

# TIDEWATER COUNCIL, BSA

## INTRODUCTION TO OUTDOOR LEADER SKILLS COACHING PROGRAM

### WHAT IS INTRODUCTION TO OUTDOOR LEADER SKILLS TRAINING?

This hands-on program gives adult leaders the practical outdoor skills (except aquatics) they need to lead Scouts in the out-of-doors. Imagine having hands-on knowledge of setting up a campsite, pitching a tent, hiking, outdoor cooking – all the skills necessary to see the outdoor program of the Boy Scouts of America come to life.

**The skills presented in Introduction to Outdoor Leader Skills closely follow the *Boy Scout Handbook*.** By using this outline in conjunction with the current *Boy Scout Handbook (12<sup>th</sup> Edition)*, coaches can be sure new leaders are proficient in the basic outdoor skills through the First Class rank. Each skill references specific areas in the handbook.

Hands-on participation makes the best learning tool, so participants should leave the training experience knowing they can show their Scouts how to accomplish outdoor skills while fulfilling rank requirements. We want leaders to feel comfortable working with and instructing their Scouts. From pitching a tent to starting a cooking fire, they should feel confident in helping their youth leaders plan and carry out their own unit campouts and exciting Troop programs using these skills.

This program works best when implemented by having each participant pair off with a buddy to do each skill. The buddy system allows the coach to teach and have each participant practice the task with enough repetition to learn the skill well. Leaders and trainers alike should understand that “training” is a process that will continue as long as they are active in Scouting. The focus on learning by doing makes the buddy system approach the key difference between this course and merely showing how to accomplish a skill. Each participant must be able to complete and check each item from a task list, just like a Scout does. It eliminates superficial participation and truly builds confidence in leaders through accomplishment.

### WHAT IS PERSONAL COACHING?

This training method can be used in a one-to-one situation or with an instructor and a small number of participants. Timing is important. New leaders need training right away. Sometimes a small amount of personal coaching will be sufficient to get leaders started.

Personal coaching usually takes place in a home or camp, in a relaxed atmosphere, and is scheduled at the convenience of the individuals to be trained. Knowledge of the backgrounds of the leaders will help in establishing a warm relationship, important in personal coaching.

Simply adapt the group training outline and session topics for personal coaching. Only the method of instruction will change when coaching an individual or small group. Remember to cover the same information. Follow these instructions when conducting the coaching sessions:

1. So that participants gain the most benefit, each coaching session should be presented on a separate occasion. People can be expected to remember only so much at one time. Given time to think over what they have learned, participants will probably have questions that will help clarify information they've received.
2. Study the group training outlines. Adjust the material and method of presentation to fit a coaching situation. The learning objectives are the same as for the group training session. Do not omit any subject matter. The individual you are coaching needs this information just as much as those who attend group training. Don't shortchange anyone.
3. Learn as much as you can in advance about the trainee. Establish a personal relationship early in the coaching experience. A foundation of trust goes a long way in making a personal coaching experience successful.
4. Do not cut back on materials or equipment simply because you are dealing with an individual rather than a group. Use the same literature and handouts that you would use with a group.
5. Although you will not be able to use some of the activities that are used in group training, keep in mind that the personal coaching experience still needs to be fun. Sometimes a vivid and humorous description or demonstration of a game or action song will get the point across. Stress the importance of using these fun-filled features in meetings with youth.
6. Use audio visuals whenever possible to provide variety in the method of instruction.
7. Use questions as a method to get feedback. Do the participants understand what you have said? What additional information do they need?
8. Visual aids can be used successfully in personal coaching. Posters, table-size flip charts, and small chalkboards are helpful in presenting information.
9. Completion of home reading assignments help expand the participants' knowledge and understanding of the program. When you have determined which areas need further study, make home reading assignments using literature references from self-study outlines.
10. Make yourself available between coaching sessions to answer questions or help in other ways. Show that you are interested in the participant as a friend.
11. After each coaching session is completed, check to see if group training on the remaining sessions is available to the participant.
12. Evaluate each coaching session to determine further training needs. Does any subject matter need to be covered in more detail at the next coaching session? Can the needs be fulfilled by home reading assignments? At the beginning of each coaching session, ask questions as a method to review what was covered in the previous session.
13. Be sure to list the training sessions completed by the participant on the Training Attendance Report and see that copies are distributed. It's easy to overlook this when doing personal coaching; however, the information is necessary to maintain accurate District and Council training records.
14. Keep in mind that the more leaders know about the Scouting program, the better program they can provide for the youth. Do your best!

