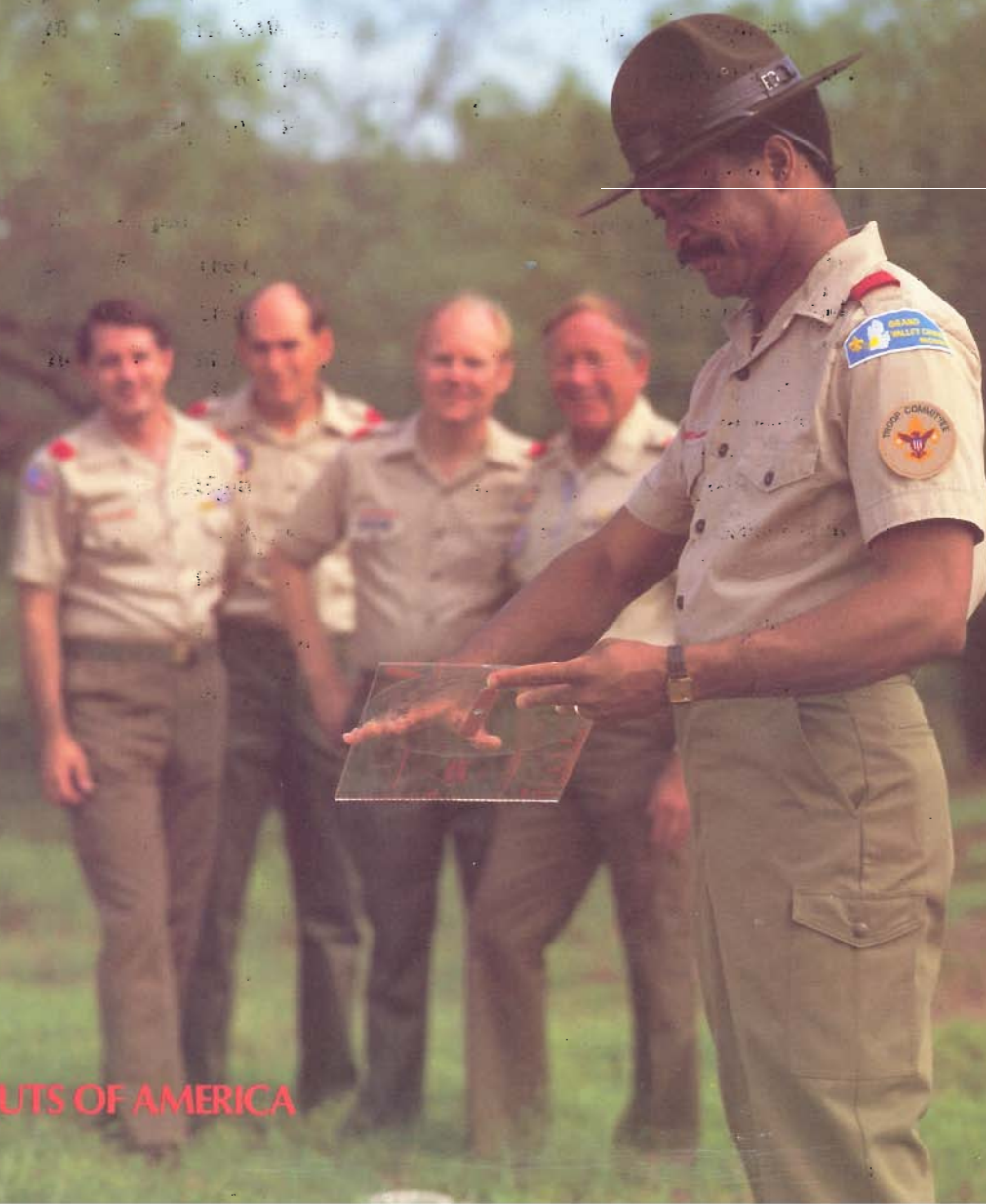


SCOUTMASTERSHIP FUNDAMENTALS

A training course for Scoutmasters,
assistant Scoutmasters, troop committee
members, and parents



BOY SCOUTS OF AMERICA



BOY SCOUTS OF AMERICA

National Office
1325 West Walnut Hill Lane
P.O. Box 152079, Irving, Texas 75015-2079
214-580-2000

Dear Boy Scout Leader Trainer:

Congratulations, you are about to begin an important assignment—training leaders using new materials designed for today's Scout leaders.

These materials represent the best thinking of volunteers, like yourself, who shared their ideas in a series of national meetings.

It should be a rewarding experience for you and the new leader. Do all that you can to make it fun and exciting.

Take the time to be well prepared. Follow the course outline, but be imaginative and creative in presenting your material. Make the campfire on the overnight something that will be long remembered.

Be sure your own expertise does not overwhelm new leaders. New leaders need a friend as well as information. Get close to them and share in their concerns.

My challenge to you is to help leaders be successful. As they succeed, boys have fun and Scouting accomplishes its purpose of character building, citizenship training, and personal fitness.

Thank you for your willingness to help.

Cordially,

Ben H. Love
Chief Scout Executive

Scoutmastership Fundamentals Three-Part Plan

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Introduction

A three-part plan for building your skill as a Boy Scout leader

Just as the polestar or North Star will always help you find true north, this training will help you set a true course of learning experiences in Scouting, and will point the way to other levels of personal growth as a leader.

Part I—THE TROOP MEETING (6 hours)

You will become part of an adult training troop that will plan and carry out a typical troop meeting that will demonstrate the use of the three levels of skills instruction: new Scout, experienced Scout, and older Scout. This will include planning, using boy leadership, activities, program, advancement, and planning for the outdoor program. This part is a fun-filled day of learning by doing.

Part II—TROOP ORGANIZATION (2 hours)

You will learn to delegate and involve others in the administrative functions needed for sound troop operations.

Subjects covered will include the troop organization plan, preparing for an overnight campout, liability, registration procedures, troop budget, training and using junior leaders, membership, finances, and council and district services.

Part III—THE OUTDOOR PROGRAM (1½-day weekend)

As part of your training, your troop will participate in an overnight camping trip with the help of experienced leaders. You will learn how to set up a camp, cook meals, and learn Scoutcraft skills, health and safety guidelines, youth protection guidelines, and outdoor program techniques with all the fun and fellowship you can absorb. This part is a fun-filled weekend of learning by doing.

There will be time for campfires and a chance to discuss your personal concerns.



Scoutmastership Fundamentals

Part I—The Troop Meeting

The following outline should be used by the instructors as an aid in making assignments for this session. Copies may be reproduced locally. Important—start on time and end on time.

Participants should take part in Boy Scout Leader Fast Start training and preview the video, *The Troop Meeting*, before attending this session.

Note: Times given apply to training sessions only; they can be adjusted for actual troop meetings.

Time	Page	Minutes	Activity	Person Responsible
8:30 a.m.	11	30	Preopening	_____
			Physical arrangements	_____
			Refreshments	_____
			Scouting background music	_____
			Exhibits	_____
			Video set up for review	_____
			Attendance/Registration	_____
9 a.m.	13	30	Patrol Organization	<u>Assistant Scoutmaster</u>
9:30 a.m.	14	5	Assemble/Let's Begin	_____
9:35 a.m.	14	15	Introduction to Planning the Troop Program	_____
			• Why the need for planning	
			• Why the need to use the patrol method	
9:50 a.m.	16	45*	Model Patrol Leaders' Council Meeting (Use script from Appendix.)	_____
			• Service patrol appointed	
10:35 a.m.	18	20*	Patrol Planning Meeting (and break)	_____

*Times may have to be adjusted to allow proper coverage of subject matter. How the group comes together will depend on the background of each participant.

Model Troop Meeting (90 minutes)

10:55 a.m.	19	10	Opening (Model Troop Meeting) <ul style="list-style-type: none"> • Troop formation by patrols • Uniform inspection—patrol leaders • Repeat Outdoor Code • Repeat Pledge of Allegiance 	_____
11:05 a.m.	19	30	Skills Instruction (Model Troop Meeting) <ul style="list-style-type: none"> • Use three levels of skills instruction <ul style="list-style-type: none"> New Scout _____ Experienced Scout _____ Older Scout _____ • Foil cooking demonstration _____ 	_____
11:35 a.m.	20	20	Patrol meetings (Model Troop Meeting) <ul style="list-style-type: none"> • Review the aims and methods of the Boy Scout program. • Discuss overnight campout plans and review personal equipment needs. • Continue skills practice. • Prepare for interpatrol activity. 	_____
11:55 a.m.	20	15	Interpatrol Activity (Model Troop Meeting) “The Tangle Knot”	_____
12:10 p.m.	21	10	Closing (Model Troop Meeting) <ul style="list-style-type: none"> • Announcements—program for rest of today, next training session, and outdoor plans • Recognition • Scoutmaster’s minute • Ceremony 	<i>Scoutmaster</i> _____ <i>Patrol</i> _____
12:20 p.m.	21	5	After the Meeting (Model Troop Meeting ends) <ul style="list-style-type: none"> • Summary of model troop meeting 	_____

			<ul style="list-style-type: none"> • Service patrol straightens up, sets up for next activity • Special instructions as needed 	<hr/> <i>Patrol</i> <hr/>
12:25 p.m.	22	65	Foil Cooking Lunch <ul style="list-style-type: none"> • Foil cooking—prepare and eat lunch outdoors • Cleanup by patrol members (assistant patrol leader in charge) • Patrol leaders meet for patrol leaders' council meeting 	<hr/>
(1 p.m.— Patrol Leaders only)	22	(15)	Patrol Leaders' Council Meeting <ul style="list-style-type: none"> • Assignments for next meeting • Literature to be reviewed • Troop/patrols plan to buy food for campout • Troop/patrol menus • Assignments for campfire • Flag ceremony assignment for campout • Interfaith worship service assignments for campout • Other 	<hr/>
1:30 p.m.	22	75	The Advancement Program—video and <i>Boy Scout Advancement</i> training syllabus	<hr/>
	22	(43)	Video, <i>Boy Scout Advancement</i> Part 1: Understanding Advancement Part 2: Making Advancement Work	<hr/>
		(32)	Discussion Using <i>Boy Scout Advancement</i> Training Syllabus	<hr/>
2:45 p.m.	37	15	Planning the Outdoor Program	<hr/>
3 p.m.	38		Closing	<hr/>
	39		After the Meeting	
			<ul style="list-style-type: none"> • Patrol Meeting • Plan patrol participation in overnight campout; complete plans started at previous patrol meeting. 	<hr/>

Materials Needed for Part I

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
	Troop Meeting Plan, Sample Blank Form (from <i>Woods Wisdom, Troop Program Features</i>)*	x	x	x	
4437	Troop/Team Resource Survey (pad)*	x	x	x	
3224	<i>Boy Scout Songbook</i> (or song sheets)	x	x	x	(1 per patrol)
6502	<i>Scoutmaster Handbook</i>	x	x	x	(1 per patrol)
3229	<i>Boy Scout Handbook</i>	x	x	x	(1 per patrol)
6512	<i>The Official Patrol Leader Handbook</i>	x	x	x	(1 per patrol)
4436	Work Sheet for Building a Merit Badge Counselor List	x	x	x	
	Camping Troop Meeting Plan, Sample (from <i>Woods Wisdom, Troop Program Features</i>)*	x	x	x	
4405A	<i>Merit Badge Counselor Information</i>	x	x	x	
26-002	<i>Boy Scout Leader Program Notebook</i>	x	x	x	(or 1 per patrol)
4124	Merit Badge Applications	x	x	x	
7262A	<i>Woods Wisdom, Troop Pro- gram Features</i>	x	x	x	(or 1 per patrol)
3200	<i>Fieldbook</i>	x			
7283	Boy Scout Uniform Inspection Sheet	x	x	x	
7284	Male Leader Uniform Inspec- tion Sheet	x	x	x	
7281	Female Leader Uniform Inspection Sheet	x	x	x	
6510	<i>Troop/Team Record Book</i>	x	x		
6519	Merit Badge Counseling	x	x		
6505A	<i>Troop Committee Guidebook</i>	x			
3117	<i>The Scouting Coordinator</i> (chartered organization representative)	x			
3761	Plaque: Purpose of BSA	x			

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
18-917	Aims and Methods of Boy Scouting (folder)*		X	X	
26-115	Next Month's Program: <i>Boys' Life</i> program easel	X			
26-102	"Pedro Says" sign	X			
	<i>Boys' Life</i> magazine	X	X		
8915	Boy Scout posters (set of 6; miniset in Appendix)		X		X
70-278	<i>Scouting's Library of Literature</i>		X	X	
	Purpose of the Boy Scouts of America*		X	X	
4413	Training Attendance Report				X
3767A	Training Certificates		X	X	
4037	Name tags (sheet of 4, self- sticking)				X
	Scoutmaster Progress Record*				X
	Boy Scout Leader's Progress Record*				X
AV-055	"Scouting Along with Burl Ives," cassette				X
6560B	The Scoutmaster Conference and Counseling		X	X	
	Camp Duties Roster*		X	X	
	Things to Do Checklist*		X	X	
	Supply Division Trail Foods Order Blank*		X	X	
	Script—Model Patrol Leaders' Council Meeting*		X	X	
	Knot-tying rope (6 feet per participant)		X	X	
	Colored marking pens (differ- ent color for each patrol)		X		
	U.S. and Scouting flags, in stands				X
	Cassette player and extension cords			X	
	Chalkboard, chalk, eraser				X
	Tables and chairs				X
	Patrol flag material				X
	Flip chart and felt pens				X

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
	Masking tape				
	Arm bands with patrol leader emblem (one per patrol)				X
	Arm bands with assistant patrol leader emblem (one per patrol)				X
	Aluminum foil, charcoal, char- coal stoves				X
	Food for foil cooking lunch				X
3087B	<i>Advancement Guidelines</i>	X	X		
4101B	First Class Scout Recognition Certificate	X	X		
4101C	First Class—First Year Track- ing Sheet*	X	X	X	
3216B	<i>Boy Scout Requirements</i>	X	X		
4403A	<i>Advancement Report</i>	X	X	X	
6506A	<i>Troop/Team Advancement Chart</i>	X	X		
	Eagle Scout Service Packet (local council)				
AV-054C	Bugle Calls				X
	VHS video player/TV/connect- ing cable		X		
	Videotapes (VHS)				X
58-413	National President's Scout- master Award of Merit*		X	X	
AV-023	<i>The Troop Meeting</i>				
AV-025	<i>Troop Organization</i>				
AV-024	<i>The Outdoor Program</i>				
AV-026	All three programs on one tape				
AV-026VG	Viewer's Guide (Boy Scout Fast Start)				X
AV-02V001	<i>Boy Scout Advancement video</i>				
AV-02G001	<i>Boy Scout Advancement train- ing syllabus (use with video; copy included in advancement lesson plan in this manual)*</i>				

*Duplicate from the Appendix

Part I—The Troop Meeting

Group Training Outline

Learning Objectives. At the end of this session, the participants should be able to:

- State the purpose of troop meetings and how they are used to carry out the Boy Scout program.
- Explain the troop operations plan.
- Plan a troop program.
- Conduct a patrol leaders' council meeting.
- Explain how a patrol meeting is conducted.
- Conduct a troop meeting.
- Explain the Boy Scout advancement program.
- Explain the use of the First Class tracking sheet.
- Prepare for an overnight campout.
- Prepare and cook a simple outdoor meal.
- Explain the aims and methods of Scouting.
- State the value of using ceremonies and games in Boy Scouting.
- Explain the importance of good uniforming.
- Use the *Scoutmaster Handbook* and *Woods Wisdom* as resources.

Preopening—30 minutes

Reminders

Plan to arrive early. The staff has a lot to do before the participants arrive. Check the materials list to be sure you have everything you need.

Physical Arrangements

Arrange seating so that all participants can see and hear the instructor. Arrange tables by patrol, with eight persons per table. This arrangement will be used for instruction that is not a part of the actual troop meeting.

Prepare the front of the training room for the troop opening, closing, and troop activities. A table, chalkboard, flip chart, troop and U.S. flags, flag stands, and other equipment should be placed in advance. Have folding chairs available for patrol corners and instructional periods. An example of a room arrangement is illustrated in this manual under "Organizing and Administering the Training Course."

Refreshments

Have simple refreshments available for participants and staff. Coffee, tea, cold drinks, doughnuts, or cookies are popular and a good morale feature. Be sure to have at least one caffeine-free beverage available.

Scouting Background Music

"Scouting Along With Burl Ives" or other lively music of a Scouting nature can provide a good atmosphere for the gathering. Check the cassette player to see that it is in good working order. Do electric outlets work? Do you need an extension cord? Can you hear the music in the back of the room?

Video

Have a ½-inch VHS video player set up for participants to review the three Boy Scout Fast Start videotapes, *The Troop Meeting*, *The Outdoor Program*, and *Troop Organization*. Have copies of the viewer's guide available. When showing the advancement video during the advancement session in the afternoon, you may need to connect two video monitors together for better viewing by a large group.

Exhibits

Decorate the room with Boy Scout posters, *Boys' Life* posters, charts, and displays to create interest. The Scout Oath and Scout Law posters illustrated below should be hung at the front of the room.

SCOUT OATH OR PROMISE	SCOUT LAW
On my honor I will do my best	A SCOUT IS:
To do my duty to God and my country	TRUSTWORTHY OBEDIENT
and to obey the Scout Law;	LOYAL CHEERFUL
To help other people at all times;	HELPFUL THRIFTY
To keep myself physically strong,	FRIENDLY BRAVE
mentally awake, and morally straight.	COURTEOUS CLEAN
	KIND REVERENT

Set up a literature display using a variety of Boy Scout literature, *Boys' Life* and *Scouting* magazines, etc. See *Scouting's Library of Literature* for additional resources. A complete set of six Boy Scout leader training posters is available from the Supply Division.

Attendance Registration

Ask participants to sign in on a sheet of lined tablet paper or a 3" × 5" file card. Record their attendance later on the course Training Attendance Report. Distribute an adult leader training progress record to each participant and initial the appropriate space for Part I.

Prepare in advance a name tag for each participant. The lettering should be color-coded to correspond with each training patrol. Members of the staff will serve as assistant Scoutmasters or

members of the troop committee. An assistant Scoutmaster should be assigned to work with each patrol. They should be wearing colored name tags for easy patrol identification. Have marking pens handy.

In organizing the model troop meeting, designate patrols to represent the new Scout patrol, Venture crew, and Varsity team. Place Scouters of like responsibility in these patrols, i.e., those leaders working with new Scouts should be in the new Scout patrol.

Instructors should make the participants feel welcome. This is an important part of the training session.

Make sure everyone completes a Troop Resource Survey sheet and has a name tag and is assigned to a patrol. Invite participants to see the display and introduce them to the assistant Scoutmasters who will help them organize their patrol.

Patrol Organization—30 minutes

Members of the training staff will serve as assistant Scoutmasters and be assigned to each training patrol. The participants should be asked to arrive by 9 a.m. to allow sufficient time to organize the patrols. The job of the assistant Scoutmasters is to introduce the patrol members to each other, and to help organize the patrols and select temporary patrol leaders and assistant patrol leaders. It can be as simple as the first one to arrive is patrol leader, the second to arrive is assistant patrol leader. As quickly as possible, the assistant Scoutmasters assigned should step back from a leadership role so that the patrol leaders can take charge.

Provide the new patrol leaders with arm bands with the proper badge of office attached. They will serve until an election can be held.

These patrol leadership positions will change periodically during the course. The temporary patrol leader will represent his patrol during the model patrol leaders' council meeting, patrol meeting, and model troop meeting, as well as the balance of the Part I training session or until an election is held to change leadership.

Using the *Scoutmaster Handbook*, chapter 5, and the introduction to leadership for patrol leaders from the Appendix as guides, roleplay an introduction to leadership for a new patrol leader. This serves as an example of properly introducing a new junior leader to his job. Throughout this course, we use the patrol method as a means of training leaders. We organize patrols, conduct a model patrol leaders' council meeting, plan a troop meeting, give patrol assignments for the model troop meeting, conduct patrol meetings to prepare those assignments, and then conduct a troop meeting where the patrols carry out their assignments.

Patrol Identity

Have patrols select a patrol name and yell that suits their patrol and is in keeping with the Scouting spirit. Have them make a simple patrol flag using paper, cloth, marking pens, etc.

Silent Signals

With the assistant Scoutmasters' help, the patrol leader introduces the members of the patrol to "Silent Signals" (the *Boy Scout Handbook*). Point out that the senior patrol leader will often use silent signals to form the troop or dismiss it at various ceremonies and activities.

Assemble/Let's Begin—5 minutes

Senior Patrol Leader Starts Session

The senior patrol leader gives the Scout sign requesting everyone's attention.

The senior patrol leader then asks that the patrol leaders seat their patrols at their assigned patrol seating area. The staff prepares for its part in the training.

The Scoutmaster welcomes the group, thanks them for what they are doing for Scouts, and introduces the training staff. Quickly review the training plan, training dates, and the importance of the overnight camping experience.

Scoutmaster's Opening Comments

The Scoutmaster should point out that we are deliberately delaying the formal opening for about an hour in order to stage a patrol leaders' council meeting and a patrol meeting to prepare for the model troop meeting. This would normally take place about a month in advance of a regular troop meeting. Point out that this is the patrol method in action.

Preplanning

Tell participants that it is important to understand the troop program planning process, including conducting a patrol leaders' council meeting and a patrol meeting that they, as the new patrol leaders, will conduct.

"As we take part in today's troop meeting, we want you to realize what needs to take place to make the meeting successful."

Overnight Experience

"As we make plans for the troop's first overnight campout, we should realize that every troop meeting is preparation for the next campout or activity—meetings don't just happen, they are planned."

Introduction to Planning the Troop Program—15 minutes

Need for Planning

The instructor points out that the difference between a successful troop and one that isn't is a planned, written program. Troops

that fail do not plan. Without a planned program, no one will know what is going to happen or when. There is little variety in an unplanned program—the troop tends to carry out the same activities again and again. In addition, Scouts and their families are unable to schedule ahead for events and a poor turnout is usually the result.

The senior patrol leader and the Scoutmaster might have some excellent plans for the troop, but if they are not shared in a written form with the patrol leaders' council, the troop committee, parents, and the chartered organization, they are not likely to be carried out.

Two Kinds of Planning

State that there are two kinds of planning: long-range planning and the short, detailed monthly plan. The first is a sketch for the future, the latter is detailed down to time and assigned responsibilities.

Using Woods Wisdom

Hold up a copy of *Woods Wisdom, Troop Program Features*. Explain that this is the most detailed and comprehensive of Scouting's program support items. Copies are available through the local council service center. Provide each patrol with a copy so that they can review this valuable program tool.

Display a copy of the *Boy Scout Leader Program Notebook*. This pocket-size notebook contains helpful information on planning for troop meetings, including calendar pages and space for notes. Provide each patrol with a notebook.

Distribute copies of the *Troop Planning Work Sheet*, reproduced from *Woods Wisdom*. This planning aid is large enough to display at the troop meeting, patrol leaders' council meeting, or share with the troop committee. It can be used to develop the plan that is then written in the *Boy Scout Leader Program Notebook*.

Distribute copies of the *Troop Meeting Plan*, reproduced from *Woods Wisdom*, page 9.

Other important planning tools are *Boys' Life* magazine, *Scouting* magazine, *Scoutmaster Handbook*, the *Boy Scout Handbook*, *The Official Patrol Leader Handbook*, and the *Fieldbook*.

Program Tools

Point out to participants that the materials we have mentioned are readily available and can be used to enrich the troop program. Other materials, such as the Venture/Varsity activity booklets are valuable tools in teaching skills.

Typical Meeting

Ask patrol leaders to open *Woods Wisdom* to a page selected by the instructor that outlines a troop meeting for a coming week. Review this meeting with the participants. Point out how the monthly program feature is developed with the troop. Explain the three levels of skills instruction (new Scout, experienced Scout, and older Scout) and point out how the troop meeting plan supports each level.

Ask participants for a show of hands as to how many are using *Woods Wisdom*. If troops do not have this help available, assist them in obtaining a copy from the council service center. Explain to the group how every troop meeting should be planned so that it leads to an outdoor activity or campout.

Show how the Troop Resources Survey is a valuable tool in carrying out the troop's program. Have the leaders use it to find skilled people to serve as consultants to help deliver the program to boys. (Provide each participant with a copy—can be reproduced from the Appendix.) Reemphasize the need for good planning using the tools provided. Hold up each program tool, one at a time, as you summarize this presentation.

Model Patrol Leaders' Council Meeting—45 minutes

Sample Script

A sample script is available in the Appendix of this manual to assist in conducting the patrol leaders' council meeting.

Scoutmaster Explains Purposes

The purposes of the patrol leaders' council are to plan and run the troop's activities as well as train the patrol leaders, Venture crew chief, Varsity team captain, and troop guide. Both of these purposes are important and can be accomplished through a well-run patrol leaders' council meeting. For training purposes, ask all participants to sit in on the meeting today with their patrol leader. The patrol leader is their official voice in the meeting.

The patrol leaders' council runs the troop through democratic representation of the patrols, teams, and crews. Every patrol, team, and crew has a voice in the running of the troop through its patrol leaders, team captains, crew chiefs, and troop guide.

The senior patrol leader is chairman of the patrol leaders' council. The senior patrol leader for this training experience is a member of the training staff and has been selected based on knowledge of the Scouting program. The senior patrol leader will help the elected leaders through the three parts of *Scoutmastership Fundamentals*. In an actual operating troop, the senior patrol leader would be elected. A typical patrol leaders' council agenda is developed by the Scoutmaster and senior patrol leader and includes the following.

Patrol Leaders' Council Meeting Agenda

- | | |
|--------------------------|-------------------------|
| 1. Roll call and minutes | 5. Advancement review |
| 2. Patrol reports | 6. Next month's program |
| 3. Unfinished business | 7. Scoutmaster's Minute |
| 4. New business | 8. Meeting review |
-

Today's Troop Meeting

"Today, for training purposes, we will highlight item 6 of the patrol leaders' council meeting agenda, planning next month's program, and we will move the time frame up to today. Using *Woods Wisdom* as a guide, we will plan today's model troop meeting, then allow time for a brief patrol meeting to get ready for your part. We will then conduct a 90-minute troop meeting. Some things have been prearranged, but you will have a part in the meeting.

"Your senior patrol leader will now take over and conduct the balance of the meeting."

For the purpose of the model troop meeting, we will role-play a new Scout patrol, an experienced Scout patrol, and an older Scout patrol—Venture/Varsity program as part of the continuing process of training junior leaders to run their troop.

Senior Patrol Leader Takes Charge

The patrol leaders' council meets each month, reviews the yearly plan, and fills in the details of the month's program. The patrol leaders' council prepares a troop meeting plan, using *Woods Wisdom* as a resource.

In preparation for the patrol leaders' council meeting, set up a table in front of the room. Have patrol leaders, crew chief, team captain, and troop guide take their seats around the table. They represent their groups at this meeting. Patrol, crew, or team members stay seated at their tables and observe the meeting.

Troop Meeting Plan

Ask the senior patrol leader to distribute blank copies of The Troop Meeting Plan to each member of the patrol leaders' council. Review with participants the seven ingredients of a troop meeting.

1. Preopening
2. Opening
3. Skills instruction
 - New Scout
 - Experienced Scout
 - Older Scout
4. Patrol meetings

TROOP MEETING PLAN			
DATE _____			
Activity	Description	Run by	Time
Preopening			
Opening Ceremony			
Skills Instruction	New Scouts Experienced Scouts Older Scouts		
Patrol Meetings			
Intrapatrol Activity			
Closing	Scoutmaster's Minute		5 min
Total 90 minutes of meeting			
After the Meeting			

5. Interpatrol activity

6. Closing

7. After the meeting

Now distribute copies of the “sample” camping troop meeting plan and use it as a guide in planning your model troop meeting.

For good meetings, start on time and end on time. Stop activities while they are still fun.

Determine in advance who will teach skills.

Your planning sheet allows you to set time requirements based on need. The time for each part of the meeting may vary from meeting to meeting. The model troop meeting is only an example.

*Summary of Patrol Leaders’
Council Meeting*

At the end of the patrol leaders’ council meeting, the Scoutmaster should quickly summarize what was covered. Highlight the 8 items on the patrol leaders’ council meeting agenda and the seven parts of a troop meeting. Good meetings are constructive and fun. Studies tell us that boys leave Scouting because Scoutmasters talk too much and the meetings are boring. Notice how the senior patrol leader conducted the meeting. He gave assignments to patrol leaders, who will work with boys in the patrol to carry them out. The Scoutmaster meets with the senior patrol leader before the meeting to develop the agenda and to convey thoughts or suggestions. The Scoutmaster should be present to ensure success but should exert leadership through the boy leaders by way of the senior patrol leader.

In carrying out assignments, the assistant Scoutmaster assigned to a patrol should assist the temporary patrol leader through the first patrol meeting. Be careful to assist and not take over. Try to develop leadership, and keep to the time schedule.

Staff should be ready for their demonstrations and teaching assignments. Keep to the time schedule.

Patrol Planning Meeting—20 minutes

By Patrols

This meeting is led by the patrol leader, with an assistant Scoutmaster available as a resource, if needed. Prepare for the troop meeting assignment. Work on patrol projects, including patrol name and flag. Review overnight campout plans. Review silent signals (*Boy Scout Handbook*), particularly open columns of patrols formation and dismissal signals. Use the troop meeting assignment checklist. This is a good time for a refreshment break. Pick up your refreshments and bring them to the meeting.

Model Troop Meeting

Opening Period—10 minutes

Formation

The course senior patrol leader forms the training troop in open columns of patrols using silent signals. Explain that silent signals will be used as much as possible throughout the training sessions, as this gives the leader command of a meeting without needless shouting. Further, it adds a sense of control and discipline. (See the *Boy Scout Handbook*.)

Opening Ceremony

Have the assigned patrol lead the troop in the Outdoor Code and Pledge of Allegiance (see the *Boy Scout Handbook* and *Woods Wisdom*). (Assigned patrol _____)

Uniform Inspection

The senior patrol leader asks the patrol leaders to conduct a brief uniform inspection of their patrols, using the appropriate uniform inspection sheets. Later, discuss the results of the inspection at the patrol meeting.

Patrol Identity

The senior patrol leader invites patrols to announce their patrol name and give their cheer or yell, if ready.

Patrols are dismissed to the skills demonstration by the senior patrol leader, using silent signals.

Skills Instruction—30 minutes

As most of the participants will be new to Boy Scouting, it is important that they understand the three levels of skills instruction they may have to carry out in their troop meetings with help from assistant Scoutmasters. For skills instruction, use the *Troop Meeting Plan*, Week 1—Camping from *Woods Wisdom*, page 81. It also appears in the Appendix of this manual.

New Scouts

Work on tying clove hitch, square knot, bowline, half hitch, and taut-line hitch. These are the six most common knots used in camping. Be prepared to use these knots on the overnight campout. Sharpen your skills by doing the “Knot-Tying Relay.”

Experienced Scouts

Practice square, shear, and diagonal lashings. Make a catapult. Have a contest, using the catapult, to see who throws the farthest.

Older Scouts

Work on Venture/Varsity program. Learn to use a topographic map of the area where the troop will camp or use Venture activity pamphlet on orienteering or the Varsity activity pamphlet on basketball.

Note: Carry over these three levels of skills instruction to the overnight campout.

Staff Instruction for Foil Cooking Demonstration

While model troop meeting is going on, the instructors should get food and aluminum foil ready so they can show participants how to prepare a foil meal and dessert.

We recommend hamburger with vegetables, baked apple, biscuits, and beverage.

The staff should provide the ingredients and prelit charcoal fires ready for lunch, plus plastic forks, knives, spoons, and paper plates, cups, napkins, and paper towels. Light charcoal fires at about 11 a.m. so that they are ready for participants by 12:15 p.m. Have one fire per patrol, with food boxed by patrol, precut foil, vegetables, etc., to speed up food preparation time.

Patrol Meetings—20 minutes
Crew Meetings
Team Meetings

1. Check inspection sheets and distribute male leader, female leader, and Boy Scout inspection sheets.
2. Start campout plans—review checklist of things to do from the patrol leaders' council meeting.
3. Distribute copies of The Aims and Methods of Boy Scouting and discuss. The assistant Scoutmaster should be present to assist.
4. Practice pioneering knots or skills for campout.
5. Other _____

Note: In our desire to promote good uniforming, we want to be careful not to penalize the new Scout or disadvantaged Scout. Many troops have set up a uniform exchange to provide "experienced" uniforms to disadvantaged Scouts. Perhaps letting the Scout wear his patrol emblem or new Scout badge will qualify on inspection until arrangements can be made to secure an "official" uniform. This note should be included in the patrol discussion on uniform inspection. Seek ideas from the patrol.

Interpatrol Activity—15 minutes

Run "The Tangle Knot" from *Woods Wisdom*, page 81.

Closing—10 minutes

The senior patrol leader will wrap up the meeting with announcements and other instructions.

Recognition—Give a cheer for the patrol winning “The Tangle Knot.”

Scoutmaster’s Minute—Select an appropriate one from the “Scoutmaster’s Minutes” section of *Woods Wisdom*.

Closing Ceremony—Patrol assigned: _____. (See *Woods Wisdom* and select one that is appropriate.)

After the Meeting—5 minutes

Summary of Model Troop Meeting (Quick Review)

“At the patrol leaders’ council meeting we distributed copies of the *Troop Meeting Plan* and discussed the seven parts of a troop meeting.

1. Preopening
2. Opening
3. Three levels of skills instruction
4. Patrol, crew, or team meetings
5. Interpatrol activity
6. Closing
7. After the meeting

“Using the camping agenda from page 81 of *Woods Wisdom* as a guide, assignments were made. You then had a patrol meeting to prepare your assignment.

“Next we conducted a model troop meeting where you actually put into practice what you planned. Now we are reviewing what you did to make sure you did it and that you understand what you did.

“This summary is perhaps the most important part of the teaching/learning process. If we taught you, and you learned, you should be able to conduct a good troop meeting. Our challenge to you—go do it.”

- Special instructions for lunch and other details for the afternoon.
 - Patrol assigned as service patrol will straighten up the meeting place and set up for the afternoon session. Patrol assigned: _____
-

Foil Cooking, Lunch, and Cleanup—65 minutes

The staff will have prelit charcoal fires ready for lunch, plus plastic forks, knives, spoons, and paper plates, cups, napkins, and paper towels.

Note: Staff should have lit fires at about 11 a.m. Have vegetables and foil precut and all food and supplies boxed by patrol to speed up preparation.

- Patrols are issued food supplies and equipment. They go to an outside area where they are assigned to prelit charcoal fires. Assistant Scoutmasters eat with patrols.
 - Cook and eat.
 - Clean up under direction of assistant patrol leader.
-

Patrol Leaders' Council Meeting

As patrols clean up under the leadership of the assistant patrol leader, the patrol leader attends a brief patrol leaders' council meeting.

- Assignments are made for the afternoon patrol meeting where they plan the overnight campout
 - Menu plans
 - Duty roster
 - Instructions for advancement session in the afternoon
 - Opening ceremony for campout
 - Campfire assignments for campout
 - Interfaith worship plans for campout and assignments
 - Closing ceremony for campout
-

The Advancement Program—75 minutes

Use *Boy Scout Advancement* video with training syllabus and appropriate discussion time.

General Instructions

The room should be set up as shown in the "plans and methods" section of this training manual. The instructor should make this presentation move quickly, using the *Boy Scout Advancement* video, AV-02V001, and discussion guide, AV-02G001 (No. 06-434), reproduced here for your convenience.

Special note: If a large group is involved, use two video monitors hooked together with a connecting cable to increase visibility.

Boy Scout Advancement

Introduction

Materials Needed

(to be used when conducting the complete training course):

The Boy Scout Handbook, No. 3229

Scoutmaster Handbook, No. 6502

Advancement Guidelines, No. 3087B

Boy Scout Requirements, No. 3216B

Advancement Report, No. 4403A

Troop/Team Advancement Chart, No. 6506A

Troop/Team Record Book, No. 6510

Application for Merit Badge Card, No. 4124

Merit Badge Counselor Information Sheet, No. 4405A

Troop/Team Resource Survey, No. 4437

Worksheet for Building a Merit Badge Counselor List, No. 4436

Woods Wisdom, No. 7262A

First Class First-Year Tracking Sheet, No. 4101C

Eagle Scout Service Project Packet used in local council

"Boy Scout Advancement" videotape, AV-02V001

VCR, monitor, extension cord, connecting cable

easel with pad or chalkboard

marking pens or chalk

Note: This video has two parts: Part 1, "Understanding Advancement," runs 13 minutes; Part 2, "Making Advancement Work," contains seven "how-to" segments, and runs approximately 28 minutes. The trainer must preview the video in advance to understand when to stop and start.

A Show of Hands

Ask how many of those in the session are former Scouts. How many have attained the First Class rank? Are there any Eagle Scouts in the group? Ask those who were in Scouting, especially those with rank advancement, to share some of the special things they remember.

Point out that even if a boy doesn't attain the Eagle Scout rank, he will always remember the fun times he had in Scouting.

One primary objective of this training session is to ensure that everyone understands that Scouting must be fun. Troop programs properly planned and carried out will result in rank advancement by the troop members.

Introduce the Video

Note: This paragraph should be used when showing the complete video.

Explain that the video being used has several parts. Following each segment, presentations will be made that reinforce the material discussed in the video.

Things to Look For

Introduce the first part of the video, "Understanding Advancement," by asking the participants to look for the following:

- Why we have advancement
 - The role adults play in the advancement process
 - The four steps in rank advancement
-

Part 1—Understanding Advancement—13 minutes

Start the video. Dim the room lights as the tape begins. Don't forget to stop the tape at the conclusion of part 1.

Feedback from the Group

Be sure to emphasize that troop program results in Scout advancement. Also note that parents can fill significant resource and support roles for their son's troop.

Point out that advancement recognizes the Scout's achievement and encourages him to continue his efforts.

Ask the group: "What role do adults play in the advancement process?" List responses as they are given.

- Merit badge counselors
- Scoutmaster
- Scouting skills instructor
- Board of review member
- Interested parent

Ask: "What are the four steps in rank advancement?" Seek responses from the group, then list the other steps on your pad or chalkboard.

- The Scout learns.
- The Scout is tested.
- The Scout is reviewed.
- The Scout is recognized.

Briefly discuss each of these points. Explain that the first part of the video is designed to give the participants a broad overview of the advancement program and that more time will be spent on each point later in the session.

The Ultimate Goal

Summarize this portion by pointing out that the ultimate goal is to have by the end of their first year a troop of "net contributors"; that is, Scouts who can take care of themselves and others in the outdoors.

Part 2: Making Advancement Work—28 minutes

Part 2 of the video has seven segments. The trainer must preview the video in advance to know when to stop and start. There is a very short pause (fades out) at the end of each part.

Introduce the Video

This section of the video begins by establishing that our goal is for all Scouts to advance to First Class and beyond. The remaining segments are highlighted and set the stage for an in-depth session on each.

Start the video. Dim the lights as the tape begins. Don't forget to stop the tape at the end of the introduction.

Discuss

At the conclusion of the introduction, quickly list the remaining segments. Post this sheet for the remainder of the session.

- Learning in the Troop Program
- Tracking Advancement
- Service Projects
- Merit Badges
- Scoutmaster Conference
- Conducting Boards of Review
- The Court of Honor

Introduce segment 1, "Learning in the Troop Program."

Things to Look For

Introduce this segment by asking the participants to look for the following:

- What word best describes the Scouting program?

- What is the Scoutmaster's role in learning?
- What motivates a Scout to learn?
- Where does learning take place?

