



HOW TO RUN A LEAVE NO TRACE SKILLS COURSE

Table of Contents

Educational Objectives	2
Leave No Trace Skills Course Guidelines	2
Steps to running Leave No Trace Skills Courses:	3
Skills Course Suggested Outline	5
Introduction To The Skills Course	5
Principle One: Plan Ahead And Prepare	9
Principle Two: Travel And Camp On Durable Surfaces	11
Principle Three: Dispose Of Waste Properly	14
Principle Four: Leave What You Find	18
Principle Five: Minimize Campfire Impacts	20
Principle Six: Respect Wildlife	23
Principle Seven: Be Considerate Of Others	25

Educational Objectives

By the end of the Skills Course, participants should be able to:

1. Discuss the Leave No Trace 7 Principles with others.
2. Practice Leave No Trace skills when recreating outdoors.

Leave No Trace Skills Course Guidelines

After completing a Leave No Trace Level 1 or 2 Instructor Course, you are able and strongly encouraged to conduct Skills Courses. Although Level 1 and 2 Instructors do not need to be affiliated with an organization to offer Skills Courses, you must comply with the Leave No Trace [National Training Guidelines](#), including the insurance requirements. The Training Guidelines describe the administrative and curricular requirements for the Leave No Trace Skills Course. You are further encouraged to use Leave No Trace materials in all training activities regardless of the length or type of training.

Steps to running Leave No Trace Skills Courses:

Step 1: Complete a Leave No Trace Level 1 or 2 Instructor Course. If you completed your Level 1 or 2 Course two or more years ago, you must take the Online Recertification Course (this takes effect in May/June 2025). This online recertification course must be taken two years after completing a Level 1 or 2 Instructor Course and every two years following to remain eligible to instruct Skills Courses.

Step 2: Review the **Skills Course Guidelines**. These guidelines are located within our [National Training Guidelines](#).

Step 3: You must be **certified in Standard First Aid and CPR**.

Step 4: Ensure you are up-to-date with your [membership](#) and/or [partnership](#). Level 1 and 2 Instructors of Skills Courses must be individual members of Leave No Trace or part of an organization that is a current partner.

Step 5: Sign and submit a [Leave No Trace Training Agreement](#) to Leave No Trace. This form needs to be filed either under your name if you are conducting courses independently, or under your organization's name. If the course is being run through the organization, an organizational agreement will cover any Level 1 or 2 Instructor offering Skills Courses for that organization. The submission of this important document needs to occur only once. It will remain on file with Leave No Trace and has no expiration unless specified by the individual Level 1 or 2 Instructor or organization. If you think you or your organization may have an agreement on file already, please contact the office at Training@LNT.org to confirm before running any Skills Courses.

Step 6: Ensure you have adequate **liability insurance**. As required by the Skills Course Guidelines and referenced in the Training Agreement (Step 5), individuals offering Skills Courses must have a policy of \$1,000,000 per occurrence, \$2,000,000 aggregate, for bodily injuries and property damage. You may obtain this insurance coverage through your own carrier or seek a carrier to provide one. Entities offering Skills Courses must submit a certificate of insurance outlining their insurance coverage and naming Leave No Trace as additionally insured. Certificates of Insurance can be emailed to Training@LNT.org.

Step 7: Ensure you have a co-instructor. Co-instructors must have completed either a Leave No Trace Level 1 or 2 Instructor Course or a Leave No Trace Skills Course. If you are having trouble locating a qualified co-instructor, [contact your State Advocate](#) to see if they or another educator they work with can support your efforts. If there is no State Advocate in your state, contact the Leave No Trace organization at Training@LNT.org to see if Leave No Trace can provide a list of educators in your area.

Step 8: Find a minimum of four participants for the course. Due to the high demand for these courses, please post any courses open to the public on the Leave No Trace website by sending course details to Training@LNT.org.

Step 9: Obtain the [Course Participant Acknowledgement, Assumption of Risks, Release, and Indemnity Agreement](#) document from the Leave No Trace website. Have all participants read and sign this document. The most updated form has a page with fields for multiple signatures, so you only need to print one copy. Submit the signed form after the course by emailing it to Training@LNT.org.

