

Adult Leader Position Specific Training Record

Course #: **S11**

Course Title: **Introduction to Outdoor Leader Skills**

Unit #: _____

Adult Leader Trained: _____

Adult Trainer: _____ Position: _____

Training References Required

Trainer Init/Date Completed

Boy Scout Handbook

_____/_____

Training Tasks Required

Trainer Init/Date Completed

US Flag Ceremony Procedures

Properly display, raise, lower and fold the US Flag

_____/_____

Demonstrate proper conduct of Flag ceremonies

_____/_____

Explain importance of respect for the US Flag

_____/_____

Interfaith Worship

Explain the importance of religious principle as addressed in the Scout Oath or Promise and Scout Law and the application for membership.

_____/_____

Strongly emphasize the spiritual ideals of Scouting.

_____/_____

Discuss the importance of respecting the religious obligations of others.

_____/_____

Explain the commitments implied through duty to God, reverence toward God, fulfillment of religious duties, and respect for the beliefs of others.

_____/_____

Describe the firm requirements of some faiths regarding observance of the Sabbath.

_____/_____

Make provisions for four major faiths—Protestant, Catholic, Jewish, and Mormon—and make other appropriate arrangements based on needs of the local area.

_____/_____

Show through spirit, example, and program presentation, the development of spiritual values.

_____/_____

Tell why religious instruction is the responsibility of the member's parents and religious institution.

_____/_____

Plan religious services that reflect an interfaith worship different from a "non- denominational" service—which

usually means Protestant and is unsuitable for many faiths,
including non-Christians. _____ / _____
Present a suitable grace at mealtimes. _____ / _____

Campfire Program

Set a campfire program without formal instruction. _____ / _____
Utilize the campfire program to promote fun and bonding
through mutual interest and enjoyment. _____ / _____
Create a lively and entertaining program for the outdoors. _____ / _____
Teach Scouts how to conduct their own campfire programs,
with or without leader participation. _____ / _____

Campsite Selection

Demonstrate proficiency in selecting, establishing, maintaining,
and breaking down camp- sites with consideration for
patrol safety, preventing damage to equipment, and
minimizing harm to the environment. _____ / _____
Pitch a tent and spend at least one overnight in it. _____ / _____

Ropes – Whipping, Tying and Lashing

Whip and fuse rope. _____ / _____
Tie two half hitches and the taut-line hitch, and demonstrate
how these knots are used for pitching a tent. _____ / _____
Tie the timber hitch and clove hitch. _____ / _____
Demonstrate the square, shear, diagonal, tripod, round, and
floor lashings, and explain the appropriate and
inappropriate uses for these lashings. _____ / _____
Use the timber hitch and clove hitch to join two or more poles
or staves together. _____ / _____
Use lashing to make a useful camp gadget. _____ / _____
Tie the bowline knot and tell how it can be used. _____ / _____

Woods Tools – Knife, Camp Saw and Ax

Demonstrate the proper methods when using a pocketknife,
camp saw, and ax. _____ / _____
Properly care for and sharpen woods tools. _____ / _____
Explain when woods tools should be used. _____ / _____
Using the knife, saw, and ax properly, prepare tinder,
kindling, and fuel for a cooking fire. _____ / _____

Firesite Preparation and Building

Demonstrate the proper use, safety, maintenance, and care
of backpacking stoves and fuel containers. _____ / _____
List environmental and safety considerations in selecting a fire

- site and fire- wood, and the construction, use, and care of a campfire. _____/_____
- Explain the function and rationale for using fires and whether a ground fire should be built or a backpacking stove should be used. _____/_____
- Prepare and build a safe, functional, environmentally sound campfire. _____/_____
- Explain the types and functions of common fire starting materials and demonstrate how to light a campfire. _____/_____
- Explain how to start a fire during inclement weather. _____/_____
- Demonstrate how to return the fire site to its natural state. _____/_____