Part 2, Segment 1—"Learning in the Troop Program"

Start the video. Dim the room lights as the tape begins. Don't forget to stop the tape at the end of the "Learning in the Troop Program" segment.

Feedback from the Group

Discuss the following questions and statements with the group.

"What word best describes Scouting?"

Learning.

"Where does learning take place?" As answers are given, list them on your pad. Continue the discussion until your list includes the following:

- At troop meetings (skill portion)
- During a Scoutmaster's Minute
- On troop outings (outdoors)
- From other Scouts
- As an individual
- With other people (for example, merit badge counselor)

"What is the Scoutmaster's role in learning?" He is the person responsible for assuring that Scouts are given the learning opportunities listed above.

"How does he accomplish this role?" He accomplishes this by understanding and using the resources available to him.

- His own abilities
- Other members of the troop, both youth and adult
- Parents and other members of the community
- Scouting literature and handbooks

State: "Advancement is the end result of troop program. Most learning will occur at troop meetings and on troop activities. Make sure these meetings and activities have a purpose that includes advancement opportunities for Scouts."

"What are the four basic steps of learning in Scouting?"

- Demonstration
- Application
- Competition
- Recognition

“Who will serve as the instructor in the demonstration step?”
The troop determines and designates those who will teach during the demonstration step. After the skill is learned, the Scout applies it. Learning is done for a purpose, **not just for meeting a requirement.**

The learning is reinforced by competition, that is, using the skill in a game or contest. The Scout is then recognized for having mastered the skill.

In summary, state: “As an adult leader in the troop, your objective is to ensure that meetings and activities are well planned, and that each Scout has fun, learns by doing, and enjoys being a member of the troop. Remember that advancement is a by-product of the troop program.”

Introduce segment 2, “Tracking Advancement.”

Things to Look For

Introduce this segment by stating: “Becoming a First Class Scout should be the goal of every Scout. How do we make sure that learning takes place? By use of the First Class Tracking Sheet.” Ask the participants to watch for the following:

- What is the purpose of the tracking sheet?
- Who uses the tracking sheet?
- How is the tracking sheet used in program planning?

Part 2, Segment 2—“Tracking Advancement”

Start the video. Dim the room lights as the tape begins. Don’t forget to stop the tape at the end of the “Tracking Advancement” segment.

Feedback from the Group

Ask the group: “How would you define the tracking sheet?” Responses should lead to: a control sheet used to keep up with the needs of individual Scouts.

Distribute the First Class Tracking Sheet to each participant. Point out the major headings found on the sheet.

- Scout’s Name and Personal Data—this information identifies the individual Scout as well as the target date for completing the First Class rank.

- **Category**—these are the five categories of learning:
 - Outdoor
 - Physical fitness
 - Citizenship
 - Patrol/troop participation
 - Personal development
- **Goal Attainment**—where the Scout will complete each of the requirements.
 - At the troop/patrol meeting
 - Outdoors on a troop camping trip or activity
 - On his own
- **Requirements**
 - For each of the ranks
 - Requirement number for rank
- **Date Scheduled**—when he will complete the requirement.
- **Date Completed**—when he completed the requirement.

Note: The reverse side of the sheet is a scheduled and completed section for Tenderfoot, Second Class, and First Class ranks.

Strongly emphasize this next point.

Ask the group: “How is the tracking sheet used in planning troop program?” The troop guide, patrol leader, and assistant Scoutmaster review each Scout’s progress and needs on a regular basis. These are noted on the tracking sheet.

The troop guide and patrol leader, knowing the needs of individual Scouts, bring these needs to the patrol leaders’ council meeting. The patrol leaders’ council then schedules individual Scouts to do things on outings and at troop/patrol meetings that fill these needs.

Most of the Scout’s needs can be met by his participation in the troop’s annual program. The key is to be sure that the Scout is scheduled to participate in specific portions of the troop activity, resulting in completion of his requirements. Keeping his tracking sheet up to date will help make sure this happens.

Using the tracking sheet. Have each of the participants identify one or more specific requirement needs of a Scout in their unit. Then role-play filling that need in an upcoming troop meeting and on a troop camping trip. Repeat with several participants until all have a working understanding of how to use the tracking sheet.

In summary, state: "As adults in Scouting we must make sure that each Scout attains the First Class rank by full participation in a well-planned and well-executed troop program. The requirements for Tenderfoot through First Class ranks prepare a Scout to meet the challenges he will face in Scouting and in his everyday life. The First Class tracking sheet will assist us in carrying out this responsibility."

Introduce segment 3, "Service Projects."

Things to Look For

State: "Service to others is a key ingredient in the concept of Scouting, and it assists in the development of character and citizenship. Our job is to ensure that Scouts understand the Good Turn and the true meaning of service to others." Ask the participants to watch for these points:

- Why do we conduct service projects?
- When is service to others introduced to a Scout?
- Why is approval of service projects important?
- How does the service project for Eagle Scout rank differ from that of the other ranks?

Part 2, Segment 3—"Service Projects"

Start the video. Dim the room lights as the tape begins. Don't forget to stop the tape at the end of the "Service Projects" segment.

Feedback from the Group

Ask the participants: "Why do we conduct service projects?" Responses will vary depending on the experience level of the group. As responses are given, list them on your pad.

State: "The Scout slogan is Do a Good Turn daily. Service projects reinforce the Good Turn attitude and help instill in the minds of Scouts the importance of service to others."

Note that service to others is a proven method of increasing self-esteem in boys.

Ask the group the following questions. Discuss.

"When is service to others introduced to a Scout?" List responses as they are given. Continue the list until it includes the following:

- When joining: The Scout understands the Scout slogan.
- When earning the Tenderfoot rank: The Scout explains in his own words the meaning of the Scout slogan.

“How may a Scout participate in a service project for rank advancement?”

- In an individual project on his own
- With another Scout
- As a member of his patrol
- As a member of the troop
- By assisting on an Eagle Scout project

“With the exception of the Eagle rank, what is the minimum amount of time spent on a service project?”

- Second Class: 1 hour
- Star: 6 hours
- Life: 6 hours

Ask the group to give examples of service projects they are aware of that were completed for these ranks. If all are new to Scouting, cite examples that you are familiar with.

“Why is approval of service projects important?” Discuss. As points in the discussion are made, list them on the pad. Be sure that everyone understands that approval is necessary to ensure that a quality project is being conducted.

“Who gives approval on service projects?” The Scoutmaster gives approval on service projects for Second Class, Star, and Life ranks.

- The Scoutmaster, troop committee, *and* the council or district gives approval for the Eagle Scout service project.

Refer to *Advancement Guidelines*, No. 3087B. The trainer *must* be familiar with the section in this publication that covers service projects as the next part of this segment is presented.

Eagle Scout service projects. Distribute the Eagle Scout Service Project Workbook or packet used in the local council. Highlight the appropriate sections of the piece.

State: “The Eagle Scout service project provides the opportunity for the Eagle Scout candidate to demonstrate the leadership skills he has learned in Scouting.”

Emphasize that persons approving the Eagle Scout service project should first look for the manner in which the Scout will demonstrate leadership. They then look at the end result following the completion of the project.

Ask the group: "What may *not* be approved as an Eagle Scout service project?" Projects involving council property or other BSA activities, for a business, of a commercial nature, or as a fundraiser are not acceptable.

Discuss: "There is no amount of time specified for the Eagle service project. How much time should be spent?"

There will be many responses to this question. After all have had their input, state the following: "The amount of time should be as adequate as necessary for the Scout to demonstrate his leadership of others (two or more) in completion of a service project beneficial to a school, religious institution, or his community."

Upon completion of the project, the Scout prepares a detailed report for submission with his Eagle Scout application. This report must contain sufficient detail for the board of review to determine the way the project was carried out.

In summary, state: "The troop annual program plan should include dates for conducting service projects. Make sure Scouts needing to fulfill service project requirements participate in or give leadership to these projects."

Introduce segment 4, "Merit Badges."

Things to Look For

"Earning merit badges affords a Scout the opportunity to learn about more than 100 different subjects." Ask the participants to watch for the following points:

- When may a Scout work on a merit badge?
 - What is the procedure a Scout follows to earn a merit badge?
 - How can you stimulate interest in earning merit badges?
-

Part 2, Segment 4—"Merit Badges"

Start the video. Dim the room lights as the tape starts. Don't forget to stop the tape at the end of the "Merit Badges" segment.

Feedback from the Group

Ask the group the following questions.

"What are the qualifications for merit badge counselors?" List responses leading to:

- 18 years of age or older
- Proficiency in the subject by vocation, hobby, or special training
- Ability to work with Scout-age boys
- Approved by the council advancement committee

- Registered as an adult with the BSA

“What are the steps a Scout follows to earn a merit badge?”

- Secures a merit badge application and name of counselor from Scoutmaster
- Contacts counselor and makes appointment
- Works with counselor until all requirements are met
- Returns application to Scoutmaster and receives the emblem as soon as an advancement report is filed with council office

Buddy system in Scouting. Explain that the buddy system in Scouting goes farther than Safe Swim Defense. Remind everyone that two Scouts must be present for all sessions with the merit badge counselor.

Distribute the Application for Merit Badge Card, No. 4124. Discuss the three parts of the application, noting that the counselor, Scout, and troop each retains a portion.

Distribute the Merit Badge Counselor Information Sheet, No. 4405A. Briefly review the form. Explain that unless a person is currently registered, an adult application must be attached.

Approval of merit badge counselors. Explain that the Merit Badge Counselor Information Sheet, No. 4405A, is the first step in the approval process for merit badge counselors. The council advancement committee reviews this sheet to determine whether the person should serve as a merit badge counselor and to verify adult registration. Following approval, the person is entered on the “Approved Merit Badge Counselors List.” This list is distributed to troops for their use. Some individuals may desire to counsel Scouts from only one troop. This should be noted on the list.

All merit badge counselors **must** be approved by the council advancement committee and registered as an adult with the Boy Scouts of America.

Merit badge counselors may counsel **any** Scout, including their own sons. There is no limit on the number of subjects in which a person may be certified. However, the person *must* be approved for every subject that he or she counsels.

Maintaining the approved merit badge counselors list. It is the responsibility of the council to maintain the list of approved merit badge counselors. This is usually done by the council or district advancement committee. This list should be updated on an annual basis at the same time the council charter renewal is conducted.

The “Worksheet for Building a Merit Badge Counselors List,” No. 4436, is a valuable tool in assisting councils in building and

maintaining their list of counselors. (*Note:* If your audience is a district or council level Scouter, you might spend time reviewing this form in more detail. Instructions on its use are found on the form.)

In summary, state: "The merit badge program opens the door for Scouts to learn about many subjects. Having a merit badge counselor introduce a merit badge at the troop meeting is an excellent way to stimulate a Scout's interest in a merit badge subject. Many Scouts have found their vocation or a lifelong hobby as a direct result of having earned a merit badge."

Introduce segment 5, "Scoutmaster Conference."

Things to Look For

Introduce this segment by stating: "The Scoutmaster conference provides an opportunity for the Scout and the Scoutmaster to share with each other and build a trust level. This trust level increases as each conference is held. Having an adult he can believe in and talk to is very important to a Scout." Have the participants watch for the following points.

- Where are Scoutmaster conferences held?
- When is the first conference held?
- Are conferences held for more than rank advancement?

Part 2, Segment 5—"Scoutmaster Conference"

Start the video. Dim the room lights as the tape begins. Don't forget to stop the tape at the end of the "Scoutmaster Conference" segment.

Feedback from the Group

Discuss with the group the following questions and statements.

"Can you recall an adult who had a positive influence on your life?" Responses should include teachers, neighbors, family members, and perhaps Scoutmasters.

"What made these people important to you?" List responses as they are given.

"Scouts today are looking for adults that have those same characteristics."

"Why do we have Scoutmaster conferences?" When the Scout first joins Scouting, the Scoutmaster conference is conducted to get to know him better and to explain expectations; later, the conference is held to ensure that the Scout is ready for his board of review.

"Where are Scoutmaster conferences held?" List responses until all understand that the conference is held in an environment that is open yet allows for confidentiality. On a campout, at the troop meeting, or in the Scout's home are examples of appropriate locations.

“What are the key elements of a Scoutmaster conference?”

- Open environment
- Friendly atmosphere
- Builds trust level
- School progress
- Review religion: “Duty to God”
- Ethical decision making
- Ensure that Scout is ready for board of review
- Set goals for next rank

Refer to the *Scoutmaster Handbook* section on Scoutmaster conferences. Discuss the topics and sample questions for joining, and the Tenderfoot, Second Class, and First Class ranks.

Emphasize that the leader should ask questions that require a narrative answer. Avoid questions that can be answered in one or two words.

Ethical decision making. Distribute or display a copy of *Youth’s Frontier, Making Ethical Decisions*, No. 3620. State that this publication is provided to the Scout at his Tenderfoot rank conference. Make sure everyone understands how to use this booklet.

Note: The “Ethics in Action” program may be used as a resource.

In summary, state: “We are concerned with the total growth of a boy. The Scouting program provides the opportunity to ensure that every Scout is a somebody. There are enough nobodies in the world today. Scoutmaster conferences are held to see that Scouts are successful— successful both in rank advancement and in their everyday lives.”

Introduce segment 6, “Conducting Boards of Review.”

Things to Look For

Introduce this segment by asking the participants to look for the following:

- Why are boards of review held?
 - Who makes up the board of review?
 - How long should boards of review last?
-

Part 2, Segment 6—"Conducting Boards of Review"

Start the video. Dim the room lights as the tape begins. Don't forget to stop the tape at the end of the "Conducting Boards of Review" segment.

Feedback from the Group

Ask the participants: "What are the objectives of the board of review?"

- Ensure that the Scout has fulfilled the requirements for the rank.
- Determine the kind of experience the Scout is having in his patrol and troop.
- Encourage the Scout to advance to the next rank.
- Determine why a Scout is not advancing.

The review is not to retest the Scout on the requirements but rather to ensure that he has met the requirements. Questions should be general in nature. Use questions that require a narrative answer. (**Example:** "Share with us your experience in completing your orienteering course.") Discussion with Scouts not advancing could identify the cause of their difficulty. It might encourage them to become more active in the advancement program.

Ask the group: "Who makes up the board of review?" The troop committee is responsible for boards of review for the Tenderfoot through Life ranks and for Eagle Scout Palms. The board is composed of three and no more than six adults, usually members of the troop committee. For the Eagle Scout rank, the local council determines whether the responsibility is at the troop, district, or council level. If it is held at the troop level, a member of the district or council advancement committee must be a member of the board. One member of the board serves as chairman. Scoutmasters, assistant Scoutmasters, relatives, or guardians may not serve as members of a Scout's board of review. The review should last about 15 minutes for all ranks except Eagle. The Eagle review will take longer—usually about 30 minutes.

State: "The decision of the board must be unanimous. If the candidate is found unacceptable, he is told the reasons for his failure. A discussion is held with him as to how he may meet the requirements in a given period of time. The Scoutmaster conference should prevent this from occurring. If the candidate disagrees with the decision, the appeal procedure is explained to him." (See *Advancement Guidelines*, No. 3087B.)

Reference and briefly review the 12 steps from Life to Eagle contained in *Advancement Guidelines*. Suggest that all participants become familiar with these 12 steps.

Distribute the *Advancement Report*, 4403A. Review with the group the headings and sections of this report. Stress the importance

of **promptly** completing and filing this report with the council service center following each board of review.

In summary, state: "Advancement occurs as a result of a Scout's participation in troop and patrol activities. Boards of review help measure the quality of the troop's program. Be sure dates of the boards of review are scheduled at least monthly and published in the troop's annual program."

Introduce segment 7, "The Court of Honor."

Things to Look For

Introduce this segment by asking the participants to look for the following:

- What is the purpose of the court of honor?
- Who has the responsibility for the court of honor?
- How often should courts of honor be held?

Part 2, Segment 7—"The Court of Honor"

Start the video. Dim the room lights as the tape begins. Don't forget to stop the tape at the end of "The Court of Honor" segment.

Feedback from the Group

Ask the group: "What is a court of honor?" Seek responses that lead to: an occasion where we recognize a Scout for earning a rank or merit badge.

State: "There are three categories of courts of honor:

- Informal—usually conducted at the next troop meeting following a board of review or when a Scout has earned a merit badge.
- Formal—held at least quarterly with parents and guests present.
- For honoring a Scout attaining the Eagle Scout rank."

Ask the participants: "Who is responsible for planning the court of honor?" Seek responses that include the troop committee (usually the member responsible for advancement). The Scoutmaster can play a role in the occasion but should not have the responsibility for the planning.

"What are the ingredients of a good court of honor?" Lead a short discussion as responses are given. Make sure the following points are covered:

- Dates are in the troop's annual calendar.

- The court of honor is promoted and publicized.
- Chartered organization is involved.
- Local media is invited.
- Meeting location size is adequate.
- Cooling, heating, and ventilation are comfortable.
- Ceremony is understandable and dignified.
- Props are fitting and adequate for the occasion.
- All awards to be presented are secured.
- Certificates are properly signed.
- If appropriate, refreshments are served.

Role-play. If time permits, have the group role-play a court of honor to recognize a Scout attaining First Class rank.

Summarize this segment by stating: "Many ideas for conducting courts of honor are found in *Woods Wisdom*, No. 7262A. Courts of honor are held for one purpose: to recognize Scouts for meeting the requirements for badges of rank and merit badges. Recognition for accomplishment plays an important role in the total growth of a boy. And that's what Scouting is all about."

Thank participants.

Planning the Outdoor Program—15 minutes

Explain to the participants that one of the most important activities requiring careful planning is the troop short-term camp experience. At a patrol leaders' council meeting the month before the campout, the planning will concentrate on the purpose of the camp, training, equipment, menus, and program. (See the "Outdoor Program" section of *Woods Wisdom*.)

The fast-start video, *The Outdoor Program*, highlights six steps for planning an outdoor program that will ensure its success: Establish a purpose for the outing, select a site, build a program of activities, provide two-deep leadership, take care of physical arrangements, and use the patrol method at the campsite.

Once the plans have been made by the patrol leaders' council, the troop can begin to carry out the plan.

Explain that we will use the overnight campout of Part III, *Scoutmastership Fundamentals*, as the practical example of planning for an outdoor experience.

Going Camping

Planning for Part III

Announce the location, date, and time for the outdoor program session.

Patrol Assignments

Patrols will meet after the 3 p.m. closing to plan for their first overnight campout. Patrol leaders will be in charge, assisted by the assistant Scoutmaster assigned to each patrol. The course Scoutmaster and senior patrol leader will monitor patrol progress.

Distribute copies of the group training outline for Part III. Specific patrol assignments should be noted on this outline, i.e., opening, closing, campfire, worship services, etc.

Have a Things to Do Checklist for Part III. Review each item and discuss responsibilities.

Distribute and discuss the "Outdoor Program Checklist" from *Woods Wisdom*, pages 519 and 520, and "Duty Roster," page 521.

The patrol will be responsible for providing one supper, one breakfast, and a patrol cracker barrel for its members, with at least one staff person as a guest. The patrol should agree on the menu for each of these meals from the *Boy Scout Handbook*. Be sure to consider religious or ethnic preferences. Based on the menus selected, the patrol arranges for the proper cooking equipment and the purchase of food.

Materials for one lunch and refreshments on arrival and during breaks will be arranged for by the staff, and the costs shared by the participants. The patrols will calculate the approximate cost to each member for the weekend experience. (*Note:* The troop is to arrive at a total cost.)

Distribute the Troop Resource Survey conducted at the opening of the session. Have the patrols review the capabilities of their patrol members so that they can use these skills and interests to best advantage. Agree on specific assignments. Have the patrols begin their meeting and develop their plans.

3 p.m. Closing

Give patrol yells and Scoutmaster's Minute and retire colors. The Troop Meeting has ended. The Scoutmaster and senior patrol leader should visit each patrol or be available to patrols for consultation.

Patrols meet to continue their planning efforts after the official closing.

After the Meeting

Scoutmaster meets with staff to review plans, etc.

Other: _____

Patrol Meeting—30 minutes

Patrol Planning

Complete plans and assignments for the overnight campout. The overnight campout will be:

Date _____

Time _____

Place _____

Nearest phone _____

or nearest contact _____

Troop cost for weekend _____

Plus share of patrol food cost _____

Participants' cost for weekend _____

The training staff will provide refreshments on arrival, snacks for breaks, and a trail food-type meal for lunch on Saturday.

The patrols will plan a menu at their patrol meeting. They will purchase food for Saturday supper, Saturday night patrol cracker barrel, and Sunday breakfast.

Other _____

Scoutmastership Fundamentals

Part II—Troop Organization

The following outline should be used by the instructors as an aid in making assignments for this session. Copies may be reproduced locally. Important—start on time and end on time.

Participants should take part in Boy Scout Leader Fast Start training and preview the video, *Troop Organization*, before attending this session.

Time	Page	Minutes	Activity	Person Responsible
7 p.m.	46	30	Preopening	_____
			Physical arrangements	_____
			Scouting background music	_____
			Refreshments	_____
			Video set up for review	_____
			Exhibits by staff or council representatives	_____
			1. Scouts with Handicaps	_____
			2. <i>Boys' Life</i> magazine as a program resource	_____
			3. Recruitment	_____
			4. Training available	_____
			• Supplemental Training	_____
			• Wood Badge	_____
			• Junior Leader Training	_____
			• Other	_____
			Attendance/Registration	_____
			Meeting room setup	<u>Service patrol</u>

Time	Page	Minutes	Activity	Person Responsible
7:30 p.m.	47	10	Opening <ul style="list-style-type: none"> • Troop formation • Ceremony • Plan of action 	<i>Patrol</i>
7:40 p.m.	48	10	Chartered Organization Concept	
7:50 p.m.	52	10	Troop Organization	
8 p.m.	53	5	Use of Assistant Scoutmasters	
			"The Need for Two-Deep Leadership"	
8:05 p.m.	55	20	Troop Committee (video) <i>The Barbecue: Working with the Troop Committee</i>	
8:25 p.m.	55	5	Morale Feature and Break	
8:30 p.m.	55	10	Troop Finance	
8:40 p.m.	58	5	The Quality Unit	
8:45 p.m.	58	30	Training Junior Leaders	
9:15 p.m.	63	10	Membership <ul style="list-style-type: none"> • Recruiting • Parent orientation • Retention 	
9:25 p.m.	64	5	Closing Ceremony	
9:30 p.m.	65		After the Meeting <ul style="list-style-type: none"> • Refreshments • Patrol meetings to finalize camp-out plans • Patrol leaders' council—finalize overnight campout plans • Service patrol cleanup 	

Materials Needed for Part II

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
6510	<i>Troop/Team Record Book</i>	X	X		
6502	<i>Scoutmaster Handbook</i>	X	X		
3229	<i>Boy Scout Handbook</i>	X	X		
6512	<i>The Official Patrol Leader Handbook</i>	X			
3200	<i>Fieldbook</i>	X			
26-005A	Troop Planning Work Sheet	X			
26-002	<i>Boy Scout Leader Program Notebook</i>	X			
7262A	<i>Woods Wisdom, Troop Program Features</i>	X			
3483	Universal emblem decal—red, white, blue	X			
4169	<i>Leadership Training: Plans, Procedures, Materials</i>	X	X		
3816	Patrol monthly dues envelope	X			
26-115	Next Month's Program: <i>Boys' Life</i> Program Easel	X			
26-200	Pedro poster	X			
26-102	"Pedro Says" sign	X			
3224	<i>Boy Scout Songbook</i> or song sheets	X	X	X	
7758	National Camping Award	X			
8915	Boy Scout posters	X			
	<i>Boys' Life</i> magazine	X			
	<i>Scouting</i> magazine	X			
6520A	Junior Leader Orientation Workshop	X	X		
3072	Securing a Scoutmaster (folder)	X	X	X	
6535	<i>Junior Leader Training Conference Staff Guide</i>	X	X		
6505A	<i>Troop Committee Guidebook</i>		X		
	Homemade Posters:				
	Troop Committee (3)		X		
	Troop Organization		X		

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
	Program Function		X		
	Administration Function		X		
	Pyramid Organization (for the chartered organization concept)		X		
14-221B	National Quality Unit Award*			X	
4426	Local Tour Permit			X	
4419	National Tour Permit			X	
4403	Advancement Report			X	
28-426G	Unit Budget Plan (1988 or later printing)*			X	
4427	Unit Money-Earning Application			X	
4063	<i>How Scouting Dollars Serve</i>			X	
3690	<i>Our Camping Log</i>			X	
3712	Boy-Fact Survey Card			X	
4-410	<i>Charter Concept*</i>		X	X	
14-618	<i>The Chartered Organization Representative*</i>		X	X	
	Baden-Powell Patrol Requirements*		X	X	
	Youth Training Digest*		X	X	
	Local Council Sustaining Mem- bership material		X	X	
	Local council camp brochure		X	X	
14-238D	The Quality Unit Recognitions and order form		X	X	
4413	Training Attendance Reports				X
3767A	Training Certificates		X	X	
4037	Name tags (sheet of four self- sticking)				X
	Scoutmaster Progress Record*				X
	Boy Scout Leader's Progress Record*				X
AV-055	"Scouting Along With Burl Ives," cassette, or				X
10559	"Give A Little Love," cassette				X
	Lined tablet				X
	Ballpoint pens				X

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
	Colored marking pens (different color for each patrol)				X
	U.S. and Scouting flags, in stands				X
	Chalkboard, chalk, eraser, cassette player, extension cords				X
	Masking tape				X
	Flip chart and felt pens				X
	VHS video player/TV				X
	Videotapes (Boy Scout Fast Start)				X
AV-023	<i>The Troop Meeting</i>				
AV-025	<i>Troop Organization</i>				
AV-024	<i>The Outdoor Program</i>				
AV-026	All three on one tape				
AV-026VG	Viewer's Guide (fast-start booklet)				X
AV-048	<i>The Barbecue: Working with the Troop Committee</i>				X
AV-048VG	Viewer's Guide, <i>The Barbecue: Working with the Troop Committee</i>	X	X	X	X

*Duplicate from Appendix

Part II—Troop Organization Group Training Outline

Learning Objectives. At the end of this session, each participant should be able to:

- Explain the role of the chartered organization in Boy Scouting.
 - State how a troop is organized and staffed to carry out its mission.
 - Explain the requirements for the National Quality Unit Award and their importance.
 - Accept the need for troop administrative procedures as a means of assuring boy satisfaction, including sound financing.
 - State the resources available to the troop from the district and the local and national councils.
 - Explain Boy Scouting's need for good health and safety procedures.
 - Describe the plan for training junior leaders in a troop.
 - Explain your plan for good membership recruitment in your troop.
-

Preopening—30 minutes

Reminders

Plan to arrive early. There is much to be done before the participants arrive. Check the materials list to be sure that you have everything you will need.

Do all the instructors have an assignment and understand what is expected of them?

Physical Arrangements

Arrange seating so that all participants can see and hear the instructor. Recommended arrangement is tables with chairs, eight persons per table, by patrol. Tables make note-taking easier for the participants. Set up the front of the training room for the troop opening, closing, and troop activities. The table, chalkboard, flip chart, troop and U.S. flags, flag stands, and other equipment are placed in advance. (See "Plans and Methods" section of this manual.)

Video

Have ½-inch VHS video player set up to review the Boy Scout Fast Start training tapes *Troop Organization*, *The Troop Meeting*, and *The Outdoor Program*. Have copies of the Viewer's Guide (fast-start booklet) available.

Scouting Background Music

"Scouting Along With Burl Ives" or other suitable Scouting background music can provide a good atmosphere for the gathering period.

Fellowship and Refreshments

Have simple refreshments available for participants and staff. Coffee, tea, cold drinks, doughnuts, or cookies are popular and a good morale feature. Be sure to have at least one caffeine-free beverage available.

Exhibits

Decorate the training room with training posters, *Boys' Life* posters, charts, and displays to create interest. Display the Scout Oath, Scout Law, and Aims and Methods posters.

Set up a literature display using a variety of Boy Scout literature, *Boys' Life* and *Scouting* magazines, etc. See *Scouting's Library of Literature* for additional resources. This display can be done by the staff or an assigned patrol.

1. Scouts with handicaps (_____ assigned).
2. *Boys' Life* magazine as a resource (_____ assigned).
3. Recruitment (_____ assigned).
4. Training available (_____ assigned). Junior Leader Training, Institutes of Boy Scouting, Wood Badge, other _____.

Since this session deals with troop organization and administration, feature material related to this subject.

Of particular importance will be the report forms needed by the troop as well as tools for record keeping, council and district bulletins, camp promotion materials, and items related to council support and services.

Attendance Registration

Ask participants to sign in on a sheet of paper. Their attendance will later be transferred to the course Training Attendance Report. Initial the appropriate space on their adult leader training progress record.

Gathering-Time Activity

Patrols should arrange for some members to arrive early and set up their display.

Opening Period—10 minutes

Troop Formation

The course senior patrol leader forms the training troop by patrols using silent hand and arm signals. (See the *Boy Scout Handbook*.)

Attendance

Attendance is checked by calling out the name of each patrol, which replies with its patrol yell.

As a group, the training troop repeats the 12 points of the Scout Law.

Opening Ceremony

Conduct a U.S. flag ceremony from *Woods Wisdom*, using the first verse of "The Star-Spangled Banner."

Welcome and Announcements

Ask the participants to be seated by patrols, comment on the patrol meeting activity, and make any necessary announcements. Introduce instructors for the evening.

Objectives of Session

Read aloud the learning objectives found at the beginning of this session.

Explain to the participants that good troop organization is vital to the success of the troop. Tonight we hope to show that with careful attention to some administrative matters, the quality of the program we can offer to Scouts will be vastly improved.

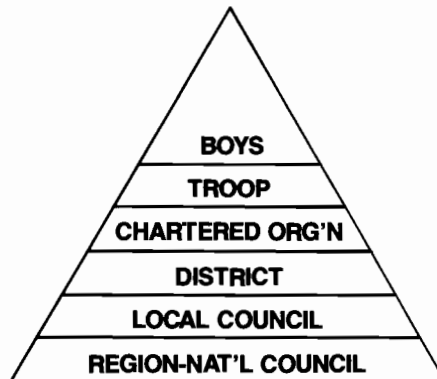
Song

Select a song suitable for a round such as "We're on the Upward Trail" and teach it to participants. (See the *Boy Scout Songbook* or distribute song sheets reproduced from the Appendix of this manual.)

The Chartered Organization Concept—10 minutes

Preparation

Prepare a poster, as illustrated below, with the words written lightly in pencil. You will be filling in each section later with a marking pen.



How It Probably Began

Explain to the participants that we're going to trace what probably took place when their troops were initially organized. This will give them a good idea of where they fit in Scouting's scheme of things and the various relationships involved.

Say something like the following:

The Council

"Our council is really two things. It's a nonprofit corporation chartered to provide the Boy Scouts of America program to the youth of a particular area. It is also a group of volunteer leaders representing a variety of community organizations actually using the Scouting program."

Enter the words "Local Council" on the poster.

"The local council is served by the National Council, through one of six regional offices."

Enter the words "Region-National Council" on the poster.

The Need

"Some time in the past, a group of Scouters sat down and determined that there were boys in your area who would like to be Scouts if only there was a troop available. These people were members of a district committee, a service area of the council."

Enter the word "District" on the poster.

The Chartered Organization

"The Boy Scouts of America cannot, itself, operate a Scouting unit. Because of the wording of its charter from Congress, it is required to work ' . . . through organizations, and in cooperation with other agencies,' in promoting the Scouting program."

"So all Scout troops, as well as Cub Scout packs, Varsity Scout teams, and Explorer posts, are owned and operated by community organizations that want to use the Scouting program to serve youth. An annual charter is granted to qualifying organizations; they are known as chartered organizations."

Enter the words "Chartered Organization" on the poster.

"So, when a need for a Scout troop was determined, they approached your organization with a proposal that the council help the organization form a troop."

A Partnership is Formed

"Representatives of the council sat down with the key leaders of the organization and pointed out how the Boy Scout program could benefit the youth and families for which it has concern."

"In order to make use of the Boy Scout program, the chartered organization was asked to accept some specific responsibilities."

In return, the Scouting council agreed to provide some specific services. Thus, an agreement was reached between the Scouting council and the chartered organization to see that Scouting could happen in the lives of boys.”

Shared Responsibilities

At this point, distribute copies of *Charter Concept*, No 4-410, and *The Chartered Organization Representative*, No. 14-618, reproduced from the Appendix.

Council ✓ Chartered Organization

Review the responsibilities of the chartered organization and the Scouting council.

The unit committee chairman approves *all adult* personnel except the chartered organization representative and committee chairman. The chartered organization representative is approved by the head of the chartered organization. All other adult unit personnel must be approved by the head of the chartered organization or the chartered organization representative. The Scout executive or designee must approve all unit Scouters. *Note:* Three approvals are required for adult leaders.

Then continue the story by saying something like the following:

Chartered Organization Representative

“One of the first people appointed by the chartered organization was the chartered organization representative. This person should be an active member—preferably an officer—of the organization since he or she has two important jobs to perform.

“First, the chartered organization representative serves as a voting member of the council—that nonprofit corporation we talked about. Secondly, he or she coordinates the Scouting program being operated by the chartered organization and sees that the organization is aware of how its Scouting program is progressing. The representative supports the needs of the troop as they carry out a planned program.”

Troop Committee

“Next, the chartered organization appointed a committee of at least three adults to see to the ongoing operation of the troop.

“One of the committee’s first jobs was to recommend to the head of the chartered organization the best possible person to give direct leadership to the Scouts—the Scoutmaster. It also recommends to the head of the chartered organization one or more assistant Scoutmasters to assure that individual attention can be given to the Scouts.”

The Scoutmaster

“The chartered organization probably didn’t quite know where their Scoutmaster could be found. That’s where a trained council

organizer explained the six steps to recruiting a Scoutmaster as outlined in the *Securing a Scoutmaster* folder. Over the years we have learned that an organized plan for recruiting produces excellent results. The organizer assisted the chartered organization in building a prospect list and evaluating the potential leaders, and the head of the chartered organization invited the best prospect to serve.

"A similar procedure was followed in recruiting the assistant Scoutmasters and additional members of the troop committee. We now have the basic structure of the troop in place."

Enter the word "Troop" on the poster.

The Scouts Are Invited

"With everything in order, boys in the community were invited to join the new troop."

Enter the word "Boys" on the poster.

Pyramid Support

"Now our pyramid is complete. Each part supports the portion above it. The apex of our pyramid is, of course, the boy."

Parent or Guardian

"With boys, there is usually a parent or guardian. Parents or guardians can be a valuable resource for the troop. They must be evaluated using the Troop Resource Survey, and invited to assist in specific ways, such as an assistant Scoutmaster of the new Scout patrol, or a member of the troop committee, or a merit badge counselor. Parents are often reluctant to offer help unless they're sure they can be successful. We should encourage parents to take Boy Scout Fast Start and Scoutmastership Fundamentals to better prepare themselves to assist the troop and enjoy their Boy Scout experience."

The System Works

"This system of Scouting really works—but we must be careful to continually help it to work.

"You can be assured that all of the steps we've just described *did* happen when your troops were originally organized. Over the years, some of the relationships may have slipped, however. Getting back on track may take some time, but it will be well worth the effort.

"Obviously we will not have time to deal with individual troop problems as a total group. If you feel you have a need for help in relationships with your chartered organization or troop committee, *be sure* to discuss it with one of the training faculty members. We guarantee we'll steer you to someone who can help."

Note to Instructors: Participants with problems should be carefully counseled. If the faculty members wish, participants can be

referred to their unit commissioner, district executive, or council service center for assistance. Be sure the participant knows how to make contact with those who can help.

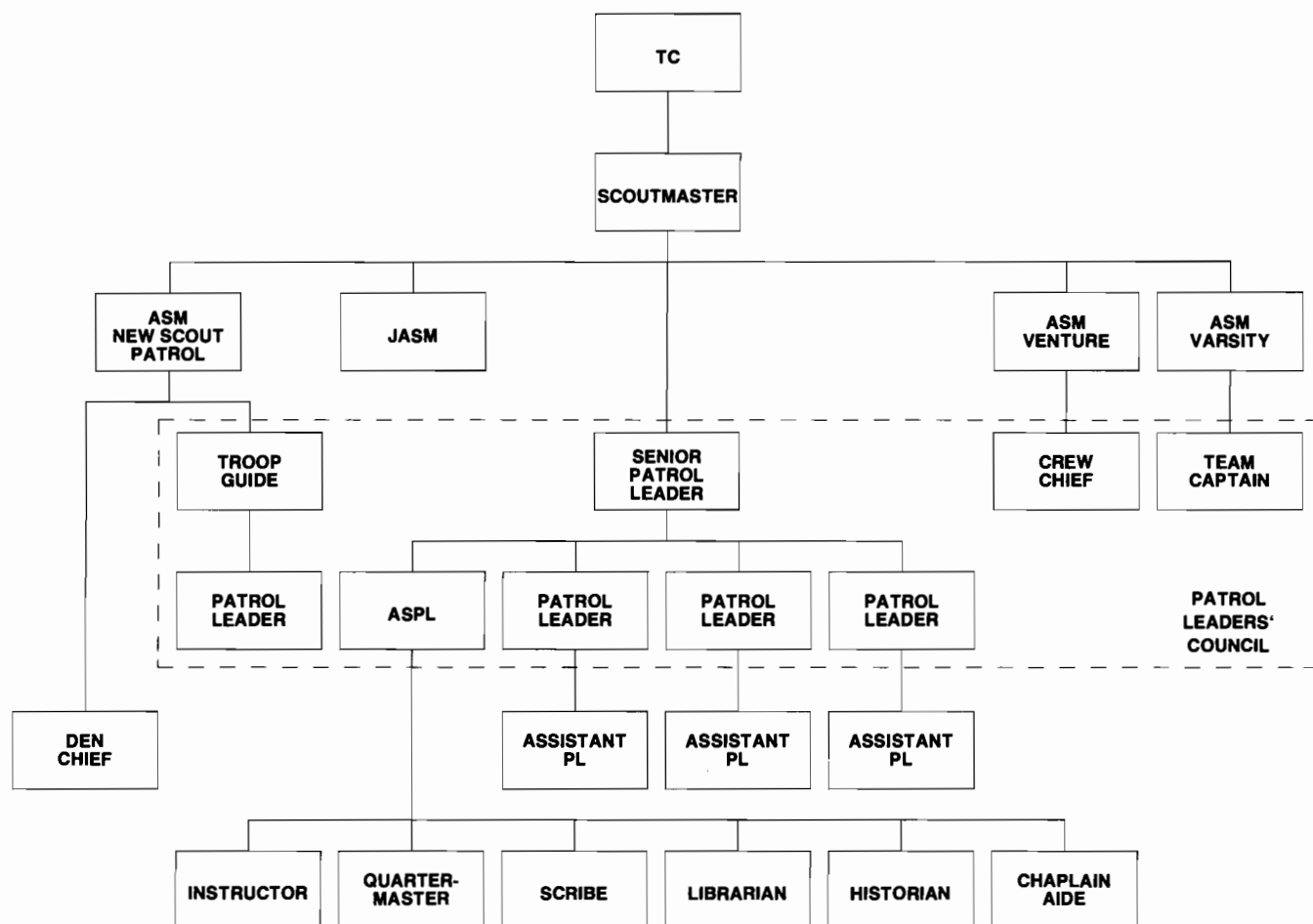
Troop Organization—10 minutes

Preparation

Using a large piece of paper and a broad felt pen, draw the chart illustrated below. You will note that small boxes indicate different troop positions. These should be written on the chart lightly in pencil so that they can be seen by the instructor, but not by the participants.