## WHAT NEEDS TO BE DONE?

1. Instruct the participant to complete the Introduction to Outdoor Leader Skills Self Assessment. The purpose of this is to help you plan what you will need to provide the most focus on as a coach. However, do not skip any skills, even if a participant rates themselves a “5” on a particular skill.
2. Teach the skills using the EDGE method. EDGE (Explain, Demonstrate, Guide, and Enable) is the teaching method all Scouts and Scouters should use when teaching skills. Use the current *Boy Scout Handbook (12<sup>th</sup> Edition)* when teaching the skill so that the participant can be familiar with this resource.
3. After the participant has demonstrated that they have a confident knowledge of how to complete the skill, make a notation on the participant’s IOLS Personal Record sheet.
4. When the participant has completed all of the skills, sign the record sheet and return it to your District Training Chair. You and the participant both should keep a copy as well.
5. The District Training Chair will issue a Training Certificate and submit the IOLS Personal Record sheet to the Council Service Center to be entered into the participant’s ScoutNET record.

## FREQUENTLY ASKED QUESTIONS

- Q. What are the qualifications for being an IOLS coach?
- A. An IOLS coach must be an experienced Scouter who is documented as fully trained in their position, has been involved in the teaching of the skills encompassed by the IOLS, and is approved by the District Training Chair.
- Q. What are the considerations when approving an IOLS coach candidate?
- A. There are several considerations when approving an IOLS coach.
- Is a registered Scouter (SM, ASM, or Commissioner is preferred)
  - Has completed all currently recognized basic BSA training for SM/ASM (including traditional IOLS)
  - Has at least one (1) year of registered SM/ASM experience
  - Remains reasonably active in the BSA outdoor program (e.g., Troop, District, or OA camping events)
  - Demonstrates BSA outdoor skills competency
  - Agrees to follow BSA outdoor methods and training principles as described in the current Scoutmaster and Boy Scout handbooks
  - Is endorsed by both the Troop’s Committee Chair and Unit Commissioner
  - Has completed Wood Badge for the 21<sup>st</sup> Century and/or Trainer’s EDGE (preferred, but not required)
- Q. Who are the approved IOLS coaches?
- A. Your District Training Chair maintains this list.

## INTRODUCTION TO OUTDOOR LEADER SKILLS RESOURCES

The coach should direct the participant to read the following sections from the current *Boy Scout Handbook (12<sup>th</sup> Edition)*:

|  |               |
|--|---------------|
| The American Flag .....                      | pages 72-76   |
| Campsites, Tents, Tarps, Bedding .....       | pages 300-306 |
| Rope, Knots, Lashings .....                  | pages 380-401 |
| Pocketknives, Saws, Axes .....               | pages 402-409 |
| Campfires.....                               | pages 410-415 |
| Cooking .....                                | pages 314-343 |
| First Aid.....                               | pages 124-177 |
| Additional Skills                            |               |
| Camp stoves.....                             | pages 414-415 |
| Compass, Maps, Orienteering, Measuring ..... | pages 346-375 |
| Hiking basics .....                          | pages 262-283 |
| Camp and Pack basics .....                   | pages 286-299 |
| Wildlife.....                                | pages 218-231 |
| Identifying plants .....                     | pages 212-214 |
| Leave No Trace camping.....                  | pages 244-256 |

