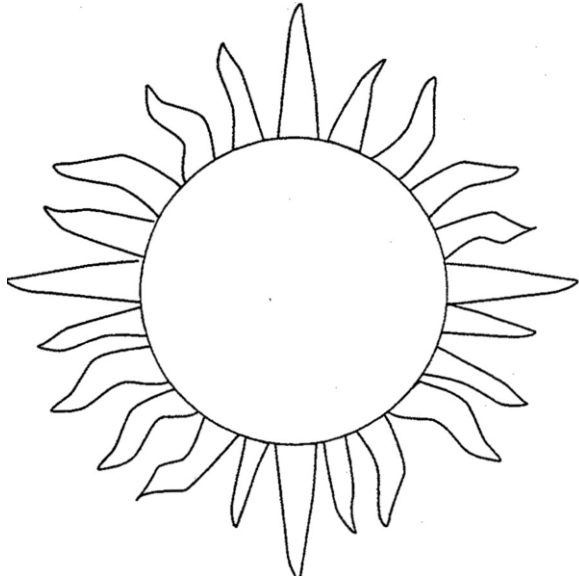
Butterfly



Aster



Coyote



Sun

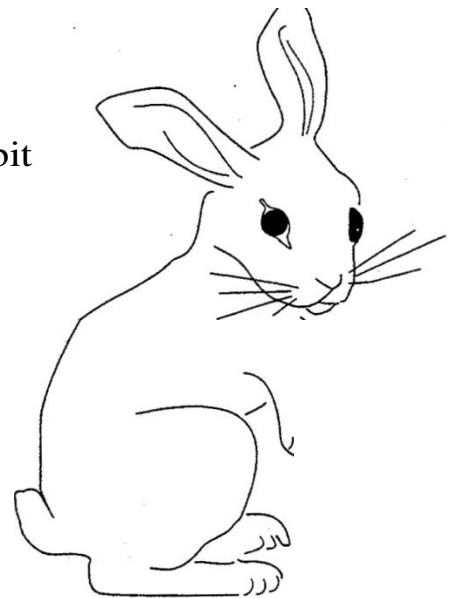


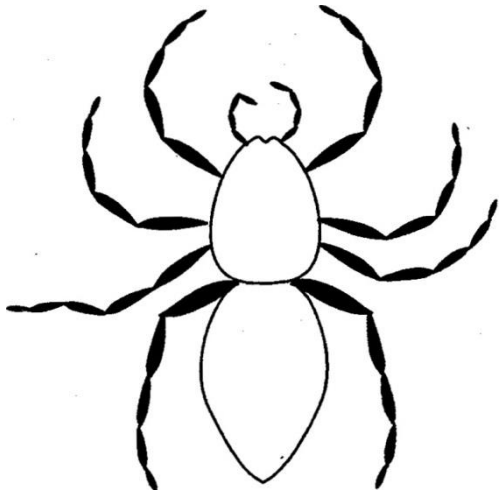
Orchard grass



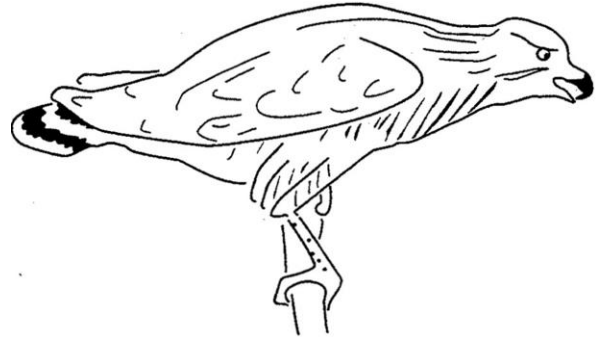
Clover

Rabbit

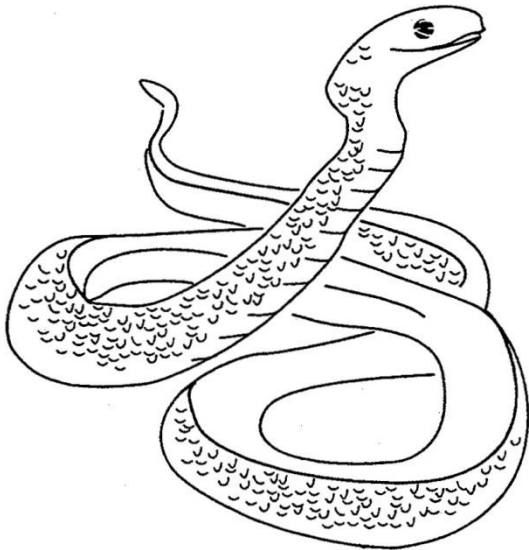




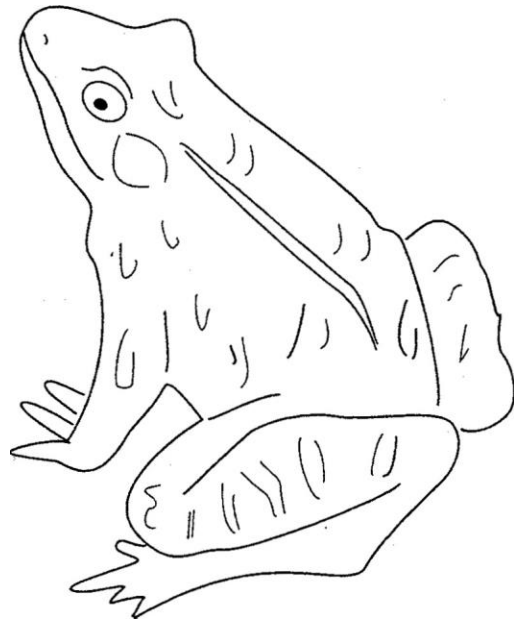
Spider



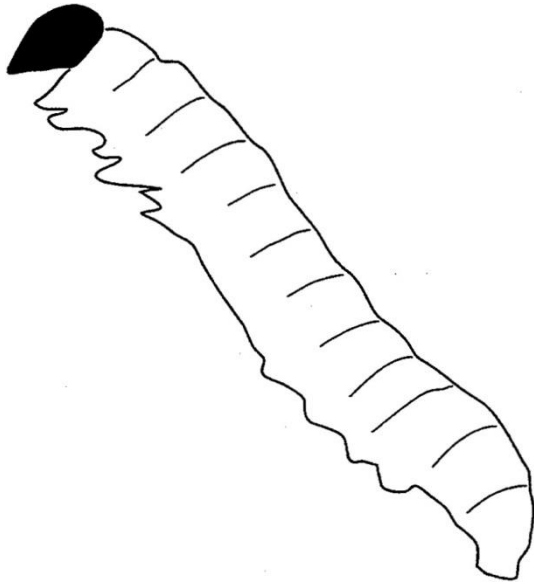
Hawk



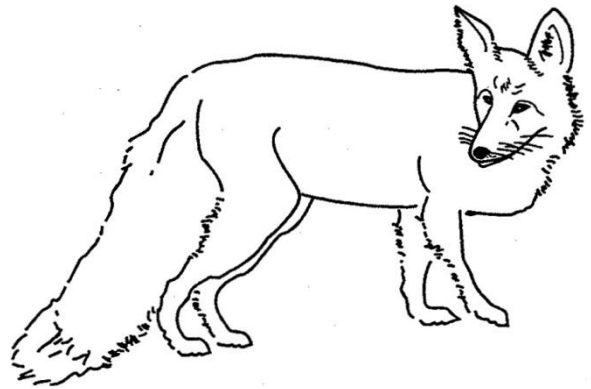
Snake



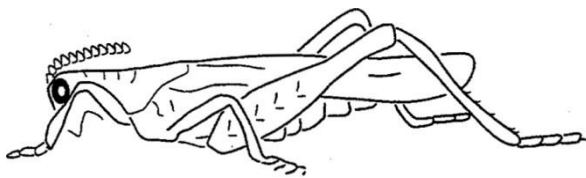
Frog



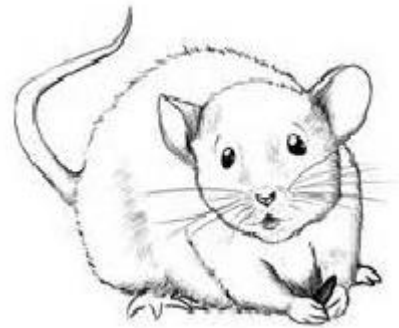
Caterpillar



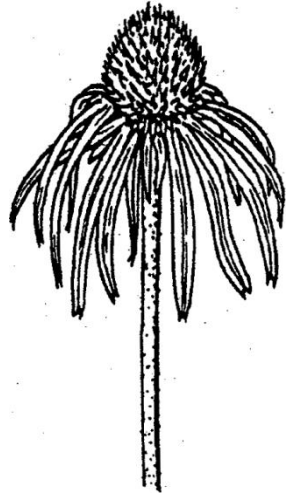
Fox



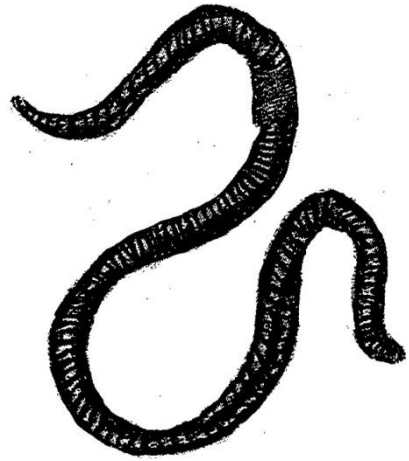
Grasshopper



Mouse



Coneflower



Worm



Raccoon



Black-eyed Susan

Outdoor Ethics Orientation Evaluation

Date _____ Location _____

Please rate the following on a scale of 1-5, 1 being poor and 5 being excellent.

-Were the instructors knowledgeable of the topic? 1 2 3 4 5

Comments:

-Were the course objectives met? 1 2 3 4 5

Comments:

-Do you have a better understanding of Outdoor Ethics and its relationship to the BSA Outdoor Code? 1 2 3 4 5

Comments:

-Do you understand how the Leave No Trace, Tread Lightly! and the Land Ethic support the BSA Outdoor Code. 1 2 3 4 5

Comments:

-Will you be able to assist your unit and others to earn the Outdoor Ethics Awareness and Action Awards? 1 2 3 4 5

Comments:

-Do you know where to get more information? 1 2 3 4 5

Comments:

-Do you know where to get further training? 1 2 3 4 5

Comments:

-Are you interested in future training? Yes No

Name

e-mail