Prepare the badges of office with a piece of masking tape looped on the back so the badge will stick to your chart.

TROOP ORGANIZATION



Presentation

Briefly review the job of the appropriate adult or youth leader as the badge of office is placed on the chart. For additional details, see the *Scoutmaster Handbook*.

It is important that this presentation be made quickly and concisely. Major points should emphasize that if you have a badge,

there is a job to do. Fill the job and share the workload. People will make you and your troop successful. The more jobs you have available for boys, the more leadership experience they will receive.

Use of Assistant Scoutmasters—5 minutes

Selection

The Scoutmaster should have a hand in the selection of assistant Scoutmasters. After all, they have to work together and they should be compatible.

Assistant Scoutmasters should expect to be used constructively and be assigned a meaningful job.

All troop activities shall have at least two adult leaders present or one leader and one parent (one of whom must be over 21 years old). Additional leadership may be required based on the size of the group, its skill level, anticipated environmental conditions, and the overall degree of challenge. All leadership must be registered.

Refer to the six sure steps to recruit leaders.

Three or More Assistants

Three or more assistant Scoutmasters are needed to implement the full program of the troop.

1. Assistant Scoutmaster—New Scouts
 2. Assistant Scoutmaster—Venture
 3. Assistant Scoutmaster—Varsity
-

Duties of Assistant Scoutmaster

Refer to the *Scoutmaster Handbook*.

Assistant Scoutmaster—New Scout Patrol

- Be responsible to the Scoutmaster for new Scouts.
- Work with the troop guide and counsel him on the performance of his duties.
- Work with den chiefs and Webelos den leaders of Cub Scout packs related to the troop.
- Attend functions planned by the Scouts in the new Scout patrol, with at least one other adult.
- Attend training courses and roundtables.
- Meet with parents of new Scouts and explain their role in support of their son.
- Act as instructor for Scout skills, if necessary.

- Keep records of advancement through First Class rank using the First Class tracking sheet.

Assistant Scoutmaster—Venture

- Be responsible to the Scoutmaster for the Venture crew.
- Work with the Venture crew chief and counsel him on the performance of his duties.
- Advise the crew on where to locate resources for the program they are pursuing.
- Assist when needed to coordinate resources for outings.
- Assist when needed in recruiting “experts” who can instruct.
- Keep Scoutmaster apprised of Venture crew activities.
- Hold advancement conferences as needed with crew members.
- See that crew members fulfill their troop responsibilities.
- Meet with the parents of new crew members who have not been Scouts to orient them about the crew and what the troop does.

Assistant Scoutmaster—Varsity

- Be responsible to the Scoutmaster for the Varsity team.
- Work with team captain and counsel him on the performance of his duties.
- Advise team on athletic leagues they might join.
- Assist when needed to coordinate resources for outings.
- Assist when needed in recruiting specific athletic coaches.
- Keep Scoutmaster apprised of Varsity team activities.
- Hold advancement conferences as needed with team members.
- See that team members fulfill their troop responsibilities.
- Meet with the parents of any new Scouts on the team to orient them to what the team does.

Both Venture and Varsity groups share some common ground. Both require an assistant Scoutmaster who acts as an adviser, but the Scouts should organize and plan the program and secure the necessary instructors.

Troop Committee—20 minutes

General Instructions

The room should be set up as shown in the “plans and methods” section of this training manual. The instructor should make this presentation move quickly, using the video, *The Barbecue: Working with the Troop Committee*, AV-048, and Viewer’s Guide, AV-048VG. (Showing time is 17:54 minutes.)

Special note: If a large group is involved, use two video monitors hooked together with a connecting cable to increase visibility.

Viewer’s Guide

Distribute copies of the Viewer’s Guide for participants to use as they watch the video.

Troop Committee Guidebook

Hold up a copy of the *Troop Committee Guidebook*. Explain that it contains many helpful suggestions for smooth committee operation, and recommend that each committee member have a copy.

A Job for Everyone

Review the various functions that should be performed in the troop and point out the importance of sharing the workload.

Morale Feature and Break—5 minutes

Song

Sing an action song from the song sheet in the Appendix of this manual or the *Boy Scout Songbook*.

Take a short break to allow a change of pace before starting the next topic.

Troop Finance—10 minutes

Troop Budget Plan

Effective troops are effectively financed. There is no question that operating a Boy Scout troop takes money. The problem arises when a troop fails to decide in advance what funds will be needed and how they will be earned. (See the *Scoutmaster Handbook*.)

The answer is a troop budget—and we suggest the Troop Budget Plan.

Ask patrol leaders to distribute copies of the Unit Budget Plan (reproduced from the Appendix).

Explain that this plan requires the troop treasury to pay for some basic expenses of the boys’ program. Funds for these expenses come mostly from weekly dues paid by the boys. The need for additional funds over and above the basics can be determined and special money-earning projects carried out.

Basic Expenses

Here are the recommended basic expense items per Scout:

Registration	\$7.00
<i>Boys' Life</i> magazine	6.60†
Accident Insurance for Cub Scouts*	.60
Accident Insurance for Boy Scouts*	1.20
Accident Insurance for Varsity Scouts*	1.20
Reserve fund	1.00
Other basic expenses (badges, literature, goodwill)	5.50

TOTAL (Pack) \$20.70—(Troop) \$21.30—(Team) \$21.30

†*Boys' Life* rate increases to \$7.80 on September 1, 1990.

*Same rate applies for registered Scouters.

These items can usually be covered as a part of the weekly dues paid by each Scout.

Program Materials and Activities

A troop will need some materials to carry out its program. These could include troop flags, patrol equipment, tents, rope, and similar materials. Items of minor cost may be included in funds derived from dues, while more costly equipment will often be purchased with funds from a troop money-earning project.

Budget Plan Example

Ask the participants to turn to the budget work sheet on the back of the Unit Budget Plan. Work out the "expected income" for a troop holding 52 meetings, collecting 60-cent dues, and involving 20 Scouts (to make the arithmetic easy—not necessarily a recommendation).

The result is \$31.20 per Scout for the year, or a total of \$624.

The cost of basic expenses will be \$21.30 per Scout, or a total of \$426. This allows \$198 toward the unit charter fee, equipment, and miscellaneous expenses.

Next, the cost of program materials and activities must be determined. Here's where some planning is needed.

- Will the troop need some new tents?
- Will the troop pay a portion of the summer camp fee for Scouts with a good meeting attendance record?
- What materials will be needed for instruction during the year?

When these questions are answered and the expected cost determined, the troop can then plan for additional sources of income.

Involve Everyone

The secret of a working budget plan is to involve the patrol leaders' council and the troop committee in the planning. When patrol leaders know what money is needed and why, they will sell their patrol members on the need for prompt payment of dues and participation in money-earning projects. The troop committee has the responsibility for troop financing and can take the lead in developing good money-earning projects.

Above all, be sure to share the budget plan with parents. They will be enthusiastic supporters when they are informed.

Regular Dues Payments Best

Our aim in Scouting is character-building, and paying your own way is a concept that boys should learn. We hope that small weekly dues will come from the Scout's own allowance or personal funds. He soon learns that skipping a week means that he will owe twice as much next week. It's a simple concept that, learned early, will help him with sound money management in later life.

Money-Earning Projects

It's very important that troop money-earning projects meet certain standards consistent with the policies of the Boy Scouts of America, the chartered organization, and sound business practices.

Ask patrol leaders to distribute copies of the Unit Money-Earning Application. Briefly review the 10 guidelines listed on the back of the form. The purpose of these guidelines is not to limit unit money-earning, but to assure that important policies are understood to avoid problems.

Sustaining Membership Enrollment

Distribute copies of *How Scouting Dollars Serve*. Review the chart "Scouting Dollars," and point out that council funds provide many of the services guaranteed to the chartered organization. Parents and others will be invited to assist through the council sustaining membership enrollment.

Ask patrol leaders to distribute copies of the local council's sustaining membership materials.

Boys' Life

Boys' Life is a vital program tool for the troop. One of the advantages of the troop budget plan is that each Scout will receive this excellent magazine. Help Scouting stamp out one of our unacceptables, illiteracy, by promoting good reading through *Boys' Life*.

50 percent or more of the troop subscribing to *Boys' Life* is the sixth requirement for a National Quality Unit Award.

Unit Charter Fee

All units are required to pay an annual charter fee of \$20. This fee should be submitted with the unit's charter application to help defray the expenses for the general liability insurance program.

The Quality Unit—5 minutes

National Quality Unit Award

Ask patrol leaders to distribute the National Quality Unit Award Commitment Sheet, No. 14-221B. (See the Appendix for a sample copy of the 1990 requirements, which can be reproduced and used for this session.)

Explain that by meeting these standards at rechartering time, (each troop signs up at the beginning of its charter year and qualifies the following year) the troop will be honored as a Quality Unit if it meets its goals.

Quality units will receive an attractive pennant streamer for the troop flag. In addition, the Quality Unit emblem may be worn on the uniform of each member of a qualifying troop. Show samples of the Quality Unit pennant streamer and uniform emblem to the participants.

Baden-Powell Patrol

Refer the participants to the Baden-Powell Patrol Requirements in *The Official Patrol Leader Handbook*. Reproduce copies from the Appendix. This is an excellent plan to bring a patrol up to a standard. The Baden-Powell Patrol is the patrol's equivalent of Quality Unit.

Training Junior Leaders—30 minutes

Who's Responsible?

Ask the group who has the specific responsibility for training the boy leaders of the troop. Secure agreement that the Scoutmaster's job is to train boy leaders to run their troop. This starts with the introduction to leadership.

What Training is Available?

Point out that almost everything the Scoutmaster does with junior leaders is directed toward ongoing training. Some of the best training opportunities include regular patrol leaders' council meetings, campouts, and other activities involving the Scoutmaster and junior leaders.

Youth Training Digest

Distribute copies of "Youth Training Digest," reproduced from the Appendix of this manual, or *Leadership Training—Plans, Procedures, Material*. Review the formal training programs available to assist junior leaders in their jobs and ensure that they have a successful experience. They are:

1. Introduction to Leadership—This was demonstrated at the

beginning of Part 1 during patrol organization and is part of the *Scoutmaster's Junior Leader Training Kit*.

2. Troop Junior Leader Training (certificate and "Trained" strip awarded)
3. Junior Leader Training Conference (certificate and "JLT" emblem awarded)

Troop Junior Leader Training

Review the outline for the Scoutmaster to use in conducting Troop Junior Leader Training. (See the *Scoutmaster Handbook*.)

The training done by a Scoutmaster and senior patrol leader is Troop Junior Leader Training. This event should truly be special, and the entire troop should know that it is an honor to get to go on these outings.

Upon completion of Troop Junior Leader Training, each Junior Leader is entitled to wear the "Trained" emblem for that job.

Troop Junior Leader Training is a weekend event intended for leaders of patrols, crews, and teams. Attendance should be limited to the following:

- Scoutmaster
- Assistant Scoutmaster(s)
- Senior patrol leader
- Assistant senior patrol leader
- Patrol leaders
- Troop guide
- Varsity team captain
- Venture crew chief
- Quartermaster
- Other junior leaders, only as needed

The very best training will be realized in an outdoor camping environment in which the senior patrol leader functions as the patrol leader of the training patrol(s). This is the opportunity for the troop guide, crew chief, team captain, and patrol leaders to see that schedules can be met, meals are good, clean-up can be done, duty rosters will work, jobs can be shared, and that it all can be done while having fun. However, this does not happen by itself. The Scoutmaster must train the senior patrol leader to make it happen.

The training should be conducted shortly after each troop election, normally every 6 months. It is planned as a Friday night and Saturday event with an option for continuing through Sunday. However, you may tailor it for a long weekend or whatever time frame your needs dictate. Be sure that your schedule accommodates every participant's religious worship requirements. It is intended to be an example-setting campout, but could be conducted at a cabin or other facility as your need or situation requires (i.e., weather).

To be successful, this training campout will require planning and attention to detail. The following steps are recommended:

- Plan the date and place well in advance.
- Ensure that participants don't have schedule conflicts and that they know they are expected to go. At the Introduction to Leadership Session with the new junior leaders, this should be stated as an expectation.
- Meet several weeks before the event with the assistant Scoutmasters and senior patrol leader to lay out basic plans and start generating excitement and motivation.
- Brief the troop committee on the importance of this session and secure their total support. Let them know in a tactful way that this is a limited campout (Scoutmaster, assistant Scoutmasters, and selected junior leaders).
- Have the senior patrol leader brief all the junior leaders at a patrol leaders' council meeting in advance, to start generating excitement.
- Meet with key staff to define objectives.
- Work closely with the senior patrol leader to ensure that all plans are made to set the example in camping, living, and cooking skills.
- Plan the agenda in detail with the senior patrol leader.
- Set your plans and stick with them; the Troop Junior Leader Training is a priority item for you, your junior leaders, and your troop.
- Have presenters and leaders of your Troop Junior Leader Training staff practice or rehearse their assignments (this includes the assistant Scoutmasters).

The following is a schedule guide for your Troop Junior Leader Training.

Troop Junior Leader Training Schedule

Using the *Scoutmaster Handbook*, chapter 5, review and discuss troop junior leader training and its importance to the patrol method of operating a troop.

Note: Reference to patrol and patrol leader are applicable to crew and crew chief; team and team captain; and new Scout patrol and troop guide.

FRIDAY

- 6 p.m.** Arrival and set-up campsite
- 7:30 p.m.** Opening period
- 7:45 p.m.** *The Big Picture—Session 1*
- 8:30 p.m.** Fun activity
- 9:30 p.m.** Cracker barrel
- 10 p.m.** Taps and brief staff meeting

SATURDAY

- 6:30 a.m.** Everybody up, breakfast and clean up
- 8 a.m.** Troop assembly and flag raising
- 8:15 a.m.** *The Big Job—Session 2*
 - Motivational activity
- 8:45 a.m.**
 - The patrol leader's job
- 9:15 a.m.** *Official Patrol Leader Handbook game*
- 9:45 a.m.** Break
- 10 a.m.** *Making the Patrol Go—Session 3*
 - Discussion on good program
- 10:30 a.m.**
 - One-pitch softball game
- 11 a.m.** Simulated Patrol meeting
- 11:30 a.m.** Lunch
- 12:30 p.m.** *Care and Feeding of Equipment—Session 4*
 - Equipment care exercise
- 1:15 p.m.**
 - Troop equipment discussion
- 1:30 p.m.**
 - Quartermaster store buying exercise
- 2 p.m.**
 - Tent-pitching relay
- 2:15 p.m.** *Planning is the Key—Session 5*
 - Planning learning session
- 3 p.m.** Break

- 3:15 p.m.** • Planning application
- 4:30 p.m.** Prepare and eat dinner
Break camp if leaving tonight
- 7 p.m.** Flag lowering
- 7:30 p.m.** Super campfire
- 8:15 p.m.** Depart if leaving tonight, or free time
- 10 p.m.** Taps

SUNDAY (optional)

- 6:30 a.m.** Everyone up
- 7 a.m.** Breakfast
- 8 a.m.** Troop assembly and flag raising
- 8:30 a.m.** Scout-led worship service
- 9 a.m.** Nature activity
- 10 a.m.** Break camp
- 10:30 a.m.** Final assembly and flag lowering
- 11 a.m.** Depart

Making the Patrol Method Work

Bring to the group's attention that the most important accomplishment to come out of troop junior leader training is that the Scoutmaster and junior leaders learn more about each other. A trust level will be established that allows each to use the patrol method and make it work in the troop.

Junior Leader Training Conference

This is a weeklong training experience for troop junior leaders conducted by the local council, usually at Scout camp during the summer. A special emphasis is placed on preparing senior patrol leaders for leadership in the troop. It is important that the Scoutmaster participate in the orientation for leaders and learn how to use his junior leaders.

National Junior Leader Instructor Camp

This training is conducted each summer at Philmont Scout Ranch in Cimarron, N.M. The program is for Boy Scouts who are 14–17 years of age as of June 1 and are troop junior leaders. Attendees must be at least First Class rank, have attended their council's junior leader training camp, and be available to assist with their local council junior leader training programs.

Membership—10 minutes

Serving Boys

We cannot provide a boy with the character-building influence of Scouting unless we attract him into the troop. An active membership program is one of our keys to success. So, an organized recruiting plan, or “roundup,” is important.

Sources of Members

On the chalkboard, write the heading “Sources of Members” and ask participants to suggest various membership sources. Direct the responses to include the following:

- From youth-related groups to the chartered organization (church, schools, sons of organization members, etc.)
 - Webelos dens (Each troop should have an assistant Scoutmaster who stays in touch with Webelos den leaders.)
 - School Night for Scouting (A recruiting plan operated by many councils in connection with the schools.)
 - Boy-fact survey (Many districts conduct these surveys in elementary schools to identify boys who would like to be Scouts. A card is available for a troop to use in conducting their own survey.)
 - Recruiting by troop members (Scouts who are enjoying the troop program can invite their friends to participate. Recruiting recognition should be provided. A recruiter strip for Scouts is available.)
 - Den chiefs (The den chief is a powerful influence to interest Cub Scouts in troop membership when they are old enough.)
 - Publicity (Regular news items in your local paper develop an awareness of your troop in the community.)
 - Troop open house (A coordinated council or district membership effort in which boys are identified through a boy-fact survey and referred to troops. The program at a troop rally night is designed to sell Scouting to prospective Scouts.)
 - Public demonstrations (A group of Scouts with a good demonstration in a shopping center or other public location can draw a great deal of favorable attention.)
 - Share local council recruiting information.
-

Involving Parents

Point out that an important Scouting recruiter is the parent of former Cub Scouts who wants his or her son to be in the program. Recruiting efforts should be balanced between an appeal to the future Scout and to his parents. Surveys show that parents hold Scouting in high regard.

As soon as possible after a boy visits his first troop meeting, a conference should be arranged with the boy, his parents, and the assistant Scoutmaster for the new Scout patrol. Here the parent can be fully informed of the troop activities and invited to assist. The result may be a future troop leader—at the very least, an informed parent.

Induction

As soon as a Scout joins the troop, a formal induction ceremony should be held. This should be an inspirational welcome to the troop. (See *Woods Wisdom* for sample ceremonies.)

Strong leadership by the Scoutmaster and the patrol leaders' council is necessary to ensure that new Scouts have a positive experience in Boy Scouting. Initiations are not a part of Scouting.

The troop guide and the assistant Scoutmaster for the new Scouts are the new Scout's best friends and should help him become an acceptable member of the troop.

Maintaining Members

Every troop has a periodic turnover of members. This is to be expected as boys progress through the troop program and graduate. If a Scout is irregular in attendance, followup is important.

Every Scout who has missed a number of troop meetings and seems to be losing interest should be contacted by the Scoutmaster or a member of the troop committee to determine why. Encourage participation.

Closing Period—10 minutes

Troop Formation

The course senior patrol leader forms the troop by patrols, using silent hand signals.

Attendance

As each patrol's name is called, it responds with its patrol yell.

Briefly summarize the material covered in this session:

- A Boy Scout troop is the result of cooperation between the Boy Scouts of America and local chartered organizations. The result is a valuable program for boys and their families.
 - A recognition plan, the National Quality Unit Award, gives recognition to troops that meet basic tests of quality operation.
 - Attention to the administrative details of the troop assures a smoothly operating program that benefits the troop members.
-

Part III

Remind participants that the final training session, the overnight campout, will be held:

Date _____ Time _____ Place _____

Scoutmaster's Minute

The Scoutmaster gives a brief inspirational message to the group, or selects one from *Woods Wisdom*.

Closing Ceremony

The course senior patrol leader leads the training troop in a rededication to the Scout Oath and the 12 points of the Scout Law, or selects a closing ceremony from *Woods Wisdom*.

Dismissal

The senior patrol leader dismisses the training troop with silent hand signals.

After the Meeting

Fellowship

Refreshments may be served.

Scout literature should be available for sale.

Patrol Meetings

Patrols meet to finalize campout plans.

Patrol Leaders' Council

Course faculty and patrol leaders meet after patrol meetings to finalize campout plans and work out any problems.

Cleanup

Service patrol cleans up area and restores training room to its original condition.

Scoutmastership Fundamentals

Part III—The Outdoor Program

The following outline should be used by the instructors as an aid in making assignments for this session. Copies may be reproduced locally. Important—start on time and end on time.

The outline that follows is structured for a Saturday and Sunday. This is the preferred method. If it is not possible to conduct a weekend session, see the alternate plan following this lesson plan.

Participants should take part in Boy Scout Leader Fast Start Training and preview the video *Outdoor Program* before attending this session.

Time	Page	Minutes	Activity	Person Responsible
SATURDAY				
9 a.m.	82	105	Preopening	_____
			Physical arrangements	_____
			Attendance/registration	_____
			Fellowship/refreshments	_____
			Patrol leaders' council meeting	_____
			Video set up for review	_____
			Exhibits by staff or council representatives	_____
			• Order of the Arrow	
			• Summer camp promotion	
			• High-adventure opportunities	
			• Camping equipment	
			• Literature	
			Patrols Assemble	_____
			• Go to model campsite for demonstration on campsite layout and site selection.	
			• Go to assigned patrol site and set up camp.	

Time	Page	Minutes	Activity	Person Responsible
10:45 a.m.	84	15	Opening Ceremony <ul style="list-style-type: none"> • Flag raising (assigned patrol) • Welcome • Plan of action 	<hr/> <hr/> <hr/> <hr/>
11 a.m.	85	60	Demonstration Area	
		(15)	• Woods tools	
		(15)	• Types of fires, firewoods, fire-making	
		(15)	• Alternate fuels, types of stoves	
		(15)	• Cooking demonstration <ul style="list-style-type: none"> —Wilderness cooking —Using trail foods —Supermarket trail foods 	
12 noon	89	60	Lunch and Cleanup <ul style="list-style-type: none"> • Prepare trail food meal in demonstration area • Elect new patrol leader to be installed at patrol leaders' council meeting (5 p.m.) 	<hr/>
1 p.m.	89	180	Scoutcraft Adventure Trail	<hr/>
		(30)	• Packs and packing	<hr/>
		(30)	• First aid	<hr/>
		(30)	• Environment awareness (nature)	<hr/>
		(30)	• Map and compass	<hr/>
		(30)	• Knots for camp	<hr/>
		(30)	• "Light the Cooking Fire Race"	<hr/>

Time	Page	Minutes	Activity	Person Responsible
4 p.m.	94	60	Patrol Competition (using skills learned previously)	_____
		(15)	• First Aid Stretcher Race	_____
		(15)	• String-Burning Race	_____
		(15)	• Nature Memory Hunt	_____
		(15)	• Knot Trail (Knot Kim's Game)	_____
5 p.m.	94	30	Patrol Leaders' Council	_____
			Campfire Planning	_____
5:30 p.m.	96	10	Retreat Ceremony (patrol assigned)	_____
			Prepare for supper	_____
6 p.m.	96	45	Supper	
6:45 p.m.	96	45	Cleanup	
7:30 p.m.	96	25	Campfire Program	_____
8 p.m.	96		Cracker barrel—by patrol	_____
			• Scouting's values, what we believe/ sensitive issues	
			• Patrol topic/topics that you want to discuss tomorrow	
	99		Taps	
SUNDAY				
7 a.m.	99	120	Reveille	_____
			Raise flag	_____
			Prepare breakfast	_____
			Breakfast and cleanup	_____

Time	Page	Minutes	Activity	Person Responsible
9 a.m.	99	30	Interfaith Worship Service	_____
9:30 a.m.	99	15	Health and Safety	_____
9:45 a.m.	101	90	Problem Solving <ul style="list-style-type: none"> • Show video, <i>Youth Protection Training Overview for Boy Scout Basic Training</i>, AV-046 (19:34 min.) • Review topics from last night. • Seek answers from the group (their input is important). • Review training plans. • Discuss liability insurance, drugs, child abuse, serving Scouts with handicaps, and youth protection. 	_____
11:15 a.m.	102	15	Closing <ul style="list-style-type: none"> • Graduation • Information—Good of the Cause • Scoutmaster's Minute—Chief Scout Executive's message from the <i>Boy Scout Handbook</i>, page vii • Ceremony (patrol assigned) from <i>Woods Wisdom</i>, page 603, special ceremony 2 	_____ _____

Alternate Plan (Friday evening—Saturday)

The following outline should be used by the instructors as an aid in making assignments for this session. Copies may be reproduced locally. Important—start on time and end on time.

Participants should take part in Boy Scout Leader Fast Start Training and preview the video *Outdoor Program* before attending this session.

Time	Page	Minutes	Activity	Person Responsible
FRIDAY				
6 p.m.	82	120	Preopening	_____
			Physical arrangements	_____
			Attendance/Registration	_____
			Fellowship/Refreshments	_____
			(Sack lunch supper or buffet may be needed)	
			Patrol leaders' council meeting	_____
			Video set up for review	_____
			Exhibits by staff or council representatives	_____
			• Order of the Arrow	
			• Summer camp promotion	
			• High-adventure opportunities	
			• Camping equipment	
			• Literature	
			Patrols Assemble	_____
			• Go to model campsite for demonstration on campsite layout and site selection.	
			• Go to assigned patrol site and set up camp.	

Time	Page	Minutes	Activity	Person Responsible
8 p.m.	94	30	Patrol Leaders' Council <ul style="list-style-type: none"> • Campfire planning • Assignments 	_____
8:30 p.m.	84	15	Opening Ceremony <ul style="list-style-type: none"> • Welcome • Plan of action 	_____
8:45 p.m.	95	15	Patrol Meeting <ul style="list-style-type: none"> • Finalize campfire plans 	_____
9 p.m.	96	25	Campfire Program	_____
9:30 p.m.	96		Cracker barrel—by patrol <ul style="list-style-type: none"> • Scouting's values • Patrol topics 	_____
10:30 p.m.	99		Taps—lights out	_____
SATURDAY				
7 a.m.	99	120	Reveille Prepare breakfast Breakfast and cleanup	_____
9 a.m.	84	15	Troop Assembly <ul style="list-style-type: none"> • Flag raising • Plan of action 	_____
9:15 a.m.	99	15	Interfaith Worship Service	_____
9:30 a.m.	99	15	Health and Safety	_____

Time	Page	Minutes	Activity	Person Responsible
9:45 a.m.		15	Break and prepare for next activity	
10 a.m.	85	60	Demonstration Area	_____
	85	(15)	• Woods tools	_____
	86	(15)	• Types of fires, firewoods, fire-making	_____
	86	(15)	• Alternate fuels, types of stoves	_____
	86	(15)	• Cooking demonstration	_____
			—Wilderness cooking	
			—Using trail foods	
			—Supermarket trail foods	
11 a.m.	89	60	Lunch and Cleanup	_____
			• Prepare trail food meal.	
			• Elect new patrol leader to be installed at retreat.	
12 noon	89	180	Scoutcraft Adventure Trail	_____
	89	(30)	• Packs and packing	_____
	90	(30)	• First aid	_____
	91	(30)	• Environment awareness	_____
	92	(30)	• Map and compass	_____
	93	(30)	• Knots for camp	_____
	94	(30)	• "Light the Cooking Fire Race"	_____
3 p.m.	111	60	Patrol Competition (using skills learned previously)	_____
	111	(15)	• First Aid Stretcher Race	_____
	111	(15)	• String-Burning Race	_____
	111	(15)	• Nature Memory Hunt	_____
	111	(15)	• Knot Trail (Knot Kim's Game)	_____

Time	Page	Minutes	Activity	Person Responsible
4 p.m.	101	60	Problem Solving <ul style="list-style-type: none"> • Review topics from last night. • Seek answers from the group. Their input is important. • Review training plans. • Discuss liability insurance, drugs, child abuse, serving Scouts with handicaps, and youth protection. Show <i>Youth Protection</i> video, AV-046. 	_____
5:30 p.m.	96	10	Retreat Ceremony <ul style="list-style-type: none"> • Information—Good of the Cause • Graduation • Scoutmaster's Minute—Chief Scout Executive's message from the <i>Boy Scout Handbook</i>, page vii • Ceremony from <i>Woods Wisdom</i>, page 603, special ceremony 2 	_____
5:40 p.m.	96	40	Prepare for Supper <ul style="list-style-type: none"> • One-pot meal • Break camp • Pack gear 	_____
6:20 p.m.	96	40	Supper and Cleanup	_____
7 p.m.			Depart	

Materials Needed for Part III

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
3691	Troop Fireguard Plan	X	X	X	
6502	<i>Scoutmaster Handbook</i>	X	X		
3229	<i>Boy Scout Handbook</i>	X	X		
6512	<i>The Official Patrol Leader Handbook</i>	X	X		
3200	<i>Fieldbook</i>	X	X		
4169	<i>Leadership Training: Plans, Procedures, Materials</i>	X	X		
3224A	<i>Boy Scout Songbook</i>	X	X		
26-002	<i>Boy Scout Leader Program Notebook</i>	X			
7262A	<i>Woods Wisdom, Troop Program Features</i>	X			
3520	<i>Backpacking</i>	X			
3559	<i>Be Expert With Map and Compass</i>	X			
3591	<i>Camp Cookery for Small Groups</i>	X			
3257	<i>Cooking merit badge pamphlet</i>	X			
3549	<i>Dutch Oven Cooking</i>	X			
3276	<i>First Aid merit badge pamphlet</i>	X			
3122	<i>Group Meeting Sparklers</i>	X			
3380	<i>Hiking merit badge pamphlet</i>	X			
3694	<i>Outdoor Code Poster</i>	X			
3657A	<i>Outdoor Survival Skills</i>	X			
3382	<i>Pioneering merit badge pamphlet</i>	X			
3734	<i>Tours and Expeditions</i>	X			
3696	<i>Campfire Program Planner</i>	X	X	X	
3945	<i>Drugs: A Deadly Game</i>	X	X	X	
3620	<i>Youth's Frontier, Making Ethical Decisions</i>	X	X	X	
3943	<i>Child Abuse—Let's Talk About It</i>	X	X	X	
58-404	<i>An Invitation to Join the National Eagle Scout Association</i>	X	X	X	
	<i>Camp Duties Roster*</i>			X	

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
	The Campfire Program Planner*			X	
	BSA Position Regarding Tents*			X	
	BSA Policy on Use of Chemi- cal Fuels*			X	
	Suggestions for Religious Observance*			X	
	Suggested Interfaith Worship Service*			X	
	Things to Make for Camping*			X	
	Fire-Making Materials and Fire- woods Sheet*			X	
	Compass Courses—Map and Compass*			X	
	Supply Division Trail Foods Order Blank*			X	
	Supermarket Trail Food List*			X	
	Patrol Competition—skill cards*			X	
	Local camp and high- adventure brochures			X	
3767A	Training Certificates		X	X	
280	Trained Leader Emblem			X	
4413	Training Attendance Reports				X
4037	Name tags				X
	Scoutmaster Progress Record*			X	X
	Boy Scout Leader's Progress Record*			X	X
3428	Outdoor Code pocket card		X	X	X
3694	Outdoor Code poster				X
	Wilderness Policy of the BSA*			X	
7369	Safe Swim Defense		X	X	
4243	Safe Swim Defense Card		X	X	
7368	Safety Afloat		X	X	
4409A	Health and Safety Guide	X	X	X	
	Lined tablet				X
4234	Totin' Chip	X	X	X	

NUMBER	ITEM	DISPLAY AND RESALE	FOR INSTRUCTOR	FOR PARTICIPANTS	EQUIPMENT AND SUPPLIES
	Ballpoint pens				X
	U.S. flag				X
	Chalkboard, chalk, eraser				X
	Flip chart with easel				X
	Masking tape				X
	VHS video player/TV				X
	Videotapes (Boy Scout Fast Start)				X
AV-023	<i>The Troop Meeting</i>				
AV-025	<i>Troop Organization</i>				
AV-024	<i>The Outdoor Program</i>				
AV-026	All three on one tape				
AV-026VG	Viewer's Guide (fast-start booklet)				
AV-046	<i>Youth Protection Training Overview for Boy Scout Basic Training</i>				

*Duplicate from the Appendix

Equipment Checklist for Part III—The Outdoor Program

The following lists of equipment should be reviewed during Part I in preparation for the Part III outdoor experience. The lists should be reproduced and given to the individuals or patrols responsible for each demonstration.

Model Campsite Equipment:

- ___ Voyager tent, No. 1414
- ___ Free Spirit tent, No. 1417
- ___ Adventure backpacker, No. 1423
- ___ Fly, No. 1424 or 222828
- ___ Patrol first aid kit
- ___ Bulletin board
- ___ Patrol chuck box
- ___ Assorted patrol campsite improvements
- ___ Camp Duties Roster (Appendix)

Woods Tools Demonstration:

- ___ Scout hand ax, No. 1510
- ___ Bow saw, No. 2368
- ___ 8-inch file with handle
- ___ Binder twine or surveyors' tape to mark the area

Fire Building and Cooking Fires Demonstration:

- ___ Scout hand ax, No. 1510
- ___ Camp shovel, No. 1269
- ___ Fire grates (see "Things to Make," Appendix)
- ___ Charcoal or briquettes
- ___ BSA Policy on Use of Chemical Fuels (Appendix)
- ___ Peak stove
- ___ Buddy burner

Assigned to: _____

- ___ Adventurer two-man tent, No. 1436
- ___ Tent poles, pins, spikes, line
- ___ U.S. flag on pole
- ___ Fire tools
- ___ Patrol cooking gear
- ___ Folding water carrier, No. 1856
- ___ BSA Position on Tents (Appendix)
- ___ BSA Policy on Wilderness Areas (Appendix)

Assigned to: _____

- ___ Scout felling ax, No. 1239
- ___ Scout pocketknife, No. 1996, 1045, or 1046
- ___ Sharpening stone, No. 1326, 1314, or 1327
- ___ Assorted chopping blocks, etc.

Assigned to: _____

- ___ Bow saw, No. 2368
- ___ Fire starters (see "Things to Make," Appendix)
- ___ Matchboxes (No. 1030 or homemade)
- ___ Various fire lays
- ___ Fire pails with water and sand
- ___ Propane stove
- ___ Sigg bottle

First Aid Demonstration:

- ___ Adhesive bandages (one per participant)
- ___ *Boy Scout Handbook*

Cooking Demonstration:

- ___ *Fieldbook*, No. 3200
- ___ Set of tin-can nesting pots
- ___ Variety of instant foods and drinks
- ___ Small beefsteaks
- ___ Oranges
- ___ Large leaves for leafburgers
- ___ Bread for toast, etc.
- ___ Twixer and other items from "Things to Make" (Appendix)
- ___ Tin can charcoal stove
- ___ Aluminum foil
- ___ Trail food dinner packet (type to be used for lunch)

Patrol Lunch Supplies:

- ___ Trail food dinner meal packet (If BSA/Rich-moor meal, use complete meal packet; serves four. Use two packets for a patrol of eight.)
- ___ Patrol cook kit
- ___ Patrol utensil kit
- ___ Paper plates
- ___ Trail food complete dinner meal packet (paper plates, cups, plastic forks, spoons, knives)

Packs and Packing Demonstration:

- ___ Pack frames, Nos. 1388 and 1085
- ___ Yucca pack, No. 1331

Assigned to: _____

- ___ Sample patrol and personal first aid kits
- ___ Triangular bandages (old neckerchiefs)

Assigned to: _____

- ___ Charcoal or briquettes
- ___ Paper cups
- ___ "Tennis racket" broiler
- ___ Hamburger patties for demonstration
- ___ Onions
- ___ 6 eggs
- ___ Biscuit mix in plastic bag
- ___ Hobo stove
- ___ Selection of freeze-dried dehydrated foods
- ___ Assorted cooking gear as required (see "Things to Make," Appendix)

Assigned to: _____

- ___ Paper cups and plates
- ___ Plastic forks, knives, spoons
- ___ Paper towels
- ___ Steel wool soap pads
- ___ Charcoal or briquettes

Note: If No. 10 cans are available, use them for cooking and eliminate using and cleaning pots and pans.

Assigned to: _____

- ___ Packs for frames, No. 1335
- ___ Haversack, No. 573

- ___ *Fieldbook*, No. 3200
- ___ Ground sheet (builder's plastic)
- ___ Sample share of patrol equipment
- ___ Spring scale for weighing packs

Map and Compass Demonstration:

- ___ Geological survey map of the area
- ___ Compass demonstrator, No. 1052
- ___ 50-meter tape measure (50 meters is 164 feet)
- ___ Numbered stakes

Environment Awareness Demonstration:

- ___ *Boy Scout Handbook*
- ___ Selection of nature references
- ___ 20 native plants, No. 10 cans or small boxes, and index cards

Light the Cooking Fire Race:

- ___ One No. 10 can or small pot per patrol
- ___ Soap powder or detergent

- ___ Homemade packs and equipment
- ___ Assorted foods in plastic bags
- ___ Assorted personal gear

Assigned to: _____

- ___ Silva compass, No. 1070 or 1072
- ___ *Boy Scout Handbook*
- ___ 100-foot tape measure
- ___ Compass courses from Appendix

Assigned to: _____

- ___ *Fieldbook*, No. 3200
- ___ 3¼-foot (or 1-meter) string with peg (one per participant)

Assigned to: _____

- ___ Stick matches
- ___ *Fieldbook*, No. 3200

Part III—The Outdoor Program

This session is to be conducted in an outdoor setting with provisions for overnight camping. The most desirable site may be the local Scout camp. An alternate location would be a park, campground, or privately owned land.

In preparing for the outdoor session, consider the following elements:

- To prepare the area, the instructors and patrol leaders should arrive Friday evening. If not familiar with the area, the staff should visit the area in advance to ensure a successful and safe experience. This provides time for setting up the model campsite, reviewing possible patrol campsites, selecting areas for the Scoutcraft adventure trail demonstrations, preparing needed equipment, and assuring that all is ready for the arrival of the participants.
- It is important to have an area where participants can be seated in a training setting for group presentations. A lodge, meeting room, or shelter is desirable. A large fly with chairs, benches, or logs can be used. In some cases, a campfire circle may be suitable. Whatever the setting, the participants should be comfortable for best results.
- Any special needs for religious services must be arranged in advance. Check with the nearest Catholic parish for the time of the most convenient mass. If Jewish services are to be conducted as a part of the overnight, a Scouter should be recruited to be responsible and provide a prayer book. A congregation of at least 10 males over age 13 is needed to conduct Jewish services. If Mormon Scouters are in attendance, arrangements should be made for a Sacrament meeting. Take care in planning the Scout worship service to assure that it is an interfaith service and acceptable to all. Scriptural quotes from the Old Testament are most appropriate.
- Check assignments made in Part I. Specific patrols are to be responsible for each of the following: opening flag ceremony, retreat ceremony, preparation of the campfire area, patrol cracker barrel, morning flag raising, Scout interfaith worship service, assisting with the buffet lunch, and final retreat.
- Patrols will prepare two meals (Saturday supper and Sunday breakfast) and a Saturday night patrol cracker barrel during the weekend. Saturday's lunch is a part of the cooking demonstration and should be handled by the course faculty, assisted by a patrol. Food for the cooking demonstration lunch, and refreshments on arrival and for breaks should be provided by the course faculty from fees collected. Food for the supper, cracker barrel, and breakfast should be provided by the patrols, based on suggested menus from the *Boy Scout Handbook*. Proper refrigeration should be available for all perishables.

