



HOW TO RUN A LEAVE NO TRACE LEVEL 1 INSTRUCTOR COURSE

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Educational Objectives

By the end of the instructor course, the participants should be able to:

1. Instruct an effective Leave No Trace Skills Course.
2. Instruct an effective Leave No Trace Workshop.

Leave No Trace Level 1 Instructor Course Guidelines

After completing the Leave No Trace Level 2 Instructor Course, you are able and strongly encouraged to conduct Level 1 Instructor Courses. Although Level 2 Instructors do not need to be affiliated with an organization to offer Level 1 Instructor 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 Level 1 Instructor 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 Level 1 Instructor Courses

Step 1: Complete the Leave No Trace Level 2 Instructor Course. If you completed your Level 2 Course two or more years ago, you must take the Online Recertification Course. This online recertification course must be taken two years after completing a Level 2 Instructor Course and every two years after that to remain eligible to instruct Level 1 Courses.

Step 2: Review the **Level 1 Instructor 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 2 Instructors of Level 1 Instructor 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 2 Instructor offering Level 1 Instructor 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 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 Level 1 Instructor Courses.

Step 6: Ensure you have adequate **liability insurance**. As required by the Level 1 Instructor Course Guidelines and referenced in the Training Agreement (Step 5), individuals offering Level 1 Instructor 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 Level 1 Instructor 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 2 Instructor Course or a Leave No Trace Level 1 Instructor 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 of 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. If the course is fully virtual, the course release waivers do not need to be signed.

Step 10: Run the course. Cover **Core Components for Level 1 Instructor Course Curriculum** from the Training Guidelines. Refer to Chapter 11 of the *Master Educator Handbook* for more information on running Level 1 Instructor Courses, or visit www.LNT.org.

Step 11: Submit a complete Level 1 Instructor 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.

Checklist For Individuals And/Or Organizations Offering Leave No Trace Level 1 Instructor Courses

Individuals and organizations offering Leave No Trace Level 1 Instructor Courses must comply with the Leave No Trace [Training Agreement](#) and follow the guidelines included below:

- Possessing appropriate levels of insurance and providing current Certificates of Insurance to be kept on file at Leave No Trace for the period the organization conducts courses.
- Assure that staff, including any proposed Leave No Trace instructors and/or co-instructors, are appropriately trained in outdoor leadership/instruction skills and maintain appropriate levels of emergency medical certification..
- Distribute the Leave No Trace introduction and discussion of the [Course Participant Acknowledgement, Assumption of Risks, Release, and Indemnity Agreement](#). If the course is fully virtual, the course release waivers do not need to be signed.
- Follow the Level 1 Instructor Course Curriculum.

Course Enrollment

Level 1 Instructor Courses must have a minimum of four (4) course participants, as this minimum number better ensures a quality experiential learning opportunity for all participants. If meeting the minimum number of participants is not possible, Leave No Trace may grant an exception on a case-by-case basis. Leave No Trace must be contacted before offering any Level 1 Course with fewer than four (4) participants. A Level 1 Instructor Course has a maximum of 12 participants. Leave No Trace strives to keep the instructor-to-student ratio low to enhance learning opportunities. Individuals or organizations should contact Leave No Trace for a case-by-case review and approval to run courses with more than 12 participants. Course size should comply with stated group size limits for the area where the course is offered.

Given the high level of interest in these courses, all courses open to the public should be shared with the Leave No Trace organization to post on the Upcoming Courses webpage. To post your course to the Leave No Trace website, please email a brief course description, including dates, times, cost, contact, and registration information to Training@LNT.org.

Lead instructors for a Level 1 Course must contact land managers at the intended course location before any course to ensure compliance with permitting and group size requirements.

Participants must be 18 or older to participate in a Level 1 Leave No Trace Instructor Course.

Course Costs

The Leave No Trace organization does not set course costs for Level 1 Instructor Courses, but a range of \$150 to \$250 per person, depending on course logistics and locations, is recommended. Course leaders and/or organizations should set the cost of Level 1 Instructor Courses to cover materials, travel, staff, and other costs.

Leave No Trace Level 1 Instructor Course Curriculum

The Level 1 Instructor Course requires at least 16 hours of experiential education, with at least 10 (see Virtual Level 1 Instructor Guidelines for hour requirements) of those hours being taught in the field. An overnight is strongly recommended but is not required. The Level 1 Instructor Course does not teach outdoor skills other than those based on Leave No Trace principles.