Step 10: Run the course. Cover **Core Components for the Skills Course Curriculum** from the Training Guidelines.

Step 11: Submit a complete Skills Course Roster via the online system [here](#). Once you have submitted the course roster, you will be automatically emailed PDF certificates for each participant.

If you have additional questions or need assistance, please contact Training@LNT.org or call 1.800.332.4100.

Skills Course Suggested Outline

Day One

- Welcome
- Introduction to the Skills Course
- Principle 1: Plan Ahead and Prepare
- Shuttle to the trailhead (if required)
- Lunch
- Principle 2: Travel and Camp on Durable Surfaces
- Hike in and set camp (if required)
- Principle 3: Dispose of Waste Properly
- Introduce “Action Plans” after dinner
- Ethics Game - Rate the impact exercise

Day Two

- Breakfast
- Principle 4: Leave What You Find
- Principle 5: Minimize Campfire Impacts
- Principle 6: Respect Wildlife
- Principle 7: Be Considerate of Others
- Lunch, break camp, pack up, and evaluate the impact
- Share and discuss “Action Plans”
- Hike out
- Closing

Introduction To The Skills Course

Suggested Lesson Plan

Material Needed

- Handouts for students
- [Leave No Trace Skills & Ethics Guide](#)
- Relevant Leave No Trace videos and appropriate audiovisual equipment
- Blackboard, whiteboard, or flip chart with chalk, markers, pens, etc.

Goal

Skills Course participants will recognize and understand the need for the Leave No Trace program and their role in practicing Leave No Trace skills when recreating outdoors.

Objectives

Participants will be able to:

1. Describe the mission of the Leave No Trace program and the 7 Principles.
2. Describe the goals and objectives of the Skills Course.
3. State personal goals for the Skills Course.

Motivator

Education, not legislation, will preserve our wildlands. This course prepares the participant to practice Leave No Trace principles.

Presentation

I. Introductions

- A. Welcome.
- B. Introduce yourself and have students introduce themselves. Ask for specific information and give them a few moments to organize their thoughts.

II. Brief course overview.

- A. What will be done?
- B. When will it be done?
- C. What is expected of participants?
- D. Go over course paperwork: assumption of risk, etc.

III. Leave No Trace mission. (Write this on the board and discuss.) *“Using the power of science, education, and stewardship, Leave No Trace is on a mission to ensure a sustainable future for the outdoors and the planet.”*

IV. Brief history of the national Leave No Trace program.

V. Skills Course Goals and Objectives. (Write these on the board and discuss.)

A. Skills Course Goals:

1. To provide safe, consistent, quality training for all participants.
2. To provide an easily implemented training structure that encourages training efforts.
3. To provide a rationale for the Leave No Trace principles so that they can be appropriately applied to various environments.
4. To prepare the participants to practice the Leave No Trace principles and skills.

B. Skills Course Objectives:

1. Leave No Trace Organization.
 - a. Discuss the history, goals, and objectives of the Leave No Trace program.
 - b. Recognize recreation impacts and the means to minimize those impacts.
2. Principles and Practice of Leave No Trace.
 - a. Discuss the 7 Principles of Leave No Trace in relation to the local environment.
 - b. Discuss the 7 Principles of Leave No Trace for other environments.
 - c. Practice the 7 Principles of Leave No Trace.
 - d. Discuss the ethics of Leave No Trace.

VI. Personal goals of the group.

- A. Ask participants willing to share their goals to do so.
- B. Save a copy to review briefly at the end of the course.

VII. Review course materials.

VIII. Show and discuss applicable videos.

- [Leave No Trace Basics Video](#)
- [Leave No Trace Video Library](#)

Conclusion

Do the participants have any questions, concerns, or comments? The mission of the Leave No Trace program will be accomplished through the efforts of people like the participants, individuals willing to practice the principles and ethics of leaving no trace.

Evaluation

Participants will have participated in all class activities.

Principle One: Plan Ahead And Prepare

Suggested Lesson Plan

Materials Needed

- Information from contact with local land managers
- Weather forecast
- Maps of the route of the field trip
- Gear and clothing for the field trip
- Food for the field trip
- Blackboard, whiteboard, or flip chart with chalk, markers, pens, etc.
- Additional materials for Recommended Activities below may be required.