Part III—The Outdoor Program Group Training Outline

Learning Objectives. At the end of this session, each participant should be able to:

- Explain how the outdoor program is carried out and the importance of frequent outings and summer camp attendance.
- State the importance of the outdoor program as a method in Scouting.
- Demonstrate and use a variety of practical Scoutcraft skills.
- Teach outdoor Scouting skills to Scouts.
- State the Scout camping opportunities available in the local council.
- Identify the importance of fun and inspiration in camping and outdoor activities.
- Explain a Scout's duty to God.
- Conduct an effective campfire program.
- Handle sensitive issues with Scouts, leaders, and parents.

Preopening—105 minutes

Physical Arrangements

Arrival the previous evening will assure that the course faculty is fully prepared for the participants, that assignments are understood, and that all equipment is ready. Include video equipment and the *Youth Protection* video.

It is important to bolster participants' confidence as they arrive. Post directional signs and assign a greeter to meet participants and direct them to the proper area.

Attendance Registration

Ask participants to sign in on a sheet of paper. Their attendance will later be transferred to the Training Attendance Report. Initial the appropriate space on their adult leader training progress record.

Fellowship and Refreshments

Coffee, tea, and punch should be available in the gathering area to stimulate fellowship. Be sure to have at least one caffeine-free beverage available. Patrol leaders should check arrivals and when a majority of the patrol members have arrived, the patrol should meet.

PLC Meeting

Have patrol leaders arrive early. Check plans and review the day's activities.

Exhibits

Exhibits by staff or council representatives.

- Order of the Arrow _____ assigned
- Summer camp promotion _____ assigned

- High-adventure opportunities _____ assigned
- Camping equipment _____ assigned
- Literature _____ assigned
- Other: _____ assigned
- _____ assigned
- _____ assigned
- _____ assigned
- _____ assigned
- _____ assigned

The exhibits are a part of the preopening activity of Part III. Work with your council to get support material, literature, etc., to help you with these displays.

Model Campsite

Each patrol, under the leadership of the patrol leader and assisted by an assistant Scoutmaster, moves to the model campsite for a demonstration on how to set up its campsite. After the demonstration, each patrol goes to its assigned patrol campsite. Equipment should be checked and set up.

Site Selection and Layout

The model campsite should contain as many of the elements described in the *Boy Scout Handbook* as possible.

As the participants tour the campsite, point out why this site was selected (*Boy Scout Handbook*). Indicate types of BSA tents used, placement of the cooking area, dining fly, U.S. flag, location of the first aid kit, patrol bulletin board with duty rotation chart, fire protection, location of the latrine, and other points.

The Right Tents

Point out that the most suitable tents for use by Scouts are the official BSA Supply Division tents. They are specifically designed for boys, are a good compromise between light weight and durability, and meet federal and state standards for fire safety.

Flammability Warning. Official BSA tents are made to meet CPAI-84 flame retardancy specifications. However, they are not fireproof. The fabric will burn if left in continuous contact with an open-flame source. Exercise care and caution. Never permit any fires or open flames in tents. Use only flashlights and/or battery powered or electric lanterns inside of tents.

Distribute copies of the BSA Position Regarding Tents, reproduced from the Appendix.

Conservation

Emphasize that the ground surface shouldn't be disturbed, except for the latrine and the clearing of a fire site. Practice low-impact camping by leaving the campsite as natural as possible.

Point out camp gadgets, water buckets, food storage areas, drinking water source, and other features of the site. Explain that it is easy to be uncomfortable while camping—it takes some planning to camp well.

Camp Setup and Personal Projects

Patrol leaders, assisted by their assigned assistant Scoutmaster, lead their members to the assigned patrol site. Based on what has been covered, plan the camp layout and set up camp. If time permits, encourage patrol members to start a project for campsite improvement. Their assistant Scoutmaster will be available to help them.

Opening Period—15 minutes

Formation

Using a signal such as a bugle call, assemble the training troop at the flagpole.

Attendance

Check attendance by having each patrol give its yell or patrol song.

Opening Ceremony

The assigned patrol raises the flag and leads the training troop in the Pledge of Allegiance and the Scout Oath.

Welcome and Announcements

The course Scoutmaster welcomes the group, comments on the patrol activity and preparation, and makes any necessary announcements.

Objectives of Session

Read aloud the learning objectives found at the beginning of this session.

Tell the participants that Scouting's outdoor program is one of the things boys tell us they enjoy most. It's why they join. It's what we promise. It is the heart of the Scouting adventure. Most of the elements of the Scout advancement program are related to outdoor skills. It is not our intention to turn a boy into a skilled camper or hiker. Hiking, camping, and related skills do challenge a boy. The outcomes we are after are courage, initiative, and self-reliance. The outdoors provides a good setting for these qualities to grow and develop.

At this point, ask the patrols to move to the demonstration area for group instruction conducted by members of the staff.

Demonstration Area—60 minutes

Note: If the training troop is large, it may be desirable to run the demonstration area as a round-robin. With a smaller troop, all patrols may move as a group. It's up to you.

Woods Tools—15 minutes

A Special Area

Direct the participants to the demonstration area and explain that it is clearly marked to assure safety. Point out the chopping area, splitting area, and sawing area. Note the tools involved: hand ax, three-quarter ax, bow saw, files, and sharpening stones.

Totin' Chip

If participants meet the requirements, present them with their Totin' Chip cards, No. 4234.

The Scout Knife

Demonstrate the features of the official Boy Scout knife. Explain that this knife is specially designed for a boy to use as he develops skills and learns hand coordination. Demonstrate the method of sharpening the knife (*Boy Scout Handbook*) and of opening and closing the blade. Have each patrol leader assist participants as they practice sharpening their Scout knives.

The Scout Ax

Point out the parts of the Scout ax and demonstrate how it is passed safely—the words “thank you” indicate that the ax has been received and the passer can release it. Demonstrate how the ax is sheathed, how to check for clearance before chopping, and the contact method of chopping and splitting. (See the *Boy Scout Handbook*.)

Demonstrate how the ax is sharpened and ask patrol leaders to assist participants in sharpening their axes.

Bow Saw

Demonstrate how the bow saw or folding saw can be used to quickly cut wood into small pieces. Show how a small log can be used to hold the wood. (See the *Boy Scout Handbook*.)

Knife, Saw, and Ax Practice

Ask each participant to saw wood to length and try the contact method to cut and split a sample of wood. The result should be “as long as your forearm and twice as big around as your thumb.” This is an easily understood description of split kindling. The split wood should be carried to the fire area. It will be needed for the cooking demonstration.

Types of Fires, Firewoods, Fire-Making—15 minutes

The Fire Area

Demonstrate how a 10-foot space is prepared to prevent the fire from spreading from the fire area. The ground cover should be saved to be put back. Leave the area as natural as you can. (See the *Boy Scout Handbook*.) Note that wood is stacked neatly, convenient but not in the way, sorted by size, and covered in case of rain. Demonstrate the type of tinder, kindling, and fuel available in the local area. Distribute copies of Firemaking Materials and Firewoods, reproduced from the Appendix. (Also refer to the “Firelay” section of the *Fieldbook*.)

Types of Fires

Demonstrate a variety of fire lays for different purposes: lean-to, crisscross, tepee, hunter’s, etc. Point out that different fires are used for certain purposes: a hot fire of soft woods for boiling, hardwood for reflector fires, and hardwood coals for steady heat. (See the *Boy Scout Handbook*.)

Alternate Fuels and Types of Stoves—15 minutes

Charcoal

In some parts of the country, open-flame fires are limited to camp stoves or completely prohibited. If this is true in the local area, demonstrate the proper use of charcoal. Note that Scouts should never use liquid fire starter. (See the *Boy Scout Handbook*.)

Chemical Fuels

The Boy Scouts of America has a policy on the use of liquid, gaseous, or jellied fuels. One of the purposes of Scout camping is to give the boy a wilderness experience. In some situations, however, the use of chemical fuel stoves is more practical and may be necessary as a sound conservation practice.

Distribute copies of the BSA Policy on Use of Chemical Fuels, reproduced from the Appendix of this manual.

Types of Stoves and Lanterns

Display several approved camp stoves and lanterns available for BSA use and demonstrate their safe use in keeping with national and local council policy. Check the BSA Supply Catalog for approved examples.

Demonstrate proper care, use, and refueling procedures for stoves and lanterns. Local council policy, as well as state and local regulations, must prevail. Again emphasize the safe storage of all liquid fuels.

Cooking Demonstration—15 minutes

Preparation

Some advance preparation will be needed for this demonstration. It is handled by staff members because fires must be built

and tended and food prepared, and this would interfere with a patrol's morning program if it were a patrol assignment.

A central cooking fire area should be used for the demonstrations, with a separate cooking area for each patrol to use in preparing its lunch. For ease in the lunch preparation, charcoal or briquettes are suggested for the patrol fires. These should be started for the patrols before this demonstration begins.

Introduction

Invite participants to enter the cooking area and take positions where the demonstration can be easily seen. A good part of this demonstration is simple showmanship, so some "staging" will be helpful.

Explain that we're going to demonstrate a variety of ways to cook food with a minimum of effort and almost no utensils. Display a copy of the *Cooking* merit badge pamphlet as a reference for some of these techniques.

Paper Cup Soup

Show how water can be boiled in a paper cup. Instant soup, coffee, cocoa, bouillon, or instant cereal can be added when the water boils. No pot is needed. The cup won't burn as long as it contains water, and the empty cup can be burned with no cleanup needed.

Tennis Racket Steak

Using a forked stick and some twigs, fashion a "tennis racket" broiler. Fasten a small piece of beefsteak to it with twigs and prop it over the fire to broil.

Rock Burgers

Show how a hamburger patty can be slapped onto a hot rock and broiled. If the rock is really hot, the burger will stick and cook from both sides. Do not use stream boulders.

Orange Burger

A half orange with the pulp removed (a good appetizer) can be filled with hamburger and placed on the coals.

Onion Burger

The outer shell of an onion filled with hamburger can be cooked on the coals. The onion flavor goes through the meat.

Leaf Burger

A large sweet leaf can be used to cook a hamburger patty directly on the coals. Grape leaves work well. In the winter when leaves are not available, a sheet of wrapping paper folded about four times and moistened can be used.

Eggs

Eggs can be cooked in orange and onion shells, too. Demonstrate one of the methods.

Tarzan Steak

Simply toss a small steak directly on the hot coals. Blow or fan away loose ashes first. Don't try this with hamburger, as the fat will probably ignite.

Tarzan Toast

This works the same way as the steak.

Twixer Biscuits

Demonstrate how to make a "twixer" and use it to make a biscuit. The biscuit can be baked on the twixer if it isn't too big—big ones drop off. Larger biscuits can be baked in foil or fried in a pan.

Hobo Stove

Show a hobo stove made from a No. 10 can or a 3-pound coffee can. Patrols will have an opportunity to make these. Show how an egg can be fried on the hobo stove in an onion ring or a large hole in a slice of bread to prevent the egg from flowing over the rim.

Charcoal Stoves

Show how simple charcoal stoves can be made from tin cans, old basins, rusty buckets, etc. Patrols will be able to make these, too. Point out that old oven or refrigerator racks should *not* be used for barbecue grills, as the plating used is harmful.

Nesting Tin Can Pots

Show a set of nesting tin can pots and explain that patrols will have a chance to make these later. Mention that a blackened pot cooks more efficiently than a brightly polished one—it is a scientific fact. Everybody expects the costly aluminum nesting pot set to be bright and clean, but no one cares about some old tin cans. When the tin can pot becomes too disgraceful, just throw it away and make another.

Dehydrated and Freeze-Dried Foods

Prepare some of these foods in advance for participants to sample. Mention that there are many brands of dehydrated and freeze-dried foods on the market intended for campers and backpackers. They are inexpensive and a troop can obtain most of the dried food it needs in the local supermarket. Display some of the following products and ask participants to suggest others: Macaroni or spaghetti dinner; instant rice, potatoes, soup, cereal, coffee, cocoa, tea, applesauce; dehydrated eggs, milk, vegetables, etc. Distribute copies of the Supermarket Trail Foods list, reproduced from the Appendix of this manual.

Trail Foods

Lightweight trail foods can be purchased at the local Scouting distributor or local council service center (see BSA Supply Catalog). Patrols are going to prepare one of these trail type “dinners” for lunch. Each packet is a complete meal for four people, so a patrol of eight will receive two complete packets.

For training purposes, use one of the complete dinners. Patrol members can use individual items and make up their own “menu,” or they can duplicate it with similar items found in the grocery store.

Complete meal packets are more costly than the supermarket variety, just as brand-name items are more costly than generic items. The choice is up to the individual.

Lunch and Cleanup—60 minutes

Each patrol moves to its prelit fire area to prepare lunch, using trail food packets and patrol cook kits. Use paper plates and cups, plastic knives, forks, and spoons. Patrol leaders direct the activity and assist as needed.

Scoutcraft Adventure Trail—180 minutes

Staff Introduction

Staff members should have their areas ready before participants arrive. Assemble the training troop in a central area and explain that we’re going to take a short hike. There will be several stations along this “Scoutcraft adventure trail.” Here participants will learn and try out some Scoutcraft skills. They will find the demonstrations helpful in teaching these same skills to Scouts as part of their Boy Scout advancement. Use colored ribbons or string as a reward for a job well done at each station. They can be worn on a button or placed on patrol flags.

Note: If the training troop is large, you may want to run the trail as a round-robin. With a smaller troop, all patrols may move as a group. It’s important that all participants actually have a chance to try out the skill. The 30 minutes allotted for each station includes walking time, so control the events accordingly.

Station 1

Packs and Packing—30 minutes

Types of Packs

Note: Relates to Tenderfoot requirement No. 1.

Display a variety of BSA packs. Try to include homemade items as well. Explain that packs serve various purposes; the terrain covered may determine the choice. Mention that some good homemade packs are shown in the *Fieldbook* and they make fine troop or patrol projects.

How to Pack

Packing gear properly is an art. Here are some steps that might be displayed on a poster:

1. Make a list of personal gear you think you'll need.
2. Then cross off most of the list—you probably won't really need it.
3. Divide food and equipment equally among members of the group, taking into consideration both weight and bulk.
4. Pack food in plastic rather than the original containers. Use food storage bags, soft plastic bottles and jars, baby bottles, etc. Label the containers, and if instructions are needed, cut them off the original package and drop them into the container. It is handy to pack food by meals with everything premixed.
5. As the pack is packed, it should be balanced. Each side should be of equal weight. Generally the weight should be centered near the top of the pack and as close to the body as possible.

Demonstrate the actual packing of a pack. Explain that there are many opinions on packs and packing. Each experienced backpacker has learned what suits him best, so don't knock what works.

Pack Weight

Most Scouts tend to carry packs that are too heavy. Generally, no pack should weigh more than one-fifth of the Scout's own weight. For Scouts who are not used to exertion or high altitudes, the weight should be even less. We suggest establishing a one-fifth body weight limit as an absolute maximum and weighing packs before departure.

Patrol Practice

As time permits, supply the patrol with a pack and a selection of equipment items. The patrol can organize the gear and practice packing to achieve a good balance.

Station 2

First Aid—30 minutes

Note: Relates to Tenderfoot requirement Nos. 1 and 11b; Second Class requirement No. 6c; and First Class requirement No. 8c.

Introduction

As participants enter the area, give each an adhesive bandage and ask them to put it someplace "where you will know where it is and it will be handy."

Explain that the First Aid advancement requirements are designed to have a Scout "Be Prepared" to help himself and others. We want to keep first aid instruction simple and practical.

Hurry Cases

Briefly outline what to do for stopped breathing, serious bleeding, and internal poisoning. Scouts respond well to the logic of first aid—if breathing stops, breathe for the victim; if bleeding is serious, stop it with direct pressure; if poison is swallowed, dilute it. If the face is pale, lower the head; if the victim is cold, warm him; if the face is red, raise the head; if the victim is hot, cool him. We want to teach Scouts what to do, not how to diagnose.

Pressure Points

Demonstrate the location of the pressure points for the arms and legs as described in the *Boy Scout Handbook*. Ask participants to pair off and practice on each other.

Cuts and Scratches

Cuts and scratches are wounds—openings in the skin. Clean even the smallest wound to remove germs that can cause infection.

Explain that simple cuts can be treated with soap and water and covered with a bandage. There are a few tricks about applying an adhesive bandage.

Call a participant forward, hand him a small adhesive bandage, and ask him to apply it to a scraped knuckle. He probably will wrap it around the knuckle. Ask him to flex the finger and note how the bandage bunches and gaps. Show the participants what happens when the bandage is applied in a spiral around the knuckle. It will flex easily. Now have them try it.

Local Problems

Briefly review any special problems likely to be found in your local area such as ticks, chiggers, scorpions, extreme heat, hypothermia, poisonous plants, etc.

Emergency Stretcher

Demonstrate to the group how to make a stretcher using two tent poles and a strong blanket or other material available. Ask participants to practice as patrol leaders assist. (See the *Boy Scout Handbook*.)

Station 3

We're Not Experts

Environment Awareness (Nature)—30 minutes

Note: Relates to Tenderfoot requirement No. 10 and First Class requirement No. 6.

Few Scoutmasters are experts on nature and the environment. Scouts will frequently ask, "What kind of tree is that?" If you don't know, you should freely admit it. A good response would be, "Let's look it over carefully and see if we can identify it." If the leader simply gives the name, the Scout will probably soon forget it. If the tree or bird or flower or bug is examined with care and a reference consulted, both the Scout and the leader will have some information that will stay with them.

Learn to See

Explain that our object is to get Scouts to really *see* things, not just look at them. Careful observation is a skill that can be taught. Ask such questions as: "What shape was the leaf?" "How big was it?" "How many petals on the flower?" To help you, your patrol will participate in a contest called "Plants' Who's Who?"

References

Display copies of the *Boy Scout Handbook*, *Fieldbook*, and other reference sources for nature identification popular in the local area. Be sure these are written for the general public and are not textbooks.

Plants' Who's Who

Equipment needed: 20 (or more) native plants found in your area. Place them in No. 10 cans or small boxes numbered from 1 through 20. Place a card at each plant, giving the name and description or an important characteristic such as edible or inedible.

Action: Part 1. The patrol walks around containers with plants in them. They read the descriptive cards and try to learn about the plants.

Action: Part 2: Identifying cards are removed. The patrol again walks around the containers to try to identify and list all the plants. The patrol goes into a huddle and makes a list of the plant names and important characteristics.

Station 4

Map and Compass—30 minutes

The Compass

Note: Relates to Second class requirement Nos. 1a and b and First Class requirement No. 2.

Ask participants to briefly review in the *Boy Scout Handbook* how a compass works. Remind them that we will not get too concerned about declination or variation as the merit badge requirements refer to magnetic bearings.

Distance

Have a 100-foot distance staked out for each patrol. Ask patrol leaders to lead their patrol over the course and assist members in determining the length of their steps. Have a 50-meter distance staked out so participants can gain experience with the metric system.

Maps

Ask course members to turn to the *Boy Scout Handbook* and quickly review the material on maps. Distribute a topographic map of the local area to each patrol and ask participants to take turns orienting the map, finding their own location, and noting as many map symbols as possible using the *Boy Scout Handbook*.

Compass Course

Six compass courses will be found in the Appendix. Distribute one compass course to each patrol. Move to an open and fairly level area and place a numbered stake in the ground for each patrol's course. Ask the patrols to follow the course and place a numbered stake marked "end" where they wind up. Patrol members should be divided into teams of two or three. Each team should be responsible for one leg of the course to assure that all participants gain experience in using the compass. Here are the answers:

1. Correct finish is 10 feet from the start on compass reading 23 degrees. Permissible error is 20 feet 1 inch.
2. Correct finish is 25½ feet from the start on compass reading 309 degrees. Permissible error is 13 feet 3 inches.
3. Correct finish is 78 feet from the start on compass reading 280 degrees. Permissible error is 18 feet 9 inches.
4. Correct finish is 10 feet from the start on compass reading 203 degrees. Permissible error is 20 feet 1 inch.
5. Correct finish is 25½ feet from the start on compass reading 129 degrees. Permissible error is 13 feet 3 inches.
6. Correct finish is 78 feet from the start on compass reading 100 degrees. Permissible error is 18 feet 9 inches.

Take it Home

When the event is finished, tell the participants that several compass games will be found in *The Official Patrol Leader Handbook*. Urge them to use these compass activities with their own troops.

Station 5

Knots for Camp—30 minutes

Note: Relates to Tenderfoot requirement Nos. 3a and b and First Class requirement Nos. 7a and 8a.

Using "Knots for Camp," from the *Boy Scout Handbook*, review with the participants the six knots most commonly used in camp.

- | | |
|----------------|---------------------|
| 1. Square knot | 4. Clove hitch |
| 2. Sheet bend | 5. Two half-hitches |
| 3. Bowline | 6. Taut-line hitch |

Demonstrate tying two half hitches and a taut-line hitch by using these knots to pitch a tent. Using the skill card from the Appendix, "Knots for Camp—Whipping," teach participants how to whip the end of a rope to prevent unraveling. Have them try.

Station 6

Light the Cooking Fire Race

Display

Note: Relates to Second Class requirement Nos. 2c and d.

Equipment needed: For each patrol, one No. 10 can or small pot, one teaspoon soap powder or detergent, and two matches.

Action: Patrol gathers native tinder, firewood, and three rocks (or logs) for a fireplace. Can is filled with water to within 1 inch of the top, with soap or detergent added. Patrol then selects its two representatives. On signal, the two patrol members set up their fireplace, lay and light fire, and keep feeding fire until water boils and soap bubbles over to determine the winner.

Patrol Competition—60 minutes

Using Skills

Using some of the skills learned previously, stage some friendly competition. See *Woods Wisdom* for each game.

- First Aid-Stretcher Relay—15 minutes (page 572)
- String-Burning Race—15 minutes (page 585)
- Nature Memory Hunt—15 minutes (page 567)
- Knot Trail (Knot Kim's Game)—15 minutes (page 582)

Have a simple ribbon or other recognition item to present to the patrol doing the best job in each event.

Assign a staff member to prepare each event. One staff member should act as coordinator and timer for the events.

Note: The skills listed above are only suggestions. See *Woods Wisdom* for additional information or the "Scoutcraft file" in the Appendix of *Junior Leader Training Conference Staff Guide* for a detailed listing of other suggestions.

You may wish to reproduce those pages of that manual as a handout. This would provide each leader with a complete Scoutcraft file.

Patrol Leaders' Council—30 minutes

Campfire Planning

Each patrol leader will attend and represent his patrol.

Explain that campfires are a way to combine fun with inspiration in a rewarding evening activity. List the following purposes of a good campfire, with brief comments on each purpose:

- Fun
- Adventure

- Entertainment
- Education
- Fellowship
- Inspiration
- Action
- Leadership development

The Four S's of a Campfire

Point out that there are many kinds of campfires: stunt campfires, songfests, parent or guest nights, courts of honor, Indian lore, etc. Most troop campfires, however, should have four elements. List these on the chalkboard as the points are developed.

1. *Stunts and skits.* These can be funny, serious, skill demonstrations, etc. All stunts and skits should be screened in advance by the Scoutmaster to assure they are in good taste. Stunts and skits are usually put on by patrols.
2. *Songs.* Use fast songs as the fire rises, quieter songs as the fire fades. Again, screening is needed to assure good taste. Try to get the Scouts to aim for real singing, not just yelling.
3. *Stories.* Storytelling can make a real hit. Historical, humorous, hero, travel, and certain ghost stories may be appropriate. Be careful that the younger Scouts are not frightened by ghost stories. Some may be away from home and in the woods for the first time. Always be sure that any ghost story is resolved. Never imply that "something will get you" or the Scoutmaster may find a tent full of frightened Scouts at the first little night noises. Screen stories in advance for good taste.

The "Scouts in Action" cartoon feature in *Boys' Life* is a good source of true stories of heroism.

4. *Showmanship.* The way the fire is lighted, costumes, the flow of the program, and an uplifting ending all contribute to good showmanship. A campfire should be staged—it's really a form of theater.

Campfire Planner

Announce that each patrol will have a chance to participate in the evening campfire program. Ask patrol leaders to distribute copies of the Campfire Program Planner, reproduced from the Appendix of this manual.

Campfire Assignments

Ask patrols to accept assignments for the program. Appoint a cheerleader, one or more song leaders, a patrol to open, another patrol to close, a patrol to prepare the campfire area, and a patrol to clean up, and ask each patrol to prepare a stunt or skit. Set a time for patrols to check their stunts and skits with the faculty member serving as campfire adviser.

Include time for patrols to present their recognition "awards."

If possible, arrange for a “headliner.” The speaker may come from the training troop or could be specially recruited. A good storyteller is suggested.

Remind the training troop of the time of the campfire and suggest that they work on their campfire plans before and during supper.

Interfaith Worship

Review final plans for Sunday morning interfaith worship service. Review who does what.

Other Business

Conduct other business, if any.

Retreat Ceremony—10 minutes

The time for the retreat ceremony is flexible and should be scheduled as most convenient. It can be conducted in several ways—a total troop formation (minus the cooks), flag lowered by an assigned patrol while troop members come to attention in their patrol sites on hearing the signal, flag lowered by the faculty with a signal for attention. Be sure instructions for the method to be used are announced before the training troop is dismissed to prepare supper.

Supper Preparation, Supper, and Cleanup—2 hours

Campfire Program—25 minutes

The time selected for the campfire is flexible and should be adjusted to the season. The campfire program should end in darkness.

Conduct the campfire program as planned. Include something on summer camp promotion.

Cracker Barrel and Fireside Chat

Refreshments

Hold individual cracker barrels in patrol sites where participants can be seated informally around a patrol campfire. It is important that the assistant Scoutmaster working with the patrol be present to help keep the discussion on track.

Support Literature

Youth's Frontier—Making Ethical Decisions

Before Retiring

When all participants are settled with their refreshments, the assistant Scoutmaster assigned to the patrol should comment that we've enjoyed a busy and productive day. We've learned a lot from each other. Before retiring, we want each member of the training troop to consider a few things we haven't really discussed in detail—some of the values of Scouting. (*Note to assistant Scoutmasters:* If the group is tired, cut off the discussion. Get suggestions on topics of interest and defer the discussion until tomorrow.)

Values

Remind the group that as we work with boys and their families we may have more effect on their futures than we imagine. Let's talk about some of these values of Scouting.

Note to instructor: Exactly how this discussion is handled will depend on the attitude of the group. Listed below are some subjects that can be brought forward for general discussion. Select the ones you feel might be most productive. Allow free discussion and involve as many participants as possible. Most topics are followed by a statement that expresses the attitude of the Scouting movement. Be careful to avoid debate, but make clear Scouting's stand on certain matters. The purpose is to cause leaders to think and understand, not to state absolute policies. Allow the discussion to go as it will. If discussion lags, summarize and move to another topic. Draw the discussions to a close in time for taps. Develop a card on each topic that the patrol would like more information on or would like to discuss further. These problems will be put on the agenda for Sunday morning's troop discussion entitled "Problem Solving."

The discussion leader should give cards to the Scoutmaster immediately after the patrol campfire so they can be reviewed and placed on the Sunday morning agenda.

- Scouting is a "value-laden" organization. This is expressed in the BSA Mission Statement. What are some specific ways we can prepare a Scout to make ethical decisions as he grows to maturity? (*Youth's Frontier—Making Ethical Decisions* originally appeared in *Boys' Life* and *Scouting* magazines and is now available from the Supply Division. It outlines a procedure that has proven most effective. Copies should be distributed.)
- The Scoutmaster smokes and so do several adult leaders. How does the leader explain to Scouts that they should not smoke because it is harmful to their health? (Scouting recognizes that smoking is a personal preference, but that Scouts should be discouraged from smoking. Leaders should avoid smoking when in direct contact with Scouts.)
- A Scout appears to be acting in an unusual manner. The leader suspects marijuana or a similar mind-altering substance. What does the leader do? (Scouting most strongly discourages the use of any mind-altering substances. Parents should notify the Scoutmaster if prescription drugs are prescribed for their son.)

- The leader learns that a member of the troop committee has brought a cooler of beer on the campout for the adults. What should be done? (Scouting opposes the use of any alcoholic beverage in connection with any Scouting activity.)
- A new Scout in the troop simply doesn't seem to understand the difference between right and wrong. Lying, cheating, stealing, and similar behavior seem to be a part of his normal way of life. What can the leader do? (Scouting believes that the Scout Oath and Law can be successfully applied to most behavior situations involving boys.)
- An 11-year-old Scout announces that he is an atheist and doesn't believe in God. What can the leader do? (Scouting believes "... that no member can grow into the best kind of citizen without recognizing an obligation to God." A Scout "... respects the beliefs of others." It could be questioned if an 11-year-old has sufficient experience to understand the claim of atheism. Religious instruction is the responsibility of the home and church. Scouting sets an example.)
- The leader overhears a group of Scouts in a quiet discussion of sex. They turn to the leader with some specific questions. How does the leader handle it? (Scouting believes that boys should learn about sex and family life from their parents, consistent with their spiritual beliefs.)
- A handicapped Scout has joined your troop. He has a physical handicap as well as slight mental retardation. You discover that some of the Scouts are teasing him. What do you do? (On the advice of all major organizations serving the handicapped, Scouting believes that handicapped Scouts should be placed in the mainstream of activity as much as possible. The Scout Law has some definite points about "Helpful," "Friendly," and "Kind." Scouting has some excellent literature to assist leaders in working with handicapped Scouts.)
- Explain the requirement for two-deep adult leadership during campouts and activities.
- Discuss "youth protection." Refer to the video *Youth Protection Training Overview for Boy Scout Basic Training*.
- A Scout appears at a campout with bruises and marks all over his body. He tries to conceal it from the members of his patrol, but the patrol leader becomes aware of it and brings it to the Scoutmaster's attention, indicating possible child abuse. What do you do?
- Liability and legal action is something we are all faced with in today's society. Many of the laws are complex and vary from state to state. What are some ways you can protect yourself from possible legal action?
- Some ways for a troop to help Scouts get to summer camp include camp savings plans, scholarships, camperships, and

money-earning projects. Discuss the advantages and disadvantages of each.

- What are some effective ways to maintain discipline in the troop?
- What are some good ways to involve parents in the troop program?

Your Scout council stands ready to assist you if the occasion should arise. In the event of an accident, injury, or suspected sexual misconduct, use of illegal substance, or child abuse, immediately contact your Scout executive and seek the help and advice of your Scout council. It has many resources to help you. The important thing to remember—keep your Scout executive informed.

Taps, Reveille—Informally by Patrols

Flag Raising—by assigned patrol

Breakfast and Cleanup—2 Hours

Clear site.

Scout Interfaith Worship Service—60 minutes

See that individual religious preferences of participants are met. Some Scouters may choose to travel to the nearby church of their choice on their way home.

Conduct Scout worship service as planned by course leaders. Patrols and participants should be included in conducting the service. See the suggested outline in the Appendix of this manual.

Health and Safety—15 minutes

Our Obligation

Point out that as Scouting leaders, we are obligated to see that the Scouts in our care have an enjoyable and productive experience in a safe and healthy manner. Boys involved in Scouting activities probably are safer than if they were at home in their own neighborhood. We want to keep it that way.

Health and Safety

Accidents can happen in many locations. There are some specific procedures suggested in the *Scoutmaster Handbook* for conducting hikes, camps, and other events. Most minor Scout injuries involve cuts, so care with knives, axes, and saws is

important. Remind the group of the ax yard demonstration and how protection was built into the sharpening method and the contact method of chopping. Broken bones most frequently occur in active games and unsupervised activities. These will require leadership to provide a safer environment. We've covered the safety standards regarding flame retardant tents and chemical fuels. Distribute tour permit applications and cover the standards for travel. Each council-operated Scout camp is required to meet rigid health and safety standards of the Boy Scouts of America as well as local health departments.

Health Examination

It is recommended that all members of the Boy Scouts of America have periodic medical evaluations by a physician. See requirements for class 1-2-3 activities as outlined on pages 13 and 14 of the *Health and Safety Guide*.

A health history supported by a medical evaluation is required for long-term camp, but should also be required by every troop. It's important for the leader to know of any special health problems of Scouts so they can be considered. Often Scouts are reluctant to discuss health problems and parents should be consulted as to special situations.

Watch the Scouts

Some boys will literally go until they drop. The wise leader keeps alert to prevent overexertion. If a Scout is obviously overtired, it is best to take him aside and suggest a change in activity rather than single out what the boy may consider a weakness. Invent a quiet task for the Scout who has been too active for his own good.

Aquatics Safety

Any time Scout-age boys get anywhere near a body of water they are sure to want to play in it. Aquatics is one of the most popular programs in camps.

Unfortunately, many fatalities in Scouting are water related. These tragedies are most likely to occur in a troop camping situation rather than the carefully controlled waterfront of an established camp.

The National Council's Health and Safety Committee has developed two programs that a Scoutmaster can use to lower the risk and assure maximum enjoyment of water sports in troop camping.

Safe Swim Defense

Ask patrol leaders to distribute copies of *Safe Swim Defense*.

With the group, review each point in the *Safe Swim Defense* program. Point out that a health history is required, not necessarily a medical examination, to meet the standards of item 2. Item 6 explains how to classify Scouts into ability groups.

Safety Afloat

Boating activities are becoming more and more popular with Boy Scout troops. *Safety Afloat* has been developed to assist Scoutmasters in boating and canoeing activities.

Refer participants to *Safety Afloat* and review each of the nine points. Point out that *Safety Afloat* training will be available at the council's long-term summer camp and at other locations. Have copies of *Safety Afloat* available.

Health and Safety Guide

Show copies of the *Health and Safety Guide* and quickly review. This booklet should be a must for every troop as it covers the current policies of the BSA.

Problem Solving—90 minutes

Review

Review the cards from the patrol campfires the night before indicating topics the patrols would like to discuss as a group and would like more information on.

It is important to have your Scout executive or a key volunteer present who is knowledgeable of Scouting's position on these issues.

Literature and Video

Distribute copies of the following literature:

- *Youth's Frontier—Making Ethical Decisions*
- *Drugs: A Deadly Game*
- *Child Abuse—Let's Talk About It*

Show the video, *Youth Protection Training Overview for Boy Scout Basic Training*, AV-046 (19:34 minutes).

Some other sensitive issues are:

Scouts With Handicaps

Explain that some of the most rewarding work in Scouting can be done with Scouts who are handicapped. Become sensitive to their individual needs.

Public Relations

Publicity and news coverage help us keep the public informed of the good things Scouting does as a positive force in the community. If a public relations problem arises, contact your Scout executive for help.

You

Scouting is highly regarded in the community and the public expects Scout leaders to represent the best.

Families

Discuss the following:

- Single-parent families
 - Shared parenting
 - Custody problems
-

No Gripes

Do not let this become a gripe session. Accept only positive suggestions on how to be of help—to yourself, your Scouts, and others.

If possible, have a council officer available such as the council commissioner, training chairman, etc. Be positive and helpful. Leaders are looking for help in today's complex society.

If this session ends early, use the time for cleanup and personal coaching.

Evaluation

Ask participants to evaluate their training experience. This will help you to understand their needs and if you met them. See sample evaluation form in the "Organization and Administration" section.

Closing Period—30 minutes

Formation

The course senior patrol leader forms the troop at the same location as the opening.

Attendance

As each patrol's name is called, they respond with their patrol yell.

Recognition and Graduation

The course Scoutmaster calls forward each member of the faculty for thanks and recognition. Each patrol is called forward. Training certificates and trained leader emblems are presented by the course Scoutmaster and senior patrol leader.

Scoutmaster's Minute

The course Scoutmaster gives the Scoutmaster's Minute. Use the Chief Scout Executive's message as found in the *Boy Scout Handbook*, page vii, and ask the participants to make it happen in their troop.

Closing Ceremony

The course senior patrol leader leads the training troop in a rededication to the Scout Oath and the 12 points of the Scout Law. Using the inspirational ceremony found in *Woods Wisdom*, page 603, special ceremony 2.

A locally produced closing ceremony may be used. Patrol leaders lower U.S. flag and turn it over to the course Scoutmaster for safekeeping, then rejoin their patrols.

Homeward Bound

The senior patrol leader dismisses the training troop with silent hand signals.

Evaluation

Course faculty and patrol leaders meet for a brief final evaluation of how the course went.

Cleanup

Be sure the area is left in better shape than you found it.

Next Session

Finalize plans for the next training session.

Plans and Methods

Why Training?

Everyone needs training to do anything well. You have been trained to do many things during your lifetime, from riding a bicycle to driving a car to performing your job. In some cases you were taught by someone else. In others, you taught yourself. But the end result usually was an ability to do something you could not do before and to feel satisfaction in the accomplishment.

Boy Scout leaders need to understand how we accomplish our aims. Our work is done through a quality program that must be a fun-filled experience. How effectively the Boy Scouts of America influences the lives of boys depends on its leaders and their understanding of the aims and methods of Scouting.

Training helps leaders understand the various parts of the program.

The Training Plan

Boy Scout leader development is a process that continues as long as an individual is actively involved in Boy Scouting.

Let's take a look at the total training plan.

★ Orientation—Fast Start for Leaders

Fast-start training is the new leader's first exposure to Boy Scouting. It acquaints the leader with the program of the Boy Scouts of America, and serves as a foundation for further training.

There are three videos available in VHS format, as well as the *Boy Scout Leader Viewer's Guide* (fast-start booklet), AV-026VG, to assist in the fast-start training:

1. *Troop Meeting*, AV-023
2. *Troop Organization*, AV-025
3. *Outdoor Program*, AV-024

All three videos on one tape, AV-026

★ Scoutmastership Fundamentals

The three-part *Scoutmastership Fundamentals*, as outlined in this manual, is basic training for Boy Scout leaders and is designed to give job-related information. It complements the fast-start video training and qualifies for basic Boy Scout Leader Training. The three-part *Scoutmastership Fundamentals* includes:

Part I—Troop Meeting (6 hours)

Part II—Troop Organization (2 hours)

Part III—Outdoor Program (1½-day weekend)

A youth protection session is a *must* for all leaders, using the video *Youth Protection Training Overview for Boy Scout Basic Training* (19:34 minutes), plus support literature.

★ Supplemental Training

This includes a variety of training experiences designed to give additional information on specific areas of Boy Scouting. The following concise, specialized units of training can be used to meet a specific training need for an individual troop, or be conducted as a part of the Institutes of Boy Scouting: *Boy Scouts Roundtable Planning Guide*, No. 7263; *Understanding Boy Scouts with Handicaps*, No. 6557A; *Effective Teaching*, No. 6529; *The Barbecue: Working with the Troop Committee* video, AV-048, and Viewer's Guide, No. AV-048VG; *Boy Scout Advancement* video, AV-02V001, with Discussion Guide, AV-02G001 (Part 1: Understanding Advancement, Part 2: Making Advancement Work); *Youth Protection Training Overview for Boy Scout Basic Training* video, AV-046; *A Time to Tell* video, AV-09V004 (adults and boys); *The Venture/Varsity Option for Older Boys in the Troop* video, AV-02V002; *Varsity Scout Leader Fast Start* video, AV-02V004.

In addition, supplemental training is often available at area and regional Scouting functions. Special training conferences are scheduled at the Volunteer Training Center at Philmont Scout Ranch and other locations.

★ Advanced Training

Boy Scout Leader Wood Badge is the advanced training experience in Boy Scouting. It is designed to prepare leaders for deeper, more dedicated involvement in the Boy Scout phase of the program.

Complete details on the Boy Scouts of America training programs will be found in the pamphlet *Leadership Training—Plans, Procedures, Materials*, No. 4169.

How Leaders Are Trained

Boy Scouting uses two basic types of training: group training and personal coaching.

★ Group Training

Training by groups is the most common and the most effective method. Leaders need training as soon as possible in the best training situation available. The method of training should be tailored to fit the time and needs of the leaders.

Group training provides for contact with others so Boy Scout leaders can continue to help each other after the training course.