## INTRODUCTION TO OUTDOOR LEADER SKILLS SELF ASSESSMENT

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:”**

| Skill [Scout Rank Requirement]<br>(T – Tenderfoot; S – Second Class; F – First Class)  | Uncomfortable/<br>Uncertain |   |   | Comfortable/<br>Confident |   |
|--|-----------------------------|---|---|---------------------------|---|
| 1. 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. [T1]   | 1                           | 2 | 3 | 4                         | 5 |
| 2. Spend at least one night on a Patrol or Troop campout. Sleep in a tent you have helped pitch. [T2]  | 1                           | 2 | 3 | 4                         | 5 |
| 3. On the 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. [T3] | 1                           | 2 | 3 | 4                         | 5 |
| 4. Demonstrate how to whip and fuse the ends of a rope. [T4a]  | 1                           | 2 | 3 | 4                         | 5 |
| 5. Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch. [T4b]  | 1                           | 2 | 3 | 4                         | 5 |
| 6. 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. [T5]  | 1                           | 2 | 3 | 4                         | 5 |
| 7. Demonstrate how to display, raise, lower, and fold the American flag. [T6]  | 1                           | 2 | 3 | 4                         | 5 |
| 8. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. [T9]  | 1                           | 2 | 3 | 4                         | 5 |
| 9. Identify local poisonous plants; tell how to treat for exposure to them. [T11]  | 1                           | 2 | 3 | 4                         | 5 |
| 10. Demonstrate how to care for someone who is choking. [T12a]   | 1                           | 2 | 3 | 4                         | 5 |
| 11. Show first aid for the following: [T12b]   |                             |   |   |                           |   |
| a) Simple cuts and scrapes   | 1                           | 2 | 3 | 4                         | 5 |

| <b>Skill [Scout Rank Requirement]</b><br>(T – Tenderfoot; S – Second Class; F – First Class)   | <b>Uncomfortable/<br/>Uncertain</b> |   |   | <b>Comfortable/<br/>Confident</b> |   |
|--|-------------------------------------|---|---|-----------------------------------|---|
| b) Blisters on the hand and foot   | 1                                   | 2 | 3 | 4                                 | 5 |
| c) Minor (thermal/heat) burns or scalds (superficial or 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 |
| 12. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean. [S1a]  | 1                                   | 2 | 3 | 4                                 | 5 |
| 13. Using a compass and a map together, take a five-mile hike (or 10 miles by bike) approved by your adult leader. (If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute “trip” for “hike.”) [S1b] | 1                                   | 2 | 3 | 4                                 | 5 |
| 14. Discuss the principles of Leave No Trace. [S2]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 15. On a campout, select your Patrol site and sleep in a tent that you have pitched. Explain what factors you should consider when choosing a Patrol site and where to pitch a tent. [S3b]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 16. Demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used. [S3c]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 17. Use the knife, saw, and ax to prepare tinder, kindling, and fuel for a cooking fire. [S3d]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 18. Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both. [S3e]  | 1                                   | 2 | 3 | 4                                 | 5 |
| 19. In an approved place and at an approved time, demonstrate how to build a fire and set up a lightweight stove. Note: Lighting the fire is not required. [S3f]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 20. On one campout, plan and cook one hot breakfast or lunch, selecting foods from the food guide pyramid. Explain the importance of good nutrition. Tell how to transport, store, and prepare the foods you selected. [S3g]                       | 1                                   | 2 | 3 | 4                                 | 5 |

| <b>Skill [Scout Rank Requirement]</b><br>(T – Tenderfoot; S – Second Class; F – First Class)  | <b>Uncomfortable/<br/>Uncertain</b> |   |   | <b>Comfortable/<br/>Confident</b> |   |
|---|-------------------------------------|---|---|-----------------------------------|---|
| 21. Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, and mollusks) found in your community. [S6]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 22. Show what to do for “hurry” cases of stopped breathing, serious bleeding, and ingested poisoning. [S7a]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 23. Prepare a personal first aid kit to take with you on a hike. [S7b]  | 1                                   | 2 | 3 | 4                                 | 5 |
| 24. Demonstrate first aid for the following: [S7c]  |                                     |   |   |                                   |   |
| 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 (partial thickness or 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 how to find directions during the day and at night without using a compass. [F1]  | 1                                   | 2 | 3 | 4                                 | 5 |
| 26. Using a map and 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.). [F2]  | 1                                   | 2 | 3 | 4                                 | 5 |
| 27. 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. [F4a] | 1                                   | 2 | 3 | 4                                 | 5 |
| 28. 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. [F4b]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 29. Tell which pans, utensils, and other gear will be needed to cook and serve these meals. [F4c]   | 1                                   | 2 | 3 | 4                                 | 5 |

| <b>Skill [Scout Rank Requirement]</b><br>(T – Tenderfoot; S – Second Class; F – First Class)   | <b>Uncomfortable/<br/>Uncertain</b> |   |   | <b>Comfortable/<br/>Confident</b> |   |
|--|-------------------------------------|---|---|-----------------------------------|---|
| 30.Explain the procedure 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. [F4d]                     | 1                                   | 2 | 3 | 4                                 | 5 |
| 31.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 requirement above. Lead your Patrol in saying grace at the meals and supervise cleanup. [F4e] | 1                                   | 2 | 3 | 4                                 | 5 |
| 32.Identify or show evidence of at least 10 kinds of native plants found in your community. [F6]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 33.Discuss when you should and should not use lashings. Then 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. [F7a]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 34.Use lashing to make a useful camp gadget. [F7b]   | 1                                   | 2 | 3 | 4                                 | 5 |
| 35.Demonstrate tying the bowline knot and describe several ways it can be used. [F8a]  | 1                                   | 2 | 3 | 4                                 | 5 |
| 36.Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. [F8b]  | 1                                   | 2 | 3 | 4                                 | 5 |
| 37.Show how to transport by yourself, and with one other person, a person [F8c]  |                                     |   |   |                                   |   |
| 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 |
| 38.Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR). [F8d]   | 1                                   | 2 | 3 | 4                                 | 5 |

# INTRODUCTION TO OUTDOOR LEADER SKILLS PERSONAL RECORD

Name

Address

City  State  Zip

Email Address

Phone Number () - District

Unit Type  Unit #  Position

Scout ID #

## THE AMERICAN FLAG

\_\_\_\_\_ Raise, fold, display

## TENTS AND SHELTER

\_\_\_\_\_ Picking a site

\_\_\_\_\_ Pitching a tent

## ROPES AND LASHING

\_\_\_\_\_ Whip and fuse ends

\_\_\_\_\_ Two half hitches

\_\_\_\_\_ Taut-line hitch

\_\_\_\_\_ Timber hitch

\_\_\_\_\_ Clove hitch

\_\_\_\_\_ Square lashing

\_\_\_\_\_ Shear lashing

\_\_\_\_\_ Diagonal lashing

\_\_\_\_\_ Bowline

## WOODS TOOLS

\_\_\_\_\_ Knife

\_\_\_\_\_ Camp saw

\_\_\_\_\_ Ax-methods

\_\_\_\_\_ Sharpening tools

## CAMP FIRES

\_\_\_\_\_ Tinder

\_\_\_\_\_ Kindling

\_\_\_\_\_ Fire fuel

\_\_\_\_\_ Extinguishing

## COOKING

\_\_\_\_\_ Menu planning

\_\_\_\_\_ Picking utensils

\_\_\_\_\_ Safe food handling

\_\_\_\_\_ Clean-up

**ADDITIONAL SKILLS**

- \_\_\_\_\_ Backpack stove
- \_\_\_\_\_ Map reading
- \_\_\_\_\_ Measuring
- \_\_\_\_\_ Camp and pack basics
- \_\_\_\_\_ Plant identification

- \_\_\_\_\_ Compass reading
- \_\_\_\_\_ 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

- \_\_\_\_\_ Hand and foot blisters
- \_\_\_\_\_ Bites and stings of insects
- \_\_\_\_\_ Poisonous snakebites
- \_\_\_\_\_ Choking

**SECOND CLASS FIRST AID**

- \_\_\_\_\_ Serious bleeding
- \_\_\_\_\_ Object in the eye
- \_\_\_\_\_ Puncture wounds
- \_\_\_\_\_ Heat exhaustion
- \_\_\_\_\_ Heatstroke
- \_\_\_\_\_ Hypothermia

- \_\_\_\_\_ Internal poisoning
- \_\_\_\_\_ Rabid animal bite
- \_\_\_\_\_ Serious burns
- \_\_\_\_\_ Shock
- \_\_\_\_\_ Dehydration
- \_\_\_\_\_ Hyperventilation

**FIRST CLASS FIRST AID**

- \_\_\_\_\_ Bandages: Head injury
- \_\_\_\_\_ Bandages: Collarbone
- \_\_\_\_\_ Transport: Smoke-filled room
- \_\_\_\_\_ Five signals of heart attack

- \_\_\_\_\_ Bandages: Upper arm
- \_\_\_\_\_ Bandages: Sprained ankle
- \_\_\_\_\_ Transport: Sprained ankle-25 yards
- \_\_\_\_\_ Explain basic CPR

IOLS Coach Signature: \_\_\_\_\_

IOLS Coach Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Approved by District Training Chair: \_\_\_\_\_

Date Training Card Issued: \_\_\_\_\_

Entered into ScoutNET: \_\_\_\_\_