Goal

Skills Course participants will understand the principle of Plan Ahead and Prepare and the importance of proper preparation for outdoor recreation pursuits.

Objectives

Participants will be able to:

1. State what it means to “plan ahead and prepare.”
2. Discuss the importance of trip planning.
3. Demonstrate the ability to plan ahead and prepare, including but not limited to:
 - a. Knowledge of local regulations.
 - b. Knowledge of the local environment.
 - c. Preparations for weather and environmental emergencies.
 - d. Choice of gear and clothing.
 - e. Repackaging of food.

Motivator

Adequate prior planning and preparation for trips into the outdoors help you to maximize your safety and enjoyment and minimize your impact on the land.

Presentation

I. Why are planning and preparation important? (Discussion.)

- A. Maximize safety.
- B. Minimize impact.
- C. Increase comfort.

II. Key elements to consider. (Lecture and write key points on the board.)

- A. Trip expectations and goals.

1. Know your group and develop goals and expectations.
 2. Match your route to your group's ability.
 3. Plan to visit undeveloped areas only with a prior commitment to expending the additional time and energy to Leave No Trace.
- B. Knowledge of the area.
1. Contact local land managers and know local regulations.
 2. Learn the Leave No Trace techniques required for the specific regional environment.
- C. Time of year and expected weather.
1. Know what you can expect to find and experience.
 2. Trails and campsites may be less durable due to rain, snow, wind, or dry conditions.
 3. Avoid situations where safety may be jeopardized and/or the impact on natural resources increased.
- D. Type of equipment.
1. Make choices that allow flexibility to minimize impact.
 - a. Sleeping equipment: tents, bags, pads.
 - b. Cookstoves.
 - c. Means to disinfect and carry water.
 2. What not to bring.
- E. Clothing.
1. Choose properly to remain warm and dry.
- F. Food.
1. Plan a menu to avoid waste.
 2. Repackage food into plastic bags or reusable containers.

III. Preparation for the field trip.

- A. Go over group goals and expectations, maps, local regulations, etc.
- B. Evaluate each individual's gear and clothing (if required).
- C. Break the group into food groups and disperse food and stoves, etc. (if required).

Recommended Activities from 101 Ways to Teach Leave No Trace

- Are You Ready
- Will You Make Your Destination

Skills to Practice

- Repackaging food

Recommended Videos

- How to Start Hiking the Leave No Trace Way [video](#)
- What's On My Pack [video](#)
- What's In My Pack [video](#)
- Repackage Food to Minimize Waste [video](#)
- Pack Light in Any Weather [video](#)

Conclusion

There is no greater predictor of success than how well you plan ahead and prepare. Know what to expect and prepare accordingly.

Evaluation

Participants will have participated in all class activities. If a field trip is planned, participants will demonstrate awareness of and adherence to the plan made before going into the field. Participants should now be ready to leave for the field (if required).

Principle Two: Travel And Camp On Durable Surfaces

Suggested Lesson Plan

Materials Needed

- Photos of degraded camps and trails (if no field trip is planned).
- Additional materials for Recommended Activities below may be required.

Goal

Skills Course participants will understand the principle of Travel and Camp on Durable Surfaces and the importance of practicing the skills.

Objectives

Participants will be able to:

1. Give a definition of and comparison of “durable surfaces.”
2. Discuss the importance of traveling and camping on durable surfaces.
3. Demonstrate the ability to travel and camp on durable surfaces, including but not limited to:
 - a. Trail use.
 - b. Use of non-trailed areas.
 - c. Choice and use of campsites in popular areas and undeveloped areas.

Motivator

Finding durable surfaces to travel and camp on lies at the heart of leaving no trace. Arguably, no other considerations are as important in the field.