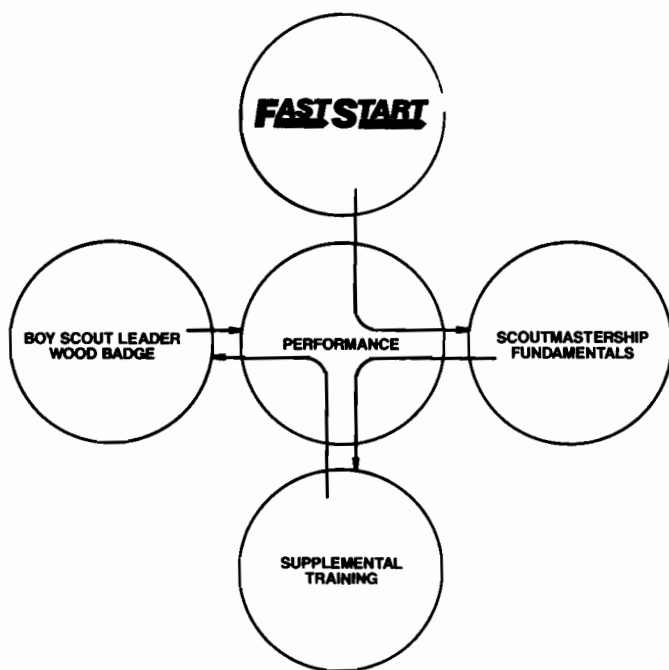
Scoutmastership Fundamentals is organized much like a typical Boy Scout troop. We must remember, however, that it is for adults, not boys. The purpose is not to “play Boy Scout.” The objective is to give leaders an appreciation of the Boy Scout method as they participate in the training experience.

The other options for training—personal coaching and self-study—are less effective in most cases because their success depends to a great extent on the self-starting ability of the Boy Scout leader. There is much to be gained from sharing ideas. Group training courses offer an atmosphere conducive to Boy Scout spirit and fun.

★ Personal Coaching

This training, using the fast-start video method and material, is a one-to-one situation, or may involve 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 get leaders started; group training sessions can then be scheduled to complete the basic training requirements.

Personal coaching usually takes place in the home, in a relaxed atmosphere, and is scheduled at the convenience of the individual to be trained. The fast-start counselor has three videos available to use with new leaders: *The Troop Meeting*, *The Outdoor Program*, and *Troop Organization* (or all three programs on one tape), plus the *Viewer's Guide* (fast-start booklet).



BOY SCOUT ADULT LEADER TRAINING

Organizing and Administering the Training Course

Initial Planning Meeting

To build a training course, start with a meeting of the following people: the coordinator of Boy Scout leadership training, the district's registrar of training records, the district executive, and commissioners who have the greatest knowledge of the troops to be discussed.

This meeting has five essential purposes:

1. To develop a prospect list of Boy Scout troop personnel who are new or not *fully* trained.
2. To review the prospect list for leaders, although not fully trained, who operate effective units. These leaders could be invited to serve as faculty.
3. To recruit a strong faculty for the course from the members of the training team's instructor pool.
4. To design a plan of promoting attendance for the training course.
5. To establish tentative dates and location. This is confirmed when faculty is secured.

Let's look at four of the five objectives more closely.

Developing the Prospect List

Every Scoutmaster, assistant Scoutmaster, and troop committee member who is not fully trained should be on the prospect list. It is helpful if each prospect's name, address, telephone number, troop number, and registered capacity is written or typed on an individual 3" x 5" file card.

Evaluate the prospect list for priorities. The Scoutmaster is *always* top priority! Consider the expected tenure of the registered Scoutmaster. If a change is expected soon, train a replacement. Consider the health and accomplishments of troops to see if particular ones need special attention. When priorities are established, you will have a working prospect list for the course.

Recruiting the Faculty

Develop a list of potential course faculty members from the district or council's instructor pool who have completed the Train-the-Trainer Conference, or review thoroughly this section of this training manual to prepare yourself.

The faculty for the course should consist of a course Scoutmaster, a course senior patrol leader, and one or more course assistant Scoutmasters.

Promoting Attendance

A specific plan for attendance promotion is vital. It is not enough to announce the training course dates in the district or council bulletin. Experience shows that people respond best to a personal invitation. Consider the following promotion hints:

1. When the date and location of the course is established, have it published in the council and district bulletin and announced at Boy Scout leader roundtables.
2. Send a specific invitation to each untrained or partly trained Scouter on the prospect list. (See sample letter, page 114.)
3. Ask fast-start counselors to bring members from the troops they are working with.
4. Inform unit commissioners of the training plans and ask them to bring their untrained leaders.
5. A letter to heads of chartered organizations may be effective. Urge them to have their leaders attend as a group.
6. The training team should follow up with personal contact to ensure good attendance and a successful training course.

First Meeting of Training Course Team

When the course Scoutmaster has been recruited, this person calls a meeting of the team of Scouters who will be conducting the training. This includes the senior patrol leader, assistant Scoutmasters, and troop committee. The following items are covered in this meeting:

1. *Get acquainted with each other.*
2. *Assign responsibilities.* A troop committee member and/or quartermaster will be responsible for physical arrangements, room setup, refreshments, relations with the organization providing the training facility, all audiovisual equipment, training materials, locally produced handouts, needed supplies and equipment, exhibit items, and literature provided for resale. The senior patrol leader works with the Scoutmaster in conducting the course.
3. *Review the prospect list of untrained and partially trained troop personnel.*
4. *Assign assistant Scoutmasters members (staff) to serve as patrol counselors to the patrol leaders.*
5. *Distribute copies of the training course manual.* Leaf through the manual quickly so the faculty understands the training and the subject matter to be covered.
6. *Ask each member of the training team to read this course manual from cover to cover before the next faculty meeting.* Since "troop committee members" and assistant Scoutmasters are members of the instructional staff, have them handle specific presentations.
7. *Announce the date and time of the second faculty meeting.* Indicate that assignments for specific presentations will be made at that time. Encourage team members to come to the second meeting and be prepared to express their preferences for topics they would like to instruct.

Second Meeting of the Training Course Team

Between the first and second meetings of the training team, the course Scoutmaster checks with each

faculty member to see that everyone has carefully studied *Scoutmastership Fundamentals*. The agenda for this faculty meeting includes the following:

1. *Review quickly the contents of each of the three parts of training.* Using the assignment heading that precedes each session, make specific assignments to faculty members. Take into consideration their personal preferences as to subject matter. Where no preference is expressed, the course Scoutmaster may suggest an assignment or accept it personally.
2. *Review the training techniques covered in the plans and methods section.* Be sure each team member understands the variety of techniques employed and how they are used most effectively.
3. *The committee member responsible for physical arrangements reports.* This leader describes the facility to be used for the training and its special problems and opportunities, and reports on training supplies, materials, posters, and handouts.
4. *The senior patrol leader responsible for program reports on these responsibilities.*
5. *Each faculty member is challenged by the course Scoutmaster.* Ask all instructors to review their specific presentations in great detail and rehearse their presentation to assure that the time schedule will be maintained. (Faculty may be referred to as members of the troop committee.)

The course Scoutmaster should compliment the training team for its efforts and announce the time and place of the third meeting.

Third Meeting of the Training Course Team

This meeting is held about 1 week before the beginning of the course. If possible, it is held at the facility where the course will be conducted. The purpose of this meeting is to quickly review each faculty member's assignment, review their progress with individual presentations, get a final check on attendance from the patrol leaders, and to plan the most appropriate arrangement for the training room.

This is a good time to test the audiovisual equipment, determine video placement, determine the best placement of chalkboards and posters, and plan seating for the patrols.

Planning Your Presentation

If we want Boy Scout leaders to have a good attitude toward training, we must see that they have some fun mixed in with it. Scouting is a happy game, and the best possible place to get that idea across to leaders is in Boy Scout leader training sessions. Here are some suggestions to help make your training presentations run smoothly and make them more enjoyable.

- *Use notes, but don't read.*
- *Stick to the time schedule.*
- *Stay on the track.*
- *Use thought-provoking questions.*
- *Use stories.* Illustrate your important points with human-interest stories.
- *Avoid the trappings of the "expert."* Avoid looking and acting like a lecturer.
- *Use visual aids.* Charts, posters, chalkboard, flannel board, flip chart, and a newsprint pad help to make your presentation more interesting and reinforce the learning process. Not only do participants hear, they also see.
- *Use dramatizations.* Dramatize some of your presentation, using instructors or participants to read the lines.
- *Avoid arguments.* Someone may interrupt you and tell you that he disagrees with your point of view even before you finish speaking. When that happens, you might politely say, "As I understand the Boy Scout policy, there is no objection to your method, and if it works for you, that's great." However, if the suggestion is contrary to your understanding of the policy of the Boy Scouts of America, you have a responsibility to say so politely, or say, "I'll check it out and get back to you."

Some additional helps in planning and presenting your portion of the program are found in *Timely Tips for Trainers*, available from the Supply Division through your local council service center.

Training Techniques

Using a variety of training techniques adds to the interest and helps smooth out the program of your training session. Try a few of the following, or you may think of more.

★ Buzz Groups

Use this to promote a quick exchange of ideas. Participants are divided into small groups that meet for a short time. They consider a question or problem, offering ideas and solutions. The ideas are then presented to the total group by each of the smaller groups for further discussion. Buzz groups are usually kept within the same room so they can be recalled easily. In this training course, we call them "patrol corners."

★ Brainstorming

Try this to find solutions to problems or to obtain ideas during small group discussions, similar to buzz groups. Participants learn from each other. The rules for brainstorming state that no value judgment can be placed on an idea. Good or bad, it's acceptable.

★ Case Study

This is excellent when a realistic situation or series of actual events is presented to the participants. They analyze it and work out possible solutions to the problems they identify.

★ Discussion

A group examines or explores a topic by means of an exchange of ideas or viewpoints.

★ Demonstration

One or more people show participants how they would carry out a task or tasks. These tasks usually relate to Scout skills. After the demonstration, the participants practice the tasks themselves.

★ Lecture

One person conveys information to the participants by talking to them and sometimes by using training aids. Participation tends to be limited and consequently there is little feedback. Avoid the lecture!

★ Role Playing

Members of a group are presented with a situation where they are required to act out the roles represented in the situation. Participants are more inclined to express their true feelings when they are playing the role of someone else. The way in which the situation is resolved is analyzed and evaluated by other members of the group.

★ Simulation

A technique used to recreate the environment in which the participants would normally carry out a job and the situations that might arise. Role playing is a simple form of simulation. In some simulations a script may be necessary.

★ Questions to Arrive at a Teaching Point

The fancy term for this is “focused elicitation.” This is a technique of asking questions and selecting responses that establish or reinforce a desired point. It is used frequently in the *Scoutmastership Fundamentals* outline to help participants arrive on their own at conclusions found in the *Scoutmaster Handbook*.

★ Talk

This is similar to the lecture, except that there may be more involvement of participants and some feedback to questions and answers or brief discussion. The talk is often presented with the help of training aids.

These should be prepared in advance of the session. Most trainers make the mistake of trying to get too much on a single poster. In general, try for not more than eight lines to a sheet and six words to a line. Letters should be at least 3 inches high to be visible at the back of the room. Posters measuring 22 × 28 inches are ideal.

Use masking tape to mount your posters. Tear off about a 3-inch length, stick the ends together to make a sticky loop, and attach one loop to each top corner on the back of the poster. It can then be easily hung on the wall. Masking tape will not pull paint from the wall if used carefully.

Lettering of posters can be done freehand—you don't need to be a skilled artist. Be sure to use a wide felt pen or a heavy crayon. Fine lines cannot be seen from the back of the room.

The handouts needed for *Scoutmastership Fundamentals* will be found in camera-ready form in the Appendix of this manual. These can be reproduced locally.

Distributing handouts can be a serious interruption in the training course if not done skillfully. All handouts needed for a session should be distributed by the patrol leader when called for.

Managing the Training

A training course, like any other activity, requires careful leadership and management. The following points should be understood by the training course team for maximum results:

1. *Teach the program of the Boy Scouts of America.* The official *Scoutmastership Fundamentals* is found in this manual. Since new and inexperienced leaders come to us for the “official” training, districts and councils are obligated to see that the course is properly conducted. Teach the Boy Scouts of America course, not someone's locally developed version. There is nothing to prevent adaptations of presentations to suit local situations, but the material and subject covered in this course is the “official” training. Whenever possible, emphasize the aims and methods of Boy Scouting throughout the course.
2. *Be innovative.* In some communities, Sunday afternoons are popular times for training when it does not interfere with Scouters' religious obligations. Some districts offer training during the day to accommodate shift workers.

Charts, Posters, and Handouts

A number of charts and posters are called for in the sessions of *Scoutmastership Fundamentals*. All such posters are pictured in the course outline.

3. *Promotion is a principal responsibility of the course training team.* The plan for the course involves inviting specific untrained or partially trained leaders to attend. The course training team must assume total responsibility for all aspects of the course—and this includes attendance. Follow up carefully to see that the promotion plan is implemented.
4. *The training troop only simulates a real Boy Scout troop.* We train adults differently than we train boys. Be sure participants understand that we are not “playing Boy Scout.” Each session contains many elements of a Boy Scout troop meeting. These are included as examples for the participants to use with their own troops.
5. *Room arrangement is important.* As soon as participants enter the training room, they should see that we know what we’re doing. Their initial reaction will determine how they accept the material presented. Room decorations and setup should set the right example. It should look and feel like Scouting.

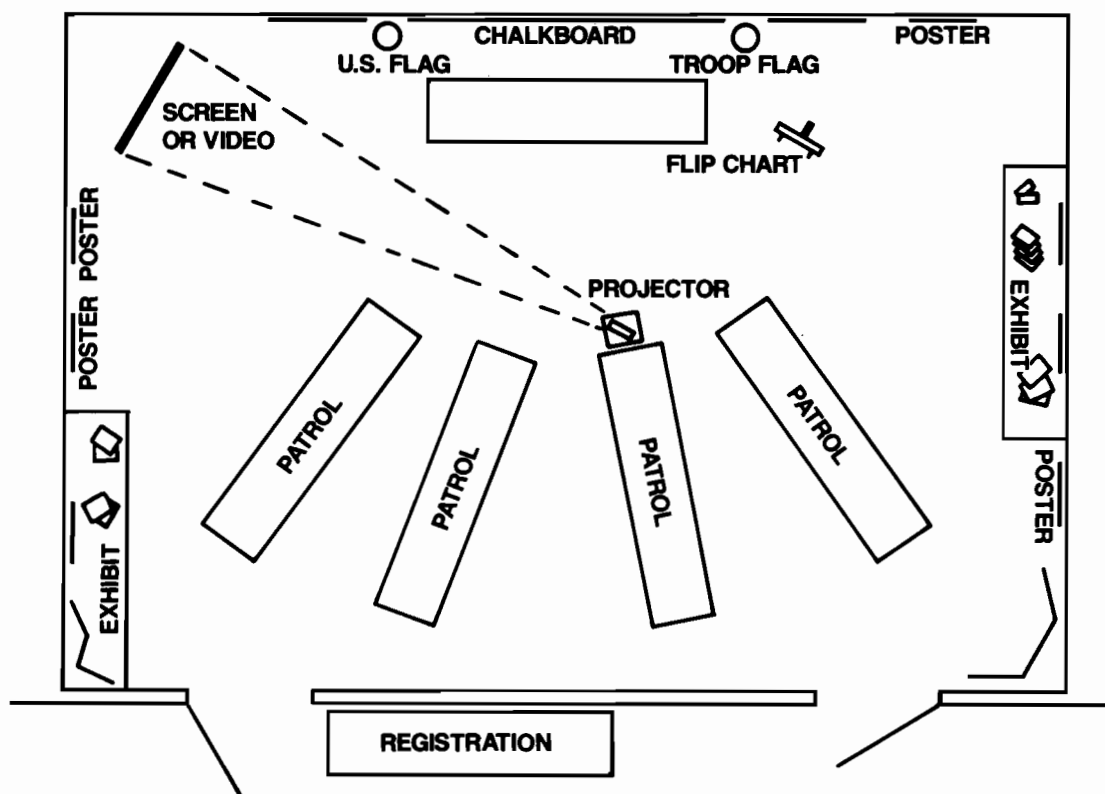
Since Boy Scout training courses may be conducted in a variety of locations, we often have little control over the room used. Get the best you can. A suggested room layout is pictured below.

Note that the “front” of the room is at the long wall. Participants are closer to the instructors. The screen or video is in a corner. It’s out of the way and can be seen easily. Tables are angled toward the center of the room to avoid needless shifting of position by the participants.

There is room in the center for ceremonies, demonstrations, formations, and activities. Posters decorate the room. Posters to be used during the session should not be visible until called for in the outline, however. The registration table could be placed in a hall outside the entrance of the training room. The exhibits are located near the entrance, but positioned to draw participants into the room. Make it look like Scouting is happening here.

6. *Audiovisuals.* These sessions use video. Have a ½-inch VHS video player and monitor available.
7. *The outdoor session requires careful management.* A Saturday morning to Sunday session is recommended. The natural flow of the information to be covered fits this format best. (An alternate Friday and Saturday agenda is available.)

Since many new or inexperienced leaders may feel uncertain about Scoutcraft skills and outdoor



programs, it is important that this session be as exciting and rewarding as possible. Avoid the temptation to involve "expert" consultants in presenting some of the skills instruction. The goal is to equip the participant to teach these skills to boy leaders. A fancy demonstration with exotic equipment will not achieve this purpose.

Equipment for the outdoor session may come from a variety of sources. The ideal is official Boy Scouts of America tents and equipment provided by the council. Check to see if the local council has equipment that can be borrowed from the camp. If not, then one or more troops may be asked to make their equipment available or participants and faculty may lend needed items. The equipment used should, of course, be suitable for Scouts.

8. *Aim for clarity in the course instruction.* Avoid mysterious strings of initials, abbreviations, and "inside" terminology in the training session—and elsewhere in Scouting. We want people to understand what we're saying, so say all the words.
9. *Training records are important.* When a Scouter has made the effort to complete training, we owe the leader an accurate record of that fact. The following procedure is a practical approach to record keeping:
 - a. At the first session, ask each participant to fill out a 3" x 5" card with name, address, phone, unit number, etc. This gets the basic information.
 - b. At each following session, ask participants to sign in on a sheet of paper. Do *not* use the Training Attendance Report as a sign-in sheet.
 - c. Transfer the name from the paper to the Training Attendance Report. Type, if possible, or print neatly.
 - d. At the end of the course, turn in one copy of the report to the local council service center and give one copy to the registrar of training records.
 - e. The council copy is filed by the district as backup.
 - f. Every district executive has a fieldbook containing the roster sheets for each unit. The unit roster sheets can be followed by the Unit Inventory of Training form. A similar fieldbook is maintained by the registrar of training and the coordinator of training.
 - g. The district copy is shared with the district executive and the coordinator who posts the names to the appropriate unit inventory.
 - h. When the troop recharter and new rosters are issued, the inventory sheet remains in the fieldbook. If a leader does not reregister, that name is simply crossed out with a single line. As names are added and crossed out, the inventory becomes a permanent record of the unit's training.
 - i. If it is necessary to reconstruct the record, a permanent file of reports is in the council service center.

With this simple method, all those who need to know have the training information. The council has a record that can be used to prepare its annual report and back up the district's records. It's simple and it works.

WORK SCHEDULE GUIDE

GROUP TRAINING OPPORTUNITY

District or organization _____ Location _____

Subject _____ Starting Date _____

Action to be Taken	MIN. DAYS PRIOR	MONTH & DAY	Assigned to	CHECK WHEN COMPLETED
Determine who needs training	90			
List prospect's names	90			
Conduct train the trainer conference	80			
Assess instructor development	60			
Assign instructors	60			
Arrange meeting place	45			
Start promotion	45			
Order supplies	45			
Publicize (bulletins, news, etc.)	30			
Organize group for personal contact	30			
Promote at district meetings	30			
Promote at roundtables	30			
Review agenda with course director	25			
Check instructor preparation	21			
Send notices	15			
Complete personal contacts	14			
Make final check—arrangements, equipment, exhibits	10			
Make final check—who's coming	7			
Continue publicity	5			
Conduct training	0			
Publicize names (participants and staff)	+1			
Follow up for personal coaching for those who missed				

(Sample Letter of Invitation to Training)

Name _____

Address _____

City, State, ZIP _____

Dear _____,

The (_____) (Council/District) is proud to present, "Scoutmastership Fundamentals," the latest training available for new adult leaders in Boy Scouting.

The three-part training will be offered on (date/s) _____

Part I—The Troop Meeting (6 hours)

Date _____ Time _____

Place _____

Part II—Troop Organization (2 hours)

Date _____ Time _____

Place _____

Part III—The Outdoor Program (1½-day weekend)

Date _____ Time _____

Place _____

We have recruited an excellent staff of Scouters to assist you with your training. We look forward to having you join us for this valuable training experience in youth leadership.

To prepare for this highlight training experience, we recommend that you preview the three Boy Scout Fast Start Training videos: *The Troop Meeting*, *Troop Organization*, and *The Outdoor Program*.

A reply card is enclosed to assist you in registering. A member of our training team will call you to confirm your attendance and answer any questions you might have.

Yours in Scouting,

(Signed) _____

Council/District
Training Chairman

SAMPLE

Scoutmastership Fundamentals Evaluation Form

To be completed by program participants.

1. I found the content of this program to meet my individual needs.

1	2	3	4	5
NOT AT ALL	A LITTLE	SOMEWHAT	A LOT	TO A GREAT EXTENT

2. The methods and techniques of presentation met my needs.

1	2	3	4	5
NOT AT ALL	A LITTLE	SOMEWHAT	A LOT	TO A GREAT EXTENT

3. The pace/speed of delivery of material met my needs.

1	2	3	4	5
NOT AT ALL	A LITTLE	SOMEWHAT	A LOT	TO A GREAT EXTENT

4. The best part(s) of this program was (were):

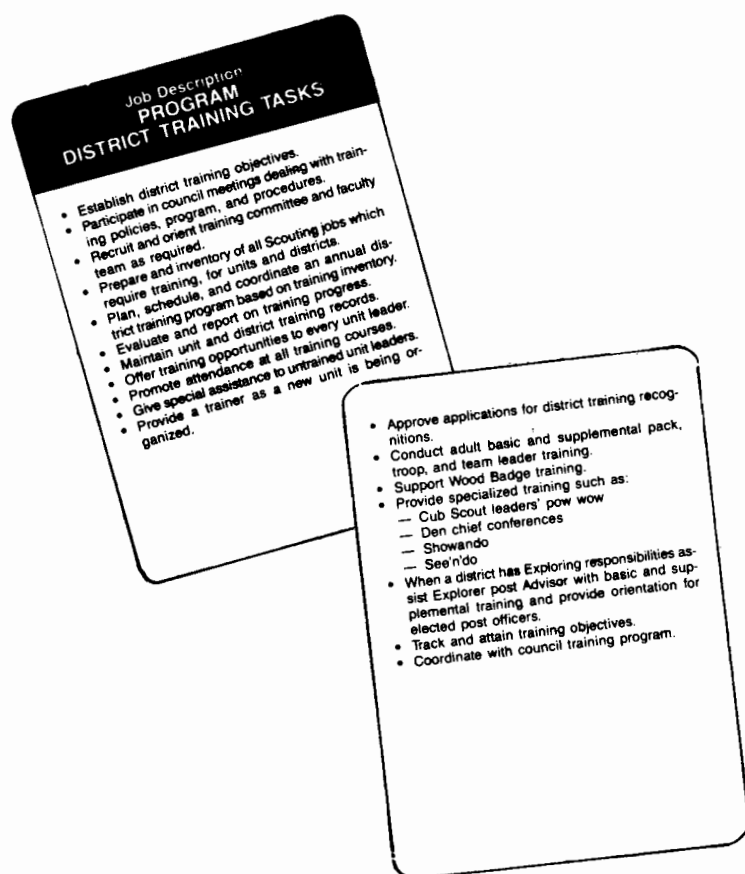
5. The worst part(s) of this program was (were):

6. I would like additional training in these subjects:

Boy Scout Trainer Job Description

A Boy Scout trainer is a person who is knowledgeable of the Scouting program and the total training plan and who has a desire to teach others. This person will use a variety of methods and techniques in performing teaching responsibilities, always striving to do the best job possible through careful planning and preparation. This is a person who uses and encourages the use of recommended literature, materials, and procedures, recognizing the importance of being a guardian of policy. As a member

of a training team, this person actively participates in all required team activities. Acting as a resource person is also an important role, and a trainer takes personal interest in the success of new leaders and always sets a good example for others to follow. To fulfill the role of a Boy Scout trainer, the person must have satisfactorily completed all basic training requirements, completed a train-the-trainer conference, and recognize self-education and development as a continuing and personal responsibility.



Checklist of Boy Scout Trainer Qualities

Leadership Skills

- ☐ Sets goals
- ☐ Thinks objectively
- ☐ Takes responsibility
- ☐ Has ability to evaluate
- ☐ Supports team concept
- ☐ Has ability to plan programs
- ☐ Respects other people
- ☐ Completes tasks
- ☐ Is able to make decisions
- ☐ Is able to delegate responsibility
- ☐ Has ability to recruit people
- ☐ Provides positive feedback
- ☐ Has ability to organize
- ☐ Is able to work with groups
- ☐ Is honest and trustworthy
- ☐ Engages in self-education and development

Environment

- ☐ Is knowledgeable of the Scouting program
- ☐ Understands Scouting philosophy
- ☐ Upholds policies of the Boy Scouts of America
- ☐ Supports new leaders

Skills and Abilities

- ☐ Uses resources
- ☐ Sets good example
- ☐ Teaches to the level of the learner
- ☐ Is a good listener
- ☐ Thinks creatively
- ☐ Communicates well
- ☐ Is an effective presenter
- ☐ Takes criticism well
- ☐ Uses a variety of methods for imparting information

Effective Qualities

- ☐ Enthusiastic
- ☐ Dedicated
- ☐ Patient
- ☐ Positive attitude
- ☐ Willing to learn
- ☐ Self-confident
- ☐ Motivated

CAMPING

TROOP MEETING PLAN

Date _____ Week 1

Activity	Description	Run by	Time
Preopening _____ minutes	Meet outdoors. Have new Scouts practice whipping rope. Other Scouts can work on splicing rope and lashings with Scout staves (<i>Boy Scout Handbook</i>).		
Opening Ceremony _____ minutes	<ul style="list-style-type: none"> • Form troop into open columns of patrols • Hold uniform inspection • Repeat Outdoor Code • Repeat Pledge of Allegiance 		
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts work on tying half-hitch, tautline, and clove hitches, square knot, and bowline. Do the Knot-Tying Relay ("Program Specialties" section of this book). • Experienced Scouts work on shear, diagonal, and square lashings, and make a catapult. Have a contest to see whose catapult can throw the farthest. • Older Scouts work on the Venture/Varsity program or use a topographic map of the area where the troop campout will be held this month to plan an orienteering course. • Foil cooking demonstration 		
Patrol Meetings _____ minutes	Discuss plans for the campout this month and make sure everyone knows what their assignments are and what to bring for the campout. Scouts in the new-Scout patrol need to know what support they will provide for the campout. Any Scouts who have not been camping yet will need some extra help. All other patrols plan activities to work on advancement. Patrol leaders should review the interpatrol activities that will take place and decide what skills need to be worked on.		
Interpatrol Activity _____ minutes	<p>The Tangle Knot</p> <p>Two patrols try this together so that you have a group of 10 to 16 Scouts. Tell them to form a tight circle. Have everyone close his eyes and extend both hands into the center of the circle. Ask each Scout to grasp the hand of another person in each of his hands. When each hand is grasping another hand, tell the Scouts to open their eyes and listen to the explanation of the objective.</p> <p>Object: With out letting go of hands, the group is to unwind, freeing themselves from the seemingly impossible knot and forming a circle.</p> <p>Rules:</p> <ol style="list-style-type: none"> 1. Hand-to-hand contact may not be broken in unwinding the knot. Grips may change and palms may pivot on one another, but contact must be maintained. 2. When the group is finally arranged in a circle, some individuals' arms may be crossed. This is part of an acceptable solution. 3. If time is running out, the problem can be simplified by breaking one grip and asking the group to form a single line instead of a circle. 		

(from *Woods Wisdom*, page 81)

Activity	Description	Run by	Time
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Form troop into patrols, call patrol leaders forward to give patrol yells. • Scoutmaster's Minute • Retire colors 	SM	
After the Meeting	Patrol leaders' council reviews next meeting and plans for the troop campout or outing. Begin work on next month's program feature.		

Scouting Songs

The Star-Spangled Banner

By Francis Scott Key
Key: A Flat Time: 3/4

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's
last gleaming?
Whose broad stripes and bright stars, through
the perilous fight,
O'er the ramparts we watched were so
gallantly streaming.
And the rockets' red glare, the bombs
bursting in air,
Gave proof through the night that our
flag was still there!
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mist
of the deep,
Where the foe's haughty host in dread
silence reposes,
What is that which the breeze, o'er the
towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's
first beam,
In full glory reflected, now shines on the stream—
'Tis the star-spangled banner. O long may it wave
O'er the land of the free and the home of the brave.

Trail the Eagle

Tune: "On Wisconsin"
Key: C Time: 2/4

Trail the Eagle,
Trail the Eagle,
Climbing all the time.
First the Star and then the Life
Will on your bosom shine.

Keep climbing!
Blaze the trail and we will follow,
Hark the Eagle's call;
On, brothers, on until we're Eagles all.

I've Got That Scouting Spirit

Tune: "Joy in My Heart"

I've got that Scouting spirit,
Up in my head,
Up in my head,
Up in my head,
I've got that Scouting spirit,
Up in my head,
Up in my head, to stay.

I've got that Scouting spirit,
Deep in my heart, etc.
(Continue as in first verse)

*I've got that Scouting spirit,
Down in my feet, etc.
(Continue as in first verse)*

I've got that Scouting spirit,
All over me, etc.
(Continue as in first verse)

I've got that Scouting spirit,
Up in my head,
Deep in my heart,
Down in my feet.
I've got that Scouting spirit,
All over me,
All over me, all ways

My Father's House

Oh, won't you come with me to my Father's house,
To my Father's house, to my Father's house.
Oh, won't you come with me to my Father's house.
There is peace, peace, peace.

There's sweet communion there, in my
Father's house,
In my Father's house, in my Father's house.
There's sweet communion there, in my
Father's house.
There is peace, peace, peace.

There'll be no parting there, in my Father's house,
In my Father's house, in my Father's house.
There'll be no parting there, in my Father's house,
There is peace, peace, peace.

Scout Vesper

Tune: "Tannenbaum"

Key: G Time: 3/4

Softly falls the light of day,
While our campfire fades away.
Silently each Scout should ask:
"Have I done my daily task?
Have I kept my honor bright?
Can I guiltless sleep tonight?
Have I done and have I dared
Everything to be prepared?"

Taps

Key: F Time: 4/4

Day is done, gone the sun,
From the lake, from the hills,
From the sky;
All is well, safely rest,
God is nigh.

Fading light dims the sight,
And a star gems the sky,
Gleaming bright,
From afar, drawing nigh,
Falls the night.

We're on the Upward Trail

We're on the upward trail,
We're on the upward trail,
Singing as we go. Scouting bound.
We're on the upward trail,
We're on the upward trail,
Singing, singing, ev'rybody singing,
Scouting bound.

She'll Be Comin' 'Round the Mountain

She'll be comin' 'round the mountain
When she comes, "Whoa, hoo!"

She'll be drivin' six white horses
When she comes, "Whoa, back!"

And, we'll all go out to meet her
When she comes, "Hi Babe!"

And we'll kill the old red rooster
When she comes, "Hack, hack!"

And we'll all have chicken 'n' dumplings
When she comes, "Yum, yum!"

And we'll wear our bright red woolies
When she comes, "Scratch, scratch!"

Kum Ba Yah

Slowly

Kum ba yah, my Lord, Kum ba yah!
Kum ba yah, my Lord, Kum ba yah!
Kum ba yah, my Lord, Kum ba yah!
O Lord, Kum ba yah.

Someone's crying, Lord, Kum ba yah!
Someone's crying, Lord, Kum ba yah!
Someone's crying, Lord, Kum ba yah!
O Lord, Kum ba yah.

Someone's praying, Lord, Kum ba yah!
Someone's praying, Lord, Kum ba yah!
Someone's praying, Lord, Kum ba yah!
O Lord, Kum ba yah.

Someone's singing, Lord, Kum ba yah!
Someone's singing, Lord, Kum ba yah!
Someone's singing, Lord, Kum ba yah!
O Lord, Kum ba yah.

BOY SCOUTS OF AMERICA

CAMP DUTIES ROSTER

[illegible]

Rotate patrol member duties each day at 9 a.m. The head cook becomes the tent cleaner-upper, the assistant cook becomes the head cook, and the remainder of the line shifts to the left. Note that only seven jobs are listed. The patrol leader is not given a specific job but must lead and supervise all members of the patrol, stepping in to help when necessary.

RICHMOOR Lightweight Foods Balance Meals and Budgets

These fine products yield more delicious, nutritionally balanced foods to the active people who need them most like backpackers, campers, ski-tourers, mountaineers, and canoeists.

Ask them. They'll tell you they want and need lightweight food that meets seven strict requirements: Good taste, wholesome ingredients, wide variety, generous portions, convenient preparation, minimum weight, and ecological packing. These products do all this, at significant savings to you!

You can choose from a selection of breakfasts, lunches, and dinners for four persons; lunches for two persons; and an assortment in individual trail snacks.

NOTE: These products are sold only by direct mail/phone order. Because your order will be shipped direct from Van Nuys, Calif., please allow 5-6 weeks for delivery after we receive your order.

TRAIL SNACKS

Ready to Eat for 1 or 2 Persons.

Original Gorp. A blend of rich milk chocolate, raisins, and unblanched peanuts. Net wt. 2½ oz. 2993A

Pineapple Chunks. Delicious chewy snack. Great munching for the trail. Net wt. 3 oz. 2993B

Cinnamon Apple Chips. Crisp and crunchy with a touch of cinnamon and sugar. Net wt. 1½ oz. 2993C

Banana Chips. Honey toasted thin banana slices. Perfect for break time. Net wt. 3 oz. 2993D

NOTE: Trail Snacks minimum order 6 portions if ordered separately (may be mixed). No minimum if ordered with complete meals.

COMPLETE MEALS FOR 4 PERSONS

BREAKFASTS: In Orange Over-Wrap Bags

Breakfast #1. Applesauce, buttermilk pancakes, maple syrup, sweet milk cocoa, and no-stick cooking oil. Net wt. 27 oz. 2990A

Breakfast #2. Orange breakfast drink, eggs w/imitation bacon, hash browns, sweet milk cocoa, and no-stick cooking oil. Net wt. 20 oz. 2990B

Breakfast #3. Pineapple/orange drink, blueberry pancakes, maple syrup, sweet milk cocoa, and no-stick cooking oil. Net wt. 27 oz. 2990C

Breakfast #4. Apple breakfast drink, scrambled eggs, hash browns O'Brien, sweet milk cocoa, and no-stick cooking oil. Net wt. 19 oz. 2990D

Breakfast #5. Grape breakfast drink. Western omelete, Sierra coffee cake, sweet milk cocoa, and no-stick cooking oil. Net wt. 23 oz. 2990E

Breakfast #6. Banana chips, granola cereal w/milk, and sweet milk cocoa. Net wt. 22 oz. 2990F

LUNCHES: In Blue Over-Wrap Bags

Lunch #1. Fruit bars, swiss cheese w/imitation bacon, Melba Toast, and grape drink. Net wt. 15 oz. 2991A

Lunch #2. Pilot Biscuits, ham salad, fruit chews, lemon-lime drink. Net wt. 26 oz. 2991B

Lunch #3. Pineapple chunks, chicken salad, Pilot Biscuits, fruit punch. Net wt. 26 oz. 2991C

Lunch #4. Banana chips, cheddar cheese, Melba Toast, fruit punch. Net wt. 23 oz. 2991D

Lunch #5. Gorp, tuna salad, Pilot Biscuits, lemon-lime drink. Net wt. 24 oz. 2991E

Lunch #6. Beef jerky, trail cookies, tropical chocolate bars, fruit bars. Net wt. 16 oz. 2991F

DINNERS: In Red Over-Wrap Bags

Dinner #1. Chicken rice soup, chili macaroni w/beef, chocolate pudding, fruit punch. Net wt. 27 oz. 2992A

Dinner #2. Beef noodle soup, chicken rice dinner, raspberry cobbler, lemon-lime drink. Net wt. 29 oz. 2992B

Dinner #3. Onion soup, Turkey Noodle Supreme, French apple compote, orange drink. Net wt. 23 oz. 2992C

Dinner #4. Freeze-dried peas, potatoes, beef and gravy, banana cream pudding, fruit punch. Net wt. 23 oz. 2992D

Dinner #5. Onion soup, spaghetti w/tomato sauce, pineapple cheesecake, lemonade drink. Net wt. 29 oz. 2992E

Dinner #6. Chicken noodle soup, beef stroganoff, blueberry cobbler, lemon-lime drink. Net wt. 29 oz. 2992F

Dinner #7. Beef soup, lasagna w/Italian sauce, lemon pie, grape drink. Net wt. 28 oz. 2992G

COMPLETE MEALS FOR 1 OR 2 PERSONS

Quick Trail Lunch #1. Consists of a beef stick, trail cookies, fruit bar, and hard candy. Net wt. 2½ oz. 2994G

Quick Trail Lunch #2. Consists of beef jerky, oatmeal trail brunch, tropical chocolate bar, and hard candy. Net wt. 4 oz. 2994H

Quick Trail Lunch #3. Consists of beef jerky, crunchy nut bar, honey almond granola, trail cookies, and hard candy. Net wt. 3½ oz. 2994I

See current supply catalog for prices.

NOTE: All food items listed on this page are tax exempt.

STANDARD ORDER FORM

Customer
Account No.

--	--	--	--	--	--	--	--

| Source Document No.

Please Complete Following Information: Date _____ Your Order No. _____

Charge to _____ Ship to _____

Address _____ Address _____

City _____ State _____ ZIP _____ City _____ State _____ ZIP _____

All merchandise shipped FOB our Distribution Center or Shipping Point indicated in our price lists via parcel post, UPS, or truck unless you wish shipment via (indicate)

☐ First Class; ☐ Special Delivery; ☐ Air Mail; ☐ Air Freight; ☐ Other _____

Date of Activity _____

Earliest Delivery Date _____

Deliver Not Later Than _____

Catalog Number	Size or Color	Quantity Each	F.O. Item	Item Name or Description	Each Price		Total Price	
					Dollars	Cents	Dollars	Cents
TOTAL								

Scout Executive _____
(Give official title if not Scout Executive)

(Give official title if not Scout Executive)

BOY SCOUTS OF AMERICA • SUPPLY DIVISION NATIONAL DISTRIBUTION CENTER
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TROOP RESOURCE SURVEY



Boy Scouting is for adults as well as boys. We invite you to share your skills and interests so the best possible program can be developed for the Boy Scouts in this troop. In making this survey the committee wishes to find ways you can enjoy using your talents to help our Scouts. Your cooperation is greatly appreciated.

Welcome to the Scout family of troop No. _____ in the _____ Council.