Instructors of a Level 1 Instructor Course reserve the right to deny certification if, in the eyes of both instructors, the participant has not:

1. Attended the entire course.
2. Displayed the skills necessary to conduct outreach programs or productively disseminate Leave No Trace skills and ethics.
3. Exhibited behavior consistent with the Leave No Trace philosophy.

Should a course participant display or engage in any of the aforementioned, adequate documentation is required by the course instructors and should be forwarded to Leave No Trace upon course completion.

Level 1 Instructor Course Suggested Outline

Day One

- Welcome
- Introduction to the Level 1 Instructor Course
- Principles of Education
- 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
- Wildland Ethics
- Share and discuss "Action Plans"
- Hike out
- Closing

Introduction To The Level 1 Instructor Course

Suggested Lesson Plan

Material Needed

- Handouts for students
- *Leave No Trace in the Outdoors*, by Jeff Marion
- Leave No Trace Skills & Ethics Booklets
- Relevant Leave No Trace videos and appropriate audiovisual equipment
- Blackboard, whiteboard, or flip chart with chalk, markers, pens, etc.

Goal

Level 1 Instructor Course participants will recognize and understand the need for the Leave No Trace program and their role in taking the message to as many outdoor users as possible.

Objectives

Participants will be able to:

1. Describe the mission and history of the Leave No Trace program, including the role of federal land management agencies, NOLS, and the Leave No Trace organization briefly.
2. Describe the goals and objectives of the Level 1 Instructor Course.
3. State personal goals for the Level 1 Instructor Course.

Motivator

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

Presentation

I. Introductions

- A. Welcome.
- B. Introduce yourself and have students introduce themselves. Tell students this is their first presentation. 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 students?
- 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. Level 1 Instructor Course Goals and Objectives. (Write these on the board and discuss.)

A. Level 1 Instructor 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 train others in the Leave No Trace principles.

B. Level 1 Instructor Course Objectives:

1. Role of the Instructor.
 - a. Describe the role of a Level 1 Instructor.
 - b. Discuss the history, goals, and objectives of the Leave No Trace program.
 - c. Recognize recreation impacts and the means to minimize those impacts.
2. Principles and Practice of Leave No Trace.
 - a. Discuss the seven principles of Leave No Trace in relation to the local environment.
 - b. Discuss the seven principles of Leave No Trace for other environments.
 - c. Practice the seven principles of Leave No Trace.
 - d. Discuss the ethics of Leave No Trace.
 - e. Discuss the role of research in Leave No Trace.
3. Principles and Practice of Teaching.
 - a. Discuss the three basic learning styles--visual, auditory, and kinesthetic—and how teaching methods and techniques can reach all styles.
 - b. Define and prepare a class for a target audience.
 - c. Discuss the management of a class.
 - d. Prepare a lesson plan for and present a 15 to 20-minute lesson.

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.

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 and teach others the principles and ethics of leaving no trace.

Evaluation

Participants will have participated in all class activities.

Principles Of Education

Suggested Lesson Plan

Material Needed

- Blackboard, whiteboard, or flip chart with chalk, markers, pens, etc.
- Sample lesson plans for each participant
- A list of students and their teaching assignments

Goal

Level 1 Instructor Course participants will recognize and understand the principles of education and their importance in taking the message of Leave No Trace to others.

Objectives

Participants will be able to:

1. Discuss the importance of the attitude and behavior of a teacher.
2. Discuss learning styles and the importance of knowing and understanding the audience.
3. Discuss teaching methods that meet the needs of different learning styles.
4. Demonstrate the ability to prepare a lesson plan.
5. Present at least one 15 to 20-minute lesson.

Presentation

I. What is a teacher? (Discussion/inquiry and write key points on the board.)

- A. Attitude
- B. Behavior

II. Learning styles. (Lecture and write key points on the board.)

- A. Auditory
- B. Visual
- C. Kinesthetic

III. Knowing your audience. (Lecture, and write key points on the board.)

IV. Teaching methods. (Activity and lecture.)

The Snot Game: Divide the group into four small groups. Give each group the assignment of teaching "Snot Disposal in the Wilderness" within a five-minute time limit. One group will use lecture, one will use discussion, one will use a skit, and one will use demonstration/doing.