Presentation

- I. Concentrate use in popular areas. (Lecture.)
 - A. Understand the principle.
 1. Established sites and existing trails preserve the environment.
 2. Appropriate expectations preserve the experience.
 - B. Main points.
 1. Stay on trails.
 - a. Hike single file in the middle of trails.
 - b. Avoid making multiple trails.
 - c. Do not use shortcuts on switchbacks.
 - d. Take rest breaks on durable surfaces and off-trail when possible.
 2. Choose durable (and avoid non-durable) campsites. (Point out durable sites if in the field.)
 - a. Allow adequate time at the day’s end to choose a site.
 - b. Avoid the proliferation of new sites.

- c. Avoid enlarging sites.
- d. Avoid creating social trails.
- e. Avoid inappropriate or illegal established sites.
- 3. Camp away from trails and water sources. (Step off proper distance.)
 - a. Minimize visual impacts.
 - b. Minimize impact on and contamination of water sources.
- 4. Leave a site cleaner than you found it.
 - a. Pack out all garbage and litter.
 - b. Help other visitors choose the site instead of creating new ones.

II. Disperse use in undeveloped areas. (Lecture.)

- A. Undeveloped areas.
 - 1. Shows little or no human use.
 - 2. Often fragile and easily damaged.
- B. Traveling in undeveloped areas.
 - 1. Spread out and hike in small groups.
 - 2. Stay on durable surfaces.
 - 3. Minimize impact on fragile vegetation.
 - a. Resistant vegetation: characteristics.
 - b. Resilient vegetation: characteristics.
 - 4. Avoid fragile areas.
- C. Camping in undeveloped areas.
 - 1. Choose a durable surface.
 - 2. Consider the camp layout carefully.
- D. Leaving an undeveloped campsite.
 - 1. Do not stay long.
 - 2. Naturalize and disguise: leave no sign of use.

III. Avoid places where the impact is just beginning. (Lecture and activity of asking the group to find subtle signs of human use if in the field.)

- A. Learn to recognize subtle signs of human use.
- B. Avoid lightly impacted trails.
- C. Allow subtle impacts to heal.

Recommended Activities from 101 Ways to Teach Leave No Trace

- Durable Surface Hopscotch
- Satellite Trails

Skills to Practice

- How far is 200 feet?
- Off-trail travel techniques
- Campsite selection
- Campsite cleanup

Recommended Videos

- How to Pick a Campsite [video](#)
- Wilderness Words: Crust [video](#)
- Traveling on Durable Surfaces [video](#)
- Outdoor Travel: Concentrate vs. Disperse [video](#)

Conclusion

We leave the greatest trace on the land by an inappropriate choice of the surfaces on which we travel and camp.

Evaluation

Participants will have participated in all class activities. Participants will have demonstrated an understanding of high use vs. undeveloped areas and will have applied the principle of traveling and camping on durable surfaces if in the field. Evaluate each campsite chosen by participants if in the field.

Principle Three: Dispose Of Waste Properly

Suggested Lesson Plan

Materials Needed

- Trowel
- Toilet paper
- Strainer/nylon stocking
- Garbage bags
- WAG Bag
- Additional materials for Recommended Activities below may be required.

Goal

Skills Course participants will understand the principle of Dispose of Waste Properly and the importance of proper waste disposal when recreating outdoors.

Objectives

Participants will be able to:

1. Define "waste."
2. Discuss the importance of proper waste disposal.
3. Demonstrate the ability to dispose of waste properly, including but not limited to:
 - a. Fecal matter.
 - b. Urine.
 - c. Trash and litter.
 - d. Leftover food.
 - e. Water from dishwashing.
 - f. Water from personal hygiene practices.
 - g. Fish viscera.

Motivator

If hiking, ask participants to find and save any waste they see for the presentation. Imagine your favorite campsite, and then imagine it heavily impacted. Litter is distressing and potentially dangerous to wildlife. Human waste is disgusting and potentially dangerous to human life. A little litter and waste encourage more.

Presentation

I. Pack it in, pack it out. (Lecture and show samples if any have been found in the field.)

- A. Common sources of wilderness waste.
 1. Food and food packaging: the most common.

