Introduction to Outdoor Leader Skills

Self-Evaluation

Rate yourself on a scale of 1 to 5, with 1 being “uncomfortable/uncertain” and 5 being “comfortable/confident.”

I feel comfortable and confident fulfilling and teaching the following rank requirements and outdoor skills:

<table>
<thead>
<tr>
<th>1. Spend at least one night on a patrol or troop campout.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep in a tent you have helped pitch.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. On one of these campouts, select your patrol site and sleep in a tent that you have pitched.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Demonstrate how to whip and fuse the ends of a rope.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Discuss when you should and should not use lashings.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Use lashing to make a useful camp gadget.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Demonstrate tying the bowline knot and describe several ways it can be used.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. On one campout, demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Use the knife, saw, and ax to prepare tinder, kindling, and fuel for a cooking fire.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Demonstrate how to light a fire and a lightweight stove.</th>
<th>UNCOMFORTABLE/UNCERTAIN</th>
<th>COMFORTABLE/CONFIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
13. On a campout, assist in preparing and cooking one of your patrol's meals. Tell why it is important for each patrol member to share in meal preparation and cleanup, and explain the importance of eating together.  

14. On one campout, plan and cook over an open fire one hot breakfast or lunch for yourself, selecting foods from the food pyramid. Explain the importance of good nutrition. Tell how to transport, store, and prepare the foods you selected.  

15. Help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from the food pyramid and meets nutritional needs.  

16. Using the menu planned above, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients.  

17. Tell which pans, utensils, and other gear will be needed to cook and serve these meals.  

18. Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.  

19. On one campout, serve as your patrol's cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in the assignment above. Lead your patrol in saying grace at the meals and supervise cleanup.  

20. Demonstrate the Heimlich maneuver and tell when it is used.
21. Show first aid for the following: {112}
   a. Simple cuts and scratches  1  2  3  4  5
   b. Blisters on the hand and foot  1  2  3  4  5
   c. Minor burns or scalds (first-degree)  1  2  3  4  5
   d. Bites or stings of insects and ticks  1  2  3  4  5
   e. Venomous snakebite  1  2  3  4  5
   f. Nosebleed  1  2  3  4  5
   g. Frostbite and sunburn  1  2  3  4  5

22. Show what to do for “hurry” cases of stopped breathing, serious bleeding, and internal poisoning. {6h}
   1  2  3  4  5

23. Prepare a personal first-aid kit to take with you on a hike. {6h}
   1  2  3  4  5

24. Demonstrate first aid for the following: {6e}
   a. Object in the eye  1  2  3  4  5
   b. Bite of a suspected rabid animal  1  2  3  4  5
   c. Puncture wounds from a splinter, nail, and fishhook  1  2  3  4  5
   d. Serious burns (second-degree)  1  2  3  4  5
   e. Heat exhaustion  1  2  3  4  5
   f. Shock  1  2  3  4  5
   g. Heatstroke, dehydration, hypothermia, and hyperventilation  1  2  3  4  5

25. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. {6h}
   1  2  3  4  5

26. Show how to transport by yourself, and with one other person, a person {6c}
   a. From a smoke-filled room  1  2  3  4  5
   b. With a sprained ankle, for at least 25 yards  1  2  3  4  5
27. Tell the five most common signs of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).  

28. Identify local poisonous plants; tell how to treat for exposure to them.  

29. Identify or show evidence of at least 10 kinds of native plants found in your community.  

30. Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.  

31. Present yourself to your leader, properly dressed, before going on an overnight camping trip. Show the camping gear you will use. Show the right way to pack and carry it.  

32. Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night. Explain what to do if you are lost.  

33. Explain why we use the buddy system in Scouting.  

34. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.  

35. Using a compass and a map together, take a five-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian. (If you use a wheelchair or crutches, or it is difficult for you to get around, you may substitute “trip” for “hike.”)  