Cooking

- Plan and budget a nutritious, well-balanced meal for one person and for a patrol. _____/_____
- Cook a meal for one person and assist with planning, purchasing, and cooking a meal for a patrol. _____/_____
- Establish a safe, well-organized kitchen and cooking area. _____/_____
- Explain the importance of sterilizing utensils and cleaning kitchen gear. _____/_____
- Demonstrate the procedures for cleanup. _____/_____
- Demonstrate and explain the proper procedures for handling and storing perishable foods. _____/_____
- Lead grace at a meal and feel comfortable doing so. _____/_____

First Aid

- Define first aid and explain what a first-aid plan is. _____/_____
- Describe a systematic approach to first aid. _____/_____
- Assemble a first-aid kit that includes items for specific injuries. _____/_____
- Explain the considerations for first aid in pretrip planning. _____/_____
- Demonstrate how to care for someone who is choking. _____/_____
- Show first aid for the following:
- Simple cuts and scrapes _____/_____
 - Blisters on the hand and foot _____/_____
 - Minor (thermal/heat) burns or scalds (superficial, or first-degree) _____/_____
 - Bites or stings of insects and ticks _____/_____
 - Venomous snakebite _____/_____
 - Nosebleed _____/_____
 - Frostbite and sunburn _____/_____
- Show what to do for "hurry" cases of stopped breathing, serious bleeding, and internal poisoning _____/_____

- Prepare a personal first-aid kit to take with you on a hike. _____/_____

Demonstrate first aid for the following:

- Object in the eye _____ / _____
- Bite of a suspected rabid animal _____ / _____
- Puncture wounds from a splinter, nail, and fishhook _____ / _____
- Serious burns (partial-thickness, or second-degree) _____ / _____
- Heat exhaustion _____ / _____
- Shock _____ / _____
- Heatstroke, dehydration, hypothermia, and hyperventilation _____ / _____

Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collar. _____ / _____

- Show how to transport by yourself, and with one other person, a person
from a smoke-filled room _____ / _____
with a sprained ankle, for at least 25 yards _____ / _____

Tell the five most common signals of a heart attack. _____ / _____

Explain the steps in cardiopulmonary resuscitation (CPR). _____ / _____

Plant Identification

Discuss the seasonal plants in their area. _____ / _____

Explain the use of plants in nature. _____ / _____

Identify and explain the treatment for exposure to certain poisonous plants. _____ / _____

Tell how they will help instill interest in and respect for trees, plants, and vegetation. _____ / _____

Animal Identification

Demonstrate knowledge and respect for animals in their community. _____ / _____

Explain how they will create the desire to learn more about animals. _____ / _____

Discuss and identify signs, tracks, nests, and additional evidence of animal life in their community. _____ / _____

Packing and Hiking Techniques

Explain the techniques of safe hiking and its benefits for enjoying nature, physical fitness, and nurturing self-reliance (personal growth). _____ / _____

Explain the who, what, where, when, why, and how of planning a safe hike _____ / _____

Tell how to select the right footwear, clothing, and other gear. _____ / _____

Explain the importance of setting a pace and resting when hiking. _____ / _____

Pack a neat, well-balanced, and systematically organized backpack or daypack that is comfortable to wear and efficient to use while hiking. _____ / _____

Demonstrate the ability to pack items for accessibility on the trail. _____ / _____

Finding Your Way – Map and Compass Reading

Define what a map is, how it is used, and tell how maps can be obtained. _____ / _____

Demonstrate how to read and interpret a map for descriptions, direction, distance, scale, and detail. _____ / _____

Interpret a map effectively for safe travel in the country or backcountry. _____ / _____

Read and use a compass effectively for safe travel in the backcountry. _____ / _____

Find your way using a map and compass. _____ / _____

Leave No Trace

Explain the principles of Leave No Trace. _____ / _____

Explain the meaning of the BSA's Outdoor Code and how it affects users of the outdoors and camping ethics. _____ / _____

Commit to Leave No Trace and to apply these principals to all outdoor adventures. _____ / _____

Explain the BSA concept of the levels of outdoor program and where their Scouting units likely fit into this scheme. _____ / _____