2. Fishing tackle.
 3. Cigarette butts, gum, and toilet paper.
- B. Main points.
1. Reduce litter at the source before you leave town.
 2. Pack out all trash.
 3. Dispose of food-related garbage properly.
 - a. Plan rations to avoid leftovers.
 - b. Cook carefully to avoid burnt and over-spiced meals.
 - c. Pack out leftovers in a garbage bag—burning food in a campfire is not acceptable.
 - d. Strain out scraps from wastewater and pack out. (Demonstrate.)
 4. Be familiar with special regulations or considerations for the area.
- C. Fine points.
1. Check campsites carefully for small and often forgotten waste.
 2. Pick up litter left behind by others.
 3. Report extensive litter and/or litter too big to pack out to local land managers.

II. Practice good sanitation. (Demonstrate and have students practice digging a cat hole.)

- A. Disposal of human waste.
1. Objectives in the disposal of human waste.
 - a. Avoid pollution of water sources. (Step off distance.)
 - b. Maximize the rate of feces decomposition.
 - c. Avoid the social impact of finding human waste.
 2. Cat holes.
 - a. Advantages over other methods.
 - b. Where and how to dig and hide a cat hole.
 3. Alternatives to catholes.
 - a. When they are appropriate.
 - b. Pack it out
 - c. What is appropriate, e.g., latrines.
- B. Urination.
1. On rocks or bare ground.
 2. In large waterways.
- C. Periods.
1. Pack out disposable products and packaging.
 2. Pack out menstrual fluid from a menstrual cup in a WAG Bag or dig a cathole.
 3. Sanitation.

III. Management of wastewater.

- A. Cleaning dishes and cookware.
 - 1. The use of soap.
 - 2. The distance from water sources.
 - 3. Straining and packing out scraps.
- B. Disposal of wastewater. (Demonstrate.)

IV. Personal washing.

- A. The use of soap.
- B. Washing hands after using a cat hole and before cooking.
- C. Distance from water sources.
- D. Do you need to bathe?

V. Fishing and hunting.

- A. Proper disposal of fish entrails.
- B. Hunting considerations.

Recommended Activities from 101 Ways to Teach Leave No Trace

- Trash Timeline
- Cathole Olympics

Skills to Practice

- Cathole site selection
- Digging a Cathole
- How a WAG Bag works (Ideally, have a WAG Bag available to show the product)

Recommended Videos

- Dog Doo Solutions [video](#)
- How Long Does It Last [video](#)
- How to Pee Outside [video](#)
- How to Poop Outdoors [video](#)
- How to use a WAG bag [video](#)
- How to Wash Dishes Frontcountry [video](#)
- How to Wash Dishes in Backcountry [video](#)

Conclusion

Improper management of waste places other visitors and wildlife at risk and creates highly unappealing eyesores.

Evaluation

Participants will have participated in all class activities. Participants will have demonstrated an understanding of and will have applied the principle of disposing of waste properly if in the field.

Principle Four: Leave What You Find

Suggested Lesson Plan

Materials Needed

- Local and national regulations governing the removal of artifacts and natural objects.
- Additional materials for Recommended Activities below may be required.

Goal

Skills Course participants will understand the Leave What You Find principle and the importance of practicing the related skills.

Objectives

Participants will be able to:

1. State what it means to “leave what you find.”
2. Discuss the importance of leaving what you find.
3. Demonstrate, if in the field, the ability to leave what you find, including but not limited to:
 - a. Preserving evidence of the past.
 - b. Leaving natural objects undisturbed.

Motivator

If hiking, watch for examples of things that should be left. Beautiful rocks, flowers, antlers, and other natural objects are stolen from others who want and value the discovery of such things. Cultural artifacts carry the same wonder with discovery and may be illegal to remove.

Presentation

I. Preserve the past. (Discussion.)

- A. Many cultural resources and sites are still utilized by indigenous groups.
- B. The wonder of the discovery of archaeological and historical artifacts.
- C. Legal and ethical reasons to leave what you find.

II. Leave natural features undisturbed. (Discussion and/or debate.)

- A. The wonder of the discovery of natural objects.
- B. What the law says about the removal of natural objects.
- C. Avoid damage to trees, plants, and flowers.

III. Avoid spreading non-native plants and animals. (Lecture.)

- A. Intentional transportation of plants and animals.