36. Demonstrate how to find directions during the day and at night without using a compass.  

37. Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).  

38. Explain the seven principles of Leave No Trace and what it takes to be a responsible user of the outdoors. Tell how Leave No Trace is everyone’s responsibility. (Although this is not a rank requirement, all Scouts and Scouters should know and practice the principles of Leave No Trace.)
Introduction to Outdoor Leader Skills

Course Evaluation

Date __________________ Location ____________________________________________

THANKYOU for your participation and the time you have spent for the enhancement of your personal Scouting skills. Your commitment to give our youth confidence in outdoor skills will be a special part of your unit program. To assist us with future courses, please take a moment to complete the following.

1. Did we provide information, ideas and materials that will help you understand your responsibility in teaching Scouts outdoor skills? □ Yes □ No

If no, what was lacking? ____________________________________________________

2. What part of this course will have the most value for you in achieving these skills? ________________________________________________________________

What part will have the least value? __________________________________________

3. What sessions did you enjoy the most? ____________________________________________

4. Were there sessions that left you with unanswered questions? □ Yes □ No

If yes, which ones? _________________________________________________________

What do you need to know? ________________________________________________

5. Do you know where to find more information on the skills presented? □ Yes □ No

6. Could you see and hear the presenters? □ Yes □ No

7. Did you benefit from the hands-on teaching methods used? □ Yes □ No

8. Were the skills well-presented and clearly demonstrated? □ Yes □ No

9. Did we lose your interest any time during the sessions? □ Yes □ No

If yes, how can we prevent this next time? _____________________________________

10. Did you have BSA Leader Fast Start before coming to this training? □ Yes □ No

11. Did you have fun? □ Yes □ No
Did you enjoy the buddy system? □ Yes □ No

12. How did you hear about this training?

13. Would you encourage others to attend? □ Yes □ No

Please use this space for any additional comments.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Introduction to Outdoor Leader Skills

Personal Record

Name ___________________________ District ___________________________

Course date ______________________ Location ___________________________

THE AMERICAN FLAG
____ Raise, fold, display

TENTS AND SHELTER
____ Pitching a tent

ROPE AND LASHING
____ Whip and fuse ends
____ Taut-line hitch
____ Clove hitch
____ Shear lashing
____ Bowline

____ Two half hitches
____ Timber hitch
____ Square lashing
____ Diagonal lashing

WOODSTOOLS
____ Knife
____ Ax—methods

____ Camp saw
____ Sharpening tools

CAMP FIRES
____ Tinder
____ Fire fuel

____ Kindling
____ Extinguishing

COOKING
____ Menu planning
____ Clean-up

____ Backpack stove
____ Compass reading

ADDITIONAL SKILLS
____ Map reading
____ Measuring
____ Camp and pack basics
____ Plant identification

____ Orienteering
____ Hiking basics
____ Animal identification
____ Leave No Trace camping
TENDERFOOT FIRST AID

___ Cuts and scratches
___ Minor burns and scalds
___ Identify poisonous plants
___ Nosebleed
___ Frostbite and sunburn

SECOND CLASS FIRST AID

___ Serious bleeding
___ Object in the eye
___ Puncture wounds
___ Heat exhaustion
___ Heatstroke
___ Hypothermia

___ Hand and foot blisters
___ Bites and stings of insects
___ Venomous snakebites
___ Heimlich maneuver
___ Internal poisoning
___ Rabid animal bite
___ Serious burns
___ Shock
___ Dehydration
___ Hyperventilation

FIRST CLASS FIRST AID

Bandages

___ Head injury
___ Collarbone

Transport

___ Smoke-filled room
___ Five signs of heart attack
___ Upper arm
___ Sprained ankle
___ Sprained ankle—25 yards
___ Explain basic CPR

________________________
TRAINING COURSE CHAIR

________________________
COUNCIL TRAINING CHAIR

________________________
COURSE DATE

________________________
COURSE LOCATION