- A. Lecture

- B. Demonstration
- C. Activities
- D. Inquiry
- E. Teachable moments
- F. Storytelling, role playing, skits
- G. Learning stations
- H. Debates
- I. Discussions
- J. Other teaching strategies

V. The lesson plan. (Hand out a sample lesson plan. Discuss and write key points on the board.)

- A. Material needed
- B. Goal
- C. Objectives
- D. Motivator
- E. Presentation
- F. Conclusion
- G. Evaluation

VI. Critique guidelines. (Lecture/discussion, and write key points on the board.)

- A. Be subjective.
- B. Be spontaneous.
- C. Be honest.

VII. Student presentations.

Each participant should have been given a teaching assignment before arriving for the Level 1 Instructor Course. Give them time to prepare a lesson plan. If they have a blank lesson plan form, this process is expedited. Since there may be more participants than principles, further relevant topics may be addressed in the teaching assignments, e.g., Leave No Trace specific to horse packing, Leave No Trace specific to water-based trips, teaching Leave No Trace to kids, camping in bear country, etc. Evaluate the lesson plan and give feedback before their presentation. Prepare the participant to succeed. If possible, provide participants with a copy of all the lesson plans created during the course.

Conclusion

How you teach is equal to or more important than what you teach. Prepare well to present well. Fail to plan, plan to fail.

Evaluation

Participants will have participated in all class activities and will have produced a lesson plan for evaluation before their presentation.

Principle One: Plan Ahead And Prepare

Suggested Lesson Plan

Material 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.

Goal

Level 1 Instructor Course participants will understand the principle of Plan Ahead and Prepare and the importance of teaching the principle to others.

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.
4. Develop a lesson plan for teaching others to Plan Ahead and Prepare.

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. Choose colors that blend into the environment.
 3. 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).

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

Material Needed

- Photos of degraded camps and trails (if no field trip is planned).

Goal

Level 1 Instructor Course participants will understand the principle of Travel and Camp on Durable Surfaces and the importance of teaching the principle to others.

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.
4. Develop a lesson plan for teaching others to Travel and Camp on Durable Surfaces.

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 short-cuts 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 day’s end to choose a site.

- b. Avoid 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 to 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 to 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 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.

Conclusion

We leave the greatest trace on the land by 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

Material Needed

- Trowel
- Toilet paper
- Strainer/nylon stocking
- Garbage bags
- WAG Bag

Goal

Level 1 Instructor Course participants will understand the principle of Dispose of Waste Properly and the importance of teaching the principle to others.

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.
4. Develop a lesson plan for teaching others to Dispose of Waste Properly.

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 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 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.

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

Material Needed

- Local and national regulations governing the removal of artifacts and natural objects

Goal

Level 1 Instructor Course participants will understand the Leave What You Find principle and the importance of teaching the principle to others.

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.
4. Develop a lesson plan for teaching others to Leave What You Find.

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 removal of 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.

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

Material Needed

- Camp stove
- Trowel
- Large stuff sack (for carrying soil for mound fire)
- Fire starting material (e.g., matches, lighter)
- Optional: firepan

Goal

Level 1 Instructor Course participants will understand the principle of Minimize Campfire Impacts and the importance of teaching the principle to others.

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.
4. Develop a lesson plan for teaching others to Minimize Campfire Impacts.

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.

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. Students will have demonstrated an understanding of and will have applied the principle of minimizing campfire impacts (if possible). Optional: Students will properly build and manage a campfire.

Principle Six: Respect Wildlife

Suggested Lesson Plan

Material needed

- Information on local wildlife, their habits, and habitat
- Garbage bag
- Cord or rope
- Binoculars
- Bear canister (or example photo)

Goal

Level 1 Instructor Course participants will understand the principle of Respect Wildlife and the importance of teaching the principle to others.

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.
4. Develop a lesson plan for teaching others to Respect Wildlife.

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.

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

Goal

Level 1 Instructor Course participants will understand Be Considerate of Others and the importance of teaching the principle to others.

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.
4. Develop a lesson plan for teaching others 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.

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.

Wildland Ethics

Suggested Lesson Plan

Material Needed

- Action Plan worksheets
- “What Impacts Can You Live With” Activity

Goal

Level 1 Instructor Course participants will understand the need to develop a personal wildland ethic and encourage others to do likewise. Participants will be motivated to begin meeting the objectives of a Level 1 Instructor.