Please return this survey to _____

(Please print)

Name _____ Home phone _____

Street address _____ Business phone _____

City _____ State _____ ZIP _____

1. What is your favorite hobby? _____ Occupation _____

2. In what sports do you take an active part? _____

3. Would you be willing to assist the troop leaders and committee members occasionally? _____

4. Please check the areas in which you would be willing to help.

General Activities

- ☐ Campouts
- ☐ Hikes
- ☐ Outdoor activities
- ☐ Troop meetings
- ☐ Swimming supervision
- ☐ Bookkeeping
- ☐ Typing
- ☐ Drawing/art
- ☐ Transportation of Scouts
- ☐ Transportation of equipment
- ☐ Other _____
please print

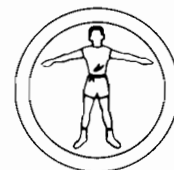
Special Program Assistance

- ☐ I can participate in boards of review.
- ☐ I have a station wagon or _____ truck.
- ☐ I have a workshop.
- ☐ I have family camping gear.
- ☐ I have access to a cottage.
- ☐ I have access to camping property.
- ☐ I can make contacts for special trips and activities.
- ☐ I can help with troop equipment.
- ☐ I have access to a personal computer.

5. Please check any Scouting skills you would be willing to teach.

- | | |
|--------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Ropework (knots and lashings) | <input type="checkbox"/> Conservation |
| <input type="checkbox"/> Outdoor cooking | <input type="checkbox"/> Aquatics |
| <input type="checkbox"/> First aid | <input type="checkbox"/> Knife and ax handling |
| <input type="checkbox"/> Star study | <input type="checkbox"/> Citizenship |
| <input type="checkbox"/> Map and compass use | <input type="checkbox"/> Camping |

Check the merit badges on the other side of this sheet that you are willing to help our Boy Scouts earn.



MERIT BADGES

January 1990

Check the merit badges that you can help Boy Scouts earn.

- | | | | |
|-------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Agribusiness | <input type="checkbox"/> Cycling | <input type="checkbox"/> Law | <input type="checkbox"/> Rifle Shooting |
| <input type="checkbox"/> American Business | <input type="checkbox"/> Dentistry | <input type="checkbox"/> Leatherwork | <input type="checkbox"/> Rowing |
| <input type="checkbox"/> American Cultures | <input type="checkbox"/> Dog Care | <input type="checkbox"/> Lifesaving | <input type="checkbox"/> Safety |
| <input type="checkbox"/> American Heritage | <input type="checkbox"/> Drafting | <input type="checkbox"/> Machinery | <input type="checkbox"/> Salesmanship |
| <input type="checkbox"/> American Labor | <input type="checkbox"/> Electricity | <input type="checkbox"/> Mammal Study | <input type="checkbox"/> Scholarship |
| <input type="checkbox"/> Animal Science | <input type="checkbox"/> Electronics | <input type="checkbox"/> Masonry | <input type="checkbox"/> Sculpture |
| <input type="checkbox"/> Archery | <input type="checkbox"/> Emergency Preparedness | <input type="checkbox"/> Metals Engineering | <input type="checkbox"/> Shotgun Shooting |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Energy | <input type="checkbox"/> Metalwork | <input type="checkbox"/> Signaling |
| <input type="checkbox"/> Art | <input type="checkbox"/> Engineering | <input type="checkbox"/> Model Design and Building | <input type="checkbox"/> Skating |
| <input type="checkbox"/> Astronomy | <input type="checkbox"/> Environmental Science | <input type="checkbox"/> Motorboating | <input type="checkbox"/> Skiing |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Farm Mechanics | <input type="checkbox"/> Music | <input type="checkbox"/> Small-Boat Sailing |
| <input type="checkbox"/> Atomic Energy | <input type="checkbox"/> Fingerprinting | <input type="checkbox"/> Nature | <input type="checkbox"/> Soil and Water Conservation |
| <input type="checkbox"/> Aviation | <input type="checkbox"/> Firemanship | <input type="checkbox"/> Oceanography | <input type="checkbox"/> Space Exploration |
| <input type="checkbox"/> Backpacking | <input type="checkbox"/> First Aid | <input type="checkbox"/> Orienteering | <input type="checkbox"/> Sports |
| <input type="checkbox"/> Basketry | <input type="checkbox"/> Fish and Wildlife Management | <input type="checkbox"/> Painting | <input type="checkbox"/> Stamp Collecting |
| <input type="checkbox"/> Beekeeping | <input type="checkbox"/> Fishing | <input type="checkbox"/> Personal Fitness | <input type="checkbox"/> Surveying |
| <input type="checkbox"/> Bird Study | <input type="checkbox"/> Forestry | <input type="checkbox"/> Personal Management | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Botany | <input type="checkbox"/> Gardening | <input type="checkbox"/> Pets | <input type="checkbox"/> Textile |
| <input type="checkbox"/> Bugling | <input type="checkbox"/> Genealogy | <input type="checkbox"/> Photography | <input type="checkbox"/> Theater |
| <input type="checkbox"/> Camping | <input type="checkbox"/> General Science | <input type="checkbox"/> Pioneering | <input type="checkbox"/> Traffic Safety |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Geology | <input type="checkbox"/> Plant Science | <input type="checkbox"/> Truck Transportation |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Golf | <input type="checkbox"/> Plumbing | <input type="checkbox"/> Veterinary Science |
| <input type="checkbox"/> Cinematography | <input type="checkbox"/> Graphic Arts | <input type="checkbox"/> Pottery | <input type="checkbox"/> Waterskiing |
| <input type="checkbox"/> Citizenship in the Community | <input type="checkbox"/> Handicap Awareness | <input type="checkbox"/> Public Health | <input type="checkbox"/> Weather |
| <input type="checkbox"/> Citizenship in the Nation | <input type="checkbox"/> Hiking | <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Whitewater |
| <input type="checkbox"/> Citizenship in the World | <input type="checkbox"/> Home Repairs | <input type="checkbox"/> Pulp and Paper | <input type="checkbox"/> Wilderness Survival |
| <input type="checkbox"/> Coin Collecting | <input type="checkbox"/> Horsemanship | <input type="checkbox"/> Rabbit Raising | <input type="checkbox"/> Wood Carving |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Indian Lore | <input type="checkbox"/> Radio | <input type="checkbox"/> Woodwork |
| <input type="checkbox"/> Computers | <input type="checkbox"/> Insect Study | <input type="checkbox"/> Railroad | |
| <input type="checkbox"/> Consumer Buying | <input type="checkbox"/> Journalism | <input type="checkbox"/> Reading | |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Landscape Architecture | <input type="checkbox"/> Reptile Study | |

Other skills and activities I could assist in for the older-Scout program:

- | | | | |
|-----------------------------------------------|--------------------------------------------|----------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Backpacking | <input type="checkbox"/> Free-style biking | <input type="checkbox"/> Rappelling | <input type="checkbox"/> Survival |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Golf | <input type="checkbox"/> Sailing | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Hockey | <input type="checkbox"/> Scuba diving | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Business | <input type="checkbox"/> Kayaking | <input type="checkbox"/> Shooting sports | <input type="checkbox"/> Video/photography |
| <input type="checkbox"/> Cross-country skiing | <input type="checkbox"/> Mechanics | <input type="checkbox"/> Slow-pitch softball | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Cycling | <input type="checkbox"/> Mountain man | <input type="checkbox"/> Snow camping | <input type="checkbox"/> Whitewater canoeing |
| <input type="checkbox"/> Downhill skiing | <input type="checkbox"/> Orienteering | <input type="checkbox"/> Soccer | <input type="checkbox"/> Windsurfing |
| <input type="checkbox"/> Fishing | <input type="checkbox"/> Rafting | <input type="checkbox"/> Spelunking | |



Purpose of the Boy Scouts of America

It is the purpose of the Boy Scouts of America to provide for youth an effective program designed to build desirable qualities of character, to train in the responsibilities of participating citizenship, and to develop in them personal fitness, thus to help in the development of American citizens who:

- Are physically, mentally, and emotionally fit.
- Have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness.
- Have personal and stable values firmly based on religious concepts.
- Have the desire and the skills to help others.
- Understand the principles of the American social, economic, and governmental system.
- Are knowledgeable about and take pride in their American heritage and understand America's role in the world.
- Have a keen respect for the basic rights of all people.
- Are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society and in the forums of the world.

The Boy Scouts of America accomplishes this purpose by making its program available in cooperation with existing groups having compatible goals, including religious, educational, civic, fraternal, business, labor, and governmental bodies.

SCOUT OATH OR PROMISE

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

SCOUT LAW

A SCOUT IS:

TRUSTWORTHY

LOYAL

HELPFUL

FRIENDLY

COURTEOUS

KIND

OBEDIENT

CHEERFUL

THRIFTY

BRAVE

CLEAN

REVERENT

BOY SCOUT METHODS

IDEALS

Oath—Law—Motto—Slogan

PATROLS

Peer groups—elected representation—activities

OUTDOORS

All outdoor programs

ADVANCEMENT

Self-reliance—ability to help others—challenge

ADULT ASSOCIATION

Image—role model—example

PERSONAL GROWTH

Good Turn—service projects—religious emblems

LEADERSHIP DEVELOPMENT

Leadership skills and practice—citizenship

UNIFORM

Commitment to aims—identity

BOY SCOUT AIMS

Participating citizenship

**Growth in moral strength
and character**

**Development in physical,
mental, emotional fitness**

SCOUT MOTTO

Be Prepared

**SCOUT
SLOGAN**

Do a Good Turn Daily

OUTDOOR CODE

As an American,

I will do my best to—

Be clean in my outdoor manners,

Be careful with fire,

Be considerate in the outdoors,

and

Be conservation-minded.

REQUIREMENTS FOR SCOUTMASTERS

Tenure

Complete at least 3 years of registered tenure as a Scoutmaster within a 5-year period.

Dates of service: From _____ To _____

From _____ To _____ From _____ To _____

Approved by _____ **Date** _____

Troop Committee Chairman

Performance

- Earn the Boy Scout Troop National Quality Unit Award. (2 times)

Approved by _____ **Date** _____

Troop Committee Chairman

TRAINING COMMITTEE ACTION

The leadership training committee has reviewed this application and accepts the certification as to the candidate's meeting the required standards. The Scoutmaster's Key is approved.

Chairman

Date

SCOUTMASTER PROGRESS RECORD

SCOUTMASTER'S KEY

Name _____

Address _____

City _____

Troop No. _____ District _____

Council _____

BOY SCOUTS OF AMERICA

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Training
(to be prepared by a trainer or troop committee chairman.)

Complete Boy Scout Fast Start Training. _____

Approved _____ Date _____

Three-part—Scoutmastership Fundamentals _____

1 "The Troop Meeting" _____

Approved _____ Date _____

2 "Troop Organization" _____

Approved _____ Date _____

3 "The Outdoor Program" _____

Approved _____ Date _____

Boy Scout Leader Roundtables

YEAR 1		YEAR 2		YEAR 3	
Mo.	Initial	Mo.	Initial	Mo.	Initial

Roundtable staff certifies attendance for at least six roundtables during each year.

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A-10

Patrol Leaders' Council Script

Planning the Model Troop meeting

This will be a role-play by the patrol leaders, senior patrol leader, crew chief and/or team captain, troop guide, and Scoutmaster. The purpose is to plan the model troop meeting using the "Camping" program feature, meeting 1, from *Woods Wisdom*. *The model troop meeting can be held indoors or outdoors.

Setting

The patrol leaders' council is assembled around a table. Each person should have on a patch identifying his position. The senior patrol leader is conducting the meeting. The Scoutmaster is in the background.

The Scene

Senior Patrol Leader: Well, guys, we agreed that this month's feature would be camping. The trip to our Boy Scout camp will make it a very special camping trip. Using these *Woods Wisdom* features sure helps, but you guys may have some super ideas to make the program even better. So let's get our troop meetings planned so we will be ready for the competition that will take place during our camp. Here is a copy of the first troop meeting plan for the month from *Woods Wisdom*. Use the Camping Troop Meeting Plan, page 81, as a guide. Reproduce from *Woods Wisdom*.

Crew Chief: *1. Since it is really nice weather, let's do the first troop meeting out-of-doors.
 *2. Since the weather is bad we will conduct our troop meeting indoors.

Senior Patrol Leader: Great idea! Everyone agree?

Everyone: Yea!

Senior Patrol Leader: Let's look at the opening.
 _____ Patrol,
 would you do the opening?

_____ Patrol Leader: Sure. Our patrol can do it. (*Since we are outside, could we do a flag-raising ceremony and not do the Outdoor Code?) Is that okay with everyone? (Secures agreement.) Also, since we just organized new patrols, why don't we let our Scoutmaster review the new patrol flags (if ready) and yells? (More agreement.) (*If indoors, do as shown.)

Senior Patrol Leader: We will be concentrating on camping skills in the skills instruction part of the meeting. Do the Scouts in the new Scout patrol need any help?

New Scout Patrol: (Looks to troop guide.)
 _____ (troop guide's name), do you think we need any help teaching basic knots?

Troop Guide: We should be able to do that ourselves, but we may need some help next week.

Senior Patrol Leader: We do need an instructor or two to help with the lashing skills. Who would be good at that? (Patrol leaders make recommendations and are asked to recruit those mentioned from their patrols.)

Senior Patrol Leader: _____ (crew chief's name), we could really use some help from the Venture crew on this camping trip. Since you guys are working on orienteering, would you set up a course for the new Scout patrol to try out, and maybe even later this month, help to teach them some basic skills?

Crew Chief: Sure, _____ (senior patrol leader's name), the

Venture crew would be glad to help. We are participating in an orienteering meet the weekend before the troop outing, so we will be really up on our skills.

Senior Patrol Leader: Since we are going to have some skills competition at the campout, we may want to work that into the patrol meetings each week so everyone will be ready. (Patrol Leaders say, "Good idea.")

We will have a demonstration on foil cooking by a guest instructor, Mr./Mrs. (name) _____. This demonstration will prepare us to cook lunch after the troop meeting.

The interpatrol activity for the meeting is the tangle knot, and it sounds like a lot of fun. Is that okay with everyone? (Patrol leaders express agreement.) Would the Varsity team be interested in doing this?

Team Captain: _____ (senior patrol leader's name), we

would like to, but we have a big basketball game the next night, and we really need to get in some last-minute practice. Maybe we can do it at the next meeting.

Senior Patrol Leader: I understand. Let's make sure we announce the time and location for the game so the troop can come yell for you. As for the tangle knot, the Scoutmaster and I will do it. Is that okay, Mr. Scoutmaster? (Scoutmaster indicates agreement.)

Since the _____ (name) Patrol raised the flag, would you also lower it? (Receives agreement.) (*If outdoors—if indoors, use closing on sample agenda.) And Mr. Scoutmaster, can we count on you for a great Scoutmaster's minute? (Scoutmaster indicates agreement.)

Senior Patrol Leader: Well, that's the first meeting. Let's move on to the others.

Role-play ends!

The Aims and Methods of the Boy Scout Program

Ideals

The ideals of Scouting are spelled out in the Scout Oath, Law, motto, and slogan. The Scout measures himself against these ideals and continually tries to improve. The goals are high, and as he reaches for them he has some control over what he becomes.

Patrols

The patrol method gives Scouts an experience in group living and participating citizenship. It places a certain amount of responsibility on young shoulders and teaches boys how to accept it. The patrol method allows Scouts to act in small groups where they easily can relate to each other. These small groups determine troop activities through their elected representatives.

Outdoors

Boy Scouting is designed to take place outdoors. It is in the outdoors that Scouts share responsibilities and learn to live with each other. It is here that the skills and activities practiced at troop meetings come alive with purpose.

Being close to nature helps Scouts gain an appreciation for God's handiwork and mankind's place in it. The outdoors is the laboratory for Scouts to learn ecology and practice conservation of nature's resources.

METHODS

Advancement

Scouting provides a series of surmountable obstacles and steps to overcome them through the advancement method. The Scout plans his advancement and progresses at his own pace as he overcomes each challenge. The Scout is rewarded for each achievement, which helps him gain self-confidence. The steps in the advancement system help a boy grow in self-reliance and the ability to help others.

Adult Association

Boys learn from the example set by their adult leaders. Troop leadership may be male or female, and association with adults of high character is encouraged at this stage of a young man's development.

Personal Growth

As Scouts plan their activity, and progress toward their goals, they experience personal growth. The Good Turn concept is a major part of the personal growth method of Scouting. Boys grow as they participate in community service projects and do Good Turns for others. There probably is no device so successful in developing a basis for personal growth as the daily Good Turn.

AIMS

Boy Scouting works toward three aims. One is growth in *moral strength and character*. We may define this as what the boy is himself: his personal qualities, his values, his outlook.

A second aim is *participating citizenship*. Used broadly, citizenship means the boy's relationship to others. He comes to learn of his obligations to other people, to the society he lives in, to the government that presides over that society.

A third aim of Boy Scouting is *development of physical, mental, and emotional fitness*. Fitness includes the body (well-tuned and healthy), the mind (able to think and solve problems), and the emotions (self-control, courage, and self-respect).

The methods are designed to accomplish these aims. Thus it is important that you know and use the methods of Boy Scouting. Other methods are good, but they may bring different results—results quite different than we are seeking.

The religious emblems program is also a large part of the personal growth method. Frequent conferences with his Scoutmaster help each Scout to determine his growth toward Scouting's aims.

Leadership Development

Boy Scouting encourages boys to learn and practice leadership skills. Every Scout has the opportunity to participate in both shared and total leadership situations. Understanding the concepts of leadership helps a boy accept the leadership roles of others and guides him toward the citizenship aim of Scouting.

Uniform

The uniform makes the Scout troop visible as a force for good and creates a positive youth image in the community. Boy Scouting is an action program, and wearing the uniform is an action that shows each Scout's commitment to the aims and purposes of Scouting. The uniform gives the Scout identity in a world brotherhood of youth who believe in the same ideals.

The uniform is practical attire for Scout activities, and provides a way for Scouts to wear the badges that show what they have accomplished.

THE SCOUT OATH OR PROMISE

On my honor
I will do my best
To do my duty to God and my country and
To obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
Mentally awake, and morally straight.

THE SCOUT LAW

A SCOUT IS:

Trustworthy	Obedient
Loyal	Cheerful
Helpful	Thrifty
Friendly	Brave
Courteous	Clean
Kind	Reverent

SCOUT MOTTO

Be Prepared

SCOUT SLOGAN

Do a Good Turn Daily

WE PREDICT THAT FOR EVERY 100 BOYS WHO JOIN A BOY SCOUT TROOP:

- Twelve will have their first contact with a church or synagogue.
- Five will earn their religious emblem.
- One will enter the clergy.
- Eighteen will develop hobbies that will last through their adult life.
- Eight will enter a career that was learned through the merit badge system.
- One will use his Boy Scout skills to save a life.
- One will use his Boy Scout skills to save his own life.
- Seventeen will become Scouting volunteers.
- Two will become Eagle Scouts.

Rank Requirements

Joining Requirements

- ☐ 1. Complete the fifth grade, or be 11 years old, or have earned the Arrow of Light Award, but be younger than 18 years old.
- ☐ 2. Submit a completed Boy Scout application and health history signed by your parent or guardian.
- ☐ 3. Repeat the Pledge of Allegiance.
- ☐ 4. Demonstrate the Scout sign, salute, and handclasp.
- ☐ 5. Demonstrate tying the square knot (joining knot).
- ☐ 6. Understand and agree to live by the Scout Oath or promise, Law, motto, and slogan, and the Outdoor Code.
- ☐ 7. Describe the Scout badge.
- ☐ 8. With your parent or guardian, complete the exercises in the pamphlet "How to Protect Your Children from Child Abuse and Drug Abuse."
- ☐ 9. Participate in a Scoutmaster conference.

Tenderfoot

- ☐ 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.
- ☐ 2. Spend at least 1 night on a patrol or troop campout. Sleep in a tent you have helped pitch on a ground bed you have prepared.
- ☐ 3a. Demonstrate how to whip and fuse the ends of a rope.
- ☐ 3b. Demonstrate tying two half hitches and a tautline hitch by using these knots to pitch a tent.
- ☐ 4. 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.
- ☐ 5. Demonstrate how to display, raise, lower, and fold the American flag.
- ☐ 6. Repeat from memory and explain in your own words the Scout Oath, Law, motto, and slogan.
- ☐ 7. Know your patrol name, give the patrol yell, and describe your patrol flag.

- ☐ 8. Explain why we use the buddy system in Scouting.
- ☐ 9a. Record your best in the following tests:
Pushups _____ Pullups _____ Situps _____
Standing long jump _____ ft. _____ in.
Run/walk 500 yards _____
- ☐ 9b. Show improvement in the activities listed above after practicing for 30 days.
- ☐ 10. Identify local poisonous plants; tell how to treat for exposure to them.
- ☐ 11a. Demonstrate the Heimlich maneuver and tell when it is used.
- ☐ 11b. Show first aid for the following:
 - Simple cuts and scratches
 - Blisters on the hand and foot
 - Minor burns or scalds (first degree)
 - Bites or stings of insects and ticks
 - Poisonous snakebite
 - Nosebleed
- ☐ 12. Participate in a Scoutmaster conference.
- ☐ 13. Board of review completed _____
(date)

Second Class

- ☐ 1a. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.
- ☐ 1b. Using a compass and a map you've drawn, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.
- ☐ 2a. Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.
- ☐ 2b. On one campout, demonstrate proper care, sharpening, and use of knife, saw, and ax.
- ☐ 2c. Use the tools listed above to prepare tinder, kindling, and fuel for a cooking fire.
- ☐ 2d. Light the cooking fire. Assist with the meal preparation and cleanup.
- ☐ 2e. On one of these campouts, select your patrol site and sleep in a tent that you pitched.

- ☐ 3. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.
- ☐ 4. Participate in an approved (minimum of 1 hour) service project.
- ☐ 5. Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.
- ☐ 6a. Show what to do for “hurry” cases of stopped breathing, serious bleeding, and internal poisoning.
- ☐ 6b. Prepare a personal first aid kit to take with you on a hike.
- ☐ 6c. Demonstrate first aid for the following:
 - Object in the eye
 - Bite of a suspected rabid animal
 - Puncture wounds from a splinter, nail, and fish hook
 - Serious burns (second degree)
 - Heat exhaustion
 - Shock
- ☐ 7. Tell what precautions must be taken for a safe swim. Demonstrate your ability to swim 50 yards using two different strokes.*
- ☐ 8. Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco, and other practices that could be harmful to your health. Discuss your participation in the program with your family.
- ☐ 9. Show Scout spirit.
- ☐ 10. Participate in a Scoutmaster conference.
- ☐ 11. Board of review completed _____
(date)

*This requirement may be waived by the troop committee for medical or safety reasons.

First Class

- ☐ 1. Demonstrate how to find directions during the day and at night without using a compass.
- ☐ 2. Using a compass, complete an orienteering course that covers at least 1 mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).

- ☐ 3. Since joining, have participated in ten separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight.
- ☐ 4. On one campout, serve as your patrol’s cook. Prepare a breakfast, lunch, and dinner menu that requires cooking; secure ingredients; supervise your assistants in fire building; and prepare the meals. Lead your patrol in saying grace at the meals, and supervise cleanup.
- ☐ 5. Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen.
- ☐ 6. Identify or show evidence of at least 10 kinds of native plants found in your community.
- ☐ 7a. 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.
- ☐ 7a. Use lashing to make a useful camp gadget.
- ☐ 8a. Demonstrate tying the bowline (rescue) knot and how it’s used in rescues.
- ☐ 8b. Demonstrate bandages for injuries on the head, the upper arm, and collarbone, and for a sprained ankle.
- ☐ 8c. Show how to transport by yourself, and with one other person, a person:
 - from a smoke-filled room
 - with a broken leg, for at least 25 yards
- ☐ 8d. Tell the five most common signs of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).
- ☐ 9. Demonstrate your ability to swim 100 yards using one resting stroke and two other strokes, and to float (rest) as motionless as possible for 1 minute.*
- ☐ 10. Show Scout spirit.
- ☐ 11. Participate in a Scoutmaster conference.
- ☐ 12. Board of review completed _____
(date)

*This requirement may be waived by the troop committee for medical or safety reasons.

FIRST CLASS—FIRST YEAR TRACKING SHEET

Date _____

Name _____ Date joined _____ Class Goal _____
(Date)

Category	Goal Attainment*			Requirements		Date Scheduled	Date Completed
	Trp	Out	Own	Rank	Number		
Outdoor	x	x		T	1	_____	_____
		x		T	2	_____	_____
	x	x		T	3a	_____	_____
	x	x		T	3b	_____	_____
	x	x		T	4	_____	_____
	x	x		T	10	_____	_____
		x		S	1a	_____	_____
		x		S	1b	_____	_____
	x	x		S	2a	_____	_____
		x		S	2b	_____	_____
		x		S	2c	_____	_____
		x		S	2d	_____	_____
		x		S	2e	_____	_____
	x	x		S	5	_____	_____
	x	x		F	1	_____	_____
		x		F	2	_____	_____
		x		F	3	_____	_____
		x		F	4	_____	_____
	x	x		F	6	_____	_____
	x	x		F	7a	_____	_____
	x	x		F	7b	_____	_____
Physical fitness	x	x	x	T	9a	_____	_____
	x	x	x	T	9b	_____	_____
	x	x		S	7	_____	_____
	x	x		S	8	_____	_____
	x	x		F	9	_____	_____
Citizenship	x	x		T	5	_____	_____
	x	x		T	11a	_____	_____
	x	x		T	11b	_____	_____
	x	x	x	S	3	_____	_____
	x	x	x	S	4	_____	_____
	x	x		S	6a	_____	_____
	x	x		S	6b	_____	_____
	x	x		S	6c	_____	_____
	x	x	x	F	5	_____	_____
	x	x		F	8a	_____	_____
	x	x		F	8b	_____	_____
	x	x		F	8c	_____	_____
	x	x		F	8d	_____	_____

*Goal attainment—Locations where Scout may work on his rank requirements:
 Trp—Troop Meetings
 Out—Outings
 Own—On his own

Category	Goal Attainment*			Requirements	Date	Date
	Trp	Out	Own	Rank Number	Scheduled	Completed
Patrol/troop participation						
	x			T 7	_____	_____
				S 9	_____	_____
				F 10	_____	_____
Personal development						
	x	x		T 6	_____	_____
	x		x	T 8	_____	_____
			x	T 12	_____	_____
			x	S 10	_____	_____
			x	F 11	_____	_____
Completed						
				Tenderfoot	_____	_____
				Second Class	_____	_____
				First Class	_____	_____

*Goal attainment—Locations where Scout may work on his rank requirements:
 Trp—Troop Meetings
 Out—Outings
 Own—On his own

BOY SCOUTS OF AMERICA

NATIONAL PRESIDENT'S SCOUTMASTER AWARD OF MERIT

Background

Shortly after the National Eagle Scout Association was established in 1972, it began to make available a NESA Scoutmaster Award. Since then, the award was presented on a basis of one per BSA area each year to a Scoutmaster who had a record of the proper use of the Boy Scout advancement and a significant number of his Boy Scouts attaining the Eagle Scout rank. This award will be discontinued on December 31, 1987.

The President of the Boy Scouts of America has requested that NESA convert its award into a Scoutmaster Award of Merit which could be earned by all Scoutmasters. His rationale is that there is a need for recognizing a man relatively early in his work as a Scoutmaster prior to his qualifying for the Scouter's Key.

Requirements

The nominee need not be an Eagle Scout but must:

1. Be a currently registered Scoutmaster who has served in that position for at least 18 months
2. Have achieved the Quality Unit Award at least once during his period of service
3. Have completed Boy Scout Leader Fast Start and Scoutmastership Fundamentals or equivalent
4. Have a record of proper use of the Boy Scout advancement program resulting in a majority of his Boy Scouts attaining the First Class rank
5. Have a record of:
 - Development of boy leadership through the patrol method
 - Positive relations with the troop's chartered organization
 - An extensive outdoor program including strong summer camp attendance
 - A positive image of Scouting in the community
 - A troop operation which attracts and retains Boy Scouts

Procedure

The chairman of the troop committee has the responsibility of nominating the Scoutmaster on behalf of the patrol leaders' council and the troop committee.

The nomination is certified by the unit commissioner and forwarded to the local council service center.

Approval authority lies with the Scout executive and either the council NESA chairman or the council commissioner.

The Scout executive will forward a listing of the names of Scoutmasters who are to receive the award to the director of the National Eagle Scout Association at the national office. The notation should be made on council stationery and certified by the Scout executive and either the council NESA chairman or the council commissioner. Rather than submitting only one name on the letter, Scout executives are encouraged to submit several names together.

Award

A full-color certificate will be provided by NESA free of charge. A cost of \$1.50 per certificate will be charged for a certificate which has the recipient's name hand lettered. Payment should accompany the order.

The National Eagle Scout Association will send the certificates to the Scout executive via pouch mail. A 3-week turnaround should be allowed if the names of recipients are to be hand lettered on the certificates. Those unlettered require a 2-week turnaround time.

A full-color, 6-inch, jacket patch, No. 5004, is available through the Supply Division.

There is a square knot (white on tan) for the uniform.

Presentations

The award may be presented at an appropriate chartered organization or unit function with acknowledgment at a district or council event or at a district or council recognition event.

SCOUTMASTER AWARD OF MERIT NOMINATION

Submit to your local council service center.

Nominee's name as it is to appear on certificate _____

Address _____

City _____ State _____ ZIP _____

Give the inclusive dates of service as Scoutmaster (include month and year). _____

The nominee is a currently registered Scoutmaster with a commission that expires on _____, 19 ____.

Give date(s) troop received Quality Unit Award. _____

Give date nominee completed Boy Scout Leader Fast Start Training _____

Give date nominee completed Scoutmastership Fundamentals training (or equivalent) _____

Attached:

- List of Boy Scouts who became First Class Scouts during the nominee's tenure as a Scoutmaster
- A statement by the senior patrol leader on behalf of the patrol leaders' council and the troop committee chairman attesting to the nominee's performance as Scoutmaster. (This statement[s] is certified by the senior patrol leader and troop committee chairman.)

Nominated by _____
Troop committee chairman

Certified by _____
Unit/district commissioner

Date _____

This form has been printed camera ready. Councils may reproduce and distribute it to all Scoutmasters or publicize this award in the council bulletin.

Guide for Conducting an Introduction to Leadership Session with New Patrol Leaders

This guide is intended for use by the Scoutmaster with the assistance of the senior patrol leader when conducting an introduction to leadership session with one or more new patrol leaders. The person

conducting this session should review the introduction of this kit and chapter 5, "Training Junior Leaders," in the *Scoutmaster Handbook* before the session.

Materials Needed

- *The Official Patrol Leader Handbook*, No. 6512
- *Boy Scout Handbook*, No. 3229
- Reproductions of patrol leader job description sheet
- Paper and pencils

Break the Ice

Welcome the patrol leaders informally to this special session. Explain that they will grow in this job and in leadership skills as well as in Scoutcraft. They will grow in their ability to work with their peers and with adults. And they will be making a substantial contribution to the Scouts in the troop.

Now ask them to mention some of the benefits they feel a boy can get from Scouting. They will probably start with the fun things—camping, hiking, outdoor skills, trips, making friends. But guide them, if you need to, toward Scouting's role in fostering a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

As they discuss this, help them understand that they, themselves, are among the influences that cause such growth values to take root. And it's part of their job as junior leaders to use this influence.

Caution: Don't let this discussion bog down in abstractions and semantics.

Job Description

Give each Scout a copy of the patrol leader job description sheet. Explain that this is a summary of their chief duties, and that you'll "walk through" it together to get an overall idea of what their job entails. As you do so, encourage them to react with comments and questions. Invite them to make notes on their sheets. Be aware that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

These are the duties in the job description with potential for discussion:

- Plan and lead patrol meetings and activities. (Can others help? Who? Who has to take the first step?)
- Keep patrol members informed. (Informed of what? Make the point that the patrol leader is the main pipeline for conveying patrol leaders' council decisions and other important information.)
- Share leadership by giving each patrol member a job and keeping each job filled. (Have everyone turn to the list of patrol jobs in the *Patrol Leader Handbook*. Ask if they can think of any other possibilities. Ask if they feel they are responsible for what someone else in the patrol does. Ask how they would replace a dropout.)
- Represent the patrol at all patrol leaders' council meetings and the annual program planning conference. (Ask how they can be sure what their patrols want or need. What if the patrol leader disagrees with something the rest of the patrol wants?)
- Prepare the patrol to take part in all troop activities. (How will the patrol leader know what these activities are and when they are scheduled?)
- Develop patrol spirit and control. (What is patrol spirit? How can you stimulate it? Could it affect control?)
- Work with other troop leaders to make the troop run well. (What might happen if a patrol leader doesn't work as part of the team?)
- Know what patrol members and other leaders can do. (Is this important? Why? What can a patrol leader do if some member of the patrol is weak in some area?)
- Set a good example. (How can the patrol leader persuade other guys to advance if he doesn't advance?)
- Wear the uniform correctly.

(Photocopy for Scout's use.)

- Live by the Scout Oath and Law.

Expectations

Tell the patrol leaders that all the points in the job description just discussed add up to leadership and service and that, in addition, they are expected to participate in junior leader training. (They're starting that right now, and there will be further opportunities later on. Ask them to write down the date of the next training session.)

Now tell them it's time to turn the discussion around to what the patrol leaders can expect from you. Tell them that you have reviewed what they are expected to do, and it's a big job, but they are not expected to do it alone. They can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
 - You will back up their decisions within reason (give some examples).
 - You will listen to their ideas and give them consideration.
 - You will be fair.
 - You will listen to all sides of any issue.
 - You will set a good example for them (uniform, language, attitude, etc.).
-

Resources

Refer to the patrol leader job description sheet and point out the resource list included on it. Flip through the *Official Patrol Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Suggest that they review the books to refresh their memories because this can help them in their job.

Learning is Continuous

Tell them that this is just the beginning of the help you will be giving each of them to do this important job. In fact, most everything the Scout does will contribute to his training. Tell them that they can qualify to wear the "Trained" strip on their uniforms after participating in your troop junior leader training outing. Announce the scheduled date and say that you expect them to attend.

Questions

Give each Scout an opportunity to ask any questions he has. Answer them as well as you can.

Assign Tasks

Now, give each Scout a simple, job-related assignment to do within the next week, such as:

- Improve a specific uniform item.
 - Plan a simple game for a troop activity using the *Official Patrol Leader Handbook*.
 - Plan a patrol menu for a weekend campout, including quantities and cost.
-

Follow Up

Be certain that you follow up with each Scout as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the follow-up meeting.

Build Relationships

Express to each Scout that this meeting was really a “get acquainted” meeting and that you hope that it will be the first of many such meetings. Help him understand that you encourage him to discuss anything with you; be sincere. Give him a firm Scout handshake and a big smile and tell him how much you enjoyed the get-together.

Junior Leader Job Description for Patrol Leader

Introduction

When you accepted the position of patrol leader, you agreed to provide service and leadership in our troop. That responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

Responsible to

Senior patrol leader

Specific Duties

- Plan and lead patrol meetings and activities.
- Keep patrol members informed.
- Assign each patrol member a job and supervise him.
- Represent the patrol at all patrol leaders' council meetings and at the annual program planning conference.
- Prepare the patrol to take part in all troop activities.
- Develop patrol spirit and control.
- Work with other troop leaders to make the troop run well.
- Know what patrol members and other leaders can do.
- Set a good example.
- Wear the uniform correctly.
- Live by the Scout Oath and Law.

Resources

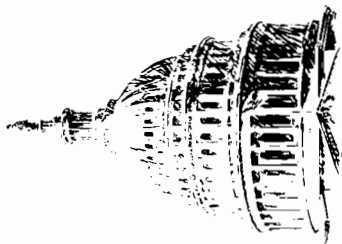
As a patrol leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, troop committee members, your fellow troop junior leaders, teachers, religious leader, and community leaders. Some literature resources that can help you are:

- *Boy Scout Handbook*
- *Official Patrol Leader Handbook*
- *Woods Wisdom, Troop Program Features*

- *Fieldbook*
- *Boy Scout Songbook*
- *Boy Scout Requirements* (advancement)
- *Boys' Life* magazine
- Merit badge pamphlets
- Copy of troop rules and policies
- Troop and patrol rosters
- Activity calendars (troop, district, school)
- *Patrol Record Book*
- First Class Tracking Sheet
- Campfire planner sheets
- Troop meeting planning sheets
- BSA equipment catalog

Notes

CHARTER CONCEPT



Boy Scouts of America
Chartered by Congress in 1916

BOY SCOUTS OF AMERICA

Incorporated 1910

WHAT IT HAS

An educational program for youth—which develops character and fitness and prepares them for citizenship

WHAT IT DOES

Designs and updates program
Provides services
Maintains standards
Issues CHARTERS

CHARTERS TO COMMUNITY GROUPS/ORGANIZATIONS

Use the Scouting program for

CUB SCOUTS
BOY SCOUTS
VARSITY SCOUTS
EXPLORERS

- Under their own leadership
- To serve youth and families for which they have concern
- To help them accomplish their objectives
- Select and approve unit leaders
- Provide a meeting place
- Follow BSA ideals and principles

INVITATION

SERVICE

CHARTERS TO LOCAL COUNCIL TO

1. Extend an invitation to community groups/organizations to use the Scouting program, interpreting how it will help them.
2. Provide supporting services to help community groups/organizations successfully continue their Scouting program:
 - Volunteer and professional counseling
 - Leadership development
 - Program supplement
 - Service center
 - Outdoor facilities
 - Liability insurance protection
 - Share in the approval of unit leaders

SCOUTING—A RESOURCE FOR COMMUNITY ORGANIZATIONS

Many community organizations vitally concerned with youth do not understand that Scouting is an educational resource for them.

Following incorporation in 1910, this movement became increasingly popular throughout America. The Congress of the United States recognized Scouting's potential as an educational resource for groups interested in a positive program for youth. In 1916, the Congress, representing the people of the United States, granted a charter to the Boy Scouts of America to make the program available *through community organizations*.

Under the authority of its congressional mandate, the Boy Scouts of America issues two kinds of charters in each local council area.

One type of charter is issued to a community organization or group. The purpose is to use the Scouting program under its own leadership to serve the youth and families for which it has concern and which will help it accomplish its own objectives.

The other type of charter is issued to a local Scouting council to: (1) provide service to help chartered organizations be continuously successful in their use of the Scouting program and (2) extend an invitation to other community groups to use the program—interpreting how it will help them.

A Scouting district, which is a geographic subdivision of a council, has these same two responsibilities in that part of the council which it serves. It is the structure closest to the organizations, families, and youth who benefit from the

program; therefore, it is a most important part of the total Scouting structure. (Where Exploring is divided into geographic sections, this would similarly apply.)

It may be helpful to consider Scouting in two ways: (1) the **program** of the Boy Scouts of America—*Cub Scouting, Boy Scouting, Varsity Scouting, and Exploring*—designed to help develop in youth desirable qualities of character, to teach and promote the skills of Scouting, to train them in the responsibilities of participating citizenship, and to develop in them fitness—based on duty to God and country—and (2) the **support service** of the Boy Scouts of America—delivered to the community organizations and groups by the local council through its district operation, all for the purpose of assisting the chartered organizations using the program. Additional support comes to the local council from the national organization through its regional structure and substructure.

This plan has worked—nearly 75 million lives have been directly touched by community organizations of the United States through their use of the Scouting program, supported by the local councils of the Boy Scouts of America.

The history of Scouting gives the key to its purpose and success. The movement spread dramatically because the leaders of community organizations recognized its value to them in positively influencing youth. When Scouting is properly understood as a resource, organizations will use it more effectively, delivering a quality program to more youth.

To achieve its ultimate effectiveness, the Boy Scouts of America must, with singleness of purpose, make a total commitment of its resources to help community organizations serve youth.

THE CHARTERED ORGANIZATION REPRESENTATIVE

The chartered organization representative is automatically a voting member of the council and the district upon selection or appointment by the head of the chartered organization. The individual must be registered with the BSA and be a member of the chartered organization. There is only one chartered organization representative for each chartered organization regardless of the number of units.

The Chartered Organization Representative Is:

1. Head of the chartered organization's Scouting department.
2. An active and involved member of the district committee.
3. A member of the local council representing the interests of the chartered organization.

The Chartered Organization Representative Does:

- Help recruit the right leadership. The best available unit leader and one or more assistants will assure success.
- Encourage participation in training opportunities. In order to deliver the Scouting program, a leader must know what the Scouting program is. Training provides this. Monthly roundtables give valuable program support.
- Promote well-planned programs. Boys and young adults stay in Scouting because of the program. A myriad of resources is available and help is close at hand.
- Act as liaison between the units and the organization. It's important that officers of the chartered organization are aware of its units' programs. It's also important to see that the policies of the chartered organization are carried out by each of its units.
- Organize enough units. If the organization's goal is to serve youth of all ages, units must be made available. The chartered organization representative can stimulate the organization of additional Scouting units.
- Promote recruiting. Boys and young adults continually outgrow the program of a unit. This is perfectly natural. A regular recruiting plan is needed and this should include contact with parents to secure additional leadership.
- See that members graduate from one program phase to the next. Scouting is designed to move a boy from Tiger Cubs to Cub Scouting, to Boy Scouting, Varsity Scouting, and Exploring. Encourage the graduation of youth members to retain their interest in Scouting and in the chartered organization.
- Assist with rechartering. The chartered organization representative should be the catalyst in this function. Make sure all units conduct a charter review and have a charter presentation.
- Encourage units to earn the National Quality Unit Award.
- Suggest Good Turns. There are ways that Scouting units can offer service to their chartered organization.
- Encourage unit committee meetings. Regular meetings of the unit committee are important to see that all functions are covered and that the unit leadership is properly supported.
- Cultivate organization leaders. Be sure the leaders of the chartered organization are kept informed about and are involved with their Scouting units.
- Encourage outdoor programs. Three-fourths of "Scouting" is "outing." Youth members respond to a vigorous outdoor program.
- Emphasize advancement and recognition. Regular boards of review, courts of honor, parents' nights, Cub Scout pack recognitions, and the adult-type recognitions in Exploring are important to youth members. Whether or not the chartered organization is a religious body, careful attention should be given to the religious emblems program of the members' various faiths.
- Bring district help and promote its use. The coordinator's most important job as a functioning member of the district committee is to mobilize the district's resources in support of the organization and its units. A wealth of program assistance and resources is available. Professional and volunteer help is close at hand to help in problem solving.
- Use approved unit finance policies. Scouting units should plan to "pay their own way." The Boy Scouts of America and the chartered organization have definite standards on unit money-earning projects. It's important that these standards be followed.
- Encourage recognition of leaders. Scouting leaders devote an enormous amount of time, effort, energy, and money in their service to youth. It's vital that the chartered organization be aware of this and provide suitable recognition. Sometimes a sincere "thank you" is all that's needed; a plaque, certificate, or other item can be a tangible and much-appreciated form of recognition.
- Cultivate resources. Each chartered organization is made up of members who have enormous resources available to be mobilized. Learn the needs of the units and explore ways to meet those needs through chartered organization members.
- Represent your organization in the district and council. As a voting member, your voice is important. Service on one of the district operating committees in an area related to your own personal talents and interests will be a rewarding experience.

BOY SCOUT TROOP

NATIONAL QUALITY UNIT AWARD

COMMITMENT

USE DURING 1990 TO MAKE A COMMITMENT FOR THE COMING CHARTER YEAR

Boy Scout Troop Commitment—Unit must achieve six of nine to qualify as a Quality Troop.
(Three (*) required, plus an additional three = total of six)

Troop number _____ Chartered organization _____

Town _____ State _____ Recharter month _____

District _____ Council _____

coming **Mark yes (Y) or no (N) in the box for each item.**
Year

- *1. ☐ **Training.** The Scoutmaster will complete fast-start training and Scoutmastership Fundamentals.
- *2. ☐ **Two-Deep Leadership.** We will have one or more assistant Scoutmasters registered, trained, and active.
3. ☐ **Planned Program.** Our troop will conduct an annual program planning conference, publish an annual troop program calendar, and present it to parents at a family activity.
4. ☐ **Service Project.** Will conduct a service project annually, preferably for the chartered organization or the community.
5. ☐ **Advancement.** Sixty percent or more of our Boy Scouts will advance a rank, or we will have a 10 percent increase in total rank advancement over a year ago. Approved rank advancements for this recognition include Tenderfoot, Second Class, First Class, Star, Life, and Eagle.
_____ Number of Boy Scouts at the beginning of the current troop charter year.
_____ Number of these Boy Scouts who will advance a rank during the troop charter year.
_____ Percentage of these Boy Scouts who will advance a rank during the troop charter year, or
_____ Percentage of rank increase over a year ago.
6. ☐ **Boys' Life.** Fifty percent or more of our Boy Scout members will subscribe to *Boys' Life* magazine, or we will have a 10 percent increase over a year ago.
_____ Number of Boy Scouts subscribing at the beginning of the current troop charter year.
_____ Number of Boy Scouts who will subscribe at the beginning of the next troop charter year.
_____ Percentage increase in subscriptions over a year ago, or
_____ Percentage of Boy Scouts subscribing at the beginning of the next charter year.
- *7. ☐ **Outdoor Activities.** The troop will conduct six highlight activities (such as hikes, campouts, trips, tours, etc.) and attend a Boy Scouts of America long-term camp.
8. ☐ **Membership.** We will recharter with an increase in youth registered over a year ago.
_____ Number of Boy Scouts registered at the beginning of the current charter year.
_____ Number of Boy Scouts who will register at the beginning of the next charter year.
_____ Increase or decrease over a year ago.
9. ☐ **Patrol Method.** We will conduct Troop Junior Leader Training as outlined in the *Scoutmaster Handbook* and hold monthly patrol leaders' council meetings.

Achieved National Quality Unit Award last year ☐ Yes ☐ No

_____ Date

_____ Commissioner

_____ Scoutmaster

Instructions. Use ballpoint pen.

Top Sheet. Council copy. Submit to council service center.

Bottom Sheet. Unit copy. Back contains interpretation for Quality Unit Award.

Major features

- Recognitions and commitment goals are established on the troop charter year.
- Each troop signs up at the beginning of its charter year and qualifies for the award at the close of its charter year.
- During the month after the charter renewal, a review is conducted by a council representative, usually a commissioner, to determine if the troop qualifies as a Quality Unit for the past year and to make commitments for the coming year.

Recognition

For troops. Pennant streamer for flagpole or room display (no charge), and plaques for selected adults.

For individuals. All Boy Scouts and adults of a troop qualifying for the Quality Unit Award are eligible to wear a recognition emblem on their uniform and a quality pin on civilian clothing. (Emblems, pins, plaques, and streamers are ordered from the local council service center.)

INTERPRETATION OF COMMITMENTS FOR THE QUALITY TROOP AWARD

Aim to achieve a "yes" on all nine commitments. You need six to qualify for the Quality Troop Award. This includes all of the three starred (*) items, plus a minimum of three of the additional items.

- *1. **Training.** Trained leaders are an essential part of quality troop operation. The new Scoutmaster must complete fast-start training within 90 days of selection and registration. The Scoutmaster must have completed the Scoutmastership Fundamentals course.
- *2. **Two-Deep Leadership.** The troop must have two-deep leadership. At least one assistant Scoutmaster must be active, registered, and trained as indicated in (1) above.
3. **Planned Program.** The patrol leaders' council conducts the annual program planning conference. After the Scoutmaster obtains the troop committee's commitment of support for the program, copies are shared with everyone related to the troop, including parents.
4. **Service Project.** Consider your chartered organization as your first preference. A community service program is another choice. Or, if you would like to help Scouting in other countries, funds can be transmitted to your local council for the World Friendship Fund.
5. **Advancement.** Set objectives for advancement using the spaces on your commitment sheet. Additional Boy Scouts enrolled during the year are not figured in the percentage. Only those Boy Scouts listed on the charter application at the beginning of the charter year are counted at the end of the charter year.

Examples:

30 Boy Scouts registered at the beginning of the troop charter year.
18 of these Boy Scouts advanced a rank during the year.
60 percent of these Boy Scouts advanced a rank (commitment is met).

OR

25 percent advanced a rank last charter year.
40 percent advanced a rank this charter year.
15 percent increase in number of boys advancing over a year ago (commitment is met).

(Note: Those Scouts who are already Eagle Scouts may be counted as achieving a rank advancement)

6. **BOY'S LIFE.** Set objectives for *Boys' Life* magazine on this commitment sheet. It is recommended that 100 percent of your troop families subscribe. Part of the troop's annual budget should include *Boys' Life* magazine.
- *7. **Outdoor Activities.** A quality troop must attend a BSA long-term camp each year. Troops are encouraged to have an outdoor activity every month. At least six highlight activities are required, in addition to long-term camp.
8. **Membership.** Conduct a membership inventory and personally invite Boy Scouts who are missing meetings. Plan a program to invite new boys and Cub Scouts as they reach Boy Scout age. Use the spaces on the commitment sheet to set objectives for the troop charter year.
- *9. **Patrol Method.** The purpose of the patrol leaders' council is to plan and run troop activities and to train the patrol leaders. In a Quality Troop, the Scoutmaster places a top priority on both training and monthly meetings of the patrol leaders' council.

STEPS

1. Attach the council copies of both the achievement and commitment forms to the Quality Unit Recognition Order Form, No. 14-238E, and submit to the council service center.
2. Place National Quality Unit Award program on your troop committee agenda each month to check progress.

BADEN-POWELL PATROL RECORD CHART

_____ to _____ 19____

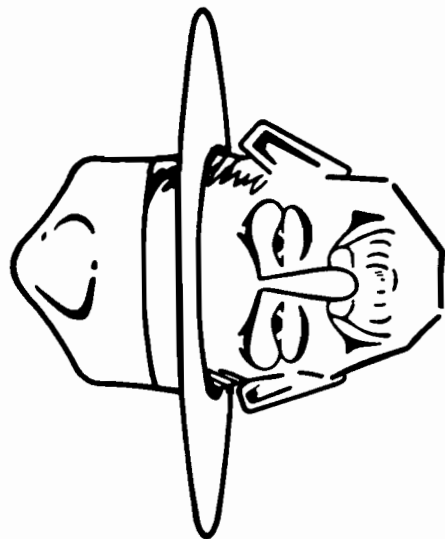
Baden-Powell Patrol Record Requirements

Date Completed
1 _____
2 _____
3 _____

1. *Spirit.* Have a patrol flag and rally around it. Put your patrol design on equipment. Use your yell or cheer and patrol call. Keep patrol records up to date for 3 months.
2. *Patrol meetings.* Hold two patrol meetings each month for 3 months.
3. *Hikes, outdoor activities, and other events.* Take part in one of these within 3 months.
4. *Good Turns or service projects.* Do two patrol leaders' council approved Good Turns or service projects within 3 months.
5. *Advancement.* Help two patrol members advance one rank during 3 months.
6. *Membership.* Build patrol to full strength (eight Scouts).
7. *Uniform.* Wear the uniform correctly.
8. *Patrol leaders' council.* Represent the patrol during three patrol leaders' council meetings within 3 months.

When all members of your patrol have completed their part of a requirement, indicate the date on the record sheet. Do the same as the entire patrol completes the last three patrol requirements at the bottom of the chart: *Spirit, Membership, and Patrol leaders' council.*

If your patrol measures up to these eight standards every 3 months for a year, every member may wear four Baden-Powell stars under his patrol emblem. Be a more-than-one-star patrol, earn one for each 3-month period.

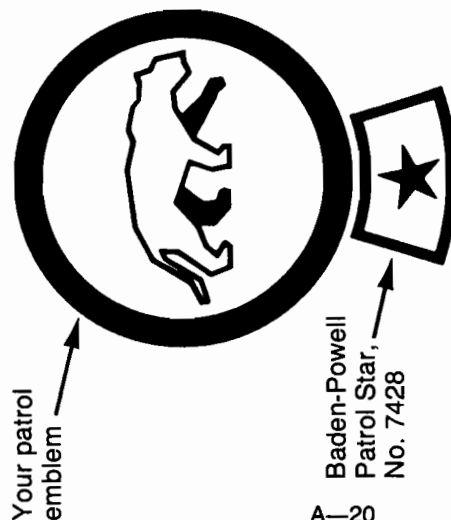


Why a Baden-Powell Patrol?

Baden-Powell, the founder of the Boy Scouts, wanted boys to have FUN by being members of an organized patrol of eight Scouts. The Baden-Powell Patrol plan will put plenty of spirit, activity, and fun into your patrol activities.

If you and the other members of your patrol work together to reorganize your patrol and complete the Baden-Powell Patrol requirements, you can wear the Baden-Powell Patrol star under your patrol emblem. Your patrol will do a better job, and you'll get into more activities and FUN as you earn the star.

Start being a Baden-Powell Patrol today.



Requirements for the Baden-Powell Patrol are shown above for the patrol and on the back of this form for individual Boy Scouts and the patrol combined.

Use the patrol record above to keep track of 3 months of patrol activity. As patrol members complete their individual requirements for the Baden-Powell Patrol, add stars or gummed dots to the Baden-Powell Patrol chart and individual Boy Scout Record on the back of this form.

BADEN-POWELL PATROL RECORD CHART

Patrol _____ to _____ 19____ Troop No. _____

Baden-Powell Patrol Chart and Individual Boy Scout Record

<div> <div>B</div> <div>P</div> <div>SCOUTS ▶</div> </div>	RED—GET GOING						GREEN—KEEP GOING						GOLD—GOOD GOING					
	PL			APL														
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
MONTHS																		
ON TIME FOR PATROL MEETING																		
ON TIME FOR OUTING																		
GOOD TURNS																		
ADVANCEMENT																		
UNIFORM AT TROOP MEETING																		
DUES PAID																		
THE PATROL ▶	BUILD PATROL SPIRIT 1 ____ 2 ____ 3 ____						BUILD PATROL MEMBERSHIP 1 ____ 2 ____ 3 ____						ATTEND PATROL LEADERS' COUNCIL MEETINGS 1 ____ 2 ____ 3 ____					

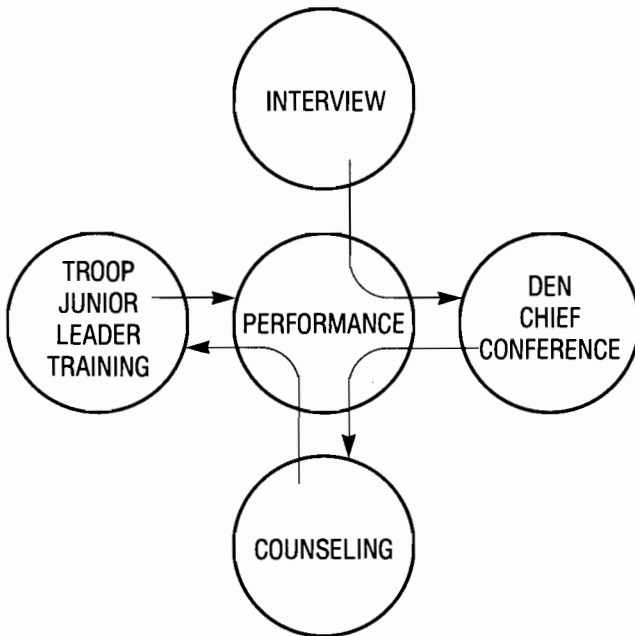
As your patrol completes these requirements monthly, fill in date.

Youth Training Digest

Training plans for youth leaders form a continuing cycle. Each element leads to the next. As soon as recruited, the youth leader enters the cycle with an introductory explanation

of the job and its duties. From there, the cycle carries the youth through the process of increased training for added responsibilities.

CUB SCOUTING



DEN CHIEF TRAINING

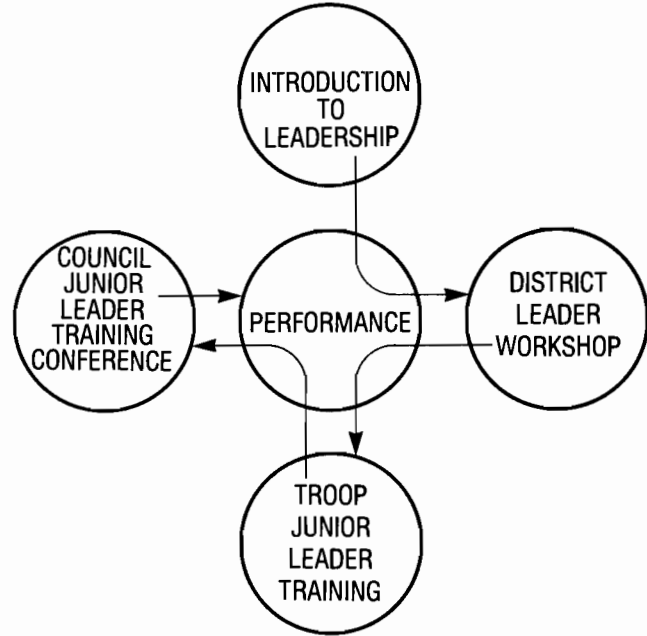
Initial Interviews. Recruiting, orientation, and on-the-job training interviews conducted by the Scoutmaster, Cubmaster, and den leader. Designed to get the new den chief off to a good start. (*Scoutmaster Handbook, Cub Scout Leader Book, Den Leader's Book*)

Den Chief Training Conference. A 1-day adventure in skills, activities, and programs the den chief can use in the Cub Scout or Webelos den. Conducted on a council, district, or cluster-pack basis by the Cubmasters, den leaders, and experienced den chiefs involved. (*Den Chief Training Conference*, No. 6450)

Ongoing Counseling. Regular planning and performance meetings with the den leader, supported by the Cubmaster and Scoutmaster. (*Cub Scout Leader Book, Scoutmaster Handbook*)

Troop Junior Leader Training. The den chief continues his leadership training as a junior leader of the Boy Scout troop.

BOY SCOUTING



BOY SCOUT JUNIOR LEADER TRAINING

Introduction to Leadership. Initial briefing of the newly selected troop junior leader. Conducted by the Scoutmaster. (*Scoutmaster Handbook*)

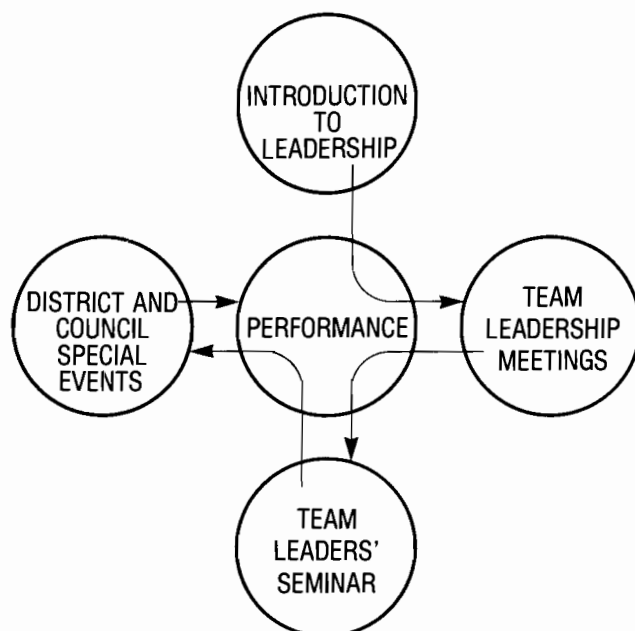
The District Junior Leader Workshop. 1-day orientation on the job and skills of the junior leader and adult leaders. Conducted on a district or cluster-troop basis by the Scoutmasters and senior patrol leaders involved. Sets up the troop for troop junior leader training. (*Junior Leader Orientation Workshop*, No. 6520A)

The Troop Junior Leader Training. Conducted by the Scoutmaster and senior patrol leader for junior leaders. A weekend devoted to building the leadership team and planning the troop program. Outlined in the *Scoutmaster Handbook*, No. 6502.

The Council Junior Leader Training Conference. A weeklong experience featuring Scoutcraft and leadership skills. (*Junior Leader Training Conference*, No. 6535)

National Junior Leader Instructor Camp. Conducted at Philmont Scout Ranch, this supplemental training is designed to prepare Boy Scout junior leaders for positions of leadership in support of the local junior leader training conference.

VARSITY SCOUTING



VARSITY SCOUT YOUTH LEADER TRAINING

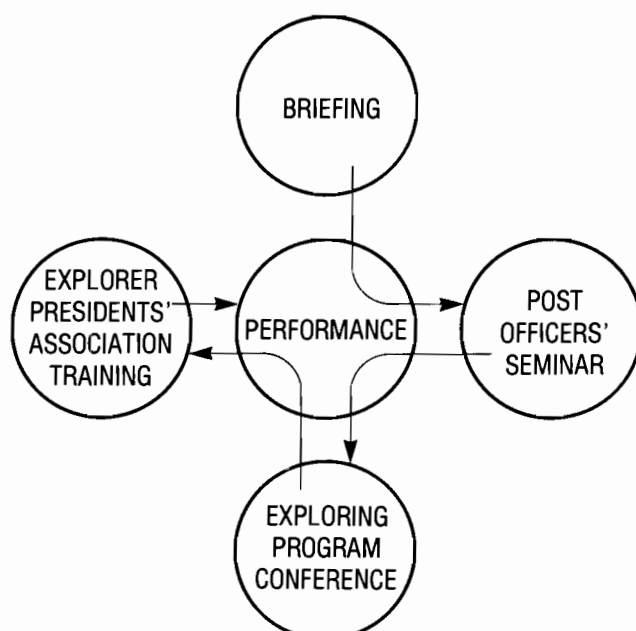
Introduction to Leadership. Initial briefing of newly selected Team Youth Leader, conducted by Coach. (*Varsity Scout Youth Leader Training*, No. 7874)

Team Leadership Meetings. Further development of youth leaders is provided by the coach and other Adults. (*Varsity Scout Leader Guidebook*, No. 7874)

Team Leaders' Seminar. A weekend experience conducted by the Coach and captain as basic training for their own youth leaders. (*Varsity Scout Youth Leadership Training*, No. 7874)

District and Council Special Events. Special Varsity Scout workshops and training camps conducted by the district and council.

EXPLORING



EXPLORER POST OFFICERS' TRAINING

Officers' Briefing. A briefing session by the Advisor as soon as the new officers are elected. Sets the posts up for the post officers' seminar. (*Explorer Leader Handbook*, No. 6636)

Post Officers' Seminar. Conducted by a single post for its own officers or on a cluster-post basis under the leadership of the Advisor and post president. A weekend spent with officers' duties, leadership skills, and the details of post program planning. (*Explorer Leader Handbook*, No. 6636)

Explorer Program Conference. An activity of the council Explorer presidents' association. Provides additional training and activity information for the post president and Advisor.

Explorer Presidents' Association Training. Conducted by a single council or on a cluster-council basis. Designed to improve the role of the Explorer presidents' association's support of post programs. (*Exploring Training Guide*, No. 6638)

UNIT BUDGET PLAN

BOYS, BASICS, AND BUDGETS

Take first things first. If your job is the management of money, your firsts are basics: basic income, basic spending, basic needs. Attend to them first.

If your job is the management of money for a Cub Scout pack, Boy Scout troop, or Varsity Scout team, your basics still come first, and they are the same whether the unit be in Hawaii or Maine. They should be planned and budgeted—FIRST. Once you develop a sound budgeting plan for basics, you can add other things such as your individual programming or equipment needs.

The total is a well-managed, well-financed unit. Recognizing this, the Boy Scouts of America recommends a basic unit budget plan, including 10 parts divided into three categories: basic expenses, other expenses, and sources of income.

BASIC EXPENSES

1. Unit Charter Fee. Units are required to pay an annual charter fee of \$20. This fee shall be submitted with the unit's charter application and will help defray the expenses for the general liability insurance program. These fees will raise approximately 25 percent of the funds required to maintain insurance coverage for all chartered organizations and leaders.

Here are the recommended basic expense items per boy member:

Registration	\$7.00
Boys' Life	6.60†
*Accident insurance for Cub Scouts60
*Accident insurance for Boy Scouts	1.20
*Accident insurance for Varsity Scouts	1.20
Reserve fund	1.00
Other basic expenses	5.50
(badges, literature, goodwill)	

TOTAL (Pack) \$20.70; (Troop) \$21.30; (Team) \$21.30

*Same rate applies for registered Scouters.

Let's look at each basic expense.

2. Registration. When a boy joins, normally the unit asks him to pay the full \$7 national registration fee regardless of the number of months remaining in the unit's charter year. The unit sends to the council the pro rata amount for those remaining months. Note that fees are figured on a monthly basis: 1 month 60¢; 2 months \$1.20; 3 months \$1.80; 4 months \$2.40; 5 months \$3.00; 6 months \$3.60; 7 months \$4.20; 8 months \$4.80; 9 months \$5.40; 10 months \$6.00; 11 months \$6.60; 12 months \$7.00.

The balance of the boy's fee is kept in the unit treasury to supplement his dues in paying the next full year's fee. This procedure ensures prompt registration at charter renewal time.

3. Boys' Life. Boys' Life magazine, the official publication of the Boy Scouts of America, is available to all members at \$6.60—half the regular rate. Every boy should subscribe to Boys' Life because of the quality reading and the articles related to your unit's monthly program. It is part of a boy's growth in Scouting, too,

and research proves he will stay in longer and advance farther if he reads Boys' Life.

If the reserve funds will allow, the new boy, during the charter year, should be signed up for Boys' Life on a pro rata basis.

When reserve funds do not pay for the subscription, then the boy or his parents may be asked for the amount. They should understand that the Boys' Life subscription cost is not a required part of the national membership fee.

4. Unit Accident Insurance. Each unit should be covered by unit accident insurance to help meet the costs of medical care if accidents occur. The insurance fees listed will be in effect for 1989.

5. Reserve Fund. The reserve fund might be established by a gift or loan from the chartered organization, members of the committee, or by a unit money-earning project. The reserve fund should meet unexpected expenses that occur before dues are collected or other money is earned. A new member's initial expenses may be met from the fund.

A small portion of each boy's basic expenses is budgeted to maintain this fund. If the reserve fund falls below this amount, it should be restored through a money-earning project or other means.

6. Other Basic Expenses. These basic expenses include insignia of membership and rank for each boy to ensure prompt recognition and literature required by unit adult and boy leaders. Because service to others is fundamental in Scouting, the budget should include a goodwill project, Good Turn, or a gift to the World Friendship Fund.

OTHER EXPENSES

7. Program Materials. Each unit needs to provide a certain amount of program materials. For example, it should have United States flags, unit flags, and equipment and supplies for its regular program.

8. Activities. The size of the budgeted amount for activities depends on the unit program. Usually, such activities as Cub Scout pinewood derbies, Boy Scout hikes, camping, or Varsity Scout high-adventure trips are financed by the boy and his family over and above the dues program.

As a special note, refreshments at parties or parents' meetings can be homemade or met by a cover charge or "kitty" at the event. Regular unit funds should not be used for this purpose.

SOURCES OF INCOME

9. Dues. Most people agree that the habit of regularly meeting financial obligations is desirable. The finance plan of any unit

†Boys' Life fee increases to \$7.80 on September 1, 1990.

should include participation by a boy in a regular dues plan. An annual unit fee, too often completely contributed by parents, does little to teach a boy responsibility. However, if he has to set aside a little each week for a desired item such as dues, he learns how to budget his own income.

Paying dues regularly is not easy, but it does help develop character in an individual boy. It teaches responsibility and a wholesome attitude toward earning his own way.

The weekly or monthly dues envelopes for Cub Scout dens and Boy Scout patrols provide a handy means of recording dues for boys who pay on a regular basis, catch up on back dues, or pay in advance. Varsity Scout teams may use the Boy Scout dues envelopes. If a boy is behind in dues, adult leaders should find out why. Adult leaders may also help provide a solution through individual work projects.

In some units, boys earn their dues by participating in unit money-earning projects. It is important that such work be credited to the boy personally rather than to the unit as a whole so he will develop a sense of personal responsibility and participation.

Regardless of your dues collection plan, or how many months or weeks they are collected, individual dues should cover the basic

expenses totaling (pack) \$20.70; (troop) \$21.30; and (team) \$21.30, as shown in the recommended budget. You may also want dues to cover a part of the program and activity budget.

10. Money-Earning Projects. A well-rounded unit program requires supplemental income. It might come from the sale of a product or a project involving the talents, participation, or efforts of the unit members or families. Policies and procedures are in the financial record books for packs, troops, and teams.

Most projects require the submission of the Unit Money-Earning Application, No. 4427, to the local council service center. To ensure conformity with all Scouting standards on money earning, leaders should be familiar with the 10 guides listed on the back of the application and in the financial record books.

OTHER HELPS

Additional information concerning unit budget plans, the treasurer's job, camp savings, forms, and records is in: *Troop/Team Record Book*, No. 6510.

BUDGET WORK SHEET

To develop your unit budget, complete, with the unit leader, the worksheet below, then have it adopted by the unit committee. (In the case of Boy Scout troops, the patrol leaders' council

reviews the budget and puts it in final form prior to study and adoption by the troop committee.) Be sure to keep parents informed.

Expected Income for Year	
Number of meetings	_____
Amount of dues each meeting	\$ _____
Annual dues per member (dues × number of meetings)	\$ _____
Average membership in a year	_____
Total dues per year (9) (annual dues × average membership)	\$ _____
Other income (10)	
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total other income	\$ _____
Total budgeted income (total dues + total other income)	\$ _____

Budgeted Expenses for Year	
Registration (2)	\$ 7.00
Boys' Life (3)	6.60
Accident insurance for Cub Scouts (4)	.60
Accident insurance for Boy Scouts (4)	1.20
Accident insurance for Varsity Scouts (4)	1.20
Reserve Fund (5)	1.00
Other basic expenses (6) (badges, literature, goodwill)	5.50
a. Total per boy (pack)	\$20.70
Total per boy (troop)	21.30
Total per boy (team)	<u>21.30</u>
b. Average yearly membership	_____
Total basic expenses (items a × b)	\$ _____
Unit charter fee (1)	\$ 20.00
Program materials (7)	\$ _____
Activities (8)	\$ _____
Total budgeted expenses (total basic expenses + program materials + activities + unit charter fee)	\$ _____

NOTE: The boldface numbers above match the item to the related section on this form. If you have questions on any item, refer to the explanatory material.

Supermarket Trail Foods List

Trail pack foods are fine, but on many occasions they just aren't readily available. We shopped the supermarket and found many name brands that meet the needs of the trail. Prices meet those of trail pack dehydrated foods, and weight is not prohibitive.

Here's just a sampling:

Dehydrated baked beans
Dried beans, peas, lentils, onion flakes, celery, and parsley
Dried potatoes
Macaroni, spaghetti, and noodles
Dried tomato sauce, tomato paste
Dehydrated soup mixes
Fruit crystals, powdered drink mixes, etc.
Concentrated soups, spaghetti sauce
Cake, biscuit, pancake mixes
Bouillon cubes and gravy makers
Dried chipped beef

Slab bacon and smoked ham
Dried codfish flakes and cakes
Canned luncheon meats, corned beef, franks, sausage, beef, chicken, turkey, hamburgers, tuna, salmon, etc.
Raisins, dates, figs, apples, peaches, apricots—all dried
Instant puddings
Peanut butter, jams, nut meats
Cereals of all types—quick oats, Wheatena, cornmeal, Petti John, Farina, cold cereals, etc.
Powdered milk (choose one that does not need milk added)
Individual packets chocolate milk mix
Instant rice

Get curious: browse through your nearby supermarket. Try your hand at building your own menu.

Now, here are a few ideas, just to get you started. Check packages for quantities needed.

Easy-to-Buy Trail Foods

Breakfast Menus

Stewed or raw prunes

Quick oats

Pancakes—homemade syrup

Hot chocolate

Quick oats with raisins

Grilled bacon

Hot biscuits and jelly

Hot chocolate

Stewed peaches

Cornmeal mush

Sausage

Milk gravy on pancakes

Hot chocolate

Food Lists

Margarine	Powdered milk	Dried peaches
Dried prunes	Quick oats	Cornmeal
Quick oats	Seedless raisins	Sausage (canned)
Pancake mix	Bacon (chunk)	Pancake mix
Sugar	Biscuit mix	Chocolate mix
Maplene	Jelly	Powdered milk
Chocolate mix	Chocolate mix	Sugar
Powdered milk	Sugar	

Other Suggestions

Luncheon Menus

Bouillon—beef	French onion soup	Split pea soup
Cheese sandwich	Peanut butter sandwich	Corned beef sandwich
Luncheon meat sandwich	Jam sandwich	Apple butter sandwich
Raisins	Carrot sticks	Dates
Apple	Butterscotch pudding (instant)	Powdered drink mix
Powdered drink mix	Chocolate milk	

Food Lists

Bouillon cubes—beef	French onion soup	Split pea soup
American cheese	Peanut butter	Corned beef, canned
Luncheon meat (canned)	Strawberry jam	Apple butter
Raisins	Carrots	Dates (seeded)
Apples (fresh)	Butterscotch pudding mix (instant)	Bread
Bread	Chocolate milk mix	Powdered drink mix
Powdered drink mix	Bread	Margarine
Margarine	Margarine	

Other Suggestions

Supper Menus

Creamed chipped beef on biscuits	Spaghetti and meatballs	Macaroni and cheese
Peas	Corn cakes with sugar and cinnamon	Grilled canned meat
Peach cobbler (in foil)	Chocolate pudding (instant)	Carrots (fresh)
Chocolate milk	Tea	Fig bars
		Tea

Food Lists

Chipped beef	Spaghetti	Elbow macaroni
Margarine	*Spaghetti sauce (canned or dehydrated)	American cheese
Powdered milk	Hamburger (canned)	Powdered milk
Biscuit mix	Cream style corn (canned)	Canned meat
Peas canned	Sugar	Margarine
Canned slices or dried peaches	Biscuit mix	Carrots—raw or cooked
Sugar	Cinnamon	Fig bars
Chocolate milk mix	Chocolate pudding mix (instant)	Tea bags
	Tea bags	Sugar

Supplies of Dehydrated Trail Food Packets

The Supply Division of the Boy Scouts of America is an official distributor of Richmoor Lightweight Trail Foods. Contact your Scouting distributor—local council—national Supply Division, BSA.

Good Reference Literature

Supermarket Backpacker, by Harriet Barker, Contemporary Books, Inc. Chicago and New York.

*Tomato paste can be substituted

THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the "Campfire Program" sheet (over).
2. On the "Campfire Program Planner" (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The master-of-the-campfire organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the campfire program sheet (over).
6. Copies of the program are given to all participants.

[illegible][illegible]

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening	Main event		
Closing			
Headliner			
Song leader			
Cheerleader			

CAMPFIRE PROGRAM

Place _____

Date _____

Time _____

Camp director's approval: _____

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
M.C. _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheerleader _____	Cleanup by _____

Spot	Title of Stunt, Song, or Story	By _____	Time
1	Opening—and firelighting		
2	Greetings—introduction	M.C.	
3	Sing— Yell—		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		

Suggestions for Religious Observance

It is vital that the faculty of each Boy Scout leader training course give careful consideration to the religious obligations of the course participants. This is particularly true for weekend courses. As a rule, provision is made for four major faiths—Protestant, Catholic, Jewish, and Mormon.

Some faiths have firm requirements regarding the observation of the Sabbath. Consulting with the council's religious advisory committees on Scouting will be helpful in assuring that provision is made for these requirements. If the religious requirements of an individual cannot be met, discuss this with the Scouter *in advance* of the course so a decision regarding attendance can be made.

Throughout the whole training course there should be strong emphasis on the spiritual ideals of Scouting. Although the Boy Scouts of America is nonsectarian, it is not nonreligious. Leaders should have an experience in training which will emphasize the fact that they can be positive in their religious influence on boys without being sectarian. By their spirit, their example, and the way they present the program to the boy, unit leaders can do much to develop spiritual values.

"The Boy Scouts of America maintains that no boy can grow into the best kind of citizen without recognizing his obligation to God. . . ." (article IX, section 1, *Charter and Bylaws of the Boy Scouts of America*).

The BSA expects a member to accept the religious principles stated in the Bylaws, the Cub Scout Promise, the Scout Oath and Law, the Varsity Scout Pledge, the Explorer Code, and the application for membership.

The commitments involved are: belief in God, reverence toward God, fulfillment of religious duties, and respect for the beliefs of others.

Religious instruction is the responsibility of the parents or religious institution to which the member belongs.

Here are specific suggestions for the Protestant, Catholic, Jewish, and Mormon observances:

Protestant Religious Observances

Location of the camp and availability of ministerial services will determine the form of observance that fits a particular situation.

1. Secure the services of a Protestant minister from a neighboring community. This can be done through a local ministerial association or Protestant committee on Scouting; otherwise an invitation can be extended by the course director to an individual minister.
2. If location of the course is not convenient for securing the services of a minister, Protestant laymen in the group can conduct a Protestant worship service. At the opening of the course, a committee should be named to arrange the services. A suggested order of service appears on page A—26. It should be reproduced on the basis of one for every two Scouters.
3. *When Scouts Worship* is available from the Supply Division. It contains several services and many hymns with the music.

Catholic Religious Observances

The following alternatives are basic fundamentals that can serve as a guide to those making arrangements.

1. Invite an ordained priest to say Mass at the encampment. If this is not practical, consult diocese or council chaplain.
2. Provide time and transportation for Scouters of Catholic faith to attend Mass at a nearby Catholic church.
3. If neither of these can be assured, the fact must be made known to any Scouter of Catholic faith who is contemplating taking the course. The choice is then a matter of conscience for the individual.

Regardless of which of these arrangements is made, no Scouter of Catholic faith should be obligated to attend any religious activity as part of the course nor should his absence from such an activity be a source of embarrassment to him. Interfaith services are certainly occasions in which Catholics may and will participate, but they do not substitute for the responsibility to worship with the Catholic community at Mass on Sunday.

Jewish Service

Jewish religious services are held Friday evenings and/or Saturday mornings. If possible, invite a local rabbi to camp to conduct services. Traditional Jews will not travel by automobile on the Sabbath, sun-down Friday to nightfall Saturday.

A booklet, *Jewish Religious Service for Scouts and Explorers*, is available from Jewish Relationships, BSA.

Mormon Service

Mormons will provide for their services. They ordinarily do not participate in Protestant services. A member of the Melchizedek Priesthood is usually approved to organize and conduct a Sacrament service.

Offerings at Religious Services— World Brotherhood Offering

It is customary to receive an offering for the World Friendship Fund which is used to provide training and training supplies to countries less fortunate than our own. This offering is sent to International Division, using the form in this section. Scouters attending other services should be given the opportunity to participate.

Grace at Meals for Scout Camps

It is highly important that grace at meals be conducted in a manner conducive to reverence.

Catholic

Blessing Before Meals

Bless us, O Lord, and these thy gifts that we are about to receive from your goodness, through Christ, our Lord. Amen.

Grace After Meals

Almighty God, who livest and reignest forever, we give thee thanks for all thy benefits. May the souls of the faithful departed, through the mercy of God, rest in peace. Amen.

Jewish

Hebrew Blessing Over Bread

*Ba-ruch ata Adonoi, Elohayna melech ha-olam,
ha-motzee lehem mean ha-aretz.*

English translation of above: Blessed are thou, O Lord, our God, king of the universe, who bringeth forth bread from the earth.