- B. Gear and clothing.
- C. Live bait.
- D. Pack stock and pets.
- E. Alerting land managers to infestations.

Recommended Activities from 101 Ways to Teach Leave No Trace

- Archeological Dig
- Invasive Attack

Recommended Videos

- It's Better Here [video](#)
- Stop the Spread of Invasive Species [video](#)
- Food for Thought [video](#)
- Rock Cairns and Leave No Trace [video](#)

Conclusion

Removing or disturbing natural objects and cultural artifacts reduces the opportunity for others to enjoy them and is often illegal.

Evaluation

Participants will have participated in all class activities. Participants will have demonstrated an understanding of and will have applied the principle of Leave What You Find in the field.

Principle Five: Minimize Campfire Impacts

Suggested Lesson Plan

Materials Needed

- Camp stove
- Trowel
- Large stuff sack (for carrying soil for mound fire)
- Fire starting material (e.g., matches, lighter)
- Optional: firepan
- Additional materials for Recommended Activities below may be required.

Goal

Skills Course participants will understand the principle of Minimize Campfire Impacts and the importance of campfire safety.

Objectives

Participants will be able to:

1. State what it means to “minimize campfire impacts.”
2. Discuss the importance of minimizing the impact of campfires.
3. Demonstrate the ability or describe how to minimize the impact of campfires, including but not limited to:
 - a. Use of camp stoves.
 - b. Use of established fire rings, fire pans, and mound fires.
 - c. Choice of firewood.
 - d. Proper disposal of ashes.

Motivator

If possible, point out the misuse of fires seen that day. Although campfires are eagerly anticipated by many, the use and abuse of campfires have a major impact on the environment. If you choose to build a fire, you must know when and how to build and manage a fire.

Presentation

I. Stoves vs. fires. (Lecture and/or discussion.)

- A. Advantages of stoves.
 1. Fast and convenient with fewer cooking mistakes.
 2. More flexibility in cooking sites.
 3. Easily moved if impact is noticed.
 4. No major site cleanup time.
 5. No concern about firewood availability.

6. Less danger of forest fire.
- B. Advantages of fires.
 1. Aesthetically pleasing and comforting.
 2. An important emergency skill.

II. Minimum impact fires. (Lecture.)

- A. General considerations.
 1. Local regulations and/or restrictions.
 2. Forest fire danger.
 3. Site durability.
 4. Availability of firewood.
- B. Firewood. (Lecture and have students gather firewood.)
 1. Use only dead and downed wood—do not break off branches.
 - a. Burns more readily.
 - b. Easier to gather.
 - c. Less impact from gathering.
 2. Size.
 - a. No larger around than your wrist.
 - b. Smaller pieces burn more completely.
 - c. Large pieces contribute to the ecosystem.
 3. Gather from over a large area.
 4. Do not use saws, axes, or hatchets.
- C. Fires in high-use areas.
 1. Use existing fire rings.
 2. Clean up within the ring after use.
 3. If multiple rings exist in one spot, remove all signs of unnecessary rings.
- D. Fires in undeveloped areas. (Demonstration.)
 1. Fire pans.
 2. Mound fires.
 3. Gravel bars and beaches.
- E. Campfire management.
 1. Never leave a fire unattended.
 2. Do not put trash in the fire.
 3. Burn the wood completely to ash.
 4. Saturate the ash with water.
 5. Scatter all the ashes widely with a small shovel or pot lid.
 6. Restore the appearance of the fire site.

Recommended Activities from 101 Ways to Teach Leave No Trace

- Mound Fire Mania
- Firewood Gathering

Skills to Practice

- Build a mound fire.
- Set up a fire pan.
- Collect firewood.

Recommended Videos

- Cook it on a Camp Stove! [video](#)
- Campfire Soup [video](#)
- Campfire Alternatives [video](#)
- How to Build a Mound Fire [video](#)
- How to Use a Fire Pan [video](#)

Conclusion

Fires are pleasing in many respects, but carry a heavy burden of proper use and management.

Evaluation

Participants will have participated in all class activities. Participants will have demonstrated an understanding of and will have applied the principle of minimizing campfire impacts (if possible). Optional: Participants will properly build and manage a campfire.

Principle Six: Respect Wildlife

Suggested Lesson Plan

Materials needed

- Information on local wildlife, their habits, and habitat
- Garbage bag
- Cord or rope
- Binoculars
- Bear canister (or example photo)
- Additional materials for Recommended Activities below may be required.

Goal

Skills Course participants will understand the principle of Respect Wildlife and the importance of practicing the skills.

Objectives

Participants will be able to:

1. State what it means to “respect wildlife.”
2. Discuss the importance of respect for wildlife.
3. Demonstrate, if in the field, the ability to respect wildlife, including but not limited to:
 - a. Observing wildlife from a distance.
 - b. Never feeding wildlife, intentionally or unintentionally.
 - c. Avoiding wildlife during sensitive times such as mating and nesting.

Motivator

If hiking, watch for teachable moments involving wildlife. Encounters with wildlife often provide the high points of a wilderness experience, but wild animals in many areas are threatened by human use and abuse of wildlands.

Presentation

- I. Observe from a distance. (Lecture and/or discussion.)
 - A. Avoid startling wild animals.
 - B. Avoid actions that could be interpreted as aggressive.
 - C. Avoid causing animals to detour around you.
- II. Avoid sensitive areas and/or sensitive times. (Lecture.)
- III. Never feed wildlife. (Lecture and/or discussion.)
 - A. Store food and trash properly. (Demonstration.)

- B. Keep camp clean—food scraps endanger wildlife.
- C. Special considerations for bear country.
 - 1. Black bears vs. grizzly bears.
 - 2. Campsite layout.
 - 3. Cooking and wastewater.
 - 4. Food storage.

IV. Pets. (Lecture or debate.)

- A. Control pets at all times.
- B. Dangers of pets to wildlife.
- C. Consider leaving pets at home.
- D. Dog waste.

Recommended Activities from 101 Ways to Teach Leave No Trace

- Who Will Survive?
- Role Reversal

Skills to Practice

- Rule of Thumb.
- How to use a bear canister.
- How to set up a bear hang.

Recommended Videos

- Three Tips to Respect Wildlife [video](#)
- How to Use a Bear Canister [video](#)
- PCT Bear Hang [video](#)
- Do You Know the Thumb Trick? [video](#)

Conclusion

The way we treat wildlife greatly affects their health and well-being.

Evaluation

Participants will have participated in all class activities. Participants will have demonstrated an understanding of and will have applied the principle of respecting wildlife if in the field.

Principle Seven: Be Considerate Of Others

Suggested Lesson Plan

Material Needed

- Whistle
- Additional materials for Recommended Activities below may be required.

Goal

Skills Course participants will understand Be Considerate of Others and the importance of making the outdoors inclusive for all people.

Objectives

Participants will be able to:

1. State what it means to “be considerate of others.”
2. Discuss the importance of consideration for others.
3. Demonstrate, if possible, the ability to be considerate of others.

Motivator

Blow the whistle to announce the start of the class. Be ready to discuss the negative impact of the whistle’s use. There is no such thing as exclusive rights to use the outdoors. How we treat others will affect their wilderness experience and may add to or detract from their willingness to participate in conserving wilderness.

Presentation

I. The experience of other visitors: How much is our responsibility? (Discussion.)

II. Respecting others. (Lecture and/or inquiry.)

- A. Where to camp.
- B. How much sound to make. How to keep the sound down.
- C. Choice of colors for gear and clothing.
- D. A cooperative spirit.
- E. Native people.

III. Yielding to others. (Lecture and/or inquiry.)

- A. Simple courtesies.
- B. Right-of-way.
- C. Rest breaks.

Recommended Activities from 101 Ways to Teach Leave No Trace

- Be Considerate Scenario
- Close Encounters of the Unkind

Recommended Videos

- Sharing the Trail with Leave No Trace [video](#)
- How far is 200 Feet? [Video](#)

Conclusion

The consideration we show others may do more than anything to encourage them to preserve the wildlands.

Evaluation

Participants will have participated in all class activities. Participants will have demonstrated an understanding of and will have applied the principle of being considerate of others if in the field.