Objectives

Participants will be able to:

1. Define “ethics” in general and “wildland ethics” in particular.
2. Discuss the importance of wilderness ethics. Why is Leave No Trace important?
3. Relate a personal perspective on wilderness ethics verbally and/or in writing.
4. Develop an Action Plan to begin meeting the objectives of being a Level 1 Instructor.

Motivator

If people are to be encouraged to behave responsibly on the land, they must also be encouraged to explore their relationships with the land. Use the “What Impacts Can You Live With” activity to initiate thought and demonstrate the variability of personal ethics.

Presentation

The following outline is meant to be used as stimulation for thought and discussion.

I. Defining a wildland ethic.

A. Ethic

1. What is an ethic?
2. Is an ethic merely an intellectual abstraction, or does it imply action?

B. Wildland

1. What does “wild” mean to you?
2. What does “wilderness” mean to you?
3. What is essential for a wilderness experience?

II. The relationship of humans to wildland.

A. People and wildland.

1. What is the appropriate human relationship to land, to wildlands?
2. How are humans connected to or isolated from wildlands?
3. What are the utilitarian values of wilderness to humans?
4. What is the symbolic value of wilderness?
5. Are humans essentially civilized—or does some part of our psyche or soul identify on a basic level with wilderness?
6. Does wilderness have a place in the “modern world?”

B. Stewardship vs. citizenship.

1. Are we stewards of the natural environment with dominion over it, or are we citizens of the natural world of equal value with the other citizens?
2. What are the practical implications of these differing philosophies?

III. Personal responsibility.

A. What can individuals do to mitigate their impacts on wildlands?

B. How can we “walk softly” after leaving wildlands?

C. Are there ways for wildland travelers to enhance and improve wildlands?

D. What are avenues for public participation in decisions regarding wildland management?

E. Does the existence of a wildland ethic demand that level of participation?

- How can we ensure everyone has the ability to connect with wildlands?
- Why is it essential for all people to have access to nature?

IV. Action Plan.

A. Developing an Action Plan.

B. Sharing personal Action Plans with the group.

Conclusion

At its heart, Leave No Trace is not about uniformity of behavior or even of thought. It is about a convergence of values.

Evaluation

Participants will have participated in all class activities. Participants will have developed an Action Plan and shared it with the group.

Appendices

Level 1 Instructor Course Logistics Worksheet

Instructor/s and/or Organization sponsoring course:

Start Date: _____ End Date: _____

Max. # Group Size: _____

Permit needed? _____ From whom? _____

Location(s) of Course:

Nearest Airport: _____

Transportation from the airport to the course meeting place: _____

Course Meeting Time/Place: _____

Meeting/Conference room location: _____ Cost: _____

Address: _____ Phone: _____

Contact: _____

Directions: _____

Dates and times needed: _____

Do they have: A/V? _____ Projector? _____ Screen? _____ Chalk board? _____

Whiteboard? _____ Markers? _____

Notes (key arrangements, coffee-making supplies, etc.):

Where can participants and instructors store:

Luggage: _____ Valuables: _____

Vehicles: _____ Other Stuff: _____

Special arrangements details (showers, towels, launching sites): _____

Cost: _____

Lodging:

Instructors:

Briefing day (usually Sat.): _____ Costs: _____

Nights: _____ Costs: _____

Addresses: _____

Phones: _____

Contacts: _____ # Per room: _____

Type and # of room(s) _____ Kitchen? _____

Participants:

Nights _____

Address: _____ Phone: _____

Cost per person: _____ Contact: _____

Rooms reserved: _____ # People /Room: _____

Reservations details (types of rooms, cancellation deadline, etc.): _____

Transportation: # Vehicles needed: _____

Date Needed: _____ Return Date: _____

Type of Vehicles needed (Specifics i.e. Bus, 4 x 4, Van, etc.): _____

Available from (circle): Rental company

Agency (FS, BLM, etc.)