Protestant

Morning Grace

Gracious giver of all good, thee we thank for rest and food. Grant that all we do or say, in thy service be, this day.

Noon Grace

Father, for this noonday meal we would speak the praise we feel.
Health and strength we have from thee; help us, Lord, to faithful be.

Evening Grace

Tireless guardian on our way,
Thou hast kept us well this day.
While we thank thee, we request
Care continued, pardon, rest.

WORLD FRIENDSHIP FUND



Date: _____

TO: International Division
Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079

The participants in Scoutmastership Fundamentals (The Outdoor Program) have made a contribution to extend world friendship in a personal way.

*A check to World Friendship Fund in the amount of \$_____ is enclosed.

Council name _____ No. _____

Council address _____

Course director _____

signature

*Request separate check from that for fees and supplies.
Send direct to International Division.

Suggested Interfaith Worship Service

(For Worship in the Out-of-Doors)

CALL TO

WORSHIP: The Lord is in his holy temple;

Let all the earth keep silence before Him.

OPENING HYMN: GOD BLESS AMERICA

God bless America,

Land that I love.

Stand beside her and guide her

Through the night with a light from above.

From the mountains

To the prairies,

To the oceans white with foam,

God bless America,

My home sweet home!

God bless America,

My home sweet home!

INVOCATION: (To be read)

CAMPER'S PRAYER

God of the mountains and hills, make me tall and strong;

Tall enough and strong enough to right some wrong.

God of the stars, make me steadfast and sure;

God of every lake and stream, flow through my life and make it clean;

Let me do nothing base or mean.

God of the trees and woods, keep me fresh and pure;

God of the rain, wash from my life all dirt and stain;

Pure and strong let me remain.

God of the seed and soil, plant in my heart thy love;

God of the darkness and day, through shadows or light, be my stay.

Guide thou my way.

God of the radiant sun, light thou my life;
God of the glorious dawn, make each day a fresh start.
God of the evening peace and quiet, keep me free from fear and strife.
God of the gay, free birds, sing in my heart.

God of the surging waves and sea, wide horizons give to me;
Help me to see the world as thou wouldst have it be;
God of the lovely rose, make me lovely, too;
God of the morning dew, each day my faith renew.
God of all growing things, keep me growing, too.

—George Earle Owen

HYMN:

THIS IS MY FATHER'S WORLD

This is my Father's world, and to my listening ears,
All nature sings, and round me rings,
The music of the spheres.
This is my Father's world, I rest me in the thought
Of rocks and trees, of skies and seas,
His hands the wonders wrought.
This is my Father's world, the birds their carols raise,
The morning light, the lily white
Declare their Maker's praise.
This is my Father's world, He shines in all that's fair;
In the rustling grass, I hear Him pass,
He speaks to me everywhere.

RESPONSIVE READING: PSALM 8

In Unison:

O Lord, our Lord,
How excellent is thy name in all the earth!

Leader:

Who hast set thy glory upon the heavens.
Out of the mouths of babes and sucklings hast
thou established strength.
Because of thine adversaries,
That thou mightest still the enemy and the avenger.

Response:

When I consider thy heavens, the work of thy fingers,
The moon and the stars which thou hast ordained;
What is man, that thou art mindful of him?
And the son of man, that thou visitest him?

Leader:

For thou hast made him a little lower than
the angels,
And crowned him with glory and honor.
Thou madest him to have dominion over the works
of thy hands,
Thou hast put all things under his feet.

Response:

All sheep and oxen,
Yea, and the beast of the field;
The fowl of the air and the fish of the sea,
Whatsoever passeth through the paths of the seas.
Oh Lord, our Lord,
How excellent is thy name in all the earth.

MORNING PRAYER (followed by the Lord's Prayer for
Christians or use silent prayer, each in their own fashion,
if non-Christians are attending)

MEDITATION FOR THE DAY

God be praised, now and forever,
for giving us minds to understand Your teachings.

God be praised, now and forever,
for hands that lift up those who fall.

God be praised, now and forever,
for ears that hear the cry of those who need help.

God be praised, now and forever,
for hearts that care about the needs of others.

God be praised, now and forever,
for eyes that see the beauty of earth and sky.

God be praised, now and forever,
for the new day and this new journey.

We praise God for all that is good, true,
and beautiful in our lives.

HYMN:

FOR THE BEAUTY OF THE EARTH

For the beauty of the earth, for the glory of the skies,
For the love which from our birth, over and around us lies,
Lord of all, to thee we raise, this our hymn of grateful praise.

For the wonder of each hour, of the day and of the night,
Hill and vale and tree and flower, sun and moon and stars of light.
Lord of all, to thee we raise, this our hymn of grateful praise.

For the joy of human love; brother, sister, parent, child,
Friends of earth and friends above; for all gentle thoughts and mild.
Lord of all, to thee we raise, this our hymn of grateful praise.

WORSHIP MESSAGE:

OFFERING: For World Brotherhood of Scouting

HYMN:

FAITH OF OUR FATHERS

Faith of our fathers, living still
In spite of dungeon, fire, and sword!
Oh, how our hearts beat high with joy
When'ere we hear that glorious word!
Faith of our fathers, holy faith,
We will be true to thee till death!

Faith of our fathers, we will love
Both friend and foe in all our strife;
And preach thee, too, as love knows how,
By kindly words and virtuous life:
Faith of our fathers, holy faith,
We will be true to thee till death!

BENEDICTION

Dear God, thank you for the wonderful opportunity to
be here. Give us the strength to endure, the wisdom
to enjoy each moment, and the courage to push our-
selves further than we ever have before. Bless our troop
and its leaders as we begin our journey through Boy
Scouting. Amen.

Boy Scouts of America Position Regarding Tents

The programs of the Boy Scouts of America are built on safety training and preparedness. It has been a long-standing rule that only flashlights and electric lanterns should be used in tents.

NO FLAMES IN TENTS is a rule which must be enforced. This safety rule has been clearly spelled out in the *Camp Fireguard Chart*, No. 3691, and *Camp Health and Safety*, No. 3692, and is emphasized in other BSA publications and magazines. This has been true for many years.

In addition, the following safety precautions have long been emphasized at outdoor training sessions for leaders:

- Never use an open flame, such as a candle or a match, in or near a tent.
- Build campfires several yards away from your tent; be sure the fire is downwind from the tent.
- Keep cooking fires small enough to do the job.
- Always extinguish campfires and other flame sources before you go to sleep. **DEAD OUT** with water.
- Clear all burnable material 4 to 6 feet away from the fires or as required by local law.
- Place two fire buckets, filled with water, at each tent.

The Boy Scouts of America has been the leader in the field of promoting flame-retardant tents and the BSA was the first to have flame-retardant tents on the market (more than 20 years ago). The BSA is on record as challenging the tent industry at a meeting of the Canvas Products Association on tent flammability in Houston, Texas, in February 1973, to follow our example and produce flame-retardant tents.

- All BSA tents presently meet all federal and state regulations although not all BSA tents are flame-retardant.
- Those tents promoted for individual Scout use and pictured in the *Boy Scout Handbook* are all flame-retardant tents.

- The BSA recognizes the fact that there are no tents that are flameproof; a flame-retardant tent is a tent that has been treated with a chemical that makes the tent material go out when the source flame is removed. Flame resistant and flame retardant are the same.
- The BSA has been actively working with its tent manufacturers to develop chemicals to make all of its tents flame retardant. Until 1974, this technical knowledge had not been available for the treatment of all types of tent materials.
- The BSA produces tents made of three different cloths.
- No BSA tent has a wax finish.

In 1972–73, the state of Massachusetts passed a law requiring all tents to be labeled with safety warnings stating whether they are flame retardant. The BSA developed their flammability warning using their long-standing camp safety rules and all BSA tents are now so labeled. Other points of BSA concern are:

- The BSA has had an exceptionally fine safety record regarding tent fires over the past years. With millions of Scouts camping every year, there have been very few burn accidents from tent fires reported.
- However, safety training is an ongoing concern in all areas and must continually be reemphasized. The longstanding BSA rule regarding absolutely no open flames in tents is part of that training.
- Fire is one danger but asphyxiation is another danger to be emphasized.
- The BSA emphasizes in its Flammability Warning that “although treated to resist flame for your protection, no tent material is fireproof.”
- Camping safety rules must be followed for best protection against tent fires.
- The BSA encourages its membership to purchase Scout tents and equipment, but realizes that its membership is free to buy where they wish.

Also see CPAI-84 flame retardancy statement in the 1989 *Camp Equipment Catalog*, No. 70-010, or the 1989 *BSA Supply Division Catalog*, No. 70-051.

Wilderness Use Policy of the Boy Scouts of America

All privately- or publicly-owned backcountry land and designated wildernesses are included in the term “wilderness areas” in this policy. The Outdoor Code of the Boy Scouts of America applies to outdoor behavior generally, but for treks into wilderness areas no-trace camping methods must be used. Within the outdoor program of the Boy Scouts of America, there are many different camping skill levels. Camping practices that are appropriate for day outings, long-term Scout camp, or short-term unit camping may not apply to wilderness areas. Scouts and Explorers need to adopt attitudes and patterns of behavior, wherever they go, that respect the rights of others, including future generations, to enjoy the outdoors.

In wilderness areas, it is crucial to minimize our impact on particularly fragile ecosystems such as mountains, lakes and streams, deserts and seashores. Since our impact varies from one season of the year to the next, it becomes important for us to adjust to these changing conditions as well, to avoid damaging the environment.

The Boy Scouts of America emphasizes these practices for all troops and posts planning to use wilderness areas:

- Contact the landowner or land managing agency (Forest Service, National Park Service, Bureau of Land Management, U.S. Fish and Wildlife Service, state, private, etc.) well in advance of the outing to learn the regulations for that area and to obtain required permits and current maps.
- Always obtain a tour permit, available through local council Scout service centers, meet all conditions specified, and carry it on the trip.
- Limit the size of groups generally to no more than 8 to 11 persons, including at least two registered adult leaders (maximum: 9 persons per leader). Do not exceed the group size established for some wilderness areas. Organize each group (patrol or crew) to function independently by planning their own trips on different dates, serving their own food, providing their own transportation, securing individual permits, and camping in a separate and distinct group. When necessary to combine transportation and planning or buying, small groups should still camp and travel on the trail separately from other groups of the same unit.
- Match the ruggedness of high-adventure experiences to the skills, physical ability, and maturity of those taking part. Save more rugged treks for older youth members who are more proficient and experienced in outdoor skills.
- Participate in training for adult leaders on no-trace camping or be proficient and experienced in the leadership and skills required for treks into wilderness areas.
- Conduct pretrip training for your group that stresses proper wilderness behavior, rules, and skills for all of the potential conditions that may be encountered.
- Use backpacking stoves, particularly where the fuel supply is limited or open fires are restricted. Supervision by an adult knowledgeable in the use of the stove(s) must be provided. If a fire is necessary, keep it as small as possible and use established fire lays where available if in a safe area. After use, erase all signs.
- Emphasize the need for minimizing impact on the land through proper camping practices and preserving the solitude and quietness of remote areas. Camp at low-use areas—avoid popular sites that show signs of heavy use.
- Leave dogs, radios, and tape players at home.
- Use biodegradable (not metal or glass) or plastic food containers. Carry out unburnable trash of your own and any left by others.
- Dig shallow holes for latrines and locate them at least 200 feet from the nearest water source. Cover the latrines completely before leaving.
- Wash clothes, dishes, and bodies at least 200 feet away from any source of natural water.
- Where a choice is available, select equipment of muted colors that blend with natural surroundings.
- Look at and photograph; never pick or collect.
- Follow trail switchbacks and stay on established trails.
- Treat wildlife with respect and take precautions to avoid dangerous encounters with wildlife. Leave snakes, bears, ground squirrels, and other wildlife alone.



Outdoor Code

As an American, I will do my best to—

BE CLEAN IN MY OUTDOOR MANNERS—I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

BE CAREFUL WITH FIRE—I will prevent wildfire. I will build my fire only where they are appropriate. When I have finished using a fire, I will make sure it is cold-out. I will leave a clean fire ring, or remove all evidence of fire.

BE CONSIDERATE IN THE OUTDOORS—I will treat public and private property with respect. I will use low-impact methods of hiking and camping.

BE CONSERVATION-MINDED—I will learn how to practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

Fire-Making Materials— Firewoods Instruction Sheet

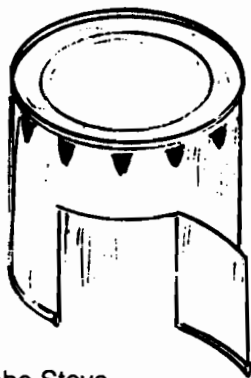
1. FIRE STARTERS	2. TINDER	3. KINDLING	4. FUEL
<p>MATCHES Kitchen size are best. Waterproof with paraffin, nail polish, or shellac cut 50-50 with alcohol.</p> <p>FLINT AND STEEL Any stone containing quartz is good. For steel, use back of knife blade or file with burr ground off.</p> <p>FIRE BY FRICTION Cottonwood, cedar, elm, or basswood for board and spindle.</p> <p>BURNING GLASS Magnifying glass or lens of binoculars or camera.</p>	<p>GRASS Fine, dry—up off the ground.</p> <p>WEED TOPS Goldenrod, aster, etc.</p> <p>DRY LEAVES Still on the tree.</p> <p>FINE TWIGS “Squaw wood” from standing trees.</p> <p>BARK Cedar or birch or palm-etto—picked from dead standing trees with your fingernails.</p> <p>BIRD NESTS From last season</p> <p>MOUSE NESTS Any season</p> <p>“FAT” PINE Full of pitch</p> <p>FINE SHAVINGS of dry wood</p> <p>PAPER</p> <p>CANDLE</p> <p>PARAFFIN AND PAPER OR STRING</p> <p>COMMERCIAL STARTERS Sterno Meta tablets Firelares</p>	<p>TWIGS Dead, dry “squaw wood” from standing trees.</p> <p>WEED STEMS Medium and heavy stems.</p> <p>SPLIT WOOD Always good as long as it is: 1) Dry 2) Split fine enough 3) More than you think you need.</p>	<p>WOOD Any size. Better split it if your log is more than 3 inches in diameter.</p> <p>CHARCOAL In “natural” sticks or pressed briquets.</p> <p>COAL Soft or hard</p>
		<p>“SQUAW WOOD” The fine twigs and branches that a squaw can get from a standing tree without using any tool other than her hands.</p>	<p>PETROLEUM PRODUCTS Are used only if you’re very desperate or very dumb. Gasoline— NEVER!</p>

FIREWOODS

Campfire Qualities of Various Woods

WOOD	FIRE RATING:		VALUE AS:			REMARKS
	Green	Dead & Dry	Tinder	Kindling	Fuel	
HARDWOODS						
Hickory	Very good	Excellent		X	X	“Best”
Oak—white		Very good		Twigs	X	
Oak—black		Excellent		Twigs	X	Fine coals
Oak-red	Poor	Good		Twigs	X	
Ash—white	Very good	Good			X	
Dogwood		Very good			X	
Beech	Fair	Good		Twigs	X	
Sugar maple	Fair	Very good		Twigs	X	
Elm—American		Fairly good		Twigs	X	
Cherry		Fair to good			X	
Birch—yellow	Very good	Good	Bark	X	X	
Birch—white	Poor to fair	Good	Bark	X	X	
Ironwood		Very good		Twigs	X	
Sycamore	No good	Fair to good				
SOFTWOODS						
Pine—white	No good	Fairly good		X	X	Soot
Pine—Norway		Fairly good		X		Soot
Pine—pitch		Fairly good		X		Full of soot
Balsam fir	No good	Fair to good		Twigs		Crackler
Spruce		Fair	Twigs	X	X	Crackler
Hemlock		Fair to good	Twigs	X	Bark	Spitfire
Cedar-red		Fairly good	Bark	X		Spitfire
Cedar—arbor vitae		Good	Bark	X		Spitfire
Tamarack	No good	Fair to good		X	X	Spitfire
Maple—red	Fair	Good		X	X	
Tulip	No good	Fair		X	X	
Poplar (general)	Poor	Very Good	Bark	X	X	No coals
Sassafras	No good	Fair		Twigs	X	Spitfire

THINGS TO MAKE FOR CAMPING



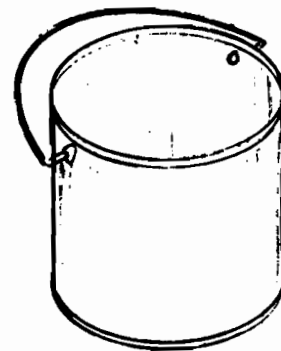
Hobo Stove

Punch vents with triangular can opener.

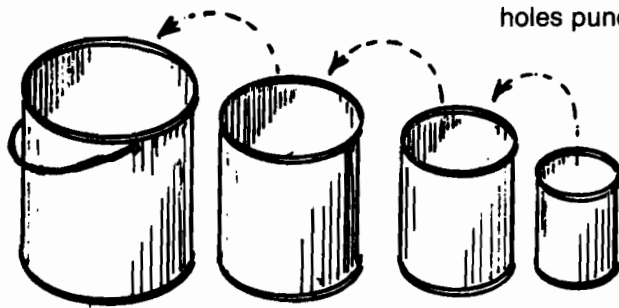


Tin Can Charcoal Stove

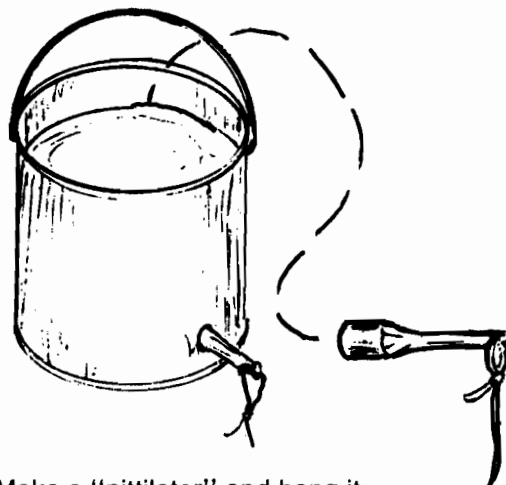
Use coat hanger wire through holes punched with nail.



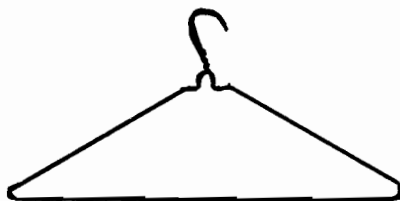
Holes punched in cans and fitted with coat hanger wire bails make good camp pots.



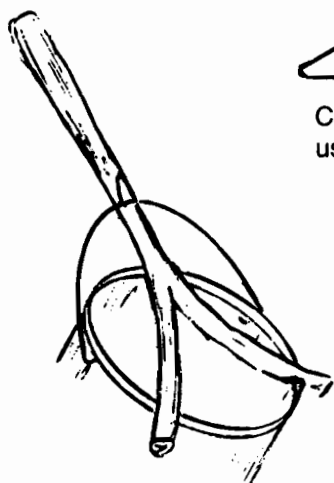
Nesting tin can pot set



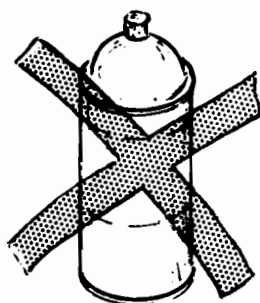
Make a "pittillator" and hang it near the latrine for hand washing.



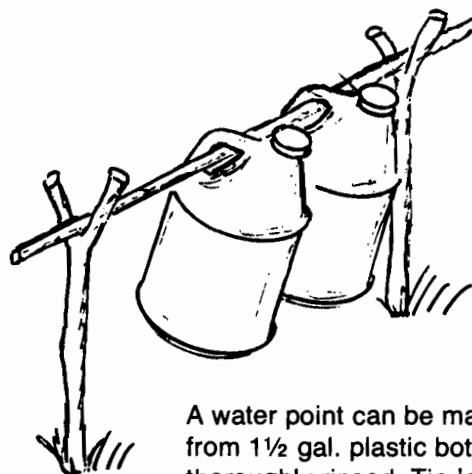
Coat hanger wire has endless uses around camp.



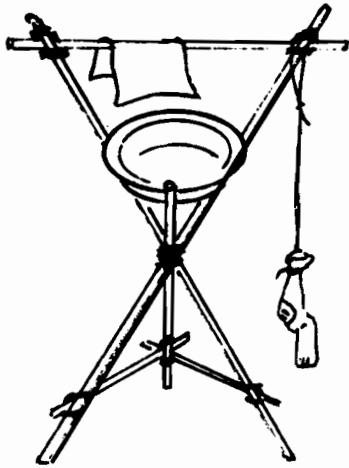
A forked stick with a few notches makes a good pot pourer.



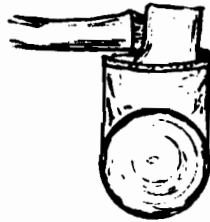
Don't use insect spray or spray repellent in camp. It'll take the waterproofing out of tents.



A water point can be made from 1 1/2 gal. plastic bottles, thoroughly rinsed. Tip 'em to pour.

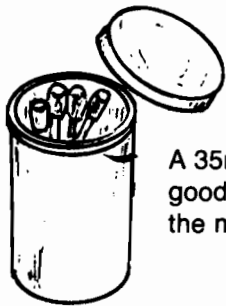
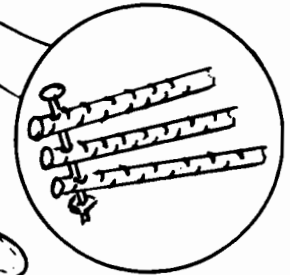


Build a washstand. Tie the soap in an old sock and hang on a string—it won't fall in the dirt.



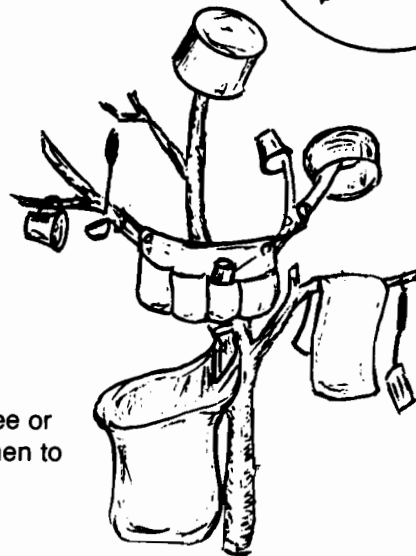
Camp Grill

Drill holes in the ends of lengths of reinforcing rod. Fasten loosely with a bolt.



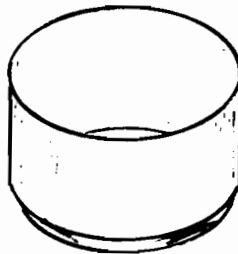
A 35mm film can makes a good matchbox if you cut the matches down to fit.

A loop of wire makes an egg lifter.



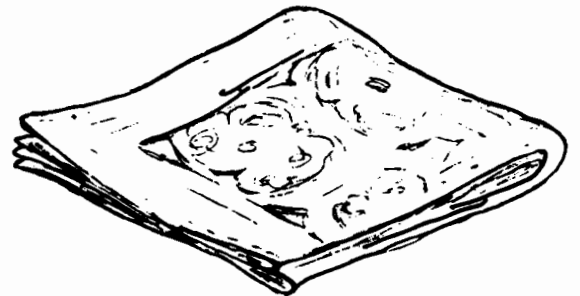
A "kitchen tree" is a dead tree or branch planted near the kitchen to hang stuff on.

Cut out the bottom of a well-rinsed bleach bottle for a mixing bowl. Use different sizes and nest 'em.



Twixer Biscuits

Roll down the plastic bag of biscuit mix, make a little hole in the mix, and add $\frac{1}{2}$ teaspoon of water. Stir with the twixer to "twix" up a biscuit. Bake it on the twixer or transfer to foil.



A pair of pliers and a bandana handkerchief are the chuck wagon cook's favorite tools. Use a blue bandana for the nose and a red one around the fire!

COOKING WITH FOIL



Place food in center of foil.



Bring sides up loosely.



Fold top 1/2 inch down, crease.



Fold top down again. Don't crease.



Fold top down flat. Press ends together.



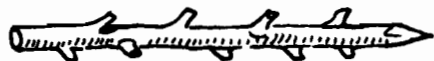
Fold corners over along dotted lines.



Fold pointed ends over 1/2 inch.



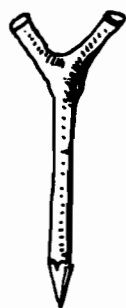
Fold ends over again. Place on coals.



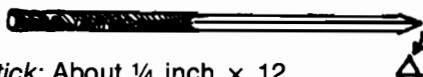
Meat Loaf Stick: The barbs or branches keep the meat loaf from turning. Make 1/2 inch in diameter, 12 inches long.



Shishka-Stick: About 1/2 inch x 12 inches. Punch through the meat for kabob. Flatten one side so meat won't slip.

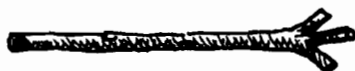


Forked Stick: Use in pairs to hold shishka-stick, egg stick, or meat loaf stick.



Egg Stick: About 1/4 inch x 12 inches. Whittle so it has three sides. Place across forked or temp-stick.

Temp Stick: Use for heat control. The lower the fork, the hotter. Pegs in the stick work too.



Twixer: Use for stirring dough to "twix" up biscuits.



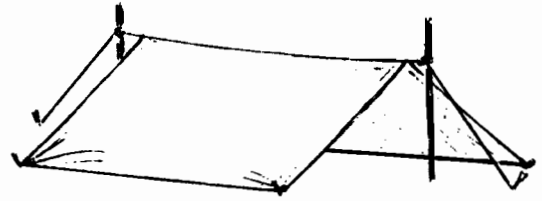
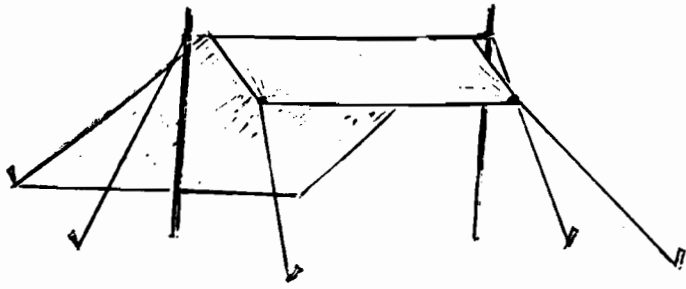
Spear Stick: About 1/4 inch x 12 inches. Use to spear meat from fire.



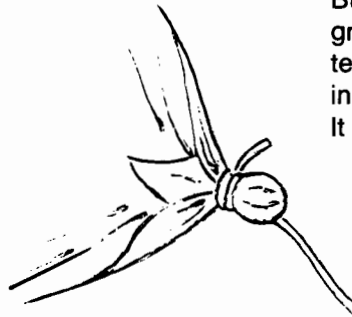
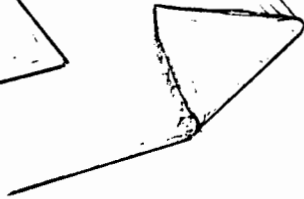
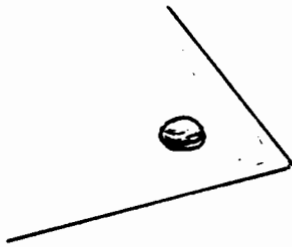
Twist Stick: About 2 1/2 inches x 12 inches. Wrap biscuit dough around in a spiral. Notches keep the twist in place.



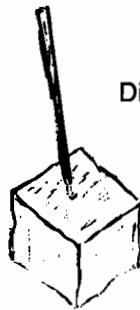
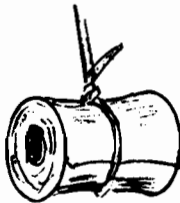
Sticks can be whittled into tongs to fish plates out of hot rinse water.



Builder's plastic can be used for ground cloths and to improvise tents and flies. Tie a small stone in the corner with the tent rope. It won't easily rip out.

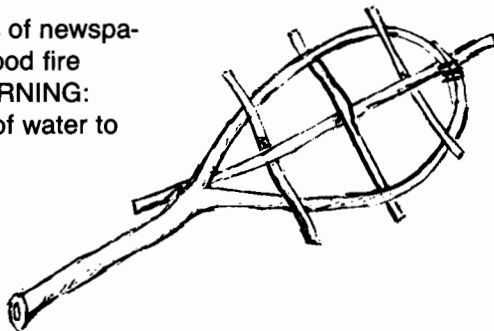


Dip with toothpick

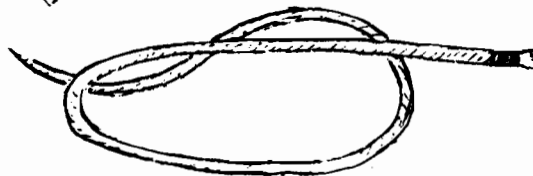


Film cans make good personal salt and pepper shakers. Close the top with tape—stick it on the side when in use.

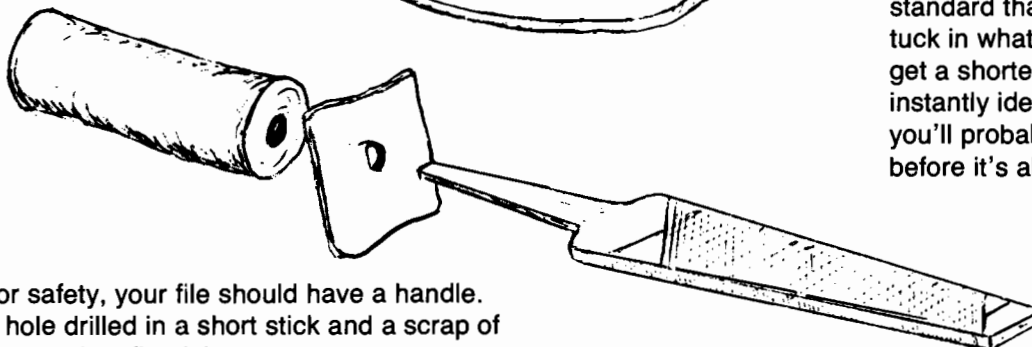
Cubes of Celotex or short rolls of newspaper dipped in paraffin make good fire starters. Nick 'em to light. **WARNING:** Always melt paraffin in a pan of water to prevent fire.



A "tennis racket" broiler is a great way to broil a small steak or fish.



Rope is expensive, so here's how to conserve it. Cut rope into 15-foot, 20-foot, and 25-foot lengths. Whip the ends. Paint the whippings on the 15-foot lengths with red paint. Three letters in red—each letter stands for 5 feet. Paint the 20-foot lengths with blue (four letters \times 5 feet is 20 feet), and the 25 foot lengths with green paint. Set the standard that rope is *never* cut—tuck in what you don't need or get a shorter piece. Scouts can instantly identify the lengths and you'll probably wear the rope out before it's all cut up!



For safety, your file should have a handle. A hole drilled in a short stick and a scrap of leather do a fine job.

MAP AND COMPASS

Clip out each course. Distribute one course to each patrol. The patrol starts at an assigned numbered stake. When the patrol completes its course, it places another numbered stake marked "end" where the course ends. The instructor then checks for permissible error using a tape measure and compass.

COURSE 1

From the start, go 125 feet on a compass reading of 94° , then:

Go 137 feet on a compass reading of 213° , then:

Go 140 feet on a compass reading of 340° .

COURSE 2

From the start, go 95 feet on a compass reading of 214° , then:

Go 80 feet on a compass reading of 320° , then:

Go 90 feet on a compass reading of 69° .

COURSE 3

From the start, go 120 feet on a compass reading of 48° , then:

Go 95 feet on a compass reading of 185° , then:

Go 160 feet on a compass reading of 280° .

COURSE 4

From the start, go 140 feet on a compass reading of 160° , then:

Go 137 feet on a compass reading of 33° , then:

Go 125 feet on a compass reading of 274° .

COURSE 5

From the start, go 90 feet on a compass reading of 249° , then:

Go 80 feet on a compass reading of 140° , then:

Go 95 feet on a compass reading of 34° .

COURSE 6

From the start, go 160 feet on a compass reading of 100° , then:

Go 95 feet on a compass reading of 5° , then:

Go 120 feet on a compass reading of 228° .



BOY SCOUTS OF AMERICA

National Office

1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079
214-580-2000

DECEMBER 1989

SUBJECT: POLICY ON USE OF CHEMICAL FUELS
(LIQUID, GASEOUS, OR JELLIED)

FROM: Health and Safety Service

TO: Scout executives, regional staff, and
management staff

PURPOSE

To share the policy and guidelines on the use of chemical fuels by the membership of the Boy Scouts of America.

BACKGROUND

There are three factors that influence the establishment of Scouting's policy on the use of fuel other than natural wood: (1) The basic purposes of Scouting and its camping program. (2) The protection from hazards of chemical fuels. (3) The necessity of safely adapting to local conditions and practices.

First, it is essential to Scouting's purpose that a boy learn and practice the skills of primitive living. He develops a personal confidence, initiative, and preparation for life as he advances through the Scouting program.

In building a fire he needs to learn the care and use of tools; know about tinder, types of fuel, and how to prepare it. The correct principles of building a fire to cook his food and warm his body, containing fire, and putting it out are essential for his training in campcraft, self-reliance, and preparedness.

The need for adapting to special circumstances, such as lack of natural wood for fuel or the regulations of specific areas where open fires are prohibited for safety or environmental reasons, makes it necessary for Scouts and Scout leaders to learn the skills and safety procedures in using chemical fuel stoves.

Convenience is one of the joys of modern life, but with it goes the necessity of precaution against many hazards.

When any chemical fuel is used for cooking and lighting, it is the fuel which is dangerous—not the stove and lanterns.

POLICY AND GUIDELINES

For safety reasons, knowledgeable adult supervision must be provided when Scouts are involved in the storage of chemical fuels, the handling of chemical fuels in the filling of stoves or lanterns, or the lighting of chemical fuels.

Battery-operated lanterns and flashlights should be used by Scouts in camping activities, particularly in and around canvas tentage. No chemical-fueled lantern or stove is to be used inside a tent.

Kerosene, gasoline, or liquefied petroleum fuel lanterns may, when necessary, be used inside permanent buildings or for outdoor lighting. When used indoors there should be adequate ventilation. Strict adherence to the safety standards and instructions of the manufacturers in fueling and lighting such stoves and lanterns must be carried out under the supervision of a responsible and knowledgeable adult.

Both gasoline and kerosene shall be kept in well-marked approved containers (never in a glass container) and stored in a ventilated locked box at a safe distance (minimum 20 feet) from buildings and tents.

Empty liquid petroleum cylinders for portable stoves and lanterns should be returned home or to base camp. They may explode when heated and therefore must never be put in fireplaces or with burnable trash.

The use of liquid fuels for starting any type of fire is prohibited. This includes damp wood, charcoal, and ceremonial campfires. Solid-type starters are just as effective, are easier to store and carry, and are much safer to use for this purpose.

All types of space heaters that use chemical fuels consume oxygen and must only be used in well-ventilated areas. When used in cabins, camper-trucks, and recreational vehicles, there is not only a fire danger but also lives can be lost from asphyxiation if not well ventilated. Use of charcoal burners indoors can be lethal in causing carbon monoxide poisoning.

GUIDELINES FOR SAFELY USING CHEMICAL STOVES AND LANTERNS

1. Use compressed or liquid-gas stoves and/or lanterns only with knowledgeable adult supervision, and in Scout facilities only where and when permitted.
2. Operate and maintain regularly according to manufacturer's instructions included with the stove or lantern.
3. Store fuel in approved containers and storage areas only with adult supervision. Keep all chemical fuel containers away from hot stoves and campfires, and store below 100°F.
4. Let hot stoves and lanterns cool before changing cylinders of compressed gases or refilling from bottles of liquid gas.
5. Refill liquid gas stoves and lanterns a safe distance from any flames, including other stoves, campfires, and personal smoking substances. A commercial camp stove fuel should be used for safety and performance. Pour through a filter funnel. Recap both the device and the fuel container before igniting.

6. Never fuel a stove or lantern inside a cabin; always do this outdoors. Do not operate a stove or lantern in an unventilated structure. Provide at least two ventilation openings, one high and one low, to provide oxygen and exhaust for lethal gases. Never fuel, ignite, or operate a stove or lantern in a tent.
7. Place the stove on a level, secure surface before operating. On snow, place insulated support under the stove to prevent melting and tipping.
8. Periodically check fittings on compressed-gas stoves and on pressurized liquid-gas stoves for leakage using soap solution before lighting.
9. When lighting a stove keep fuel bottles and extra canisters well away. Do not hover over the stove when lighting it. Keep your head and body to one side. Open the stove valve quickly for two full turns and light carefully, with head, fingers, and hands to the side of the burner. Then adjust down.
10. Do not leave a lighted stove or lantern unattended.
11. Do not overload the stovetop with extra-heavy pots or large frying pans. If pots over 2 quarts are necessary, set up a separate grill with legs to hold the pot and place stove under grill.
12. Bring empty fuel containers home for disposal. Do not place in or near fires. Empty fuel containers will explode if heated.

BULK STORAGE AND PRACTICES

Camp officials must be especially alert to the tendency to violate these principles by Scout leaders coming into camp with their units. Storage of bulk supplies of any chemical fuels (especially volatile fuels) is a camp maintenance function. Storage and issue of such fuel must be controlled by a responsible adult and be kept under lock and key in Scout camps. Quantities of gasoline in long-term camps must be stored in a properly installed underground tank with pump, and/or must be in compliance with local safety standards and regulations.

Filling tanks for motor vehicles, outboard and inboard motors, and gasoline-powered saws and motors shall always be handled by someone qualified by age and training for this responsibility. All motors must be turned off during filling. Enclosed bilges on boats equipped with inboard motors in enclosed spaces must be ventilated by blower for not less than 4 minutes (Federal law) to remove fumes before engines are started. All hatches and ports should be closed during fueling and the boat reventilated when fueling is completed. No smoking or open flames are permitted while filling any fuel tanks.

Liquid petroleum storage tanks at permanent camps should be installed by experienced technicians and changed only by the gas distributors. These installations must conform to local regulations. Fuel containers should be surrounded by a chain link fence in a cleared area.

ACTION

Local councils through roundtables and volunteer training courses should make every effort to train unit leaders and assistants in the proper techniques and procedures necessary to safely operate chemical-fueled stoves and lanterns. These leaders, in turn, train and supervise youth members in these same skills and procedures.

From the Chief Scout Executive . . .

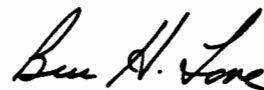
When you become a Boy Scout, something important happens to you. You aren't just joining an organization. You're entering a world full of exciting adventures. You belong to a group of friends that wants to go places and do things.

As a Scout, you'll hike and camp, learn how to live in the out-of-doors, and discover many ways to care for the land. You can cook your meals over a camp stove and identify all kinds of plants and animals that are part of our environment. No matter what happens, you'll know how to take care of yourself. You'll develop strength, confidence, and good judgment. And you can find out how it feels to be a leader.

Scouting experiences will help you discover that you can make good things happen in your life by planning and setting goals and then reaching for them. You're in charge of yourself and your experiences, and there's no limit to what you can do—if you just put your mind to it.

Your Boy Scout Handbook will show you how to get started. It covers a wide range of things you will do as a member of a patrol and troop. And it will point you toward the most important Scouting goal of all—the Eagle Scout rank. Go for it!

Good luck and good Scouting!



Ben H. Love
Chief Scout Executive

(Reprinted from the *Boy Scout Handbook*)