Who can drive? (circle one)

Instructor(s)

Agency Driver

Other: _____

Details [rental car (costs, pick up times): _____

Route:

Maps: name of quads: _____

Purchased?: _____ Where available if not purchased?: _____

Route Description: _____

Route scouted?: _____

Miles: _____

Directions to trailhead: _____

Info re: trails, closures, bears, water, fishing, popularity, hunting season: _____

Expected weather/temps: _____

Other info: _____

Emergency Procedures:

Nearest medical facilities: _____

Emergency communication (cell phone, govt. radio etc.): _____

Evacuation (county search and rescue, agency search and rescue): _____

Marketing Ideas:

Groups/Individuals to target and contact information:

Acknowledgment and Assumption of Risks

LEAVE NO TRACE CENTER FOR OUTDOOR ETHICS **COURSE PARTICIPANT ACKNOWLEDGMENT OF RISKS, ASSUMPTION OF RISKS, RELEASE,** **AND INDEMNITY AGREEMENT**

For all Leave No Trace course participants: Please read this document carefully.

Leave No Trace Center for Outdoor Ethics ("the Center") is an educational non-profit dedicated to the responsible enjoyment and active stewardship of the outdoors by all people worldwide, focusing its education efforts on ways for human-powered recreational visitors to reduce their impacts on the natural area and the experience of others, by developing and distributing educational curriculum and materials. Leave No Trace does not teach, oversee, or conduct specific courses, but provides other organizations with individuals certified as Level 1 and 2 course instructors, including the materials to teach the Center's curriculum. The Center has no control over specific course content; course conduct; scheduling; training of course Instructors, or the quality of their training or expertise unless the course instructors are certified through the Center's Course Instructor Certification Program. In any event, the Center does not control Instructor conduct and the Center does not warrant or guarantee the quality or expertise of any course or individual instructor. Participants are advised to independently review and examine the qualifications of individuals or organizations providing Leave No Trace courses.

The Center welcomes your interest in and devotion to the Leave No Trace program. The role of the Center is to provide educational curriculum to course instructors. Likewise, the Center is available as a resource for you as you go forth and spread the Leave No Trace word. If you have questions or concerns about Leave No Trace, vis-à-vis your course, please contact the Center at the number below. Thank you for your interest in promoting Leave No Trace. 800.332.4100; www.LNT.org.

Course Participant Acknowledgment Of Risks, Assumption Of Risks, Release, And Indemnity Agreement ("Agreement")

For purposes of this Agreement, references to the Center shall include the Leave No Trace Center for Outdoor Ethics, its respective members, participants, volunteers, agents, employees, subcontractors, and all other persons or entities acting in any capacity on behalf of the Center. By your signature below, you acknowledge this Agreement is enforceable against you, your spouse, significant others, children, parents, siblings, heirs, assigns, personal representatives, and estate as follows:

1. The Center courses provide participants with information and techniques so that they may engage in minimum-impact outdoor ethics and principles. Those who successfully complete a Leave No Trace course can then teach others about outdoor ethics; however, the Center recommends that anyone interested in teaching complete the Center's certification course. The Center's courses focus on outdoor ethics but do not teach traditional outdoor skills such as mountaineering, river crossings, camping, backpacking, horse packing, rafting, etc. However, some of the courses will be taught in an outdoor or wilderness setting. Activities vary, but may include, without limitation, hiking, camping, rafting, and horseback riding. Participants should have basic outdoor skills before attending a course.

2. In any Center course, including courses taught by Center staff, there are Inherent and other risks associated with the course(s). Some of the hazards and dangers may result in hypothermia, dehydration, frostbite, drowning, falling, high altitude sickness, colliding with objects or people, heart or lung problems, broken bones, burns, property damage, illness, physical or emotional trauma, or other injuries, disability, damage, death, or loss. The following are some, but not all, of the most common risks, hazards, and dangers that may be associated with any course(s):

a. Risks present in an outdoor environment. These risks include travel in mountainous or wilderness terrain, both on and off trails. While traveling in these areas, risks may include: hazards that may not be marked, the weather is unpredictable year around, lightning, rapidly moving rivers/whitewater, falling rocks, snow and ice, high altitudes, avalanche dangers, fallen timber, stinging insects, poisonous snakes, wild animals, hazardous plant life, among others;

b. Risks involved in horseback riding. Horses (including donkeys or mules) are unpredictable in all circumstances. They may react to the environment and the conduct of other riders and persons. Equipment may break, saddles may slip, and other riders may not be able to control their animals;

c. Risks connected with cooking and camping chores. While camping, participants may cook over a gas stove or an open fire and are subject to the risk of gas explosion or burns. Participants may need to disinfect water before use;

d. Risks in staff decision-making and conduct. Course instructors have difficult jobs to perform. They are concerned about safety, but they are not infallible. They might be unaware of a participant's fitness or abilities. They may give incomplete warnings or instructions, they may misjudge the weather, terrain, water level, or route location. Participants are encouraged to ask questions of the individual instructor(s) of the course to learn the associated risks and safety precautions employed;

e. Risks associated with travel. Travel may be on foot, or by vehicle, boat, or other means, and may be over difficult terrain or via lakes and rivers, in adverse weather conditions;

- f. Risks connected with geographic location. Remote locations may create difficulties in communication and transportation and delays in evacuation and medical care;
- g. Risks regarding equipment. Equipment used in an activity may break, fail or malfunction;
- h. Risks regarding conduct. It is possible that the instructor, course participants, or third parties (for example, a driver, rescue personnel, hospital staff, etc.) may act negligently or recklessly.

3. By voluntarily agreeing to participate, I assume and accept responsibility for the inherent and other risks of these activities (both known and unknown), for any injury, damage, death, or other loss I (or my child) may suffer resulting from such risks and resulting from my (or my child's), and other's negligence or other misconduct.

4. I agree to forever release, waive, and discharge the Center, and agree not to pursue a claim or sue the Center, from any liability, claim, or expense in any way associated with my (or my child's) participation in the Center's course. Neither I nor anyone acting on my (or my child's) behalf will make a claim against the Center because of any injury, illness, damage, death, or loss. This release includes any losses caused or alleged to be caused, in whole or in part, by the negligence, whether active or passive, of the Center to the fullest extent allowed by law (but not for gross negligence) and includes claims for injury, property damage, wrongful death, breach of contract, or any other type of suit.

5. I further agree to defend and indemnify the Center (to pay or reimburse the Center for money the Center is required to pay, including attorney's fees and costs) with respect to any and all claims brought by or on behalf of me, my child, a family member, personal representative, estate, a co-participant, or any other person for any claims related to my (or my child's) participation in the Center's course. This indemnity includes payment for attorney's fees and costs incurred by the Center in defending a claim or suit if the claim or suit is withdrawn or where a court determines that the Center is not liable for the injury or loss.

6. If the Center's courses or any portion of the courses are conducted in National Parks or certain National Forest lands, the Addendum for Courses in National Parks and Certain National Forest Lands shall apply and be incorporated herein by this reference.

7. I certify that I have adequate insurance to cover any injury or damage I (or my child) may cause or suffer while participating, or else I agree to bear the costs of such injury or damage. I further certify that I am willing to assume the risk of any medical or physical

condition I (or my child) may have. I hereby authorize the Center, or anyone acting on its behalf, to seek medical treatment for me (or my child).

8. I agree that the substantive law of Colorado (but not any law that would apply the laws of another jurisdiction) governs this document and any dispute or suit I have (or my child has) with the Center. Any mediation, suit, or other proceeding must be filed only in Colorado. I agree that if any portion of this Agreement is found to be void or unenforceable, the remaining portions shall remain in effect.

9. I consent to having any photograph of myself and my family members used, published, or sold (without compensation to me or them) by the Center.

I HAVE CAREFULLY READ, UNDERSTAND, AND VOLUNTARILY SIGN THIS DOCUMENT. I UNDERSTAND THAT I AM SURRENDERING CERTAIN LEGAL RIGHTS. I AGREE THAT THIS FORM SHALL BE BINDING ON ME, MY MINOR CHILDREN, AND OTHER FAMILY MEMBERS, AND MY HEIRS, EXECUTORS, REPRESENTATIVES, AND ESTATE.

PARENT'S OR GUARDIAN'S ADDITIONAL INDEMNIFICATION
(Must be completed for participants under the age of 18)

In consideration of _____ (print minor's name) (the "Minor") being permitted by the Center to participate in its activities and to use its equipment and facilities, I warrant that I am the parent or guardian of the Minor and that I have the authority to make decisions as to the Minor's participation in recreational activities. I HEREBY CONSENT TO THE MINOR PARTICIPATING IN THE COURSE, AND I UNDERSTAND AND AGREE THAT ALL OF THE TERMS OF THIS AGREEMENT SHALL APPLY EQUALLY TO BOTH ME AND THE MINOR.

Lesson Plan Format

Topic:

Material Needed:

Goal:

Objectives:

The participants will be able to:

- 1.
- 2.
- 3.
- 4.

Motivator:

Presentation:

Conclusion:

Evaluation: