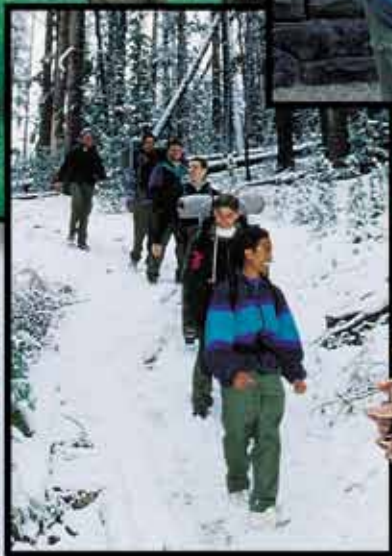
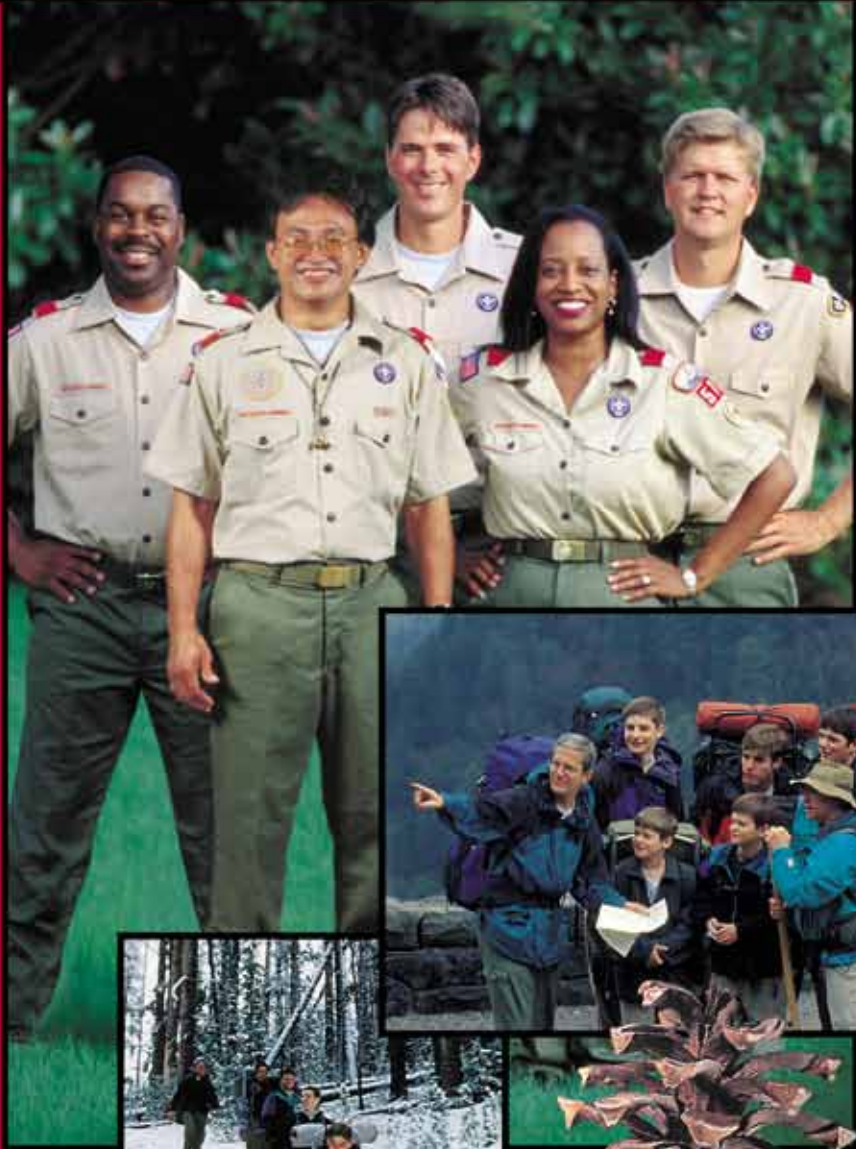




THE SCOUTMASTER

HANDBOOK



**RECOMMENDED
FOR ALL
SCOUT LEADERS**



BOY SCOUTS OF AMERICA®

SCOUTMASTER HANDBOOK

Recommended for all Scout leaders

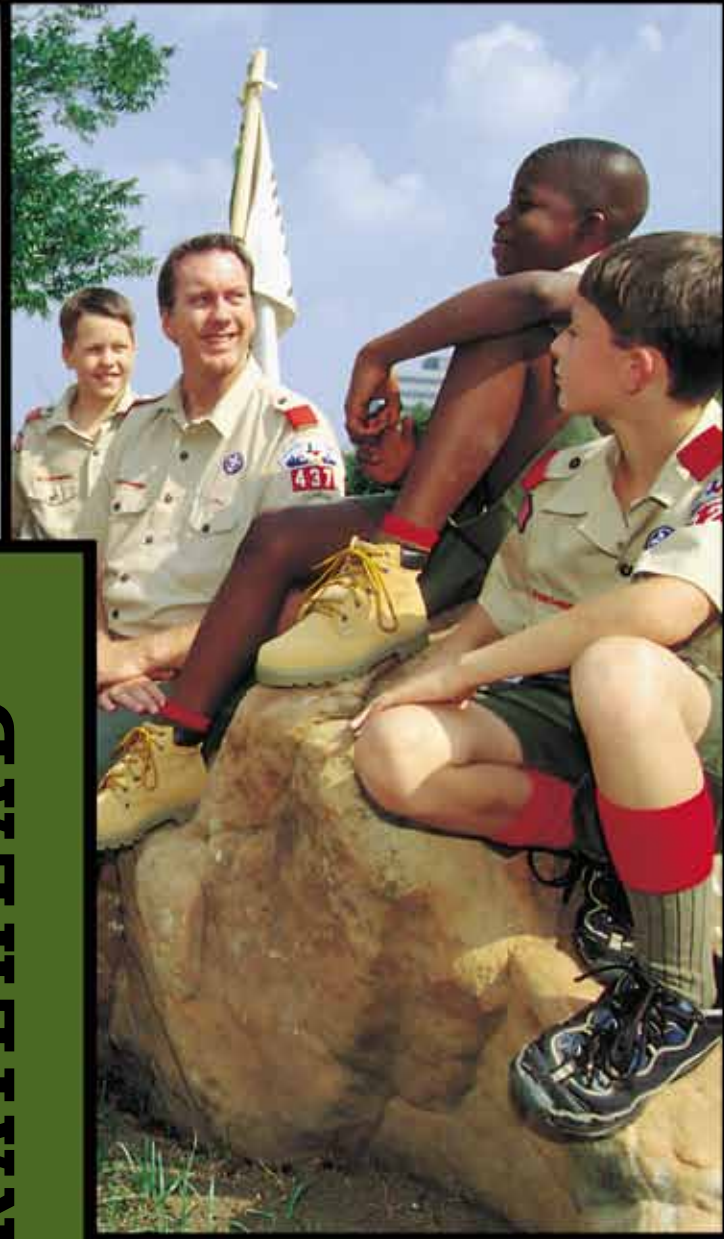


BOY SCOUTS OF AMERICA®

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WELCOME, SCOUTMASTER!



TRAILHEAD

1

WELCOME, SCOUTMASTER!

CONGRATULATIONS, you are a Scoutmaster! Perhaps you have held that post for years and have figured out most of the details of running a successful



SCOUTMASTER BADGES

Scout troop. Or you might be brand new at this, and are wondering where to begin. Most likely you will fall somewhere in between. In any case, welcome. You are involved in one of the most important and meaningful endeavors of all—that of helping boys develop into good men.

People become Scoutmasters for many reasons. Scouting volunteers might have asked

you to take the leadership of an existing troop or to be Scoutmaster of a brand-new troop. You might have a son of Scouting age and want to ensure that he and his friends have the best time possible. Maybe you took on the role of Scoutmaster because you remember your own experiences as a Scout and you're eager for a new generation of boys to benefit from the adventure of Scouting. Or, you just like spending time outdoors and want to share with young people the joys of camping and hiking.

The Boy Scouts of America could not exist without your special kind of interest and dedication. In addition, though, Scouting hopes that you will take pride

in being a Scoutmaster and that you will find it personally rewarding. Certainly there will be challenges along the way, challenges that will provide great opportunities for growth both for the boys in your troop and for you.

Just as Scouting helps young people become better leaders, serving as a Scoutmaster can teach you plenty about leadership. And just as Scouting helps boys become more capable of dealing with other people, don't be surprised to discover that your time as a Scoutmaster enriches your life in many unexpected ways.

WHAT SCOUTING OFFERS YOU

Scouting's value to young people is clear, but the advantages of Scouting are in no way limited to boys. While Scouts thrive in an environment that grants them opportunities to lead, to learn, and to explore, a Scoutmaster has a ringside seat to watch boys become more confident, more skilled, and better prepared for life as they grow into manhood.

Veteran leaders have fun each and every time they go into the backcountry with boys who are just discovering the excitement of outdoor activities. Scoutmasters new to BSA adventures can learn along with their troop members as they set out on camping and hiking trips. No matter how long your tenure as a Scoutmaster, there is always more to understand about leadership and about young people.

You are not alone in making a troop a success. Many adult volunteers and BSA professionals will help out all along the way. This handbook, the *Boy Scout Handbook*, and other BSA literature can give you insight into ways to do your job. Just as important are the Scouts themselves. The framework of the BSA program gives boys leadership responsibilities that match and strengthen their abilities. You as Scoutmaster make leadership opportunities available for the members of your troop, coach them in their duties, then let them learn how to lead by allowing them to be leaders.

ASSISTANT SCOUTMASTERS

In the absence of the Scoutmaster, an assistant should be designated to fill in as the troop leader. There is no set number of assistant Scoutmasters that a troop should have, but a good measure could be at least one per patrol. Assistant Scoutmasters should be at least 18 years old, and selected and recruited with the same care as that of the Scoutmaster. They should complete all training as soon as possible.

The Scoutmaster should assign specific duties to each assistant Scoutmaster. Such an assignment could entail working with a patrol or coordinating troop activities or physical arrangements. The assignments should blend the talents of the assistant Scoutmaster with those of the Scoutmaster. For instance, an assistant Scoutmaster with particularly strong outdoor skills should be assigned to teach those skills to the troop members.

It is the troop committee's responsibility to select and recruit assistant Scoutmasters and the Scoutmaster's job to place and coach new Scoutmasters into positions that best fit the needs of the troop.

ADULT LEADER QUALIFICATIONS

These are the minimum requirements for becoming a Scoutmaster.

- Be at least 21 years of age.
- Be an American citizen.
- Agree to live by the Scout Oath and Law.
- Be approved by a troop's chartered organization. (For more information on the troop committee and the chartered organization, see chapter 16.)

In addition, you should look into your heart and give some real thought to your motivations.

- Do you care about young people? Assuring their well-being physically and emotionally is a basic responsibility of every Scout leader.
- Are you willing to teach boys how to be leaders and then allow them the opportunity to lead? The patrol method developed by Lord Robert S. S. Baden-Powell, Scouting's founder, provides a clear structure in which boys can exercise meaningful leadership.
- Will you serve as a role model for young people? The Scouts in your troop will look up to you for guidance on a number of levels, many of them unspoken. The way you treat others, provide leadership, and act during meetings and on Scout outings will influence Scouts' actions. What you do will be every bit as important as what you say.

If you answer yes to these questions, you're well on your way to being a successful adult leader.

ADULT LEADER TRAINING

New Scoutmasters will find a variety of training courses to bring them up to speed on effective leadership methods. All registered Scout leaders, including assistant Scoutmasters and committee members, are encouraged to take part in the following training opportunities:

Boy Scout Leader Fast Start Training

Fast Start training lays the foundations for new Scoutmasters, assistant Scoutmasters, and troop committee members. It is a self-study video that addresses: "The Troop Committee," "The Troop Meeting," and "The Outdoor Program." **You should complete Fast Start training before your first troop meeting.**



The Scoutmaster is responsible for training and guiding youth leaders in the operation of the troop, and for managing, training, and supporting his or her assistant Scoutmasters in their role.

SCOUTMASTER AND ASSISTANT SCOUTMASTER LEADER SPECIFIC TRAINING

For Scoutmasters and assistant Scoutmasters, this training is divided into four parts. The first three parts concentrate on troop operation and can be completed in one full day or three evenings. The

fourth part, which focuses on outdoor skills, lasts approximately a day and a half, depending on the skill level of the new leader. The leader is considered trained upon completion of This Is Scouting, Scoutmaster and

Assistant Scoutmaster Leader Specific Training, and Introduction to Outdoor Leader Skills.

For troop committee members, Leader Specific training includes the Troop Committee Challenge. By following the *Troop Committee Training Syllabus*, participants can complete the challenge in three hours, after which they are considered trained.



WOOD BADGE FOR THE 21ST CENTURY

Wood Badge has evolved into the core leadership skills training course for the BSA. The new Wood Badge course focuses on strengthening every volunteer's ability to work with and lead groups of youth and adults and is less focused on outdoor skills, which are more effectively addressed in other courses.

Supplemental Training

Most councils offer additional training for Scout leaders, focusing on outdoor skills, Youth Protection training, and youth leadership development. At the national level, a number of training courses are conducted each summer at the Philmont Training Center in New Mexico. Courses focus on everything from teaching outdoor skills and First Class basics to seminars on troop program planning, merit badge

counselor orientation, working with troop committees, and encouraging advancement.

For more information on supplemental training, contact

**SCOUTING IS A GAME WITH
A PURPOSE.**

FUN is the GAME.

VALUES are the PURPOSE.

LEARNING is the PROCESS.

your district training committee chair or your local council service center. A number of supplemental training modules are available at <http://www.scouting.org>. Select "Adult Leaders" and then "Training and Support."

Once again, welcome. You have accepted a crucial role in the lives of young people. Leading a troop will be challenging, exhilarating, and sometimes frustrating as you help build the future through your Scouts. Your position as Scoutmaster will be recognized by others in your community as one of importance and responsibility. Many Scout leaders look upon the time they've spent with their troops as among their most cherished moments. May your own experience be every bit as rewarding to you and to those with whom you share the adventure of Scouting.

District Roundtable

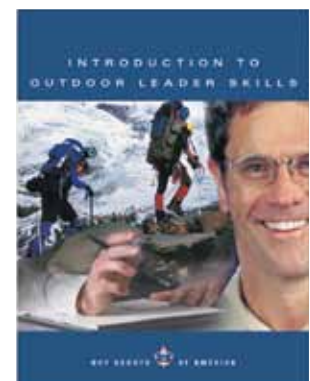
The monthly *roundtable*, conducted by a *roundtable commissioner*, brings together Scout leaders from a number of troops to share ideas and teach skills. Each meeting is also an opportunity for enjoying fellowship, fun, and food with others who are committed to Scouting's aims and ideals.

INTRODUCTION TO OUTDOOR LEADER SKILLS

Outdoor skills are critical to the success of the Scouting program, and Introduction to Outdoor Leader Skills will provide leaders with the basic outdoor skills information needed to start a program right.

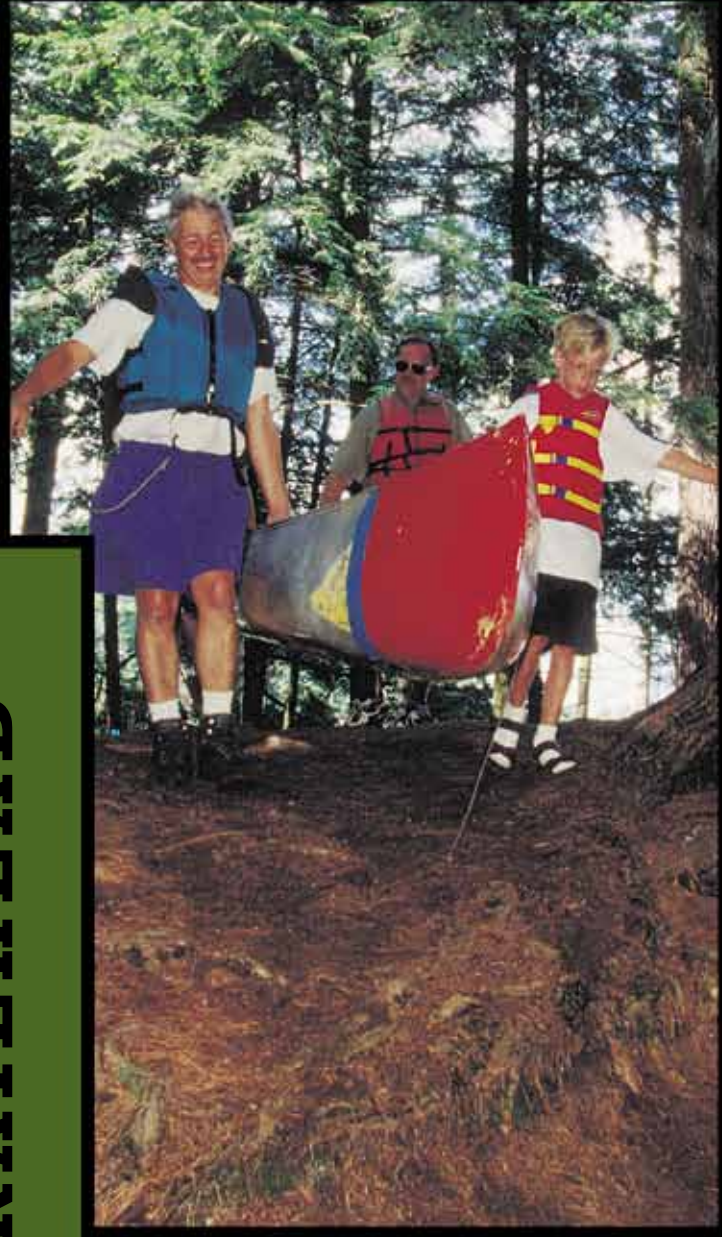
Introduction to Outdoor Leader Skills is the required outdoor training for all Scoutmasters, assistant Scoutmasters, and Varsity Scout coaches. The skills taught are based on the outdoor skills found in the *Boy Scout Handbook*.

The course is a day and a half long, but a leader can move at an accelerated pace by demonstrating mastery of a specific skill. The emphasis is on the skill, rather than on attending the course.



*Introduction to
Outdoor Leader Skills,
No. 33640*

THE ADVENTURE OF SCOUTING



TRAILHEAD

2

THE ADVENTURE OF SCOUTING

It is easier to build a boy than to repair a man.

Boys joining the Boy Scouts of America have high expectations. They can hardly wait to go on hikes, sleep in tents, and cook meals in the open. They are eager to master the skills of Scouting and to put into practice what they are learning. They want to share experiences with their friends. They anticipate challenge, adventure, and recognition for their achievements.

Troop members look to their Scoutmaster as the person who will help them realize the promise of Scouting. They will not be disappointed. That's because Boy Scouting revolves around a boy-led troop.

A Scoutmaster trains boys to be leaders, makes available to them the resources and guidance they need to lead well, and then steps into the background and lets them do their jobs.

The boys themselves take on leadership positions in order to plan troop activities, run meetings, organize adventures, and take advantage of opportunities that fit their interests and needs.

With their Scoutmaster's guidance, boys direct much of their energy to a troop's outdoor program—hikes, campouts, and other exciting activities occurring at least once a month. Boys can also challenge themselves to advance through the ranks of Scouting from Tenderfoot all the way to Eagle. For most Scouts, advancement will be a natural outcome of the troop's outdoor program.



Challenge, adventure, leadership, growth—the expectations boys bring to Scouting can be fulfilled. But that won't happen without a Scoutmaster like you to pull together the pieces and make the BSA program available to boys in your area. You are the key to unlocking Scouting's tremendous potential and, along the way, to changing the lives of young people in meaningful ways.

SCOUTING—A VALUES-BASED PROGRAM

Scouting offers boys an environment in which everyone can feel secure both physically and emotionally. That sense of security comes from Scoutmasters and other adult leaders

- Setting an example for themselves and for others by living the Scout Oath and Law to the best of their abilities.
- Refusing to tolerate name-calling, put-downs, discrimination, or any form of physical aggression.
- Communicating their acceptance of boys by taking a real interest in each Scout.
- Using the Scouting program to create a setting based on learning and fun. They seek the best from each Scout and do all they can to allow him to achieve it.

THE AIMS OF SCOUTING

A goal of the Boy Scouts of America is to help boys develop into honorable men. Scouting's values can be incorporated into a boy's home, school, and religious community, adding to all three and, in some cases, filling in where family, school, or religious support is lacking.

Is Scouting educational? You bet it is. Scouts have many opportunities to learn skills of leadership, of the outdoors, and of life. Each boy decides what he will learn and how quickly he will do it. As he progresses, the value of his achievements will be reinforced through recognition—advancement in Scouting's ranks, positions of leadership in the troop, and accomplishments during outdoor adventures.

Character Development

Character encompasses a boy's personal qualities, values, and outlook. Scouting strives to help a boy grow in the following ways:

- He becomes confident but is not conceited.
- He is honest with himself and others.
- His personal appearance shows that he respects himself.
- He develops special skills and interests.
- He can take care of himself, especially in emergencies.
- He can be counted upon to do his best, even in difficult situations.
- He practices his religious beliefs.
- He respects other people regardless of their differences.

Character is what you do when no one is looking.

Citizenship Training

The Scouting program allows boys to practice good *citizenship* by living and working among others in a troop with rules based on the common good. Each Scout is further encouraged to do the following:

- Learn about and take pride in his national heritage.
- Develop an understanding of the social, economic, and governmental systems of which he is a part.
- Be of service to others.
- Have knowledge of and respect for cultures and social groups other than his own.

Every Scouting activity moves boys toward three basic aims:

- **Character development**
- **Citizenship training**
- **Mental and physical fitness**

- Be aware of community organizations and their functions.
- Appreciate the environment and seek to protect it.

Mental and Physical Fitness

People get the most out of life when they are *mentally and physically fit*. Scouting motivates each

Scout to work toward these goals:

- Improve his general physical condition through exercise and participation in vigorous activities that might include outdoor adventures and sports.
- Eat properly, get enough sleep, and follow other habits for good health.
- Keep his weight within a healthy range.
- Reject experimenting with tobacco, alcohol, and illegal drugs, or with other activities that can be harmful to himself or others.
- Strive to be mentally alert.
- Use good judgment and make sound decisions.
- Train himself to be resourceful in solving problems.

THE METHODS OF SCOUTING

The Boy Scouts of America uses eight fundamental methods to meet boys' hope for fun and adventure, and to achieve Scouting's aims of encouraging character development, citizenship, and mental and physical fitness. A Scout troop functions best when all eight methods are employed.

The Methods of Scouting

1. **The ideals**
2. **The patrol method**
3. **The outdoors**
4. **Advancement**
5. **Association with adults**
6. **Personal growth**
7. **Leadership development**
8. **The uniform**



Method 1—The Ideals

The ideals of the Boy Scouts of America are spelled out in the Scout Oath, Scout Law, Scout motto, and Scout slogan. Boy Scouts and adult leaders incorporating these ideals into their daily lives are said to have *Scout spirit*. Scout meetings and Scouting activities reinforce the ideals of Scouting through the message of a Scoutmaster's Minute and in the form of new understandings the Scouts discover for themselves.

Method 2—The Patrol Method

Within the larger community of the troop, the patrol is a Scout's "family circle." Often made up of boys who are close in age and experience level, each patrol helps its members develop a sense of pride and identity. The boys themselves elect their *patrol leader*, divide up the jobs to be done, and share in the satisfaction of accepting and fulfilling group responsibilities.

Method 3—The Outdoors

Boys join Scouting for the challenge, the excitement, and the fun. Much of Scouting is designed to take place outdoors in settings where boys can find real adventure. Outdoor activities put the sizzle into Scouting. They keep boys coming back for more. A troop with a strong outdoor program is well on its way to finding success in all areas.

Method 4—Advancement

The Boy Scouts of America believes that a boy should receive recognition for his achievements. The requirements for the ranks of Tenderfoot through First Class prepare boys to take full advantage of all that Scouting has to offer. Earning merit badges allows them to explore many fields, helps them round out their skills, and perhaps introduces them to subjects that will become lifelong interests and rewarding careers. In addition, advancement sets a pattern of setting positive goals and reaching them throughout life. Star, Life, and Eagle requirements focus on service to others and developing leadership skills.

As one of the eight methods of Scouting, advancement is a natural outcome of the other seven. A boy whose Scouting experience is introducing him to the BSA ideals, the patrol method, the outdoors, association with adults, personal growth, leadership development, and the uniform will almost certainly find himself moving steadily along the BSA's advancement trail.



Method 5—Association With Adults

Boys learn a great deal by watching how adults conduct themselves. Scout leaders can be positive role models for the members of their troops. In many cases a Scoutmaster who is willing to listen to boys, encourage them, and take a sincere interest in them can make a profound difference in their lives.

Method 6—Personal Growth

Scout-age boys are experiencing dramatic physical and emotional growth. Scouting offers them opportunities to channel much of that change into productive endeavors and to find the answers they are seeking for many of their questions. Through service projects and Good Turns, Scouts can discover their place in their community. Many Scouting activities allow boys to associate with boys from different backgrounds. The religious emblems program offers pathways for Scouts to more deeply understand their place in the world. The troop itself provides each Scout with an arena in which to explore, to try out new ideas, and sometimes simply to embark on adventures with no design other than having a good time with good people.

Method 7—Leadership Development

Leadership is a skill that can be learned only by doing it. Every boy in a patrol and troop will find that he is filling leadership positions of increasing responsibility. Through leadership experiences, boys learn planning, organization, and decision making. For many boys, accepting the role of patrol leader is the first real leadership opportunity they have ever had. Discovering that they can do the job will go a long way toward giving them the confidence and ability to be leaders in the future.

In Scouting, boys learn to be effective leaders . . . and to be good followers.

Method 8—The Uniform

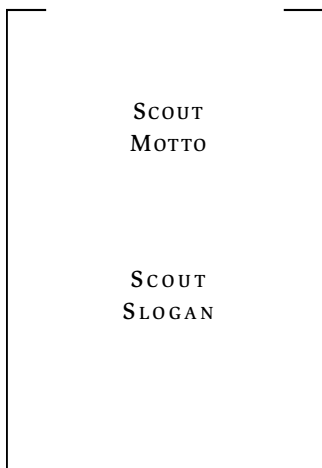
Since 1910, the Boy Scout uniform has been a recognizable part of the American scene. Wearing the uniform helps boys develop a sense of belonging to their patrol and troop. It reinforces the fact that all members of the BSA are equal to one another. People seeing a boy in a Scout uniform expect someone of good character who is prepared to the best of his ability to help those around him. Likewise, Scoutmasters in full uniform set a good example for members of their troops and are also seen as community leaders fulfilling a very important role.

“But the real way to get happiness is by giving out happiness to other people. Try and leave this world a little better than you found it and when your turn comes to die, you can die happy in feeling that at any rate you have not wasted your time but have done your best. ‘Be prepared’ in this way to live happy and die happy—stick to your Scout Promise always—even after you have ceased to be a boy—and God help you do it.”

—Excerpt from a farewell letter written by Robert Baden-Powell to the Scouts of the world

TEACHING LIFE SKILLS IN A VALUES-BASED ENVIRONMENT

Scouting is a values-based program with its own code of conduct. The Scout Oath and Law help instill the values of good conduct and honesty. A boy who spends one year in a Scout troop will learn lifetime skills. He will learn basic outdoor skills, first aid, citizenship training, leadership skills, self-reliance, and how to get along with others. Scouting will prepare him to live a more productive and fulfilling life.

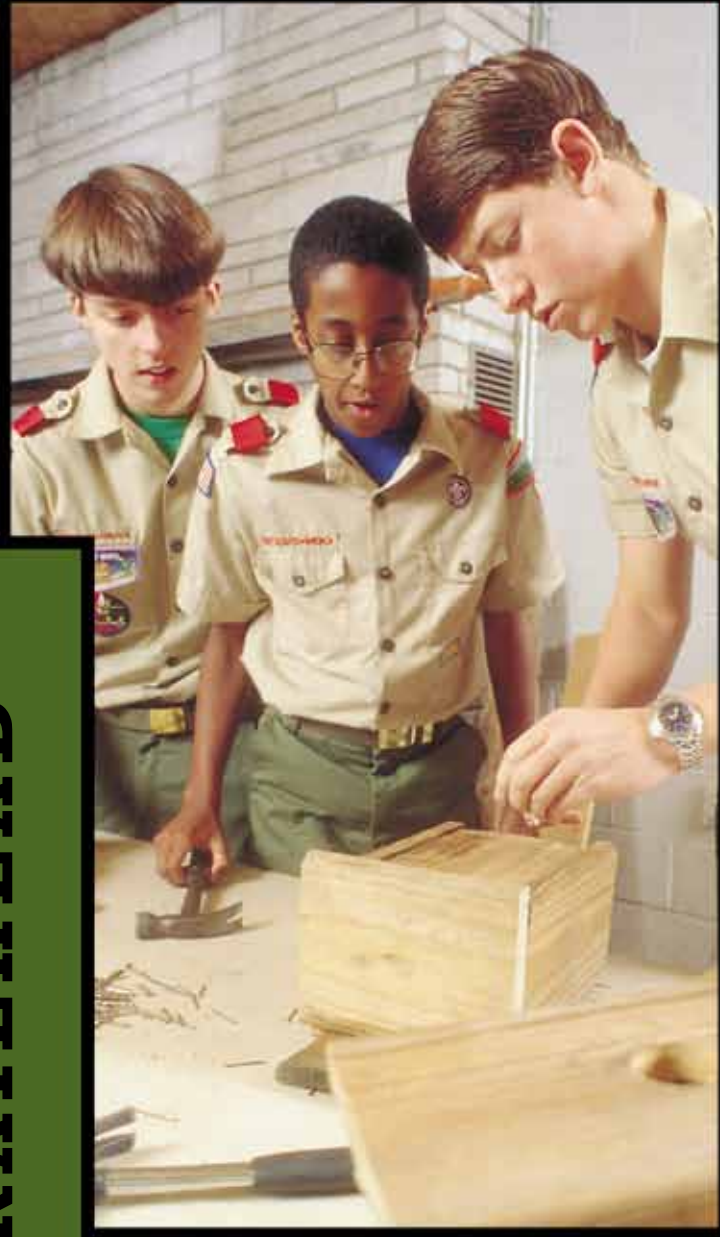


Scout Oath or Promise
 On my honor I will do my best
 To do my duty to God and my country
 and to obey the Scout Law;
 To help other people at all times;
 To keep myself physically strong,
 mentally awake, and morally straight.

Mission Statement
 The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

- SCOUT LAW
- A SCOUT IS:**
- TRUSTWORTHY**
 - LOYAL**
 - HELPFUL**
 - FRIENDLY**
 - COURTEOUS**
 - KIND**
 - OBEDIENT**
 - CHEERFUL**
 - THRIFTY**
 - BRAVE**
 - CLEAN**
 - REVERENT**

THE BOY-LED TROOP



TRAILHEAD

3

THE BOY-LED TROOP

EMPOWERING BOYS TO BE LEADERS is the core of Scouting. Scouts learn by doing, and what they do is lead their patrols and their troop. The boys themselves develop a troop's program, then take responsibility for figuring out how they will achieve their goals.

One of your most important challenges as Scoutmaster is to train boy leaders to run the troop by providing direction, coaching, and support. They will make mistakes now and then and will rely upon you to guide them. But only through real hands-on experience as leaders can boys learn to lead.

Some Scoutmasters struggle with the idea of allowing boys to lead the troop. They wonder whether a boy of 12 can keep a patrol in order or if a 14-year-old senior patrol leader can organize and manage a successful troop meeting. In the short term it might seem easier for adults to make all of the decisions and direct the action. However, when you invest your energy in training boys to run the show, you will find that you can watch with great satisfaction as youth leaders thrive in fulfilling the responsibilities they have been given. Your time will have been spent productively, and the boys in your troop will be getting the full measure of the Scouting program.

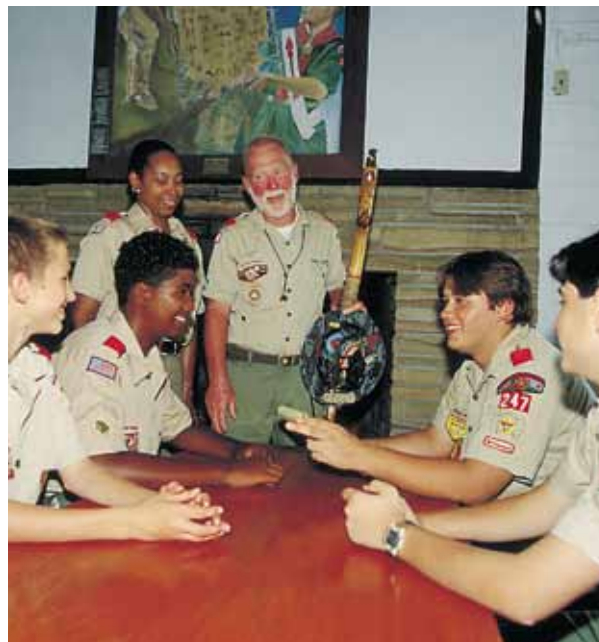
Each time Scouts are formed into a new group, whether it is a new patrol or a patrol leaders' council, the Scoutmaster must evaluate the skills, abilities, and morale level of the newly formed group, then provide direction, coaching, and support based on that evaluation.

"A leader is best when people barely know he exists; not so good when people obey and acclaim him; worst when they despise him. But a good leader who talks little when his work is done, his aim fulfilled, they will say 'we did it ourselves.'"

—Chinese philosopher Sun-Tsu

LEADERS OF THE BOY-LED TROOP

A Boy Scout troop is a small democracy. With the Scoutmaster's direction, the boys are formed into patrols, plan the troop's program, and make it a reality.



In order for that to happen, a troop relies upon Scouts serving in positions of responsibility. The key boy leaders of the troop make up the *patrol leaders' council*. They are the senior patrol leader, assistant senior patrol leader, patrol leaders, and troop guides of any new-Scout patrols. (For a detailed description of each position, see the *Senior Patrol Leader Handbook*.)

Senior Patrol Leader

The youth leader with the most responsibility in a troop is the *senior patrol leader*. He is elected by all members of the troop. Each troop sets its own requirements and schedule of elections, though senior patrol leaders are usually chosen at six- to 12-month intervals and can be reelected. During a Scout's tenure as senior patrol leader, he is not a member of a patrol.

The senior patrol leader of an established troop is often selected from among experienced Scouts of a certain age and rank. In a new troop or a troop without older members, boys are still likely to choose a Scout whom they respect and believe will provide the best leadership. The patrol leaders' council might offer an opportunity for those in the running to make short presentations to the troop, explaining their qualifications and reasons for seeking the office. This provides good practice for the candidates and enables those who do not know them well, younger Scouts in particular, to gain a better sense of what they propose to do for the troop.

The senior patrol leader is in charge of troop meetings from beginning to end. He chairs meetings of the patrol leaders' council as they plan troop activities and programs. In short, the senior patrol leader's job is to see that the troop runs in an orderly and timely manner. To help the senior patrol leader achieve that leadership goal, you as Scoutmaster should work with him before and after troop meetings to mentor him, encourage him, and provide him with the tools to succeed. You might want to meet with him at other times, too, in order to discuss issues that will enhance his ability to lead the troop and improve the quality of experience the Scouts are enjoying.

The relationship between a senior patrol leader and his Scoutmaster is often one of friendship and mutual admiration. A great reward for a Scoutmaster is in helping a young man who has accepted a position of responsibility develop into a leader capable of fulfilling the high expectations placed upon him.



Assistant Senior Patrol Leader

With the approval of the Scoutmaster, the *assistant senior patrol leader* is appointed by the senior patrol leader, serves as his assistant, and takes his place when the senior patrol leader is absent. Among his specific responsibilities are training and providing direction for the troop quartermaster, scribe, Order of the Arrow troop representative, historian, librarian, and instructors. During his tenure as assistant senior patrol leader, the Scout is not a member of a patrol. Large troops may have more than one assistant senior patrol leader.

Patrol Leaders

One *patrol leader* is elected by the members of each patrol. He takes responsibility for the patrol's activities and represents the patrol as a member of the patrol leaders' council. Each patrol leader appoints an assistant patrol leader to serve with him. (For more on patrol leaders and assistant patrol leaders, see chapter 4, "The Boy-Led Patrol.")

Venture Patrol Leader

A Venture patrol is a group of older Scouts within the troop. Elected by members of his patrol, the *Venture patrol leader* helps his patrol get the most out of high-adventure experiences and sports activities. (For more on Venture patrols, see chapter 13, "Opportunities for Older Scouts.")

Troop Guide

The *troop guide* is both a leader and a "mentor" to the members of a new-Scout patrol. He is an older Scout, at least First Class in rank, who helps the patrol leader of a new-Scout patrol in much the same way that a Scoutmaster works with a senior patrol leader—providing direction, coaching, and support as determined by the skill level and morale of the patrol leader and members of the new-Scout patrol. The troop guide is usually not a member of another patrol, but may participate in the high-adventure activities of a Venture patrol.



THE PATROL LEADERS' COUNCIL

The *patrol leaders' council* (PLC) plans and runs the troop's program and activities and gives long-range direction with an annual program planning conference that lays out the troop's calendar for the coming year. Composed of the youth leaders listed above, the patrol leaders' council also meets each month to fine-tune upcoming troop meetings and outings. They might also get together briefly after each troop meeting to review the plans for the next troop meeting and make any adjustments to ensure its success. (For more on the annual program planning conference, see chapter 8, "Troop Program Planning.")

Meetings of the patrol leaders' council are conducted by the senior patrol leader. Patrol leaders and troop guides present the ideas and concerns of their patrols, then take the council's decisions to the rest of the troop members.

The Scoutmaster attends patrol leaders' council meetings as a coach and an informational resource. As much as possible, a Scoutmaster allows the boys to run the meetings and make the decisions, stepping in with suggestions and guidance when that will enhance the program for the troop, the patrols, and individual boys. The Scoutmaster and troop committee retain veto power over decisions of the patrol leaders' council, but should need to exercise it only on rare occasions when the plans of the patrol leaders' council would violate BSA policy or could lead to a situation that might jeopardize the safety and well-being of troop members.

OTHER TROOP POSITIONS

Depending upon the size and needs of a troop, any or all of the following positions may be filled. Unless otherwise indicated, the senior patrol leader selects the Scout who will hold each position. The Scoutmaster can help the senior patrol leader make his decisions on the basis of candidates' overall qualifications rather than merely on friendships. Scouts serving in any of the following troop positions will also continue to be active members of their patrols:

Quartermaster

The *quartermaster* is the supply and equipment boss. He keeps a current inventory of troop equipment and sees that it is in good condition. He works with patrol quartermasters as they check out equipment and return it, and reports to the patrol leaders' council on equipment in need of replacement or repair. In carrying out his responsibilities, he may work closely with a member of the troop committee.



Scribe

The *scribe* is the troop's secretary. He attends meetings of the patrol leaders' council and keeps a logbook of their discussions, but is not a voting member. During troop meetings he records attendance and dues payments and maintains troop advancement records. He may be assigned to a member of the troop committee to help him with his work.



Order of the Arrow Troop Representative

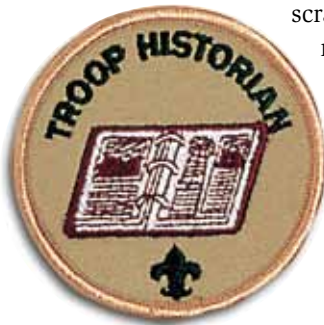
The *Order of the Arrow troop (or team) representative* serves as a communication link between the troop and the local Order of the Arrow lodge or chapter. By enhancing the image of the Order as a service arm to the troop, he promotes the OA in the troop while encouraging year-round and resident camping in the



troop and participation of older Scouts in high-adventure programs. The OA troop representative assists with leadership skills training in the troop and supports fellow Arrowmen who undertake leadership roles in the troop. He reports to the assistant senior patrol leader.

Historian

The *historian* collects and preserves troop photographs, news stories, trophies, flags, scrapbooks, awards, and other memorabilia. He might also collect and organize information about former Scouts and leaders and make materials available for Scouting activities, media contacts, and troop history projects.



Librarian

The troop *librarian* oversees the care and use of troop books, pamphlets, magazines, audiovisuals, and merit badge counselor lists. He checks out these materials to Scouts and leaders and maintains records to ensure that everything is returned.



He may also suggest the acquisition of new literature and report on the need to repair or replace any current holdings.

Instructor

Each *instructor* is an older troop member proficient both in a Scouting skill and in the ability to teach that skill to others. First aid, camping, backpacking—the subjects can encompass any of the areas that Scouts will want to master, especially those required for outdoor activities and rank advancement. A troop may have more than one instructor.



Chaplain Aide

The *chaplain aide* assists the troop chaplain (usually an adult from the troop committee or the chartered organization) in religious services for the troop. He sees that religious holidays are considered during program planning and promotes the religious emblems program.



Den Chief

A *den chief* works with a den of Cub Scouts and with their adult den leader. He assists with den meetings, encourages Cub Scout advancement, and serves as a role model for younger boys. Serving as den chief can be a great first leadership experience for a Scout.



Webelos Den Chief

A *Webelos den chief* meets each week with a Webelos den and helps their adult leader guide Webelos Scouts in their program. He can plan and assist with den meetings and field activities, lead songs and stunts, and encourage Webelos Scouts to progress into the Scout troop.

Junior Assistant Scoutmaster

A Scout at least 16 years of age who has shown outstanding leadership skills may be appointed by the senior patrol leader, with the advice and consent of the Scoutmaster, to serve as a *junior assistant Scoutmaster*. These young men (a troop may have more than one junior assistant Scoutmaster) follow the guidance of the Scoutmaster in providing support and supervision to other boy leaders in the troop. Upon his 18th birthday, a junior assistant Scoutmaster will be eligible to become an assistant Scoutmaster.



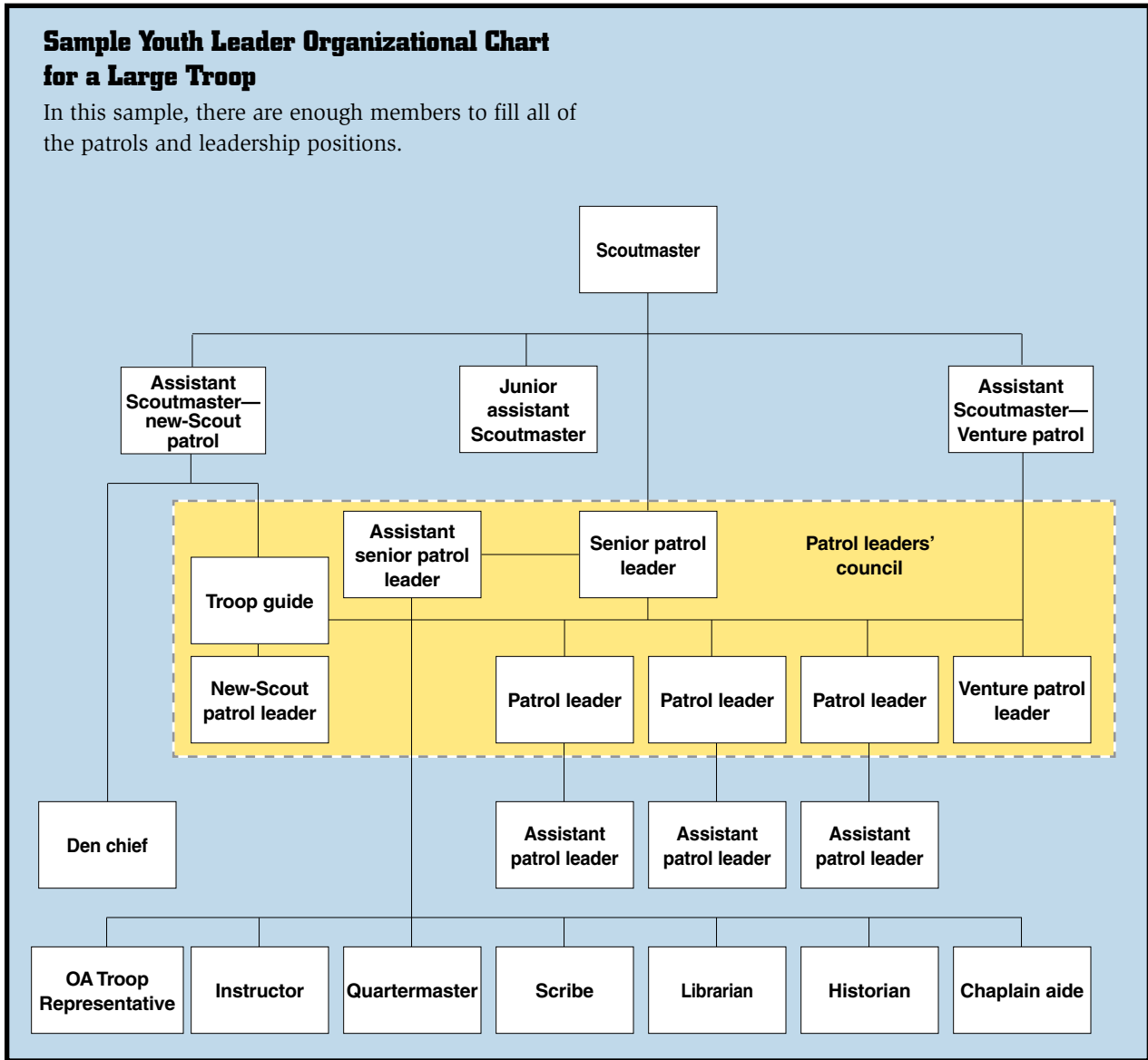
TROOP YOUTH LEADER ORGANIZATIONAL CHARTS

Troops come in many sizes. Those that are just starting out or that are in small towns might not have many members, but boys filling the most vital leadership positions can still put the Scouting program into action. As troop membership grows, additional leadership positions can be filled until the full roster of leaders is complete.



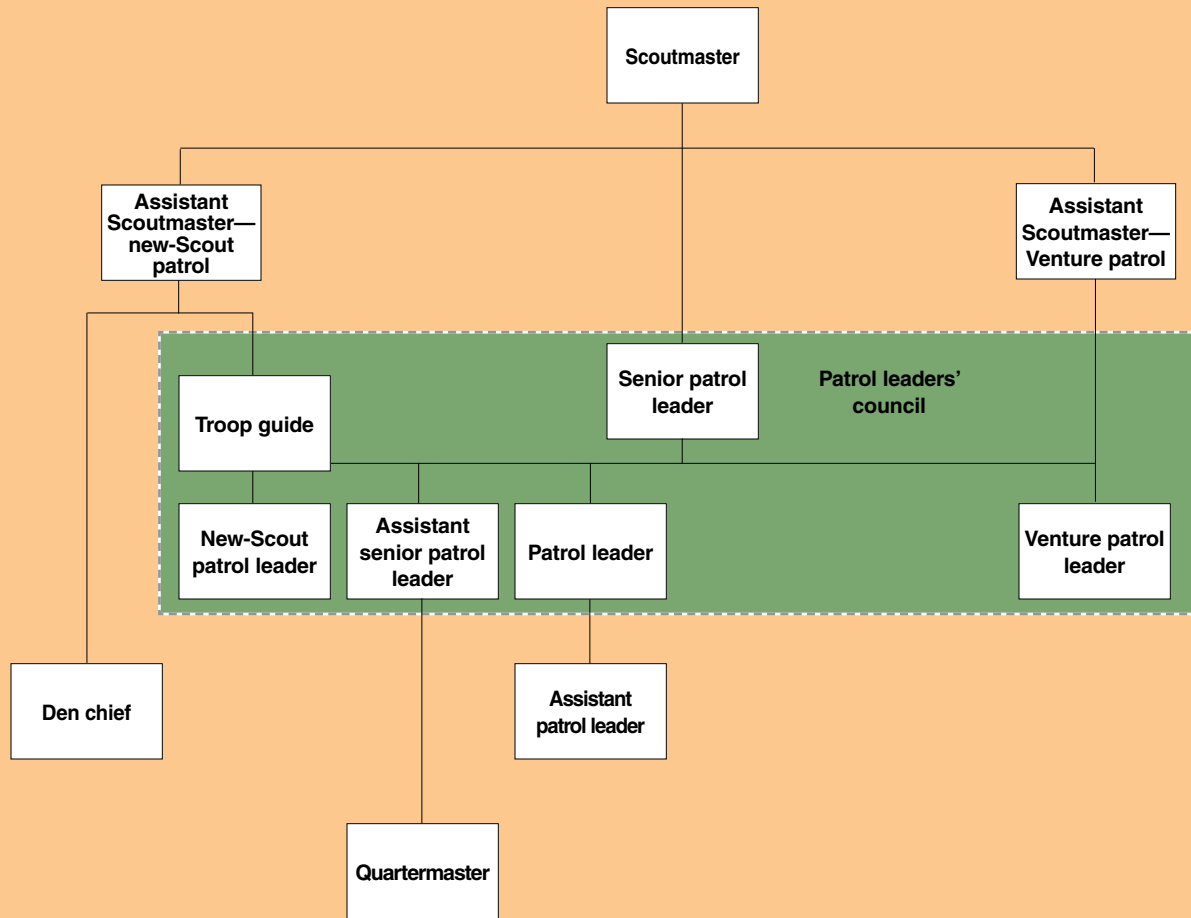
Sample Youth Leader Organizational Chart for a Large Troop

In this sample, there are enough members to fill all of the patrols and leadership positions.



Sample Youth Leader Organizational Chart for a Small Troop

As more boys join, more patrols can be formed and more leadership positions filled.



THE BOY-LED PATROL



4

TRAILHEAD

THE BOY-LED PATROL

“The patrol method is not a way to operate a Boy Scout troop, it is the *only* way. Unless the patrol method is in operation you don’t really have a Boy Scout troop.”

—Robert Baden-Powell

Patrols are the building blocks of a Boy Scout troop. A patrol is a small group of boys who are more or less similar in age, development, and interests. Working together as a team, patrol members share the responsibility of making the patrol a success. They gain confidence by serving in positions of patrol leadership. All enjoy the friendship, sense of belonging, and achievements of the patrol and of each of its members.

Patrol size depends upon a troop’s total enrollment and the needs of its members, though an ideal patrol size is eight. That size is appropriate not only for effective patrol and troop meetings, but also for hiking and camping without leaving a trace. New-Scout patrols are sometimes smaller, allowing the flexibility for patrol members to invite friends to become Scouts and join their patrol. However, patrols with fewer than five members are seldom very efficient. (For more on Leave No Trace camping and hiking and the importance of group size, see chapter 9, “The Outdoor Program.”)

Each patrol selects a name for itself, decides on a yell, and designs a flag. A patrol takes pride in its own identity, and its members strive to make theirs the best patrol possible. While they see their patrol as their home in Scouting, they often cooperate with other patrols during troop games, adventures, and opportunities to learn skills and to complete requirements for advancement.

There are three kinds of patrols—*regular patrols*, *new-Scout patrols*, and *Venture patrols*. What number and kinds of patrols a troop has depends upon the ages of the Scouts, their interests, and their needs. Patrols are also sometimes organized according to the neighborhoods in which boys live.

Regular Patrols

Regular patrols usually are composed of Scouts who have completed the First Class requirements or who are in at least the seventh grade. They are groups of peers similar in age, achievement, and interests. Most of them have been around Scouting long enough to be comfortable with patrol and troop routines, and are well versed in camping, hiking, cooking, and Scouting’s other basic skills.

New-Scout Patrols

Many troops have a *new-Scout patrol* for 11-year-old boys who are just joining. The new Scouts function together as a patrol during their first year in the troop, working toward their goal of completing the requirements for the First Class rank. Some troops phase their new Scouts into regular patrols after three to six months.

An older, experienced Scout will be appointed by the senior patrol leader, with the advice and consent of the assistant Scoutmaster, to serve as troop guide for the new-Scout patrol. The troop guide helps new Scouts through the early challenges of troop membership. An assistant Scoutmaster should work closely with the troop guide and the new-Scout patrol to ensure that each Scout has every opportunity to succeed right from the start.

Venture Patrols

A *Venture patrol* is an *optional* older-boy patrol (ages 13 through 17) within a troop. These boys have the maturity and experience to plan and take part in more challenging high-adventure outings and sports activities. An assistant Scoutmaster assigned to the Venture patrol can help the Venture patrol leader and other patrol members transform their plans into action.

A Venture patrol can be a valuable tool for keeping older boys interested and active in Scouting. About half of all troops currently incorporate one or more Venture patrols in their programs. Every troop with older boys should strongly consider establishing a Venture patrol. (For more on Venture patrols, see chapter 13, “Opportunities for Older Scouts.”)

“The object of the patrol method is not so much saving the Scoutmaster trouble as to give responsibility to the boy.”

—Robert Baden-Powell

PATROL LEADERS

The members of each patrol elect one of their own to serve as their *patrol leader*. The troop determines the requirements, if any, for patrol leaders, such as rank and age. Most troops select patrol leaders and other boy leaders twice a year, though a troop might want to hold elections more frequently in order to allow more boys the chance to lead, particularly in the new-Scout patrols. Remind Scouts that patrol elections are not popularity contests, but that they do present patrol members with the responsibility of selecting someone who will be a good leader. Once a patrol has decided, give each new patrol leader all the support and guidance you can. Even a boy who at first seems an unlikely choice might develop quickly into an effective leader.

Some of a patrol leader's responsibilities follow:

- Take a leading role in planning and conducting patrol meetings and activities.
- Encourage patrol members to complete advancement requirements.
- Represent the patrol as a member of the patrol leaders' council.
- Set a good example by living up to the Scout Oath and Law.

The *Patrol Leader Handbook*, No. 32502A, contains an overview of a patrol leader's opportunities and responsibilities.

Becoming a patrol leader is often a boy's first experience with real leadership, so it is important to conduct training for new leaders as soon as possible after each troop election.

(For guidance on planning and carrying out youth leader training, see chapter 7, "Training Youth Leaders.")

"Scouting is a game for boys under the leadership of boys under the direction of a man."



OTHER PATROL POSITIONS

All members of a patrol work together to make things happen. Different patrol offices ensure that certain areas of responsibility will always be

covered. Depending on the size and needs of a patrol, any or all of the following positions may be filled. With guidance from his Scoutmaster, it is up to the patrol leader to select a Scout for each position.

Assistant Patrol Leader

The *assistant patrol leader* steps in to serve whenever the patrol leader must be absent.

He may carry out special assignments given him by the patrol leader—working with patrol members on advancement, for example.

Patrol Scribe

The *scribe* is the patrol's secretary. He checks attendance, keeps the patrol logbook current, collects and records patrol dues, and helps prepare budgets for outings.

Patrol Quartermaster

The *quartermaster* maintains an inventory of the patrol's equipment and makes sure it is clean and ready for the patrol to use.

Patrol Grubmaster

The *grubmaster* is in charge of assisting the patrol in putting together menus for hikes and campouts. He takes the lead in making all food-related arrangements for the patrol's outdoor programs.

Patrol Cheermaster

The *cheermaster* leads the patrol in songs, yells, and stunts during meetings and evening campout programs.



—Robert Baden-Powell

PATROL MEETINGS

Patrol meetings may be held at any time and place. Many troops set aside a portion of each troop meeting for the patrols to gather. Others encourage patrols to meet on a different evening from that of the troop meeting, often at the home of one of the patrol members. Some patrols meet during the hour before the troop meeting, conduct their business, sometimes share a meal, then go together to the troop meeting site for the gathering of all the patrols.

Every patrol meeting should be well planned and businesslike. Typically the patrol leader calls the meeting to order, the scribe collects dues, the assistant patrol leader reports on advancement, and the patrol leader reports from the latest patrol leaders' council meeting any information patrol members should know about.

The bulk of a patrol meeting can be devoted to planning upcoming outings and troop activities. To prepare the patrol for those events, the patrol leader may assign specific tasks to each Scout. (For more on patrol meetings, see the *Patrol Leader Handbook*.)



PATROL ACTIVITIES

Most patrol activities take place within the framework of the troop. However, patrols may also set out on day hikes, service projects, and overnights independent of the troop as long as they follow two rules:

- The Scoutmaster approves the patrol activity.
- The patrol activity does not interfere with any troop function.

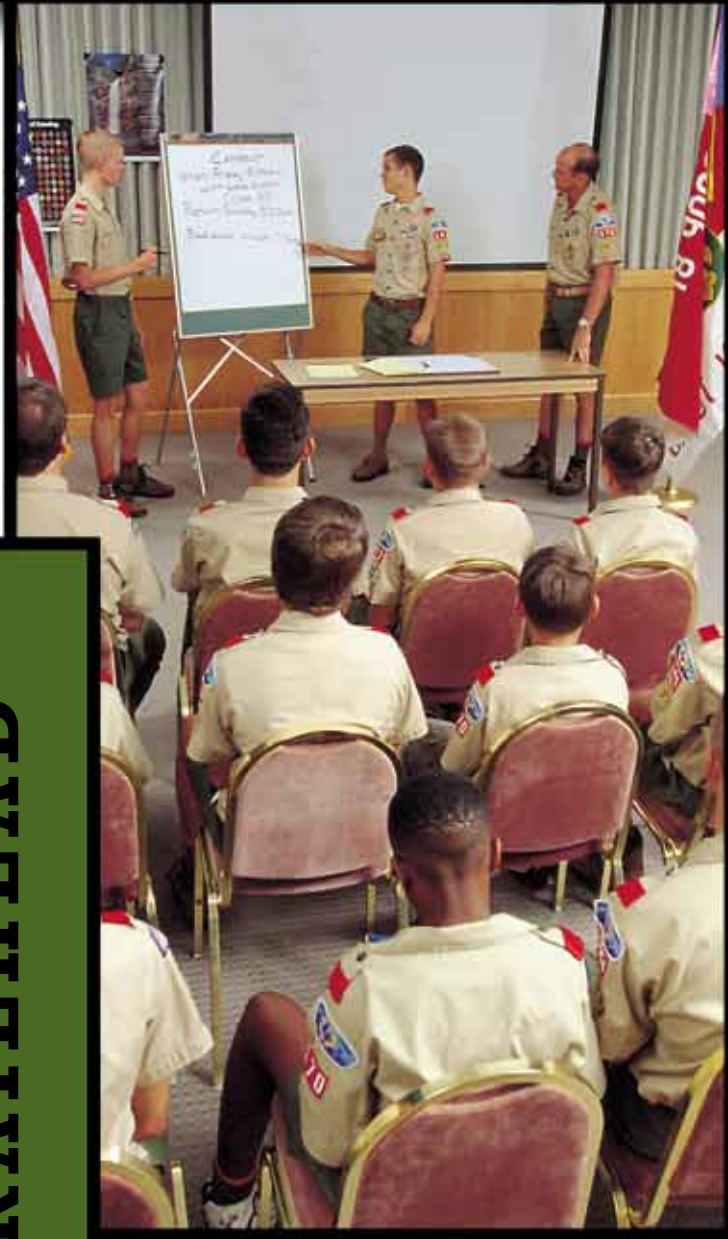
A patrol activity without adult supervision should be allowed only when it has been thoroughly planned and the Scoutmaster is satisfied that the activity is well within the patrol members' levels of training and responsibility. If the Scoutmaster has any doubts, encourage the patrol to reconsider its plans, or assign adults to accompany the patrol during the activity in question.

PATROL NAMES

The Bears, the Ravens, the Hawks. Every patrol takes great pride in the name of their patrol. In some instances, a patrol name will hold traditional or historical significance in a troop. Patrols should be encouraged to put their name and emblem on their patrol equipment. The BSA Supply Group offers 39 different emblems, as well as a blank emblem for patrols who want to design their own. (For a complete listing of the patrol names and emblems, see the *Insignia Guide*.)

National Honor Patrol Award
The National Honor Patrol Award is given to patrols whose members make an extra effort to have the best patrol possible. A patrol can earn the award by doing the following over a period of three months:
1. Have a patrol name, flag, and yell. Put the patrol design on equipment and use the patrol yell. Keep patrol records up to date.
2. Hold two patrol meetings every month.
3. Take part in at least one hike, outdoor activity, or other Scouting event.
4. Complete two Good Turns or service projects approved by the patrol leaders' council.
5. Help two patrol members advance one rank.
6. Wear the full uniform correctly at troop activities (at least 75 percent of the patrol's membership).
7. Have a representative attend at least three patrol leaders' council meetings.
8. Have eight members in the patrol or experience an increase in patrol membership.

TROOP MEETINGS



TRAILHEAD

5

TROOP MEETINGS

“Every Tuesday afternoon, since I was 11 years old, I get excited because I know I have a Scout meeting to go to that night.”

—Mike Lanning, Scoutmaster for 50 years
(Troop 223, Saint Matthew Episcopal Church,
Pacific Palisades, California)

The weekly meeting is the glue that holds a Scout troop together. Well-planned meetings that the boys run themselves can be full of excitement and satisfaction. Troop meeting time devoted to learning new skills and organizing future campouts, service projects, and other activities will keep interest levels and enthusiasm high.

Troop meetings serve many purposes, including these:

- **Motivating boys.** From the Scouts’ point of view, troop meetings are chances for them to get together with their friends for fun and adventure. For Scoutmasters, meetings offer many avenues to encourage Scouts to learn, to advance, and to improve themselves.
- **Strengthening patrols.** Patrols have opportunities at troop meetings to meet together, to learn as a team, and to share what they know. Whether they serve as the honor guard during an opening flag ceremony, as the presenters of a Scouting skill, or as the organizers of a game or activity, every patrol can contribute to every troop meeting.
- **Promoting patrol spirit.** Troop meetings offer ideal settings for patrols to take part in contests and competitions that test their abilities and their expertise at cooperating with one another.
- **Providing personal growth.** Adult leaders should understand that, while Scout-run troop meetings might sometimes appear chaotic and out of control, boys are most comfortable in an environment that is not highly structured and rigid.



- **Learning and practicing Scouting skills.** A portion of a troop meeting can be devoted to demonstrating and practicing skills that will enhance the Scouts’ ability to hike, camp, and complete requirements for higher ranks.
- **Exercising leadership.** The Scouts themselves take leading roles in planning, conducting, and assessing the success of troop meetings. Leadership is a skill that can be learned only by leading, and troop meetings serve as regular occasions for that to happen.

PLANNING TROOP MEETINGS

Troops get together every week for a meeting, an activity, or a combination of the two. Meetings should occur at the same time every week so that boys and their families can schedule efficiently. However, if a troop has a campout or other weekend activity, the patrol leaders’ council may sometimes decide to forego a meeting the following week.

Except for the Scoutmaster’s Minute during the closing, each section of a troop meeting is the responsibility of the Scouts themselves.

With the guidance of the Scoutmaster, troop meetings are planned well in advance by the senior patrol leader and the patrol leaders’ council. The senior patrol leader can assign patrols or individuals to take care of various portions of a meeting, giving as many Scouts as possible the opportunity to contribute. The “Seven-Step Troop Meeting Plan” shown here provides the framework for efficient, well-run meetings.

Seven-Step Troop Meeting Plan

1. Preopening
2. Opening ceremony
3. Skills instruction
4. Patrol meetings
5. Interpatrol activity
6. Closing—Scoutmaster’s Minute
7. After the meeting

(Program feature)

TROOP MEETING PLAN

Date _____ Week _____

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts • Experienced Scouts • Older Scouts 		
Patrol Meetings _____ minutes			
Interpatrol Activity _____ minutes			
Closing _____ minutes Total 90 minutes of meeting	Scoutmaster's Minute	SM	
After the Meeting			

TIPS FOR EFFECTIVE TROOP MEETINGS

1. Troop meetings must have **variety, action, and purpose**.
 - a. **Variety.** Don't get in the same old rut. Help the senior patrol leader mix in surprises now and then—a special visitor, for example, a fresh activity, or perhaps a chance for the troop to make homemade ice cream. Keep a file of resources and ideas that can add spice to meetings.
 - b. **Action.** Boys spend much of their day sitting in school. Get them out of their chairs at troop meetings. Tenderfoot, Second Class, and First Class Scouts should be involved in learning basic Scout skills. Keep in mind that all Scouts, regardless of their age or experience level, should be active participants, not just observers.
 - c. **Purpose.** Troop meetings should be built around a purpose; for example, helping Scouts prepare for an upcoming activity or event.
2. Many meetings can and should take place outdoors.
3. The patrol that was assigned the previous week to be this week's service patrol should arrive early enough to prepare the room or outdoor area for the troop meeting. At the end of the meeting it is the service patrol's responsibility to put everything away and return the meeting space to its original condition.
4. The senior patrol leader is in charge of every troop meeting. Help him plan ahead, coach him along the way, but stay in the background and let him be the leader.
5. Encourage the senior patrol leader to start and end meetings on time. Ninety minutes is an ideal maximum.
6. You and the youth leaders can use the Scout sign any time the troop must come to order, especially when shifting from one part of a meeting to another. Keep it effective by using it sparingly.
7. Don't wear out activities the Scouts enjoy. If the troop has a favorite game, keep things lively by alternating it with other games now and then rather than relying on the same one every week.
8. During the planning stages of skills instruction, remind instructors that demonstrations are most persuasive when they *show* rather than simply *tell*. If a troop instructor is going to explain how to load and carry a backpack, he should bring the gear and the pack to the meeting.
9. Hands-on experience is an especially effective method of teaching. Coach instructors on the importance of involving Scouts as participants in skills instruction, not simply observers. Plan ahead. Will a patrol need a plant identification book for nature study? Will each Scout need a length of rope to learn a new knot? Instructors should get in the habit of gathering their materials ahead of time.
10. Coach youth leaders to keep meetings moving at a fast pace. If an activity or project is not working well, suggest that the young leaders end it and move on to the next item of the meeting plan.
11. Keep the length of the Scoutmaster's Minute to not much more than just that—a minute. Just as you ask youth leaders to plan well for efficient meetings, give some thought ahead of time as to how you will manage the closing of the meeting.
12. End the meeting on time. Leave the Scouts wanting more and they will be eager to return the next week.
13. Unless they have been invited to take part in a specific part of a meeting, visitors should be observers only. Don't allow them to disrupt the flow of events.
14. The recognition and encouragement Scouts receive from their Scoutmaster is a crucial part of their development. At every meeting, find something positive to praise about each patrol—well-planned presentations, proper uniforming, a good opening ceremony, or even something as simple as arriving on time.
15. Support youth leaders in a positive manner during meetings. If you feel the need to correct or criticize, save your thoughts until after the meeting and then find a productive way of teaching young leaders how to be more effective.

1. Preopening

As boys begin to arrive for a troop meeting, the senior patrol leader (or an older Scout assigned by the senior patrol leader) should get them involved in a game or project designed so that additional Scouts can join in as they show up. The preopening is often well suited for the outdoors. The person in charge of the preopening activity should be ready to start about 15 minutes before the scheduled beginning of the meeting.

While the preopening activity is going on, Scouts whose patrol has been assigned to serve that week as the *service patrol* should be preparing the meeting room or area—setting up equipment, arranging chairs, and doing whatever else must be done ahead of time.



2. Opening Ceremony (5 Minutes)

The senior patrol leader calls the meeting to order at the appointed time, instructing Scouts to line up in formation by patrols. A patrol responsible for the opening might conduct a flag ceremony and then lead troop members in reciting the Scout Oath and Law. The opening should be varied from week to week to keep things lively.

3. Skills Instruction (15–20 Minutes)

This part of the meeting might focus on skills Scouts will need in order to fully participate in an upcoming activity, or upon skills they must have to complete requirements for advancement. A troop with boys of

about the same experience level might separate into patrols so that groups will be of a size that maximizes learning experiences. Troops with Scouts of various ages and levels of expertise could organize instruction at three levels—basic information for the new-Scout patrol, more advanced instruction for regular patrols, and the most challenging level for members of the Venture patrol.

Instruction should be hands-on learning rather than lecturing. Those leading the sessions can be troop instructors with expertise in a particular area, adult Scout leaders, or outside experts willing to share their knowledge with the troop. (For more on the position of instructor, see chapter 3, “The Boy-Led Troop.”)

4. Patrol Meetings (5–20 Minutes)

At the conclusion of skills instruction the senior patrol leader will announce that it is time for each patrol to go to its designated meeting area, usually in the same room (or outdoor area) as the troop meeting. Each patrol leader takes charge of his patrol’s meeting.

Matters to be handled during a patrol meeting include taking attendance, collecting dues, planning the patrol’s involvement in upcoming troop activities, selecting menus for hikes and campouts, assigning patrol members to specific tasks, and working out any other details for the smooth operation of the patrol. The length of the patrol meetings will depend upon how much business the patrols must handle.

Many Scoutmasters take advantage of the time that Scouts are busy with patrol meetings to conduct one or more Scoutmaster conferences in another part of the meeting area. (For more on Scoutmaster conferences, see chapter 10, “Advancement.”)

5. Interpatrol Activity (15–20 Minutes)

Led by the senior patrol leader, this part of the meeting allows all of the patrols to interact with one another in a competition or in a cooperative effort. The activity might be a game that tests the skills Scouts are learning for an upcoming activity—a race by each patrol to set up a tent properly, for example, or for patrol members to tie a set of knots correctly. (For more on cooperative and competitive activities, see “Games” in *Troop Program Resources*. The *Project COPE* manual also contains many appropriate games and challenges.)

Scouting is not a spectator sport. A meeting should move along at a quick pace and maintain the interest of the Scouts. If the senior patrol leader feels a portion of a meeting is lagging or that it has served its point, he may encourage the Scouts to conclude that segment and move on.

6. Closing (5 Minutes)

The closing is the Scoutmaster's portion of the meeting. The Scouts should be paying attention. It might help to dim the lights and have everyone seated. Deal with any outstanding business first—reminders for upcoming meetings, outings, etc. Congratulate any Scouts who have advanced since the last meeting. This is also a good time to praise Scouts for Good Turns or any other jobs well done.

The heart of the closing is the Scoutmaster's Minute—your opportunity to share a story based on Scouting's values. Use a personal experience if you can, or one of the many Scoutmaster's Minutes found in *Troop Program Resources*. The story should contain a thought for the Scouts to carry home with them. The closing can also include a simple ceremony, a song, or a prayer.

7. After the Meeting

At the end of the meeting, the service patrol for the week puts away any troop equipment and returns the room to its original arrangement and condition.

Evaluating Troop Meetings

How do you know if a troop meeting was successful? After the meeting, guide the patrol leaders' council in a discussion that reflects on these questions:

- What are we not doing that we should start?
- What is not working that we should stop doing?
- What are we doing well that we should continue doing?

The answers to these questions will help the troop's youth leaders as they refine the plans for future meetings.

Meanwhile, the senior patrol leader should meet briefly with members of the patrol leaders' council and the Scoutmaster to review the meeting, go over the plans made at the patrol leaders' council meeting, and decide which patrol will be the upcoming service patrol.

TROOP MEETINGS AND PROGRAM FEATURES

Troop meetings are usually built around monthly program features such as hiking or camping, and an exciting portion of each meeting is the skills instruction that prepares Scouts for challenging troop activities based on a program feature. (For descriptions of program features and explanations of ways to incorporate them into troop meetings, see chapter 6, "Program Features.")

THE NEW TROOP'S FIRST MONTH

Scoutmasters of newly established troops can use the following troop meeting plans to get the troop off to a good start. The troop meeting plans for the first four meetings are organized according to the same "Seven-Step Troop Meeting Plan" used by more experienced troops, but take into account the fact that members and leaders of a new troop might be unfamiliar with the basics of Scouting.

Scoutmasters of new troops will find that they must play the leading role in organizing and running the first meetings. Before long, though, they should be able to begin turning over leadership responsibilities to members of the new troop's patrol leaders' council.

The initial meetings of a new troop should be carefully planned to provide boys with a lot of fun, some learning, and the beginnings of an organizational structure. The "Tips for Effective Troop Meetings" listed earlier are just as valuable for a new troop as for one that has been in existence for years.

THE NEW TROOP'S FIRST MEETING

TROOP MEETING PLAN

Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes	Play "Jump the Shot." You will need a rope at least 10 feet long, with a soft weight tied to the end. An old sock with sand in it is ideal. Form the boys in a circle and swing the weight below knee level. If a boy is hit by the rope or weight, he is given a penalty point. The boy with the fewest penalty points wins.		
Opening Ceremony _____ minutes	Form the boys in a line facing the U.S. flag, and have them say the Pledge of Allegiance. Explain that they salute by placing their right hand over their heart, but when in Scout uniform they will salute the flag with the Scout salute.		
Skills Instruction _____ minutes	Announce the date, time, and place for the upcoming troop hike. Discuss and display the proper clothing and footgear to wear on the hike.		
Patrol Meetings _____ minutes	Divide the boys into temporary patrols of about six each. Explain that these are not permanent patrols. Have each patrol work on the Scout badge requirements. Collect new-member applications and fees.		
Interpatrol Activity _____ minutes	Select a game from <i>Troop Program Resources</i> . Pick a game that will require teamwork within each patrol.		
Closing _____ minutes Total 90 minutes of meeting	Make announcements such as upcoming meetings and activities. Wind down the meeting with a Scoutmaster's Minute selected from <i>Troop Program Resources</i> . Close with a thought that the boys will take home with them.	SM	
After the Meeting	Put the meeting area back in order. Meet with selected boys to make assignments for next week.		

THE NEW TROOP'S SECOND MEETING

TROOP MEETING PLAN

Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes	Play "Dodgeball" (outdoors, if possible). Have the Scouts form a circle with one boy in the center. The object is to hit the boy in the center with a volleyball, using a two-handed, basketball-type pass. When hit, he is replaced in the center by the boy who hit him.		
Opening Ceremony _____ minutes	Form the Scouts in a line. Have them give the Scout sign and say the Scout Oath. Read the Scout Law and have the Scouts repeat each point after you.		
Skills Instruction _____ minutes	In preparation for the upcoming hike, give a presentation on the food and water needed. Show foods that are easy to pack and simple to prepare, such as prepackaged foods and fruits. Show how to prepare trail mix, then share the mix with the Scouts. Emphasize the need for adequate water.		
Patrol Meetings _____ minutes	Have the Scouts work on learning the Scout Oath and Law.		
Interpatrol Activity _____ minutes	Select a game from <i>Troop Program Resources</i> .		
Closing _____ minutes Total 90 minutes of meeting	Set up an artificial campfire and dim the lights. Explain the patrol method and how it works. Ask each Scout to write the names of five or six Scouts he would like to have in his patrol. Announce more details of the hike. Give the Scout benediction, found under "Ceremonies" in <i>Troop Program Resources</i> .	SM	
After the Meeting	Put the meeting area back in order.		

THE NEW TROOP'S THIRD MEETING

TROOP MEETING PLAN

Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes	Play "Fishnet" from <i>Troop Program Resources</i> .		
Opening Ceremony _____ minutes	Have the Scouts form two lines, facing each other. Have one Scout advance the U.S. flag between the two lines while the other Scouts salute as the flag comes down the line. When the flag bearer reaches the end of the line, he makes an about-face and stands facing the two lines. The Scouts hold their salute and give the Pledge of Allegiance to the flag.		
Skills Instruction _____ minutes	<p>Explain the position of senior patrol leader. Explain that he is the Scout who will direct most of the troop's activities. Tell the Scouts that whomever they elect, he will serve for six to 12 months, then there will be another election. Give a slip of paper to each Scout and have him write down his choice for senior patrol leader.</p> <p>While the ballots are being counted, announce the formation of the new patrols, which were the results of the boys' choices from last week.</p> <p>Announce the outcome of the election for senior patrol leader.</p>		
Patrol Meetings _____ minutes	Provide slips of paper for ballots so that each patrol can conduct an election for patrol leader. This individual will be elected for a six-month term. Patrols should select a patrol name and start designing a patrol flag and developing a patrol yell.		
Interpatrol Activity _____ minutes	Have a patrol scavenger hunt. Give each patrol leader a list of 10 to 12 items, and set a 10-minute time limit. The only rule is to stay on the grounds of the Scout meeting. Items could include a paper clip, handkerchief, library card, picture of a baby, oak leaf, acorn, brown shoelace, wooden pencil, nail clippers, and anything else that comes to your mind. Recognize the winning patrol and be sure to allow time for the items to be returned.		
Closing _____ minutes	<p>Make announcements about the upcoming hike. Emphasize the importance of the patrol method and explain the patrol leaders' council and how it works. Explain that each patrol is a team. They must work together to be successful—everyone must share in the tasks to be done.</p> <p>Have the Scouts stand in a circle, give the Scout sign, and say the Scout Law.</p>	SM	
Total 90 minutes of meeting			
After the Meeting	Have the troop members put the meeting area back in order. Hold a short meeting of the newly elected patrol leaders' council, and announce the date, time, and place of your first patrol leaders' council meeting (which should occur before the outdoor activity).		

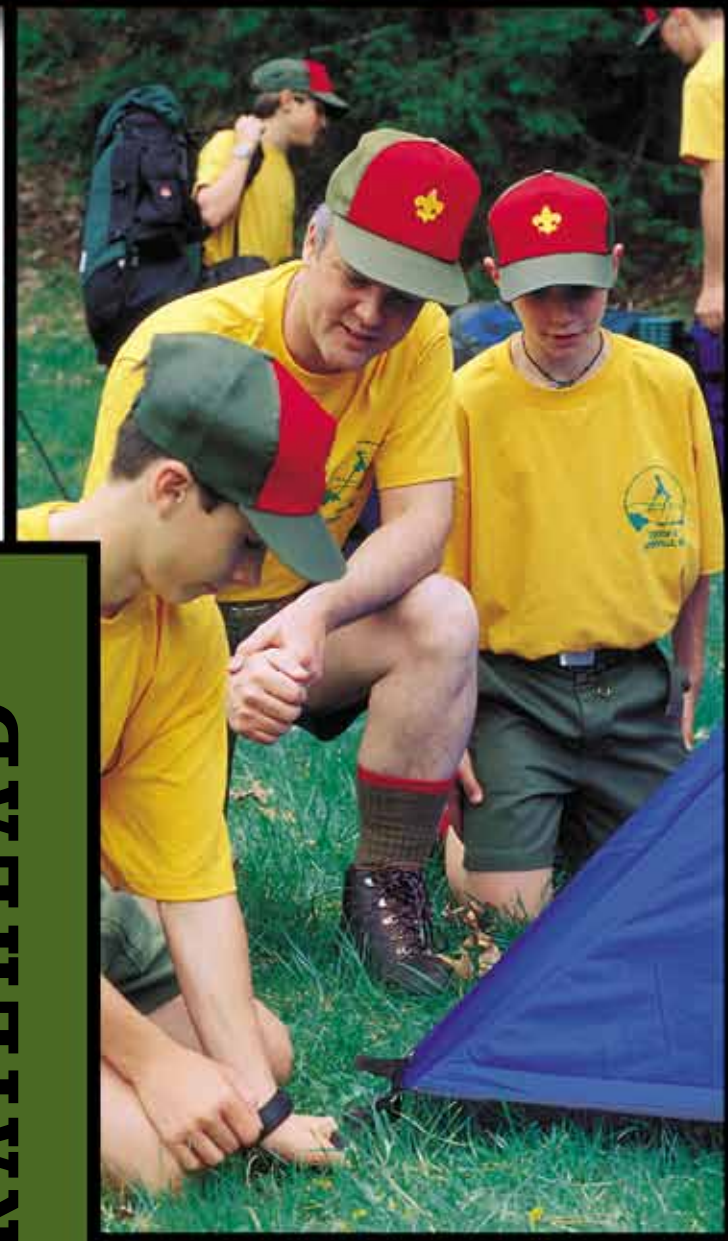
THE NEW TROOP'S FOURTH MEETING

TROOP MEETING PLAN

Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes	Select a game from <i>Troop Program Resources</i> .		
Opening Ceremony _____ minutes	The senior patrol leader forms the troop in a line, and leads the Pledge of Allegiance.		
Skills Instruction _____ minutes	If this is the final meeting before the hike, have a run-down on last-minute details, such as times of departure and return, food, and clothing. Invite the Youth Protection chair to show the video <i>A Time to Tell</i> .		
Patrol Meetings _____ minutes	Patrols should plan food and water for the hike and make specific assignments. The patrol leader should announce who will serve in patrol responsibilities. The patrol scribe should take roll and collect dues.		
Interpatrol Activity _____ minutes	Select a game from <i>Troop Program Resources</i> .		
Closing _____ minutes Total 90 minutes of meeting	Remind the Scouts of the date and times for the upcoming hike. Commend the newly elected patrol leaders' council for exceptional effort. Use a Scoutmaster's Minute from <i>Troop Program Resources</i> .	SM	
After the Meeting	Put the meeting area back in order, and have a patrol leaders' council meeting to make assignments for the next meeting. Assign patrols to serve as the program patrol (ceremonies) and the service patrol (setup and takedown).		

PROGRAM FEATURES



TRAILHEAD

6

PROGRAM FEATURES

MONTHLY PROGRAM FEATURES allow a troop to center its meetings and events around well-planned activities that Scouts will find challenging and exciting. At its annual program planning conference, the patrol leaders' council selects program features for the coming year. Volumes I, II, and III of *Troop Program Features* contain meeting outlines and instructional materials for over three dozen program features. Program features are available at the national Web site, www.scouting.org, and can be downloaded as needed. This chapter includes detailed troop meeting plans for four of the features: Hiking, Citizenship, First Aid, and Camping.



HIKING PROGRAM FEATURE

“SCOUTING IS THREE-QUARTERS -OUTING.”

Anyone who has been around the BSA very long has heard that saying. Hiking, camping, and other outdoor activities are the heart of Scouting's attraction for boys. Spending plenty of time outdoors will help every troop succeed.

The hiking program feature concentrates on hiking skills. It also offers Scouts opportunities to learn other outdoor lore. As they prepare for hikes and set out on the trail, younger Scouts can work on a variety of requirements for the ranks of Tenderfoot through First Class. Older Scouts will be able to tackle some of the requirements for a number of outdoor-related merit badges.

The troop's big event for the month will be a trail trek—a hike of at least five miles in territory unfamiliar to the Scouts. As the patrol leaders' council is planning a hike, they might want to figure out some special activities to do along the way—nature study, map and compass use, or some other skill Scouts will enjoy. The destination of a hike can suggest activities, too—fishing in a lake or stream, cooking a meal over a camp stove or open fire, reaching the top of a high hill, or pitching in to help with a conservation project.

SCOUTING OUTCOMES

The hiking program feature should give your Scouts

- Improved physical fitness
- Growth in skill and confidence in their ability to take care of themselves on the trail
- A sense of communion with nature and God
- Greater appreciation for the outdoors and a strong determination to follow the Outdoor Code

MONTHLY PROGRAM FEATURES

Aquatics	Hiking
Athletics	Hobbies
Backpacking	Leadership
Boating/Canoeing	Mechanics
Business	Nature
Camping	Orienteering
Citizenship	Physical Fitness
Communications	Pioneering
Cooking	Public Service
Cultural Awareness	Safety
Emergency Preparedness	Science
Engineering	Shooting
Environment	Special Cooking
First Aid	Sports
Fishing	Tracking
Forestry	Wilderness Survival
Health Care	Wildlife Management
High Adventure	Winter Camping

- Increased understanding of and commitment to Leave No Trace methods of hiking (For the “Principles of Leave No Trace,” see the *Boy Scout Handbook* or chapter 9, “The Outdoor Program,” in this book.)

ADVANCEMENT OPPORTUNITIES

By the end of the month, the Scouts should have had opportunities to meet the majority of their basic hiking requirements through First Class rank. Depending on the activities that occur during the hike, they might also complete all or part of the following rank requirements:

Tenderfoot

- Outdoor—hiking, cooking
- Citizenship—flag ceremonies
- Patrol/troop participation—patrol identification
- Personal development—Scout Oath and Law

Second Class

- Outdoor—cooking, map and compass, hiking, identifying wild animals
- Citizenship—flag ceremonies
- Patrol/troop participation—leadership
- Personal development—Scout Oath and Law

First Class

- Outdoor—finding directions, orienteering, identifying native plants
- Citizenship—flag ceremonies, Good Turn
- Patrol/troop participation—leadership
- Personal development—Scout Oath and Law

Merit Badges

Older Scouts can concentrate on completing most of the requirements for the Hiking merit badge and can help younger Scouts prepare for the troop hike. Boys with backcountry experience might also wish to fulfill various requirements for Camping, Cooking, Orienteering, Backpacking, Pioneering, Wilderness Survival, and other nature-related merit badges.

PARENT/GUARDIAN PARTICIPATION

The patrol leaders’ council can involve parents and guardians in the hiking program feature by

- Inviting them on the troop trail trek
- Asking qualified parents and guardians to help with instruction in hiking skills and Leave No Trace techniques
- Arranging with parents and guardians to provide transportation to and from the starting point of the hike



HIKING BOOTS

PATROL LEADERS’ COUNCIL

The patrol leaders’ council should have met in the middle of the previous month to plan troop activities for this program feature. If they didn’t complete all of the items on the following agenda, they can continue planning at brief patrol leaders’ council meetings after each troop meeting.

- Decide on the route and destination of the troop hike.
- Review the skills Scouts must have for a successful hike.
- Discuss Leave No Trace principles that apply to hiking.
- Choose a highlight activity for the hike—orienteering, cooking a trail meal, etc.
- Make a list of equipment needed for the hike and determine how it will be acquired.
- Consider inviting a Hiking, Backpacking, or Orienteering merit badge counselor to help with skills instruction at troop meetings.
- If permits or other forms of permission will be required to hike on public or private land, they should be arranged by the Scoutmaster, a member of the troop committee, or another adult leader.



BIG EVENT

The Trail Trek

A troop trail trek can have a triple-barreled objective: to provide fun and adventure for Scouts, to help them meet hiking requirements for Tenderfoot through First Class ranks, and to offer other opportunities for advancement with activities along the route and at the destination.

Match the trek to the level of your Scout's experience. If most of the Scouts are young and new to the backcountry, a five-mile hike over fairly easy terrain is long enough. If the Scouts are older and more seasoned, a 10- to 20-mile hike over fairly rugged terrain could be about right. In all cases, Scouts should pack everything in—and out—including patrol equipment, food, and personal gear.

Ideally the route and destination should be unfamiliar to the Scouts so that they can use a map and compass to find their way. If feasible, each patrol might start from a different spot so that Scouts will not simply follow the patrol ahead.

Here are three highlight activities that can be featured at the destination of a hike:

Orienteering

During a hike, Scouts can practice taking compass bearings, identifying landmarks on their maps, and setting courses from one point to another. Refer to the *Boy Scout Handbook* for information on using maps and compasses.

The *Orienteering* merit badge pamphlet explains ways to set up orienteering courses and to conduct cross-country and relay orienteering challenges.

An Orienteering merit badge counselor or members of a Venture patrol can set up a course ahead of time and have it ready when Scouts reach the destination of their hike. Another useful exercise would be to use triangulation at the end of a hike to determine the distance traveled.

Nature Lore

A nature study highlight might encourage Scouts to work on several rank requirements and on certain requirements for the following merit badges: Bird Study, Environmental Science, Fish and Wildlife Management, Geology, Insect Study, Mammal Study, Nature, Reptile and Amphibian Study, and Weather. Merit badge counselors and other experts in these fields could accompany the troop to provide guidance. Scouts can also carry field guides to identify plants and animals along the way.

Conservation Project

A conservation project can be a highlight of the troop trail trek. Because Scouts will spend more of their day hiking than working, a project should be small in scope, well planned, and coordinated with knowledgeable land managers. A key to successful conservation projects is thorough planning and guidance by experts.

(For project ideas and guidelines for carrying them out, see chapter 19, "Community Service," and "Conservation Projects" in chapter 9, "The Outdoor Program," in this book. The BSA's *Conservation Handbook* also contains plenty of information about ways Scouts can complete worthwhile projects on public and private lands.)

HIKING

TROOP MEETING PLAN

Date _____ Week 1

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes	If it is dark enough, practice finding directions by using the North Star (<i>Boy Scout Handbook</i>), or play “Indian Arm, Hand, and Leg Wrestling” (under “Games” in <i>Troop Program Resources</i>).		
Opening Ceremony _____ minutes	<ul style="list-style-type: none"> • Form the troop into a horseshoe. • Hold a uniform inspection. • Repeat the Scout Oath. • Repeat the Pledge of Allegiance. 		
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts practice reading a compass and learn how to set a pace (<i>Boy Scout Handbook</i>). Begin working on Leave No Trace hiking skills. • Experienced Scouts review the selection of gear and footwear for hiking, and begin planning the troop trail trek. • Older Scouts work on a Venture patrol activity or study a topographic map of the troop trail trek destination in order to lay out an orienteering course. 		
Patrol Meetings _____ minutes	Discuss plans for the hike this month and make sure everyone knows what his assignments are and what to bring for the outing. Any Scouts who have not been hiking yet will need some extra help. All other patrols plan activities to work on advancement. Plan any meals that will be needed for the outing. If it is going to be an overnight, begin to make plans for equipment distribution and tent needs.		
Interpatrol Activity _____ minutes	Play “Hot Isotope Transport” (under “Games” in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Assemble the patrols and repeat the Outdoor Code. • Give the Scoutmaster’s Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders’ council reviews the next meeting and plans for the troop outing. Begin work on next month’s program feature.		

HIKING

TROOP MEETING PLAN

Date _____ Week 2

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts practice figuring the height and width of objects (<i>Boy Scout Handbook</i>). Continue working on Leave No Trace hiking skills. • Experienced Scouts work on packing up for a troop hike and study maps of the trail trek route. Review Leave No Trace hiking skills. • Older Scouts work on a Venture patrol activity. 		
Patrol Meetings _____ minutes	Review assignments for the hike. First-time hikers continue working on troop procedures for hiking. All other patrols continue to work on activities for advancement on the outing.		
Interpatrol Activity _____ minutes	Play "Roman Chariot Race" (under "Games" in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and plans for the troop outing. Work on next month's program feature. The troop committee conducts a board of review. Plan a court of honor if one is needed.		

HIKING

TROOP MEETING PLAN

Date _____ Week 3

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts practice reading topographic maps and review what to do if lost (<i>Boy Scout Handbook</i>). • Experienced Scouts plan a game for the troop to play during the troop trail trek. Use a topographic map of the hike's destination and lay out an area in which to play the game. • Older Scouts work on a Venture patrol activity or help younger Scouts with map-reading skills. 		
Patrol Meetings _____ minutes	Finalize the menu for the outing. Review clothing and equipment and make sure everyone knows what to bring. Go over the route to be hiked; consider potential weather conditions and how to prepare for them.		
Interpatrol Activity _____ minutes	Play "Ball-Over Relay" (under "Games" in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and plans for the troop outing. Continue work on next month's program feature.		

HIKING

TROOP MEETING PLAN

Date _____ Week 4

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts practice reading maps and taking bearings (<i>Boy Scout Handbook</i>). Review Leave No Trace hiking skills. • Experienced Scouts bring in packs for a prehike inspection. • Older Scouts work on a Venture patrol activity or assist in map-and-compass activities. 		
Patrol Meetings _____ minutes	Review plans and assignments for the hike. Make sure everyone knows the travel plans and equipment needs. Practice any interpatrol activities that will take place.		
Interpatrol Activity _____ minutes	Run the “Human Obstacle Race” (under “Games” in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster’s Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders’ council reviews the next meeting and checks last-minute details for the troop outing. Finalize work on next month’s program feature.		

HIKING

SAMPLE TROOP OUTDOOR PROGRAM PLAN

Date _____

TIME	ACTIVITY	RUN BY
Saturday 8:00 A.M.	Load gear at troop meeting location. Drive to starting point of hike.	SPL
8:30 A.M.	Patrol leaders organize the patrols, look over the maps, and review Leave No Trace hiking skills. Set out together on the hike.	PL
11:30 A.M.	Sack lunch.	
Noon	Continue hiking.	
Afternoon	Related activities—orienteeing, nature study, etc.	SPL
	Begin hiking back to starting point, the patrols staying together and practicing Leave No Trace skills.	PL
At the end of the hike	Take a few moments to reflect on the day. Emphasize the value of the experience, and provide a sense of closure.	SM
	Store any troop equipment.	QM



Every Scout looks forward to hiking. Hitting the trail opens up a world of opportunities to learn, to explore, and to meet the challenge of the outdoors. Best of all, a hike is an adventure that Scouts themselves can plan, organize, and lead.

CITIZENSHIP PROGRAM FEATURE

A PRIMARY AIM of the Boy Scouts of America is to guide youth toward good citizenship. That goal is clearly expressed in the Scout Oath pledges of “duty to God and my country” and “to help other people at all times.” The 12 points of the Scout Law are virtually a checklist for good citizenship.

The citizenship program feature is designed to heighten a Scout’s appreciation of his rights and duties



as a citizen, to make him aware of his heritage as an American, and to acquaint him with the approved ways of displaying and showing respect for the chief symbol of our country—the flag. The suggested troop meeting plans also include elements that apply to related merit badges including Citizenship in the Community, Citizenship in the Nation, American

Cultures, and American Heritage.

As one highlight of the month, the troop could plan to attend a meeting of a public body such as the city council or school board, or a gathering of a private group that is concerned with the public welfare, such as a tenants’ or homeowners’ association or neighborhood block-watch group. (Obviously the troop schedule will have to be adapted to the schedule of the council, board, or group.) While planning the event, the patrol leaders’ council can arrange for an official or officer of the group to answer questions after the meeting.

The troop’s big event will be a heritage hike. The destination might be a historic site or trail in your troop’s area. Or it could be a place that is significant to the heritage of your region—a wildlife refuge, an unusual geological formation, a zoo, or the location of an ethnic festival. The heritage hike can be a day outing or an overnight campout.

SCOUTING OUTCOMES

This month’s patrol and troop activities should give your Scouts

- A greater understanding of their duty to country and their obligation to help other people
- Awareness of their rights and responsibilities as citizens
- Some knowledge of their heritage as citizens of their community and nation
- Growth in self-confidence
- Increasing ability to work cooperatively with others in an outdoor setting

ADVANCEMENT OPPORTUNITIES

By the end of the month, all Scouts should have met the majority of their citizenship requirements through First Class rank. Depending on the activities, they might also complete all or part of the following rank requirements:

Tenderfoot

- Outdoor—hiking, camping
- Citizenship—flag ceremonies, Good Turn
- Patrol/troop participation—patrol identification
- Personal development—Scout Oath and Law

Second Class

- Outdoor—cooking, camping, hiking
- Citizenship—flag ceremonies
- Patrol/troop participation—leadership
- Personal development—Scout Oath and Law

First Class

- Outdoor—cooking, camping, nature, hiking
- Citizenship—flag ceremonies, Good Turn
- Patrol/troop participation—leadership
- Personal development—Scout Oath and Law

Merit Badges

Older Scouts should be able to complete some of the requirements for one or more of the Citizenship merit badges. Depending on activities during the month, they might also complete some of the requirements for American Cultures, American Heritage, Cooking, Hiking, Camping, and other outdoor-related merit badges.

PARENT/GUARDIAN PARTICIPATION

The patrol leaders' council can involve parents and guardians in the program feature this month by

- Asking qualified parents and guardians to help with troop meeting instruction (Give special consideration to those involved in public positions—lawyers, history teachers, law enforcement officials, journalists, etc.)
- Inviting parents and guardians on the heritage hike
- Asking them to provide transportation for the visit to a community meeting or to and from the starting point of the hike

PATROL LEADERS' COUNCIL

The patrol leaders' council should have met in the middle of the previous month to plan troop activities for this program feature. If they didn't complete all of the items on the following agenda, they can continue planning at brief patrol leaders' council meetings after each troop meeting.

- Decide which public body or private organization the troop will visit during the month. Assign a member to check on the date, time, and place of the meeting, and arrange to have an official meet with the troop either beforehand or afterward. (The patrol leaders' council may ask an adult on the troop committee to make these arrangements if that is more appropriate.)
- Make arrangements to invite a community leader to the second troop meeting of the month to discuss his or her work and to lead a discussion on the rights and duties of a citizen. The person could be a mayor, city council member, school board member, city attorney, judge, or the leader of a civic or service group.

- Make patrol assignments for the following troop meeting activities:
 - Perform the opening and closing flag ceremonies.
 - Give a presentation on the history of the U.S. flag.
 - Report on the history or significance of the destination of the heritage hike.
 - Lead a discussion on the *rights* of Scout-age youth—including the right to be protected from assault and theft, to inform authorities if someone is being treated unjustly, to use public facilities on the same basis as all other citizens, and to have adequate food and shelter. Also discuss the *duties* of young people, including the duty to attend school, to complete schoolwork to the best of their ability, to pay for public services on the same basis as other citizens, to avoid littering or damaging public and private property, and to follow traffic rules while bicycling. (See the *Boy Scout Handbook* for more ideas.)



- Make a list of possible patrol Good Turns for the community. (For ideas and guidelines, see chapter 19, "Community Service," and "Conservation Projects" in chapter 9, "The Outdoor Program," in this book. See the BSA's *Conservation Handbook* for more information about meaningful ways Scouts can complete projects on public and private lands.)

BIG EVENT

The Heritage Hike

As with most other Scouting activities, this big event should be fun. It should have an educational purpose, too, although not in a classroom sense.

The aim is to introduce Scouts to some aspect of their American heritage. It might be a historic site of local, regional, or national interest. It could be a place where Scouts can bask in America's beauty or be awed by the nation's natural wonders—perhaps a pristine lake, a wildlife refuge, a canyon or mesa, or an ancient forest. If this program feature occurs during a national holiday, your “hike” might take the form of participation in a parade, an ethnic festival, or other fitting event.

The big event can be a day outing or an overnight campout. Based on the patrols' interests, the patrol leaders' council should determine the distance to be covered and the location of the destination or campsite. An overnight stay increases the possibilities for Scouts to complete outdoor-oriented rank and merit badge requirements.

The senior patrol leader could assign a patrol the task of researching some facts about the heritage hike destination and reporting to the troop on its history and significance. For example, if the troop is going to a historic site, what can the Scouts expect to see? What happened at the site? This kind of advance information will enhance the experience for the Scouts, especially if there will not be a local guide at the site.

Historic Trail Hike

In most states Scouts can find historic trails marked and waiting for troops to enjoy. More than 250 such trails have been approved by the Boy Scouts of America for their historical significance and the condition in which they are maintained. For a list of these trails, contact your local council service center or the National Parks Service.

LEARNING THE PUBLIC'S BUSINESS

The troop meeting plan for week three suggests that the troop visit a meeting of a public body, a private organization that

works for the public welfare, or some other agency or group that affects the lives of citizens. The goal is to show Scouts American democracy in action. Here are several possibilities:

- City council
- School board
- Municipal court
- County court for a naturalization ceremony
- Tenants' or homeowners' association or neighborhood block-watch group

At meetings of this type, it is essential that the presiding officer or other knowledgeable person meet with the troop either before or after the regular meeting to explain the proceedings. If not, the meeting's business might not make much sense to Scouts.

Check ahead of time with those in charge of the meeting to determine the expected length of the session. The meetings of some city councils and school boards can last for hours, much longer than the attention span of most boys. Arrange to have troop members attend a particular portion of the meeting that is most likely to hold their interest, and then have them quietly file out. The “public comment” section of a meeting is often lively and entertaining.

At the troop meeting following the visit, encourage Scouts to discuss what they saw and heard. Reinforce the idea that the meeting was a demonstration of *representative democracy*—the way Americans govern themselves.

OTHER SPECIAL ACTIVITIES

If the troop is using this feature around Memorial Day (last Monday in May) or Independence Day (July 4), the patrol leaders' council might want to observe the holiday by encouraging display of the U.S. flag or by taking part in local celebrations. The troop might march in a parade, assist at a ceremony, perform a public display of flag courtesies, or distribute fliers to remind residents when and how to fly the flag.



CITIZENSHIP

TROOP MEETING PLAN

Date _____ Week 1

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes	Have a pair of experienced Scouts show how to fold and care for the United States flag (<i>Boy Scout Handbook</i>).		
Opening Ceremony _____ minutes	<ul style="list-style-type: none"> • Form the troop into parallel patrols. • Present the colors. • Sing the national anthem. • Hold a uniform inspection. 		
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts practice raising, lowering, and folding the flag. Plan and rehearse an opening ceremony to use at next week's meeting. • Experienced Scouts visit a fire or police station to find out how they operate and what it takes to become a police officer or fire fighter. • Older Scouts work on a Venture patrol activity or start planning the troop heritage hike. Consider planning several stops that are of historical importance to your community. 		
Patrol Meetings _____ minutes	Discuss plans for a patrol outing this month. This outing could be a five- or 10-mile hike so that newer Scouts can work on their hiking skills. Or plan a patrol Good Turn. Consider working on items that Scouts need to advance to the next rank.		
Interpatrol Activity _____ minutes	Play "Rooster Fight" (under "Games" in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Form the troop into patrols and sing "God Bless America." • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and plans for the troop outing. Begin work on next month's program feature.		

CITIZENSHIP

TROOP MEETING PLAN

Date _____ Week 2

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts meet with an elected public official, either at the troop meeting place or in his or her office. Learn what the official does and how an election is conducted. • Experienced Scouts plan a simple community Good Turn project (chapter 19, "Community Service," in this book). • Older Scouts work on a Venture patrol activity or, if possible, prepare for a campout on the troop heritage hike. 		
Patrol Meetings _____ minutes	Identify Scouts in the patrol who need to participate in flag ceremonies and Good Turn projects. Suggest activities that these Scouts can participate in to fulfill rank requirements.		
Interpatrol Activity _____ minutes	Play any of the "Steal-the-Bacon" games suitable for patrol teams (under "Games" in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and plans for the troop outing. Work on next month's program feature. The troop committee conducts a board of review. Plan a court of honor if one is needed.		

CITIZENSHIP

TROOP MEETING PLAN

Date _____ Week 3

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • Visit a public agency such as a night court, city council meeting, or a school board meeting. • Find out how the agency fits into the economy of your community, the country, or the world. • See how the government operates. 		
Patrol Meetings _____ minutes			
Interpatrol Activity _____ minutes			
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and plans for the troop outing. Continue work on next month's program feature.		

CITIZENSHIP

TROOP MEETING PLAN

Date _____ Week 4

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts work on projects related to citizenship. • Experienced Scouts review map-and-compass skills in preparation for the heritage hike. • Older Scouts work on a Venture patrol activity, assist with map-and-compass activities, or continue planning for the troop heritage hike (and campout, if approved). 		
Patrol Meetings _____ minutes	Review plans and assignments for the historic hike. Make sure everyone knows the travel plans and equipment needs. Practice interpatrol activities.		
Interpatrol Activity _____ minutes	Select a game from <i>Troop Program Resources</i> . Pick a game that will require teamwork within each patrol.		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and last-minute details for the troop outing. Finalize work on next month's program feature.		

CITIZENSHIP

SAMPLE TROOP OUTDOOR PROGRAM PLAN

Date _____

TIME	ACTIVITY	RUN BY
Friday evening	Load gear at meeting location; leave for campsite. Plan only a light meal en route.	SPL
	Arrive at campsite; off-load equipment. Set up patrol sites. Stow gear and set up camp. Prepare camp stoves for breakfast.	SPL/PL
Saturday 6:30 A.M.	Cooks and assistants prepare breakfast. (Cooks should be working on First and Second Class requirements.)	Cooks, assistants
7:00 A.M.	Everyone else gets up. Take care of personal hygiene, air tents, and hang out sleeping bags.	
7:30 A.M.	Breakfast.	
8:00 A.M.	Clean up.	Cooks
	Patrols put up the gear for morning activities; clean up patrol site.	
8:30–11:30 A.M.	Give patrol leaders a topographic map to lead a three- to five-mile hike. Scouts working toward First Class rank could take part in an orienteering race. Younger Scouts could take a nature hike.	SPL
11:30 A.M.	Sack lunch.	
Noon	Continue activities.	
4:30 P.M.	Start dinner preparation.	Cooks
5:30 P.M.	Dinner.	SPL
6:00 P.M.	Clean up.	Cooks
8:00 P.M.	Campfire.	
9:00 P.M.	Bedtime snack.	
10:00 P.M.	Lights out.	

TIME	ACTIVITY	RUN BY
Sunday 6:30 A.M.	Cooks and assistants prepare breakfast. (Cooks should be working on First and Second Class requirements.)	Cooks, assistants
7:00 A.M.	Everyone else gets up. Take care of personal hygiene, air tents, hang out sleeping bags.	
7:30 A.M.	Breakfast.	
8:00 A.M.	Clean up.	Cooks
	Patrols put up the gear for morning activities; clean up patrol site.	
8:30 A.M.	Religious service.	
9:00–11:00 A.M.	Patrol games—use four from “Games” in <i>Troop Program Resources</i> .	
11:00 A.M.	Break camp.	
Special equipment needed	Topographic maps, clipboards, compasses, troop camping equipment.	

Match the difficulty of campouts to the ability levels of the Scouts. Early camping experiences that help young

Scouts gain confidence and develop good outdoor skills can prepare them for more challenging adventures to come.



FIRST AID PROGRAM FEATURE

HAVING AGREED TO LIVE BY THE SCOUT

OATH, Scouts pledge themselves to help other people at all times. Often, all that takes is an observant eye to spot a person in need of assistance, and then the kindness to lend a hand.

But sometimes, especially when somebody is ill or injured, being helpful takes skill and knowledge, too. That's why Boy Scouts have been learning first aid since the earliest days of the Scouting movement.

That's also why this program feature is so important. It will introduce Scouts to the know-how that could be vital in an emergency, and it will give them the confidence that comes with knowing they are prepared to act in situations requiring basic first aid.

Troop meeting activities should focus on first aid skills. Younger Scouts will work on first aid requirements for Tenderfoot through First Class ranks. Experienced Scouts will concentrate on the more advanced skills required for the First Aid, Lifesaving, and Emergency Preparedness merit badges.

The big event of the month will be a disaster day. Patrols will be confronted with mock emergency situations that will improve and test their first aid skill, decision-making ability, and teamwork. The disaster day might be the highlight activity of a weekend campout, or it can be held in a local park or shopping center as a public demonstration of BSA first aid.

SCOUTING OUTCOMES

This month's patrol and troop activities should give your Scouts

- An understanding that the pledge "to help other people at all times" requires skill as well as goodwill toward others
- A good grasp of the fundamentals of first aid for life-threatening situations and for many less serious injuries
- Confidence that they will be able to act rationally in an emergency

Throughout this monthlong program feature, refer to the *Boy Scout Handbook* and the *First Aid, Lifesaving, and Emergency Preparedness merit badge pamphlets* for information on correct first aid methods.

ADVANCEMENT OPPORTUNITIES

By the end of the month, all Scouts should have met the majority of their basic first aid requirements through First Class rank. If the disaster day is part of a campout, they might also complete all or part of the following rank requirements:

Tenderfoot

- Outdoor—cooking, camping, hiking
- Citizenship—flag ceremonies, Good Turn, first aid
- Patrol/troop participation—patrol identification
- Personal development—Scout Oath and Law

Second Class

- Outdoor—cooking, camping, hiking
- Citizenship—flag ceremonies, Good Turn, first aid
- Patrol/troop participation—leadership
- Personal development—Scout Oath and Law
- Physical fitness—drug awareness

First Class

- Outdoor—cooking, camping, nature, hiking
- Citizenship—flag ceremonies, Good Turn, first aid
- Patrol/troop participation—leadership
- Personal development—Scout Oath and Law

Merit Badges

Older Scouts can concentrate on the First Aid and Emergency Preparedness merit badges this month; they should be able to complete most of the requirements. If the troop has a campout in conjunction with disaster day, they might also complete some requirements for Cooking, Camping, Hiking, and Lifesaving merit badges.



FIRST AID KIT

PARENT/GUARDIAN PARTICIPATION

The patrol leaders' council can involve parents and guardians in the program feature this month by

- Asking qualified parents and guardians to help with first aid instruction
- Inviting them to the disaster day event
- Asking parents and guardians to provide transportation, if necessary, for disaster day

PATROL LEADERS' COUNCIL

The patrol leaders' council should have met in the middle of the previous month to plan troop activities for this program feature. If they didn't complete all of the items on the following agenda, they can continue planning at brief patrol leaders' council meetings after each troop meeting.

- Decide whether or not the disaster day will be a stand-alone event or the highlight of a campout. Choose a site and ask an assistant Scoutmaster or troop committee member to secure any necessary permissions.
- Plan the mock emergency situations the patrols will face on disaster day or, if the patrol leaders' council wants the entire troop to be surprised by the mock emergencies, assign an adult leader to plan them. (Sample emergencies appear on the following pages.)
- Invite First Aid and Emergency Preparedness merit badge counselors to help with troop meeting instruction and to serve as judges of patrol performance on disaster day.
- Plan details of troop meetings for the month. Assign patrol demonstrations of the skills needed for disaster day.

BIG EVENT

Disaster Day

This big event can take one of several forms. It might be

- The highlight of a campout during which patrols are confronted with several unexpected situations requiring a search for "victims," administering first aid, deciding whether or not to transport the "victims," and if so, how to transport them properly

- A fairly simple afternoon exercise of first aid tests, either in a remote area or in town
- A public demonstration of first aid in a local park, shopping center, or other easily accessible area
- A surprise call at an unusual hour for the troop to mobilize and be prepared to handle first aid for the "victims" of a mock disaster

The patrol leaders' council should decide how to set up the disaster day. Whatever form they choose, the patrols will be presented with a series of first aid problems that are as realistic as possible. Use makeup on your "victims" to simulate real injuries. The victims can be troop committee members or Webelos Scouts from a nearby Cub Scout pack.

Make the emergencies as realistic as possible, too. If, for example, disaster day is held in a remote area and one of the victims is supposed to have fallen down a steep embankment and suffered a broken leg, that's where he should be found. You might want to have one of the victims lost as well as injured so that the patrols must organize a lost-person search.

First aid training and disaster day mock emergencies should be designed to teach Scouts the following steps for analyzing emergency situations and providing care:

Treat accident victims by performing these steps in this order:

1. Approach with care. Is the scene safe? Guard against being injured yourself.

2. Treat *hurry cases*—conditions that threaten a victim's life:

a. Stopped breathing

b. No heartbeat

c. Severe bleeding

d. Internal poisoning

As you begin treatment, send someone to call for help.

3. Treat every accident victim for shock.

4. Examine every victim for other injuries that might require first aid.

5. Plan what to do next. If help is coming, keep the victim comfortable. Watch for any changes in his condition and treat him accordingly.

Sample Disaster Day Emergencies

A disaster day exercise can be made up of a series of first aid problems. Patrols go from one scenario to the next, spending 20 to 30 minutes at each one.

Mock emergencies should be set up based on the first aid training Scouts have received during the month. The emergencies should reinforce what the boys have learned and give them confidence in their ability to provide appropriate emergency care.

For each problem there should be a knowledgeable adult or older Scout on hand who is qualified to assess the patrols' performance and to reinforce their knowledge. As Scouts complete their treatment of an accident victim, the resource person can help them understand what they did correctly and provide guidance on ways they can improve in the future.

Sample Emergency 1

A Scout who has been working on a conservation project on a hot, humid afternoon returns to camp to help with supper. Near the cooking fire, he suddenly becomes dizzy and nauseous, loses his balance, and falls. As he falls, his hand goes into a pan of hot grease. His face is pale and clammy, and he is barely conscious.

Sample Emergency 2

A hiker has tumbled down a steep ridge. Scouts find him with one leg bent under him and the ankle apparently deformed. A cut on his left wrist is spurting blood.

Sample Emergency 3

Scouts find a fisherman along the shore of a stream. He is having trouble breathing, is sweating heavily, and feels nauseous. He complains of an uncomfortable pressure in the center of his chest.

Sample Emergency 4

A boy is found unconscious near a large fallen tree branch. His right lower leg is bleeding and is turned at an abnormal angle. There is blood on his chest and face.

Sample Emergency 5

The victim is found sitting at the foot of a tree. He is holding his leg and says, "I've been bitten by a snake!" On his calf are two small puncture wounds about three-fourths of an inch apart.

Sample Emergency 6

A young boy is found wandering near a stream, mumbling to himself. His clothing is wet and he is shivering uncontrollably. Blood is oozing slowly from a wound on his head.



If the mock emergencies are being presented as a competition, use the following form to rate the performance of each patrol. Give a score of 0 to 5 for each of these questions:

Patrol Score	
1. Did the patrol act positively?	
2. Did the patrol leader supervise adequately?	
3. Did the patrol correctly identify injuries?	
4. Did each Scout do a specific job?	
5. Was the patrol's first aid correct?	
6. Was the victim treated for shock?	
7. Was the patrol correct in deciding whether or not to move the victim? If the victim was moved, was it done correctly?	
8. Was the call for help done properly?	
Total	

FIRST AID

TROOP MEETING PLAN

Date _____ Week 1

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes	Have Scouts demonstrate first aid for shock or one of the “hurry cases” (<i>Boy Scout Handbook</i>).		
Opening Ceremony _____ minutes	<ul style="list-style-type: none"> • Form the troop into single-rank formation. • Hold a uniform inspection. • Repeat the Scout Oath and Law. • Repeat the Pledge of Allegiance. 		
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts work on the Heimlich maneuver and on basic first aid for simple cuts, scratches, and blisters (or other appropriate first aid emergencies). • Experienced Scouts practice bandages and begin CPR instruction with a certified teacher. • Older Scouts work on a Venture patrol activity or instruct younger Scouts in basic first aid techniques. 		
Patrol Meetings _____ minutes	Patrols practice general principles of first aid. Plan activities to work on advancement. Those Scouts who have not completed their requirements for flag ceremonies and community service projects receive help in working on these.		
Interpatrol Activity _____ minutes	Play “First-Aid Baseball” (under “Games” in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster’s Minute. • Repeat the Scout benediction. • Retire the colors. 	SM	
After the Meeting	The patrol leaders’ council reviews the next meeting and plans for the disaster day. Begin work on next month’s program feature.		

FIRST AID

TROOP MEETING PLAN

Date _____ Week 2

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts practice first aid for minor burns or scalds (first-degree), frostbite, sunburn, and nosebleeds (or other appropriate first aid emergencies). • Experienced Scouts continue to work on CPR with a certified teacher. • Older Scouts work on a Venture patrol activity or help younger Scouts with first aid basics. 		
Patrol Meetings _____ minutes	Review assignments for the disaster day event. Practice interpatrol activities.		
Interpatrol Activity _____ minutes	Run the "Stretcher Relay" (under "Games" in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and plans for the troop disaster day. Work on next month's program feature. The troop committee conducts a board of review. Plan a court of honor if one is needed.		

FIRST AID

TROOP MEETING PLAN

Date _____ Week 3

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts work on basic first aid for insect bites or stings and for poisonous snakebite (or other appropriate first aid emergencies). • Experienced Scouts continue to work on CPR with a certified instructor. • Older Scouts work on a Venture patrol activity or help younger Scouts with first aid. 		
Patrol Meetings _____ minutes	Finalize the plans for the disaster day event. Make sure everyone knows the time and location for the event. Practice interpatrol activities.		
Interpatrol Activity _____ minutes	Select a game from <i>Troop Program Resources</i> .		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and the disaster day event. Continue work on next month's program feature.		

FIRST AID

TROOP MEETING PLAN

Date _____ Week 4

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts use “First Aid Problems 1–4” to test their skills (under “Games” in <i>Troop Program Resources</i>). • Experienced Scouts continue to work on CPR with a certified instructor. • Older Scouts work on a Venture patrol activity or practice applying makeup to simulate injuries for the disaster day event. 		
Patrol Meetings _____ minutes	Make sure everyone has the plans for the disaster day event. Practice any interpatrol activities that will take place.		
Interpatrol Activity _____ minutes	Play “Ice Accident” (under “Games” in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster’s Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders’ council reviews the next meeting and checks last-minute details for the disaster day event. Finalize work on next month’s program feature.		

FIRST AID

SAMPLE TROOP OUTDOOR PROGRAM PLAN

Date _____

TIME	ACTIVITY	RUN BY
Friday evening	Load gear at meeting location. Plan only a light meal en route.	SPL
	Arrive at campsite; off-load equipment. Set up patrol sites. Stow gear and set up camp. Prepare camp stoves for breakfast.	SPL/PL
Saturday 6:30 A.M.	Cooks and assistants prepare breakfast. (Cooks should working on First and Second Class requirements.)	Cooks, assistants
7:00 A.M.	Everyone else gets up. Take care of personal hygiene, air tents, and hang out sleeping bags.	
7:30 A.M.	Breakfast.	
8:00 A.M.	Clean up.	Cooks
9:00 A.M.	Set up the necessary materials for the disaster day event.	PLC/PL
9:30 A.M.	Begin problem solving.	
11:30 A.M.	Sack lunch.	
12:30 P.M.	Continue problem solving.	
4:30 P.M.	Present awards. Return home.	
5:00 P.M.	Break camp.	
Special equip- ment needed	First aid supplies.	



CAMPING PROGRAM FEATURE

NOWHERE IS THE ROMANCE OF THE BSA more evident than in camp. Whether it's an overnight campout or a week at summer camp, an outdoor setting promises fun and adventure—two of Scouting's great attractions.

A troop that camps out almost every month of the year will have a strong appeal to Scouts. On the other hand, a troop that rarely gets outdoors might have trouble holding the interest of boys.

This month's program focuses on camping skills. Young Scouts learn the basics of living comfortably and safely in the outdoors. Older Scouts can hone their knowledge of essential skills and tackle more advanced campcraft. Everyone in the troop will master Leave No Trace camping methods so that they can live in the outdoors in ways that are kind to the environment.

The big event of the month will be a campout that encourages Scouts to improve their camping skills. The campout might have another emphasis, too—perhaps nature study, astronomy, conservation, fishing, or wilderness survival.

Consider hiking at least a few miles to and from the campsite. That will increase the sense of remoteness for Scouts and allow them to practice backpacking as well as camping. The patrol leaders' council should plan the campout to emphasize Leave No Trace camping methods outlined in the *Boy Scout Handbook*. The patrol leaders' council can also plan activities that will be enjoyable and enhance the troop's Scoutcraft skills. Add an evening program full of fun and inspiration to cap off this great outdoor adventure.

SCOUTING OUTCOMES

This month's patrol and troop activities should give your Scouts

- The knowledge and skill to be comfortable in camp
- The ability to use Leave No Trace camping methods and the Outdoor Code to protect the environment
- A sense of communion with nature and God
- Growth in self-confidence
- The ability to work cooperatively with other members of the patrol and troop in an outdoor setting



ADVANCEMENT OPPORTUNITIES

By the end of the month all Scouts should have met the majority of their basic camping requirements through First Class rank. Depending on the campout activities, they might also complete all or part of the following rank requirements:

Tenderfoot

- Outdoor—cooking, camping
- Citizenship—flag ceremonies, Good Turn
- Patrol/troop participation—patrol identification
- Personal development—Scout Oath and Law



Second Class

- Outdoor—cooking, camping, hiking
- Citizenship—flag ceremonies, Good Turn
- Patrol/troop participation—leadership
- Personal development—Scout Oath and Law

First Class

- Outdoor—cooking, camping, hiking
- Citizenship—flag ceremonies, Good Turn
- Patrol/troop participation—leadership
- Personal development—Scout Oath and Law

Merit Badges

Older Scouts can concentrate on the Camping merit badge this month, completing most of the requirements. Depending on activities planned for the campout, they might also fulfill various requirements for Cooking, Hiking, Pioneering, Orienteering, Wilderness Survival, and other outdoor- and nature-related merit badges.

PARENT/GUARDIAN PARTICIPATION

The patrol leaders' council can involve parents and guardians in the camping program feature by

- Asking qualified parents and guardians to assist with instruction for camping skills and Leave No Trace techniques
- Inviting parents and guardians to participate in the troop campout
- Asking them to provide transportation to and from the campsite or the starting point of the hike to camp

PATROL LEADERS' COUNCIL

The patrol leaders' council should have met in the middle of the previous month to plan troop activities for this program feature. If they didn't complete all of the items on the following agenda, they can continue planning at brief patrol leaders' council meetings after each troop meeting.

- Decide on a campsite. If permission will be needed from private landowners or public land managers, they should be secured by the Scoutmaster, a member of the troop committee, or other responsible adult.
- Plan any special activities for the campout.
- If special gear or tools will be needed, assign someone to obtain them. Seek help from the troop quartermaster and, if necessary, the troop committee.
- Inventory the troop's camping equipment if this has not been done recently.
- Plan details of troop meetings for the month. Assign patrol demonstrations for the month, covering skills that will be needed for campout activities and Leave No Trace camping methods.



BIG EVENT

The Troop Campout

The primary purpose of this campout will be to make all Scouts feel at home spending the night outdoors. The patrol leaders' council should take special care to see that younger Scouts will have a good time, be comfortable in camp, and be enthusiastic about going camping again.

The event can take place at one of the troop's usual campsites, at the local council's Scout camp, or at a public park or forest. Plan for the patrol leaders' council or the troop's leaders to inspect each patrol's site to ensure that all Scouts are following Leave No Trace camping methods. Use the campout as an opportunity to recognize and praise good technique and to help all Scouts become responsible campers.

Campout Activities

The activity schedule of a campout will depend on weather, what the site has to offer, whether or not the Scouts are hiking to the campground, and the interests and needs of the troop members. Orienteering, nature study, fishing, pioneering—there are plenty of possibilities. A troop with many younger Scouts might plan instruction and practice in outdoor skills including campcraft, cooking, estimating heights and distances, safely handling woods tools, using maps and compasses, and so on.

To add spice to the practice, the patrol leaders' council could plan interpatrol competition in these skills. Try some of these contests from the "Games" section of *Troop Program Resources*:

- Blindfold Compass Walk
- Knot-Tying Relay
- Nature Scavenger Hunt
- Bow-Saw Relay
- Wet-Weather Fire Building
- String-Burning Race
- Remote Clove-Hitch Tying
- Flagpole Raising

Wide Games for Camp

If your campsite has a large wooded area, the patrol leaders' council might want to plan a wide game for the troop. Most wide games require up to a half-mile-square territory, and they last about 30 minutes. Several wide games, including "Capture the Flag," "Deliver the Message," and "Infiltration," are explained in the "Games" section of *Troop Program Resources*.

The Campout's Evening Program

A highlight of campouts is an evening program for sharing stories, songs, skits, and ideas. In areas where open fires are appropriate, a campfire can serve as the centerpiece of the program.

A troop's evening program during a campout should have elements of fun, inspiration, and good fellowship. It should leave each Scout with pleasant memories. The program need not be an elaborate production, but it does require planning. Evening programs usually last about an hour; it's better to end a program while Scouts are enjoying it rather than letting it drag on until they become restless.

Troops interested in swimming, canoeing, or other water activities must follow all points of the BSA Safe Swim Defense and Safety Afloat, explained in chapter 9, "The Outdoor Program," and in the *Boy Scout Handbook*.

A troop does not need a campfire to enjoy the evening. In fact, Scouts might find that their awareness of the surroundings is enhanced by the absence of a fire. Take advantage of the setting—sitting by a river, looking out over a vista, even gathering around a candle or lantern can be every bit as effective as gazing into the embers of a campfire. Always follow the campfire regulations of the area in which you are staying and employ all Leave No Trace standards relating to open fires.



The patrol leaders' council should take the lead in planning an evening program and assigning its various parts to the patrols. Scouts who have been to camporees and summer camp might have ideas for

skits, stunts, and songs. The patrol leaders' council might also find it helpful to use the Campfire Program Planner and the *Troop Program Resources*, which contain information on planning effective evening programs.

As with all BSA events, an evening campout program must be in good taste. Adult leaders should reinforce the fact that there is no place in Scouting for poor manners; racial, ethnic, or gender slurs; or vulgarity.

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 the troop into open columns of patrols. • Hold a uniform inspection. • Repeat the Outdoor Code. 		
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts work on tying the half hitch, taut-line and clove hitches, square knot, and bowline. Play the “Knot-Tying Relay” (under “Games” in <i>Troop Program Resources</i>). • Experienced Scouts work on shear, diagonal, and square lashings. Disassemble when done. • Older Scouts work on a Venture patrol activity or study a topographic map of the troop campout area in order to lay out an orienteering course. 		
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	Play “Tangle Knot” (under “Games” in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Form the troop into patrols. Call the patrol leaders forward to give patrol yells. • Give the Scoutmaster’s Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders’ council reviews the next meeting and plans for the troop campout. Begin work on next month’s program feature.		

CAMPING

TROOP MEETING PLAN

Date _____ Week 2

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes	Meet outdoors. Have the Scouts practice pitching tents.		
Opening Ceremony _____ minutes	Recite the Outdoor Code.		
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts continue practicing tent-pitching skills (<i>Boy Scout Handbook</i> and <i>Fieldbook</i>). • Experienced Scouts work on Leave No Trace camping methods and select some campsites based on a topographic map of the troop camping area. Play “Remote Clove-Hitch Tying” (under “Games” in <i>Troop Program Resources</i>). • Older Scouts work on a Venture patrol activity, serve as instructors for other Scouts, or prepare necessary items for merit badge work that can be done during the campout. 		
Patrol Meetings _____ minutes	Review assignments for the campout. First-time campers continue working on troop procedures for camping. All other patrols continue to work on activities for advancement on the campout. Practice interpatrol activities.		
Interpatrol Activity _____ minutes	Hold a “Tent-Pitching Contest” (under “Games” in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster’s Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders’ council reviews the next meeting and plans for the troop campout. Work on next month’s program feature. The troop committee conducts a board of review. Plan a court of honor if one is needed.		

CAMPING

TROOP MEETING PLAN

Date _____ Week 3

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts practice reading topographic maps and review what to do if lost (<i>Boy Scout Handbook</i>). • Experienced Scouts work on first aid treatment for blisters, sprains, and other minor injuries possible during a campout. • Older Scouts work on a Venture patrol activity or plan an orienteering course for the campout, using a topographic map of the camping area. 		
Patrol Meetings _____ minutes	Finalize the menu for the campout and make sure everyone knows what to bring. Review clothing and equipment needs and collect any necessary fees. If you need to have a shakedown campout with your patrol or an outdoor practice for the patrol activities, schedule it now. Older Scouts might want to shoot photos or slides at the campout to add to your troop's scrapbook or to show at your next family gathering.		
Interpatrol Activity _____ minutes	Play "Blindfold Compass Walk" (under "Games" in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and plans for the troop campout. Continue work on next month's program feature.		

CAMPING

TROOP MEETING PLAN

Date _____ Week 4

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes	<ul style="list-style-type: none"> • New Scouts work on the safe transport, fueling, and use of camp stoves. Review Leave No Trace camping guidelines. • Experienced Scouts work on map-and-compass skills in preparation for the orienteering course laid out for the camping trip. Review Leave No Trace camping guidelines. • Older Scouts work on a Venture patrol activity or assist in map-and-compass activities. They might lead the review of Leave No Trace camping guidelines. 		
Patrol Meetings _____ minutes	Review plans and assignments for the campout. Make sure everyone knows the travel plans and equipment needs. Go over the patrol duties roster. Practice interpatrol activities that will take place.		
Interpatrol Activity _____ minutes	Play "Swat 'Em" (under "Games" in <i>Troop Program Resources</i>).		
Closing _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> • Give the Scoutmaster's Minute. • Retire the colors. 	SM	
After the Meeting	The patrol leaders' council reviews the next meeting and any last-minute details for the troop campout. Finalize work on next month's program feature.		

CAMPING

SAMPLE TROOP OUTDOOR PROGRAM PLAN

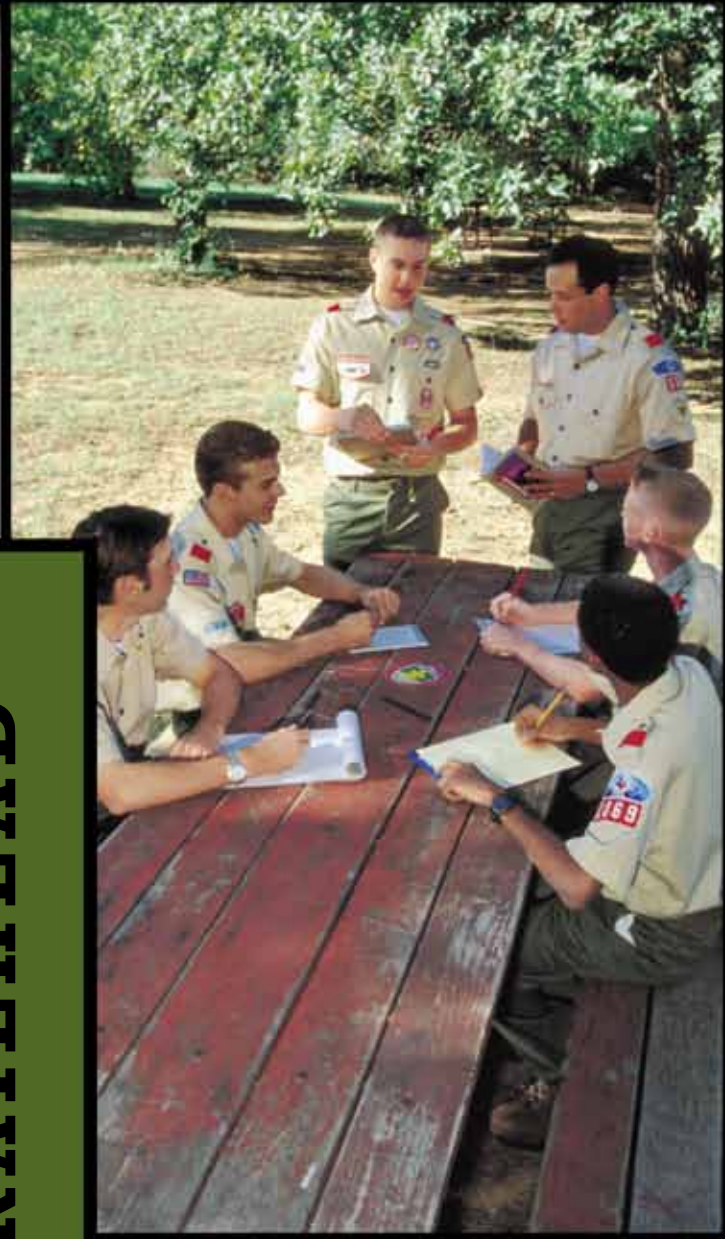
Date _____

TIME	ACTIVITY	RUN BY
Friday evening	Hike to campsite. Set up camp, stow gear, have an easily prepared meal.	SPL
Saturday 6:30 A.M.	Cooks and assistants prepare breakfast. (Cooks should be working on First and Second Class requirements.)	Cooks, assistants
7:00 A.M.	Everyone else gets up. Take care of personal hygiene, air tents, and hang out sleeping bags.	
7:30 A.M.	Breakfast.	
8:00 A.M.	Clean up.	Cooks
	Patrols put up the gear for morning activities; clean up patrol site.	
8:30–11:30 A.M.	Patrol competitions (from “Games” in <i>Troop Program Resources</i>) <ul style="list-style-type: none"> • Blindfold Compass Walk • Knot-Tying Relay • Flagpole Raising • String-Burning Race 	SPL
11:30 A.M.	Cooks prepare lunch.	Cooks
Noon	Lunch.	
12:30 P.M.	Clean up.	Cooks
1:30 P.M.	Patrol competitions (from “Games” in <i>Troop Program Resources</i>) <ul style="list-style-type: none"> • Remote Clove-Hitch Tying • Nature Scavenger Hunt • Roman Chariot Race • Capture the Flag 	
4:30 P.M.	Start dinner preparation.	Cooks
5:30 P.M.	Dinner.	SPL
6:00 P.M.	Clean up.	Cooks
8:00 P.M.	Begin evening program.	SPL
9:00 P.M.	Bedtime snack.	
10:00 P.M.	Lights out.	
Sunday 6:30 A.M.	Cooks and assistants prepare breakfast. (Cooks should be working on First and Second Class requirements.)	Cooks, assistants
7:00 A.M.	Everyone else gets up. Take care of personal hygiene, air tents, and hang out sleeping bags.	

TIME	ACTIVITY	RUN BY
7:30 A.M.	Breakfast.	
8:00 A.M.	Clean up.	Cooks
	Patrols put up the gear for morning activities; clean up patrol site.	
8:30 A.M.	Religious service.	
9:00–11:00 A.M.	Patrol games—use four from “Games” in <i>Troop Program Resources</i> .	
11:00 A.M.	Break camp.	
Special equipment needed	Topographic maps, clipboards, compasses, troop camping equipment.	



TRAINING YOUTH LEADERS



TRAILHEAD

7

TRAINING YOUTH LEADERS

“Training boy leaders to run their troop is the Scoutmaster’s most important job.”

“Train Scouts to do a job, then let them do it.”

“Never do anything a boy can do.”

—Robert Baden-Powell

Leadership is a vital part of the Scouting program. Scouts in positions of leadership run their patrols and the troop. They take care of the many tasks necessary for troop meetings and activities to run smoothly and well. By accepting the responsibilities of troop and patrol leadership, they are preparing themselves to be leaders throughout their lives.

Scouting offers young people a rich and varied arena in which to learn and use leadership skills. Among the challenges encountered by a troop’s youth leaders are

- Organizing patrols
- Using duty rosters
- Planning menus and figuring out food costs
- Encouraging advancement
- Guiding a patrol’s involvement in problem solving
- Teaching outdoor skills
- Ensuring patrol safety during outings
- Handling patrol finances
- Helping other Scouts make the most of their own leadership opportunities

The badge of office presented to a Scout who is accepting a position of troop leadership does not automatically make him a good leader.

Leadership experiences can be frustrating and disappointing for a Scout if he is not given the knowledge, skills, and encouragement he must have to fulfill his leadership assignment. It is the Scoutmaster’s responsibility to make sure the Scout has all the necessary tools and to encourage the Scout to be successful through coaching and mentoring.

Training youth to be leaders is an ongoing process that begins immediately when a Scout accepts a new position in his troop—even that of becoming a new member of a patrol—or when he is elected to a leadership position in his patrol or troop. Troop Leadership Training (TLT) is Scoutmaster-directed training, divided into three modules and designed to be used by the Scoutmaster in separate or back-to-back sessions. The first module should be conducted within a week of a Scout’s acceptance of his new leadership responsibilities and should always immediately follow patrol and troop elections. Each youth leader should have experienced all three modules before going on to the council-sponsored National Youth Leadership Training (NYLT) course. Completion of all three modules qualifies the Scout to wear the Trained patch. Scoutmasters should insist that a Scout participate in TLT each time he changes leadership roles within the troop or his patrol.

Like NYLT, the TLT sessions are organized into topics that explain

- What he must *Know* to successfully fill his leadership position
- What a youth leader must *Be* to be successful
- What he must *Do* to carry out his new responsibilities.

Each module is designed to take no more than one hour. The material draws from and reinforces the elements of the *Patrol Leader Handbook*, the *Scoutmaster Handbook*, and NYLT.

When a Scout takes on a new leadership position in his patrol or troop, he will immediately want to know what is expected of him and how he can fulfill his obligations successfully. Although curious about the concept of leadership, he might not know who to

approach or even what questions to ask. The three TLT sessions have been developed to help the Scout overcome limitations and provide him with a foundation for successfully executing his leadership responsibilities. These sessions should be conducted in consecutive order, either individually as stand-alone sessions or all three on the same day.

- **Module One—Introduction to Leadership (Know).** Conducted within a week of a Scout’s acceptance of his new position, this session focuses on what a new leader must *know*.
- **Module Two—How to Do Your Job (Be).** This session on how to fulfill the role’s responsibilities focuses on what a leader must *be*.
- **Module Three—What Is Expected of Me? (Do).** This session focuses on what a leader must *do*.

The youth leadership development process begins with “Module One—Introduction to Leadership,” what a leader must *know*. The Scoutmaster conducts this session for the senior patrol leader and new Scouts. Scouts in other leadership positions may receive their training from someone who has been approved by the Scoutmaster. This may provide the opportunity for new patrol leaders to train new assistant patrol leaders.

PREPARING THE NEW SENIOR PATROL LEADER

The following discussion should take place between the Scoutmaster and a new senior patrol leader before the “Module One—Introduction to Leadership” training session takes place. It is important that a new senior patrol leader be trained first, so that he may fully participate in the training of other youth leaders.

Materials Needed
• <i>Scoutmaster Handbook</i>
• <i>Patrol Leader Handbook</i>
• <i>Senior Patrol Leader Handbook</i>
• <i>Boy Scout Handbook</i>
• <i>Troop Program Features, Volumes I, II, and III</i>
• Copy of senior patrol leader position description card
• Paper and pencils

Breaking the Ice

Welcome the senior patrol leader formally to this special session. Explain that you will help him grow in this role and in leadership skills, as well as in his Scouting skills. He will grow in his ability to work with his peers and with adults, and he will make a substantial contribution to the Scouts in the troop.

Now ask him to mention some of the benefits he feels a young man can get from Scouting. He will probably start with the fun things—camping, hiking, outdoor skills, trips, making friends. Guide him toward understanding Scouting’s role in developing personal growth—the values of citizenship, character, ideals, and overall fitness. As the two of you discuss this, help him understand that he is an important influence who can cause such growth to take place, and that it is a major part of his role as senior patrol leader to influence other youth leaders in a positive way.



Caution: Don’t bog down this discussion with trivial issues. Explain that the patrol method is what makes Scouting special. The senior patrol leader makes the difference in whether the troop is an effective troop. Together, you as Scoutmaster and he as senior patrol leader will make the difference. Explain that it is his responsibility to lead the troop through the patrol leaders’ council. Explain that although it is your responsibility to give him direction and support, he is the key leader.

Help the new senior patrol leader to understand that everything the troop does should be as a result of decisions made by the patrol leaders' council, which he leads. Be quick to assure him that you will have many opportunities to discuss these meetings together, and that you will certainly be there to help him.



Position Description

Give him a copy of the pocket card for the position description of the senior patrol leader. Explain that together, you will walk through this summary of his chief duties to give him an overall idea of what his position entails. Discuss each point individually. As you do so, encourage him to react with comments and questions. Invite the senior patrol leader to make notes. Some of these topics can generate exciting discussion, but be careful not to let the meeting run too long.

Expectations

Tell the senior patrol leader that all of the points in the position description just discussed add up to leadership and service. In addition to the position description, tell him that you expect the following from him:

- Live by the Scout Oath and Law.
- Agree on a written vision of success for his term of office and a plan to get there.
- Set a good example (uniform, language, behavior).
- With the Scoutmaster's assistance, conduct "Module One—Introduction to Leadership" for the assistant senior patrol leader and patrol leaders.

- Attend Troop Leadership Training.
- Complete advancement requirements.
- Devote the time necessary to handle the responsibilities of the position.
- Work with other troop leaders to make the troop go.
- Attend the council National Youth Leadership Training course (a leadership growth opportunity).

Now tell the senior patrol leader it is time to turn the discussion around to what he can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big task, but he is not expected to do it alone. He can expect the following from you:

- You and he will have many meetings in preparation for his role.
- You will share a vision of success for the troop and a plan to get there.
- You will be available for discussions or phone calls (give best times).
- You will back up his decisions within reason (give some examples).
- You will listen to his ideas.
- You will be fair.
- You will listen to all sides of any issue.
- You will set a good example for him (uniform, language, behavior, etc.).
- You will provide direction, coaching, and support.

RESOURCES

Refer to the description card for his position and point out other materials that he will need to use in training other youth leaders. Point out specific tools from the *Scoutmaster Handbook*, *Patrol Leader Handbook*, *Senior Patrol Leader Handbook*, and *Boy Scout Handbook*. Suggest that he review these materials to help him learn his role.



Introduction to Leadership

Opportunities to develop leadership skills are every bit as important to Scouts and to Scouting as any other advancement requirements. The first step in youth leadership training is introducing the Scout to the position he has agreed to do. In many cases, the Scoutmaster is the one who can most effectively conduct this introduction for the senior patrol leader and new youth leaders. The chart on this page suggests the appropriate leaders to conduct the introduction for each troop position. The introduction is an extremely important occasion to give a new youth leader the clear message that he has the ability to handle the position, that he is trusted, and that he can get all of the support and guidance he needs in order to succeed.

Continuing Training

Almost everything the Scout does will contribute to his training. Much of his training will come from mutual leadership and counsel during his tenure as senior patrol leader. Tell him that he can qualify to wear the Trained strip on his uniform after participation in Troop Leadership Training. Announce the scheduled date and explain that you expect him to help conduct the training.

Questions

Give the Scout an opportunity to ask questions. Answer them the best you can.

Assigning Tasks

Tell him that his first task will be to help train his assistant senior patrol leader and patrol leaders. Explain that this will be a joint task between you and him. Review “Module One—Introduction to Leadership” and the description card for the patrol leader position with the senior patrol leader. Make him feel comfortable and able to accept more responsibility.

Follow Up

Be certain that you follow up weekly with the senior patrol leader as you both agreed, so that you can mutually evaluate each assignment. As time passes, go back to the plan for success to which you both agreed and benchmark your progress. Always be prepared for his next assignment at the weekly meeting.

Relationship

Express to the Scout that this was a get-acquainted meeting and that you hope it will be the first of many more meetings. Help him understand this and encourage him to discuss his thoughts and concerns with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and tell him how much you enjoyed the discussion.

TROOP LEADERSHIP TRAINING

The introduction gives each youth leader an immediate overview of his opportunities and sets him off on the right foot toward becoming an effective leader. The next step in this training is Troop Leadership Training, which provides him with a broader understanding of ways he can work with other youth leaders to make the troop a success and gives him strategies for dealing with many of the challenges he is likely to face. Upon completion of Troop Leadership Training, the youth is qualified to wear the Trained emblem on his uniform.

Youth Leader Position	Conducted By
Senior patrol leader	Scoutmaster
Assistant senior patrol leader	Scoutmaster and senior patrol leader
Patrol leaders (except for new-Scout patrol)	Scoutmaster and senior patrol leader
Assistant patrol leaders	Patrol leaders
Patrol leader—new-Scout patrol (required as rotated)	Assistant Scoutmaster—new-Scout patrol and troop guide
Troop guide	Assistant Scoutmaster—new-Scout patrol
Den chief	Assistant Scoutmaster—new-Scout patrol
Venture patrol leader	Assistant Scoutmaster—Venture patrol
Junior assistant Scoutmaster	Scoutmaster
Instructor	Scoutmaster and assistant senior patrol leader
Librarian	Assistant senior patrol leader
Order of the Arrow troop representative	Assistant senior patrol leader
Troop historian	Assistant senior patrol leader
Quartermaster Scribe	Assistant senior patrol leader and troop committee members responsible for equipment (quartermaster) and records and finance (scribe)
Chaplain aide	Assistant senior patrol leader and chaplain

The sessions are three one-hour modules designed to help key youth leaders understand what they must *Know, Be, and Do* to be effective troop leaders. The training, which should occur within a week of a Scout's acceptance of his new position, is most constructive when attended by six or more Scouts. Give priority to elected troop leaders (senior patrol leader, assistant senior patrol leader, troop guide, patrol leaders, and Venture patrol leaders). If a unit is small and does not have enough youth leaders for an effective session, work with the unit committee to identify other units in the area with whom you can organize a cluster training event. It is most important that the Scoutmasters of the involved troops organize and conduct the training session. The Scoutmaster is part of the team being built, so it is imperative that he or she is actively involved in the training exercise.

The objectives are twofold—to give you and your youth leaders a greater sense of mutual trust, and to show how useful a shared style of leading will be in the patrol and the troop.

To help ensure a productive session, do the following.

- Review the materials well ahead of time and practice how you will present each portion of the session.
- Set a time, date, and location that is convenient for the adult and youth leaders who will be attending.
- Choose a location with comfortable seating.
- Prepare a list of training aids you will need to conduct the session, and have them on hand well in advance.
- Schedule one hour for each session, but remain flexible in how long the group spends on each phase of its training. Give Scouts plenty of time to complete discussions and ask questions. If a portion of the session begins to drag, though, move on.
- If the training is to be delivered in one session, add some fun activities between modules.

Materials Needed

- Troop organization chart for YOUR troop
- Position description cards
- National Honor Patrol criteria
- *Patrol Leader Handbook*
- *Scoutmaster Handbook*

It is the Scoutmaster's privilege and responsibility to organize and lead Troop Leadership Training, though he will want and need to involve other adult Scouters—and should involve previously trained youth.

FURTHERING THE IDEALS OF SCOUTING THROUGH YOUTH LEADERSHIP TRAINING

Helping young people become good leaders is an ongoing process. To reinforce skills they learned during Troop Leadership Training, you and the Scouts must put those skills into practice. At patrol leaders' council meetings, talk about leadership issues that have arisen during troop meetings. Recognize effective leadership and praise Scouts who are attempting to use leadership skills. Open the discussion to include instances when problems arose in a meeting, then help the youth leaders devise ways to handle similar situations in the future. Support your youth leaders by providing direction and by coaching them, both as a group and as individuals. In this way, you will help them learn leadership by leading. Along the way, you might also find a marked improvement in your own abilities to listen, counsel, and lead.

ADDITIONAL HINTS FOR TRAINING YOUTH LEADERS

As a Scoutmaster, you will discover many ways to encourage and coach youth leaders. Here are several.

- Meet with the senior patrol leader before every patrol leaders' council meeting to help him develop the meeting agenda.
- Ensure that there is an opportunity for training during each patrol leaders' council meeting.
- Involve members of the patrol leaders' council in the troop's annual program planning conference, and rely on the council to help plan the troop's yearlong program.
- As a means of recognition and to teach specialized skills, consider conducting special patrol leaders' council events such as hikes, outings, and high-adventure activities.

MODULE ONE— INTRODUCTION TO TROOP LEADERSHIP (KNOW)

<i>Content</i>	<i>Led By</i>
<p>1. The Boy-Led Troop and Living the Scout Oath and Law Discuss chapter 3 of the <i>Scoutmaster Handbook</i>, “The Boy-Led Troop.”</p>	SM
<p>2. Discussion of a Boy-Led Patrol Discuss chapter 4 of the <i>Scoutmaster Handbook</i>, “The Boy-Led Patrol.”</p>	SPL
<p>3. Review of the Troop Organization Chart The optimum troop organization charts for small and large troops are found in the <i>Scoutmaster Handbook</i>.</p>	SM or a designee
<p>4. Position Overview Review each position as described in the <i>Scoutmaster Handbook</i>, and introduce the position description cards, No. 30521.</p>	SM, SPL
<p>5. National Honor Patrol Award Requirements</p>	SPL or experienced PL

MODULE TWO—HOW TO DO YOUR JOB (BE)

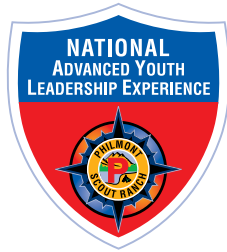
<i>Content</i>	<i>Led By</i>
<p>1. Scoutmaster’s Vision of Success The vision of success should be written and shared as a handout. The SPL also shares his written vision of success. The two visions should be aligned as the result of the SPL training session.</p>	SM, SPL SM, ASM, or NYLT-experienced Scout
<p>2. Teaching EDGE Discussion EDGE (explain, demonstrate, guide, enable) is a process for training that will be taught at the council-level NYLT course. Introduce EDGE as the method we use to teach in our troop. The key to making EDGE work is to use it for all teaching opportunities. Make it a habit. The four-step process is simple for teaching any skill.</p> <ol style="list-style-type: none"> 1. Explain—The trainer <i>explains</i> how something is done. 2. Demonstrate—After the trainer explains, the trainer <i>demonstrates</i> while explaining again. 3. Guide—The learner tries the skill while the trainer <i>guides</i> him through it. 4. Enable—The trainee works on his own under the watchful eye of the trainer. The trainer’s role in this step is to remove any obstacles to success, which <i>enables</i> the learner to succeed. 	
<p>3. Troop Progress Discussion How is the troop doing? Capture this discussion on a flip chart and save it for follow-up at the following patrol leaders’ council meeting. Be sure to use the “Start, Stop, Continue” assessment tool.</p> <ul style="list-style-type: none"> • What should we <i>start</i> doing that we are not currently doing? • What do we <i>stop</i> doing that is not working? • What should we <i>continue</i> doing that is working well and helps us succeed? 	SPL or ASM
<p>4. Assignment Get to know the Scouts you are responsible for leading. What do they need?</p>	SM

MODULE THREE—WHAT IS EXPECTED OF ME? (DO)

<i>Content</i>	<i>Led By</i>
<p>1. Position Descriptions and Expectations</p> <p>As part of “Module One—Introduction to Leadership,” review the position descriptions and expectations.</p>	SPL or ASPL
<p>2. Servant Leadership—Motivating Scouts to Lead</p> <p>The Scoutmaster should lead a discussion of why Scouts should choose to be leaders.</p> <p>Most youth will very quickly tell you that they would rather tell people what to do than be told what to do. That is human nature, not just the nature of an adolescent. Leadership in the troop is not about the patch. It is about a choice to lead. It is about a choice to give rather than receive.</p> <p>What we need to build into the makeup of our youth leaders is the concept of servant leadership. We trust effective leaders because they care about others and about helping others succeed. That is the true role of a patrol leader—helping the members of the patrol succeed. Servant leaders understand what success looks like not only for the patrol as a group, but for each member of the patrol. They do everything they can to help the patrol and each individual member succeed. When the patrol leader has this focus, he serves his patrol well. That service earns him the patrol’s respect. When he has that respect, he has earned the title and role of leader.</p> <p>Each patrol member has personal advancement goals and challenges. A patrol leader who seeks to serve knows his patrol members well enough to help them succeed.</p> <p>Servant leaders help their patrols through the day-to-day operation of a troop. Every patrol has chores and tasks that must be accomplished as part of its role in the troop, so duties must be delegated and roles assigned. Patrol leaders manage the processes of the patrol. They should focus on how to help every member be successful in their assigned task, then the patrol will come together quicker as a team.</p> <p>Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.</p>	SM
<p>3. Defining Success in Your Position</p> <p>The Scoutmaster leads this thinking/writing session for new leaders. The Scoutmaster guides each patrol leader to write the definition of what success looks like in his patrol.</p>	SM
<p>4. Scoutmaster Conference</p> <p>Personal coaching from the Scoutmaster helps patrol leaders set their goals to achieve success.</p>	SM

Position Description Cards, No. 30521, provide a good resource to help youth understand their role in a new troop leadership position.

A PowerPoint presentation is available on www.scouting.org to help in the presentation of Troop Leadership Training.



- To ensure there has been adequate preparation for a troop meeting or outing, have the senior patrol leader meet with the patrol leaders and give you a status report before the event.
- Include leadership topics in your Scoutmaster's Minutes.
- Make it a point to be aware of each youth's strengths and weaknesses. Praise those things he does well and help him in positive ways with areas that need improvement.
- Use Scoutmaster conferences for additional coaching.

LEADERSHIP TRAINING OPPORTUNITIES FOR YOUTH

National Youth Leadership Training

Many councils conduct training conferences—week-long outdoor experiences designed to enhance the leadership abilities of Scouting's youth leaders while living the Scout Oath and Law in an exciting outdoor environment. Each conference is organized by the council training committee and follows the *National Youth Leadership Training* staff guide and syllabus as an outline.

NYLT reaffirms the Scoutmaster's responsibility to train youth leaders and reinforce the guidance already provided. In addition, the conferences have the following objectives.

- Give participants greater confidence and skill in leading their troop programs.
- Provide participants with further knowledge of Scouting's leadership tools and how they can best use these tools to carry out their troop responsibilities.
- Offer participants time to share ideas and experiences with youth leaders of other troops.
- Create an atmosphere in which youths can experience Scouting at its best.
- Have plenty of fun.

The knowledge that youth leaders gain by attending these conferences has proven to be of such value that troop committees often find ways to raise the funds necessary to allow their youth leaders to attend. Most conferences require that participants be First Class Scouts who are at least 13 years of age. Each youth should be his troop's senior patrol leader or assistant senior patrol leader, or should expect to hold one of these positions soon.

Scoutmasters will find that young men who have attended youth leadership training conferences are eager to incorporate new methods into their troop leadership positions. Councils should offer orientation sessions to provide Scoutmasters with an overview of the NYLT course content and guidance in how they can take full advantage of the enthusiasm and skills youth leaders will bring home with them.

An important part of the council NYLT conference is the vision of success and goal setting that each Scout creates during the course. This includes the post-course meeting between the Scoutmaster and each Scout to review the goals, and a plan for the Scout to achieve the goals in the unit.

National Advanced Youth Leadership Experience

National Advanced Youth Leadership Experience (NAYLE) is an exciting new program that invites young men to enhance their leadership skills in the Philmont backcountry. During the course, Scouts expand upon the team-building and ethical decision making skills they learned in NYLT. The course incorporates Philmont ranger training elements and advanced search-and-rescue skills to teach the lessons of leadership, teamwork, and selfless service. NAYLE offers Scouts an unforgettable back-country experience in which they live leadership and teamwork, using the core elements of NYLT to make their leadership skills intuitive.

NAYLE is designed to strengthen troop youth leadership skills and help build superior NYLT and camp staffs. It guides Scouts along their journey to become true servant leaders equipped with the skills to develop any team—now and in the future.

"I attended the Junior Leader Training program at Philmont as a teenager. It was the only management and leadership training I ever felt I needed."

—Dr. Robert Gates,
U.S. Secretary of Defense

To participate in a NAYLE course, Scouts must be 14 and not yet 18, have held a troop leadership position, and have completed NYLT.

Den Chief Training

Many councils offer training for den chiefs at selected district or council events. On occasion, den chiefs may also take part in troop leadership training.

Den Chief Fast Start training is available online at www.olc.scouting.org. This introduction to the job of den chief takes about an hour to complete, and Scouts should be encouraged to take this as soon as possible. This course includes how to lead games, factors that contribute to an effective den meeting, and how to work successfully with the boys and other leaders.

The Den Chief Training Conference takes about four hours to complete and offers hands-on training for Cub Scout and Webelos Scout dens.

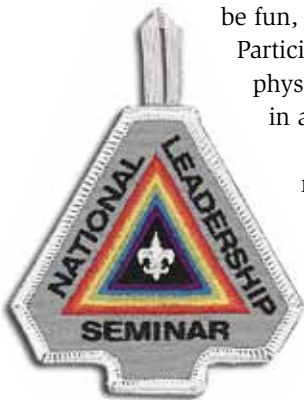
National Leadership Seminar

The Order of the Arrow National Leadership Seminar is a weekend conference focusing primarily on the skills and attributes of leadership. It is intended primarily to enhance the leadership skills of the Order of the Arrow's key youth and adult members as they seek to improve their service to the Boy Scouts of America and the greater community.

Youth participants should be at least 15 years of age or a lodge officer. Prior completion of the Lodge Leadership Development Program is desirable. The seminar is an intensive experience in learning about the nature of leadership and practicing some of the skills that leaders use. While it is designed to be fun, the course is also mentally challenging. Participants should be developmentally, physically, and mentally prepared to engage in an exhausting, invigorating weekend.

At the end of the seminar, participants make a contract with themselves to apply the skills learned in the seminar on projects in their unit, lodge, council, and community.

The region organizes and schedules the seminar, promotes the event, and sends invitations to the council, lodge, and Arrowmen.

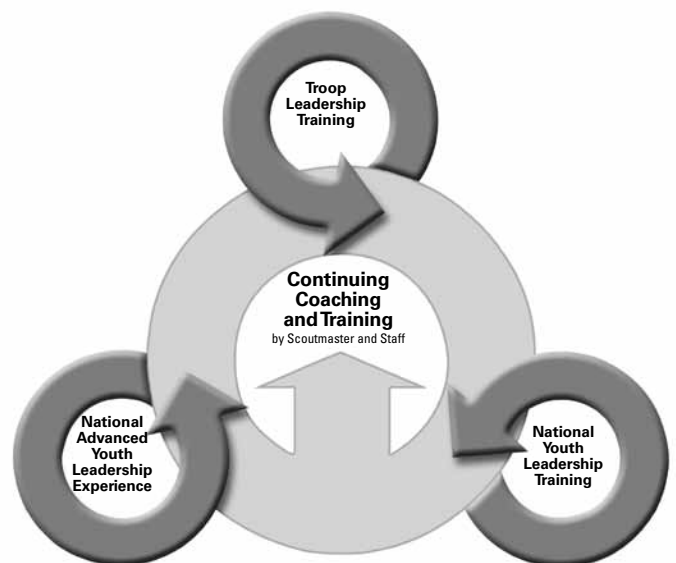


IN SUMMARY

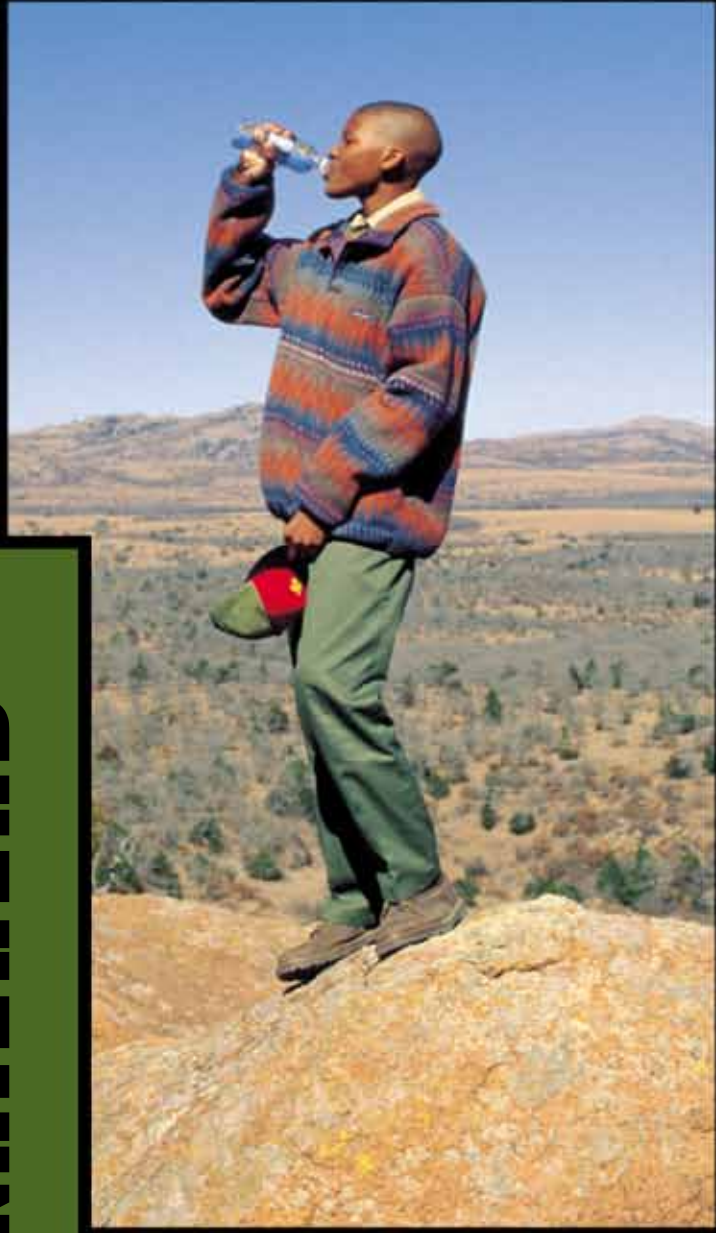
Training Scouts to lead is one of the Scoutmaster's most important, rewarding, and never-ending challenges. At roundtables you can share experiences with others who are involved in guiding young men into troop leadership positions. Just as leadership is a skill that youths learn by doing, you also will find that your own ability to help Scouts develop leadership skills will increase through experience.

Formal training is important and forms the basis of Scouting's youth leadership training program. However, the continuing training opportunities that occur during actual troop activities are essential to fully developing each Scout's leadership abilities.

Leadership training not only develops the youth, it strengthens the troop. Take the time to use the teaching moments that accompany meetings and outings. Help each Scout appreciate the experiences he has had and understand how he can make the next event even better for himself and for his fellow Scouts. The most important leadership training tool you have is the example you set. The values you demonstrate in your everyday dealings will be observed by your Scouts, and the way you live your life will speak much louder than all of the words you say. The Scoutmaster's responsibility is awesome. With patience and fortitude, you will enjoy the rewards of seeing your Scouts grow in their ability to lead and to be a positive influence on others.



TROOP PROGRAM PLANNING



TRAILHEAD

8

TROOP PROGRAM PLANNING

"If I had eight hours to chop down a tree, I'd spend the first six hours sharpening my ax."

—Traditionally attributed to Abraham Lincoln

Planning. Perhaps no other word is so critical to the success of a Scout troop. Scoutmasters who help junior leaders plan exciting and effective meetings and activities will be well on their way to maintaining the Scouts' interest and bringing them back week after week for all that the BSA has to offer.

In addition to ensuring a program that attracts and retains boys, good planning reduces the time a Scoutmaster must invest in running a troop. A clear plan allows all members of a troop, both youth and adult, to see where they fit in, where their responsibilities lie, and how they can do their part.

Planning also allows troop leaders to fully employ the methods of the Scouting program and thus achieve the aims of Scouting. The haphazard approach to meetings and events that results from a lack of planning dilutes the effectiveness of the patrol and troop structure and wastes many opportunities to convey the Scouting message.

Troop leaders can take advantage of two kinds of planning:

- **Annual long-range planning.** The patrol leaders' council, the Scoutmaster, and other key adults involved with the troop meet once a year to determine the next 12 months of troop program and major activities. These can be downloaded from the national Web site, www.scouting.org.
- **Monthly short-term planning.** The same troop leaders meet every month to fine-tune the annual plan and assign to patrols and individuals the tasks that will lead to success.



CENTENNIAL QUALITY UNIT PATCH

ANNUAL TROOP PROGRAM PLANNING

A yearlong troop program plan creates stability for the troop, increases Scouts' participation, and allows a Scoutmaster to turn over to the boys much of the leadership of meetings and activities. For a Scoutmaster, annual troop program planning involves five steps:

1. Do your homework.
2. Get patrol input.
3. Hold a troop program planning conference.
4. Consult with the troop committee and chartered organization.
5. Announce the plan.

Step 1—Do Your Homework

Devote plenty of time to getting ready for the annual planning process. Points to consider as you approach the process are these:

- Evaluate the past year's activities.
- Gather the dates of BSA district and council events that could affect troop activities—summer camp, camporees, etc.
- Collect the dates of school and community functions, religious and national holidays, youth sports activities, and special events of the troop's chartered organization that could impact the boys' schedules.
- Review the advancement status of troop members. What kinds of activities and program events does each boy need in order to move ahead through the rank requirements?
- Write down the priorities you see for the troop in the coming year. Your list might look something like this:
 - Attend summer camp.
 - Have an outdoor adventure at least once a month.



- Do a monthly Good Turn for the community.
- Earn the National Camping Award and Centennial Quality Unit Award.
- Conduct a fund-raising activity to help pay for new tents and other camping gear.
- Earn the National Honor Patrol Award.
- Draw up a general outline of the annual troop program. Make it as flexible as you can while still fulfilling the accomplishments you envision for the troop.
- Meet with your senior patrol leader to review your outline. Share with him your thoughts on the coming year and seek his input. He might have very good ideas that have not occurred to you.

During your discussions with the senior patrol leader, explore the range of options you believe are available to the troop. For example, you might feel that the needs of the troop can best be achieved by adopting any of the 36 program features published in *Troop Program Features, Volumes I, II, and III*. Paring down those possibilities to a dozen—one for each month—will be a task for the troop’s annual program planning conference chaired by the senior patrol leader.

Go through the agenda (sample shown on pages 82–83) of the upcoming annual troop program planning conference, and coach him on his role as the leader of the conference. Encourage him to build portions of the agenda that are within his ability—selecting team-building games, for example.

Step 2—Get Patrol Input

- The senior patrol leader can share the outline of the annual program plan, complete with options, with other members of the patrol leaders’ council.
- Next, each patrol leader presents the general plan and options to his patrol for discussion. Where there are specific choices, patrol members can make their wishes known. If they have additional ideas they feel will improve the plan, they can also communicate that information to their patrol leader. It’s a good idea for the patrol leader or the patrol scribe to take notes during the patrol meeting so that the patrol leader will have a record of the suggestions made.
- After the patrol leaders have gotten the input of patrol members, the patrol leaders’ council and other key troop leaders are ready to meet.

Step 3—Hold a Troop Program Planning Conference

Set a time and a place for the conference. It should be attended by the following troop leaders:

- Senior patrol leader
- Assistant senior patrol leader
- Patrol leaders
- Venture patrol leader
- Troop guide
- Scoutmaster
- Assistant Scoutmasters
- Junior assistant Scoutmasters

Consider having other adults do any cooking and cleanup associated with the conference so that troop leaders can devote their full attention to the job at hand.

Troop Program Planning Conference Agenda

- I. The senior patrol leader can open the conference with a team-building activity or game that is fun and promotes interaction between participants. Other activities and games can be added during the conference whenever the senior patrol leader feels they are appropriate.
- II. Review the conference methods and objectives:
 - A. Through discussion and the exploration of options, the group will decide on troop goals for the coming year.
 - B. The group will develop and approve a program that achieves those goals in ways that represent the wishes of the entire troop.
- III. Develop troop goals.
 - A. The Scoutmaster leads a discussion that guides the group in compiling a list of the goals they want to see the troop achieve for the coming year. The Scoutmaster may present a list of goals and encourage the group to expand upon this list or tailor it to better fit the needs of troop members.
 - B. The patrol leaders' council will approve the troop goals by majority vote.
- IV. Consider major events for the coming year.
 - A. With the Scoutmaster's assistance, the senior patrol leader reviews potential major events for the troop—summer camp, Scout shows, etc. These events could be written out on a calendar, then photocopied and handed out to participants for their review.
 - B. Invite patrol leaders to share the results of the patrols' discussions of the troop's proposed major events. Be sure to consider the preparation time required for each event and how that will affect the troop's calendar.
 - C. Open the floor for discussion of any or all of the proposed events. Encourage input from every conference participant.
 - D. Decide by majority vote whether or not to include each major event on the troop's annual calendar, and write them on the Troop Planning Work Sheet.
- V. Consider the program features for the coming year.
 - A. With the Scoutmaster's help, the senior patrol leader presents the list of potential monthly program features.
 - B. Open the floor to discuss each of the program features. Consider the following questions:
 1. Will the program feature help the troop meet its goals?



2. What opportunities for advancement does it present?
 3. Where would the feature best fit into the annual calendar?
- C. Vote on each program feature.
 - D. Write the selected program features on the Troop Planning Work Sheet.



- VI. Discuss and schedule the following, writing them in the proper spaces of the Troop Planning Work Sheet:
 - A. Boards of review
 - B. Courts of honor
 - C. Troop open house
 - D. Major service projects
 - E. Webelos Scout graduation
 - F. Any other troop activities that can be scheduled this far in advance
- VII. The senior patrol leader can lead the group in a last review of the Troop Planning Work Sheet. Once the group has approved the final version of the plan, it will be ready to present to the troop committee for its input and approval.
- VIII. Close the meeting with a Scoutmaster's Minute.

**“There they go. I must hurry after them,
for I am their leader.”**

Step 4—Consult with the Troop Committee and Chartered Organization

The senior patrol leader and Scoutmaster present the proposed troop program to the troop committee and the chartered organization representative, and ask for their support. If revisions to the plan are suggested, the senior patrol leader will consult again with the patrol leaders' council before changes are made.

Step 5—Announce the Plan

Distribute photocopies of the final plan to troop members, the parents or guardian of each Scout, members of the troop committee, and representatives of the chartered organization. Be sure to include the Cub Scout pack leaders, unit commissioner, district executive, and the chartered organization's leader, secretary, and building custodian.

MONTHLY TROOP PROGRAM PLANNING

Troop program planning meetings held at the beginning of each month allow the patrol leaders' council to put the annual troop plan into action. For a Scoutmaster, the meeting involves these steps:

- Look over the troop's annual program plan and review information about the upcoming activities in *Troop Program Features, Volumes I, II, and III*.
- Attend district roundtables to discuss program ideas with adult leaders of other troops. (For more on roundtables, see chapter 18, “Scoutmaster Support.”)
- With the senior patrol leader, draw up the agenda for the monthly patrol leaders' council meeting.
- Assist the senior patrol leader in conducting the monthly patrol leaders' council meeting.
 - Following the agenda, the senior patrol leader can lead a discussion with the objective being to fill out the plans for each of the four upcoming weekly troop meetings, as well as for any other troop events that will occur in the upcoming month.



- The Scoutmaster can share information and ideas gleaned from the roundtable; from *Troop Program Features, Volumes I, II, and III*; and from other resources.
- The patrol leaders' council can use the Troop Meeting Plan to plan in detail each troop meeting. The senior patrol leader will assign responsibility for various parts of the meetings to different patrols. He can also ask members of the patrol leaders' council for input on appropriate games, training activities, and other aspects of the meetings. (For more information, see chapter 5, "Troop Meetings.")
- Work out the details of any campout, service project, or other troop activity scheduled during the coming month.

- Get troop committee support. During its monthly meeting, the troop committee can review the troop program plan with the Scoutmaster and discuss how committee members can most appropriately provide support.
- Share the plan. As with the annual troop program plan, the monthly plan for troop activities will unfold efficiently when everyone understands what it is. Some troops generate a troop newsletter to share their plans with Scouts, their parents or guardians, and members of the chartered organization. Others photocopy the plan for distribution. Still others communicate through the Internet. Whatever the medium, the plan should include information that enables families to plan schedules that mesh with Scouting activities, and that provides guidance on how parents, guardians, and other adults supporting the troop can contribute their support.

THE WEEKLY REVIEW OF THE PATROL LEADERS' COUNCIL

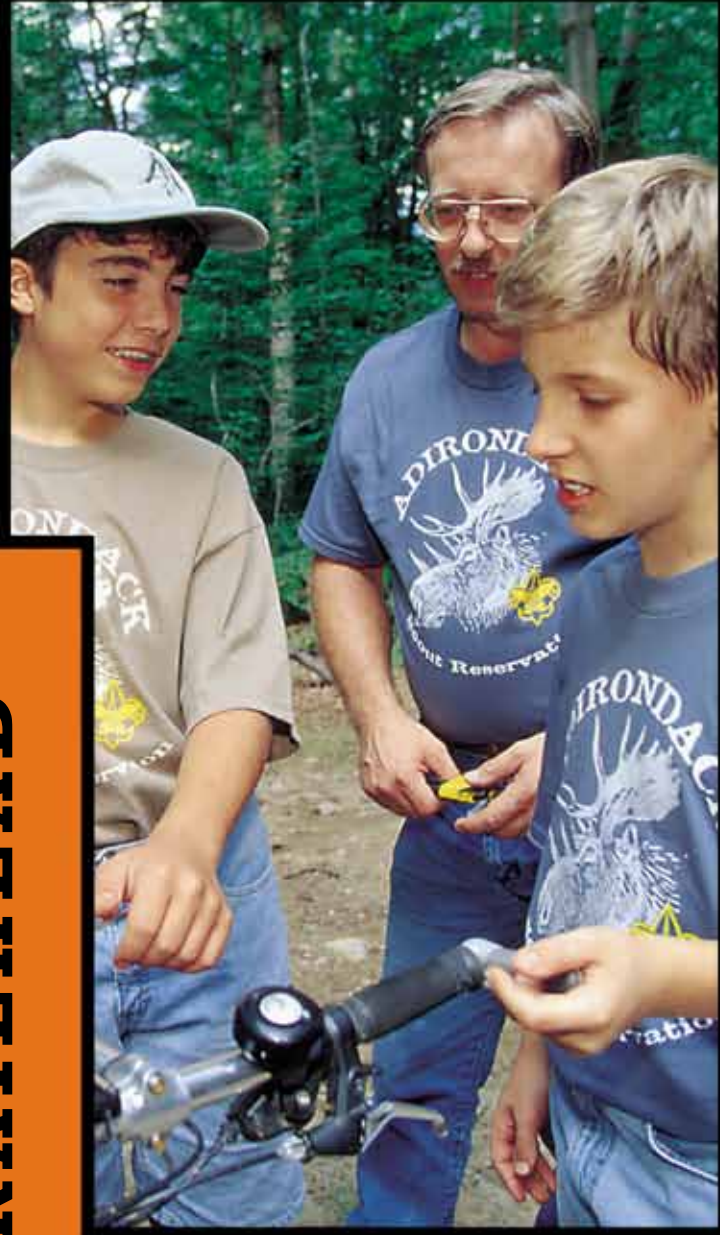
Before each meeting or troop activity, the senior patrol leader should phone each individual responsible for a part of the event to ensure that he is prepared. After each troop meeting or special activity, the senior patrol leader should hold a brief meeting of the patrol leaders' council in order to review the activity just completed, go over the plan for the next event on the troop's calendar, and modify any parts of the monthly plan that require adjustment.

Proper prior planning prevents pitifully poor performance.

IN SUMMARY

Time invested in planning a troop's program will be repaid many times over by providing Scouts with meaningful and exciting activities. Good planning allows the Scouts themselves to be the leaders of the troop as they draft annual and monthly plans, and then see those plans come to life.

THE OUTDOOR PROGRAM



TRAILHEAD

9

Scoutmasters have the ability to involve Scouts in outdoor programs that will help build their character, encourage citizenship, and develop their physical, mental, and emotional fitness. Camping is one of the primary tools used by the Boy Scouts of America to achieve these goals.

The place where Scouting works best is also where boys most want to be—outdoors. Outdoor program is the name of our game. Without it, a troop will struggle and might fail. Scouting without outing is like swimming without water—much more trouble than it is worth.

Here are just a few of the reasons a strong outdoor program is vital to the health of every Scout troop:

- The outdoors is a classroom without walls that's ideal for teaching and for learning Scout skills. In the outdoors, Scouts can immediately use the information they are mastering.
- When Scouts walk the same trail, cook and eat together, and share both the triumphs and challenges of outdoor living, they will discover much about practicing patience, respecting the opinions of others, doing their full share, and developing lasting friendships.
- On the trail and in camp, boy leaders face real leadership tests—ensuring that their patrols are fed and sheltered, keeping everyone safe, working together to solve problems that are within their abilities, and knowing how to get help when a situation demands it. Leadership comes to life in the outdoors.
- The outdoors is where adventure waits, presenting Scouts with opportunities to hike, camp, paddle canoes, and practice swimming and lifesaving. No matter where it is located, every troop can develop a program that builds on the outdoors throughout the year. Cycling, archery, fishing, orienteering, skiing, winter camping—where else but the outdoors can boys find themselves in the heart of Scouting's best adventures?
- Connecting children with nature is vitally important when most children spend too much time indoors. Scouting is the ideal venue to introduce young people to nature.



- Scouting brings boys together with the natural world—the land, forests, wildlife, lakes and rivers, mountains and seas. Like other Scout skills, the ability to appreciate and care for the environment is best learned where its impact is greatest—outdoors. The lessons of Leave No Trace ethics and respect for the land are woven into everything that patrols and troops do, and the lasting impact of those experiences can stay with Scouts throughout their lives.
- Mountains, rivers, valleys, plains, wildflowers, forests, wildlife of many species—the creations of our world inspire us. Even the weather and the seasons indicate the presence and the work of a being far greater than we. Boys become reverent in the presence of these mighty works.

As a Scoutmaster you have the good fortune of sharing outdoor adventures with young people. You don't have to possess the outdoor skills of Daniel Boone to have a good outdoor program. You will see firsthand the impact of the outdoors upon boys, the fun they can have in learning and leading, and the joy and growing confidence of Scouts in the field. By keeping Scouting where it belongs—in the outdoors—you can increase your own delight and satisfaction in leading an active, successful troop.

At a minimum, Scouts should be spending at least 10 days and nights outdoors each year. Among the opportunities for making that happen are the following:

- Troop and patrol hikes
- Short-term camping
- Resident camping
- Camporees and jamborees
- National and council high-adventure programs
- Troops that camp more often tend to retain and attract members at a higher rate.

Scout leaders can draw on the outdoor knowledge and program support of many people. Begin with those already associated with your troop—parents and guardians, troop committee members, assistant Scoutmasters, members of the chartered organization, and registered merit badge counselors. Your neighborhood and Scouting district are also good sources—other troop leaders, district committee people, commissioners, council camping committee members, and the BSA’s professional staff. You will encounter many of them at monthly roundtable meetings where you can share ideas not only for running an effective outdoor program, but also for any other aspect of troop leadership.

Training courses presented by your district and council are another ongoing feature of the Scouting calendar, and are open to Scoutmasters and their assistants, committee members, and other interested adults. Encourage your leaders to attend, and be sure to sign up yourself.

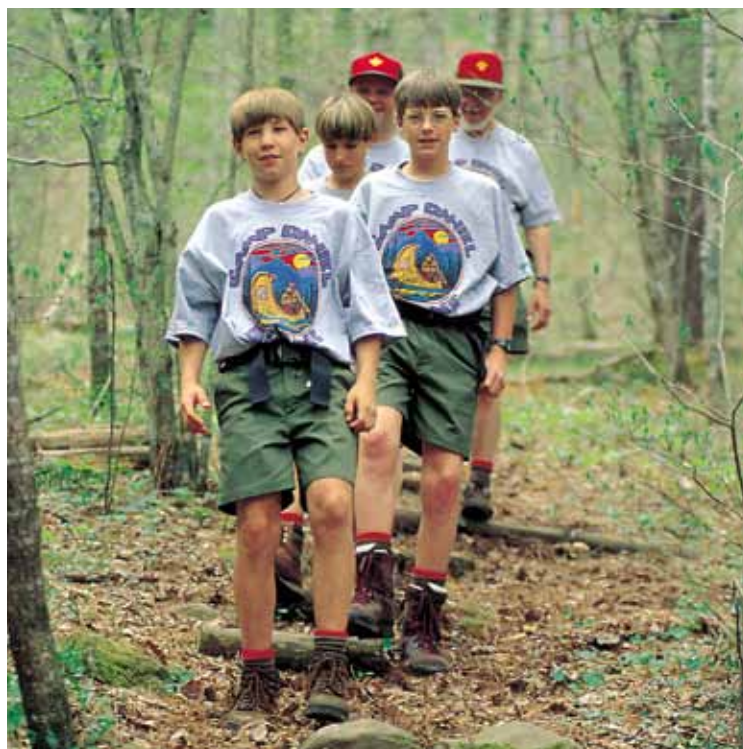
Many local councils maintain a *campmaster corps* of experienced Scouters who specialize in outdoor programs and techniques, and are trained to assist in short-term camping. You can arrange for their help when you plan your next overnight campout.

When it’s time for a special troop outdoor program, such as skiing or canoeing, call on members of local groups that specialize in that activity. Almost every outdoor sport and hobby has its clubs and groups of experts who can help your troop plan and run a safe and exciting event. Rangers and land managers of public and private lands can also be strong allies in suggesting and supporting outdoor activities for young people. Libraries and bookstores can be great sources of publications about outdoor activities.

Hiking can be one of Scouting’s most enjoyable adventures. A hike allows boys to be together in new surroundings, to function as a group, and to have a great time. While hiking they can gain the confidence and learn the skills that will prepare them for campouts and other longer-term activities.

Hikes are often very simple. Scouts can decide on a destination and then allow the adventure to develop while they are walking. If they keep their eyes and ears open, they are likely to see and hear much that will capture their interest.

Other hikes might be more structured in order to achieve certain goals. An orienteering hike, for example, allows Scouts to use maps and compasses to find their way. Nature hikes focus the Scouts’ attention on wildlife and vegetation, and can be especially successful if the Scouts are accompanied by someone with a



knowledge of local plants and animals. Another hike might lead Scouts who have been practicing first aid to a staged accident scene for an opportunity to test their new knowledge.

Plan hike routes along quiet trails, avoiding roads. When road walking can’t be avoided, Scouts should hike single file on the left side of the roadway facing oncoming traffic. Keep night hiking along roads at a minimum, and continue in the dark only if Scouts are carrying flashlights and wearing light-colored clothing, reflective vests, or white cloths tied around their right legs for visibility. **Never** allow hitchhiking—it is dangerous and, in most communities, against the law.

Emphasize safety on every Scout outing. Scouts should dress for the season and wear shoes or boots that are comfortable and sturdy. During chilly or wet weather everyone should be on guard against hypothermia.

(For more information on current BSA policies and procedures meant to ensure safe activities, see *Guide to Safe Scouting*.)



PRINCIPLES OF LEAVE NO TRACE

1. PLAN AHEAD AND PREPARE

Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoyably while minimizing damage to natural and cultural resources. Campers who plan ahead can avoid unexpected situations, and minimize their impact by complying with area regulations such as observing limitations on group size.

2. TRAVEL AND CAMP ON DURABLE SURFACES

Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion.

3. DISPOSE OF WASTE PROPERLY (PACK IT IN, PACK IT OUT)

This simple yet effective saying motivates backcountry visitors to take their trash home with them. It makes sense to carry out of the backcountry the extra materials taken there by your group or others. Minimize the need to pack out food scraps by carefully planning meals. Accept the challenge of packing out everything you bring.

4. LEAVE WHAT YOU FIND

Allow others a sense of discovery: Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. It may be illegal to remove artifacts.

5. MINIMIZE CAMPFIRE IMPACTS

Some people would not think of camping without a campfire. Yet the naturalness of many areas has been degraded by overuse of fires and increasing demand for firewood.

6. RESPECT WILDLIFE

Quick movements and loud noises are stressful to animals. Considerate campers observe wildlife from afar, give animals a wide berth, store food securely, and keep garbage and food scraps away from animals. Help keep wildlife wild.

7. BE CONSIDERATE OF OTHER VISITORS

Thoughtful campers travel and camp in small groups, keep the noise down, select campsites away from other groups, always travel and camp quietly, wear clothing and use gear that blend with the environment, respect private property, and leave gates (open or closed) as found. Be considerate of other campers and respect their privacy.

(For more on Leave No Trace outdoor adventures, see the *Boy Scout Handbook* and the *Fieldbook*, or visit www.scouting.org.)

Outings lasting more than five nights and six days are considered by the Boy Scouts of America to be *resident camping* experiences. For most Scouts, their first camping adventure of this duration takes place at their local council's summer camp or at the summer camp of a neighboring council.

Summer camp is a highlight of a Scout's experience. Scouts often spend more time acquiring knowledge and skills in one week of summer camp than they do in troop meetings throughout the year. In addition to summer camp, every troop should have 10 days and nights of camping during the year, ideally an outing every month.

Local Council Resident Summer Camp

A local council summer camp offers troops terrific outdoor learning experiences and plenty of fun in a framework that maximizes opportunities while minimizing effort. A council camp provides the setting (open country, campsites, room to roam), basic facilities



Tour Permits

For tours and trips under 500 miles one way, the local council establishes the guidelines for when a tour permit is required. At least one adult on the tour or trip must have completed BSA Youth Protection training in the past two years, and one adult must have completed Hazardous Weather training. Tour permits establish high standards of health and safety for troop activities. A tour permit is an assurance to the Scouts' parents and guardians, and to the local council, that their tour will be well-planned, safe, and fun. (A copy of the local tour permit can be found in the "Forms" section of *Troop Program Resources*.)

A troop planning to travel more than 500 miles from home or outside the continental United States must get a national tour permit from its local council.

(tents, waterfront, nature center, archery and rifle ranges), equipment (boats, canoes, recreational gear), and a trained staff (experts in aquatics, nature, woodcraft, field sports, first aid, and other Scouting skills).

Each troop is responsible for providing its own adult leaders for the duration of a summer camp adventure. A minimum of two qualified adult leaders must accompany the troop at all times. One of those leaders should be the Scoutmaster. Enjoying summer camp with the troop members is a superb chance for adult leaders and Scouts to continue building the partnership of trust and shared experience that carries the troop through the year.

If the Scoutmaster cannot attend camp even on a part-time basis, then a qualified troop committee member, assistant Scoutmaster, parent, or guardian should serve in the Scoutmaster's place. Make leadership assignments as far in advance as possible in order to avoid last-minute uncertainty.

Scouts attending summer camp will usually be expected to bring their own clothing, sleeping bags, and personal gear. The troop will also develop its own camp program—a plan for taking full advantage of the camp facilities, services, and staff. This plan allows troop members to schedule time to work on advancement requirements, to hike, to enjoy boating and swimming, and to engage in many other camp activities.

Camp Planning

Getting ready for summer camp should begin at the annual troop program planning conference. The patrol leaders' council can organize program events throughout the year so that Scouts can master the camping and outdoor skills they will be using at summer camp.

Financing summer camp is another issue requiring long-term planning. The Scoutmaster and patrol leaders' council should work closely with the troop committee to devise the most appropriate way to finance the summer camp experience for every boy who wants to go. In some cases boys pay their own

way. Other troops conduct fund-raising campaigns to help send their patrols to camp.

Some councils offer special precamp training sessions for adult leaders and selected junior leaders. The sessions can give you a head start on summer plans and enable you to better prepare your troop for camp. “More training,” goes an old saying, “means less straining.”

Proper promotion, planning, and budgeting can result in 100 percent summer camp attendance.



Promoting Summer Camp

Scoutmasters sometimes assume they don't need to promote an event that offers as much fun and adventure as does summer camp. But, with so many summer activities competing for the attention of young people, Scout camp might not be high on their lists unless it is energetically promoted.

Program events during the year can be developed with an eye toward providing Scouts with confidence that they will do well at summer camp and with enthusiasm so they will look forward to going.

A special springtime meeting with parents and guardians can highlight the benefits of sending boys to camp, including Webelos Scouts who have recently joined the troop. Testimonials by Scouts who have been to camp, slide shows of a troop's previous camp experiences, and promotional materials provided by the council can help persuade boys and their families. The Order of the Arrow provides a camp promotional package and its members will often assist in camp promotion presentations.

A campout is often a program feature “big event.” As the members of the patrol leaders' council plan a campout, they must consider what equipment and

food will be needed, and how the Scouts will reach the campsite. Many troops will be able to provide boys with tents, stoves, and other group gear. Patrols can be assigned the duties of developing menus, purchasing food, and getting provisions

ready to pack into camp. Food costs should be shared by all of the Scouts and leaders who take part. (For more on planning and carrying out successful camping trips, see the *Boy Scout Handbook*; *Fieldbook*; and *Troop Program Features, Volumes I, II, and III.*)

Short-term camping includes any Scout camping of less than five nights and six days. Convenient and appropriate campsites often can be found at a local council camp, a public park or forest, or on private land. Always secure the cooperation and permission of the BSA local council and land managers or property owners.

Here are some tips Scoutmasters and boy leaders can use to plan and run a good campout:

Purpose

Should a troop ever go camping just to have a good time? Of course. Every outing doesn't require a deep urgency about it. However, at any well-planned camp, Scouts will naturally pick up new skills and improve upon old ones. They might identify a new bird, make a new friend, cook a better meal, figure out how to follow a map more efficiently, fire up a camp stove, or make a more comfortable bed for the night. Campouts are rich with learning potential, and that itself is a very good purpose for any Scouting activity.

A troop campout might also have a theme based on its monthly program feature. Aquatics, environment, first aid, fishing, hiking, nature study, orienteering, cooking, tracking, wilderness survival, winter camping, and interpretive programs all lend themselves to overnights and weekend outings.

The patrol leaders' council might devise its own theme for a camping trip. If planned ahead with park officials, for example, patrols might camp near the location of a trail repair project or revegetation site. With the guidance of park personnel, Scouts could complete some of the work—a service project that gives something back to the land they are enjoying.

Leadership

Every campout and short-term camp must have a qualified adult leader, at least 21 years of age, in charge and at least one more responsible adult participating—more adults if the group is large. A good ratio is one adult per patrol. If the Scoutmaster cannot attend, an assistant Scoutmaster or troop committee member may take the Scoutmaster's place. Of course the senior patrol leader will be on the job working with patrol leaders who, in turn, will be guiding their patrols.

Scouts may not depart for a camping trip unless a two-adult minimum of leadership is assured. (For more on two-deep leadership standards, see chapter 11, "Working With Boys.")

The Campsite

How do you find a good campsite? Your local council might have a list of suggestions. Scouters attending district roundtable meetings often share their favorites. Your troop committee, parents and guardians, and chartered organization members might know of places. National, state, and local parks and forests often have camping areas, many of them set aside especially for groups the size of a Scout patrol or troop. Also, many Order of the Arrow lodges publish "where to go camping" booklets.

Contact the owners or managers of any potential campsite well in advance of the Scouts' arrival. If it will be the troop's first visit to a campground, try to make a personal visit to the person in charge of the area. He or she can be a great ally to you over the years and a tremendous source of information, support, and guidance. Get off on the right foot by doing all you can to build a good working relationship.

When you meet, explain what the Scouts are planning, the size of the troop or patrol, and the group's level of expertise in using Leave No Trace camping skills. Explore the opportunities available in that particular forest, park, or private land. Pay close attention to any regulations the land manager might explain. To protect natural resources or to enhance the outdoor experience of other people, a land management agency or property owner might limit group size, prohibit the use of campfires, or impose other guidelines on activities.



Scouts and their leaders must understand all regulations and then obey them to the letter. Scouts are guests on public and private lands. By proving they can act responsibly, they will ensure that they and future Scouts will have similar opportunities to enjoy the outdoors.

Scouts moving under their own power with their packs on their

backs are getting into the spirit of a campout long before they reach the place where they'll pitch their tents. Whenever possible, plan to hike at least part of the way to a campsite.

Making Camp

An exciting part of camping out is making the camp itself. Pitching tents, setting up dining flies, establishing a kitchen area, and preparing ground beds are all tasks that Scouts thrive on doing. Guide them where your input will be helpful, help them with any issues of safety and Leave No Trace camping methods, but allow them plenty of leeway to make the camp their own. (For guidelines on making camp, see the *Boy Scout Handbook* and *Fieldbook*.)

Program

Help your patrol leaders' council develop Scouting activities the outdoors seems made for—nature, advancement skills, exploration, tracking and compass challenges, environmental awareness, cooking specialties, star hikes, and conservation Good Turns. Stress safety and use the patrol system all the way.

Scouts planning a campout can consider the opportunities presented by the area they will visit. Is there a lake or stream for boating, fishing, or swimming? Is there a "hike within a hike" possibility, such as an abandoned railroad track leading to a park or farm? Are there deep woods and animal trails for wildlife observation? Is there a hill to climb, a meadow for a wide game, or a "lost" trail to a "secret" campfire site? Latch onto these exciting opportunities whenever you can. They can turn a conventional overnight into an unforgettable experience.

Rainy-Day Activities

The first Scoutmaster to see the need for rainy-day activities was the Scoutmaster who spent a rainy day without any activities to occupy a damp and restless troop. Be prepared when that rainy day comes, because it will.

A troop should be ready for the weather it expects to encounter. That might mean setting up tarps or large group tents. The expectation of wet weather can also affect menus.

Scouts might want more in the way of hot drinks and nutritious snacks to get them through stormy days and nights.

Scouting literature such as the *Boy Scout Handbook*; *Patrol Leader Handbook*; *Senior Patrol Leader Handbook*; *Fieldbook*; and *Troop Program Features, Volumes I, II, and III* overflow with ideas for games, skits, skills, contests, and problem solving that can be adapted for use in tents or under a tarp. Ask a youth

leader to pull together some of the best of these ahead of time for use when the rain begins. Because it will.

Leadership Help

Draw on other people to enhance Scout campouts. Experienced Scouters from other troops might be willing to visit your campsite and share some of their expertise. Park and forest rangers are often eager to get acquainted with

groups using public lands to help build healthy working relationships. Sometimes a council provides outdoor skills education and assistance through the campmaster corps—the volunteer group of experts we mentioned earlier.

Be prepared for all kinds of weather. The weather may present many different hazards and challenges, depending on what part of the country you live in and the time of year. A special online training course is available at www.olc.scouting.org.

The training site has a weather quiz, then follows with the Planning and Preparing for Hazardous Weather section, which offers in-depth information on topics such as how to prepare for and, if necessary, react to lightning, windstorms, and hurricanes, as well as tips on reading the traditional signs for weather-related situations.

There are also tips and tricks for beating the heat or the cold, and for properly preparing yourself and your



Scouts for all outdoor excursions. This course is suitable for both adults and Scouts.

At least one adult who has completed Hazardous Weather training is required for all tours and trips. Scouts in the outdoors need to feed themselves at least three times a day. That's a powerful incentive for them to learn efficient ways of planning menus, shopping for food, packing and storing provisions, cooking outdoors, and cleaning up. Here are some considerations that will help your Scouts keep themselves well fed and enjoy the process of making it happen:

Patrol Cooking

Scouts usually cook and eat by patrols. Every Scout shares in the duties—and learns. Members of the new-Scout patrol might benefit from some friendly coaching by the senior patrol leader, troop guide, and the assistant Scoutmaster assigned to them.

Planning Menus

Good meals begin with good menus that include ingredients from the major food groups and are reasonable in cost, easy to prepare, and popular with Scouts. The *Boy Scout Handbook* contains menu-planning tips, recipes for camp meals, an overview of cooking methods, and a chart to help Scouts estimate the serving-size quantities they will need.

Just as each patrol cooks together, so should each patrol plan its menu, estimate the cost, and collect contributions from its members to cover the expense. The senior patrol leader, troop instructors, and adult leaders may help patrols review their menus and price lists.

Important considerations during menu planning include how the provisions will be transported to camp and how trash and uneaten food will be carried out for proper disposal. Scouts should figure ingredient amounts carefully so that they will not have to deal with many leftovers. If the campsite will be near a road and the weight of packs is not an issue, the

Over time, troop leaders are often pleasantly surprised to discover that Scouts remember the misadventures of difficult campouts every bit as fondly as they remember the outings that went smoothly.

menu can rely more on fresh foods and canned goods. A patrol might even want to bring extra pots and pans to create special feasts.

The farther Scouts will hike, though, the more critical it is that their loads be minimized by relying on grains, pasta, dried and dehydrated ingredients, and other foods that are lighter in weight. Removing foods from the original store packaging and stowing them instead in plastic bags can further reduce weight and save space. This will also prevent cardboard and other packing materials from getting into the backcountry.

One of the great lessons of outdoor life is that of simplicity.

Shopping for Food

For many Scouts, shopping for food will be a new experience. Some might find it confusing, others exhilarating. However, unless menus have been planned with due regard to cost, patrols might run out of money before they run out of shopping list. That can be a powerful learning opportunity, but a more rewarding experience would be planning well in the first place.

Learning to Cook

Just as parents and guardians can be sources of help for Scouts organizing menus and shopping for food, they can also encourage boys to learn some of the cooking fundamentals in the family kitchen. Scouts who help out with meal preparations at home can become familiar with cooking techniques that translate readily to the campsite.

New-Scout patrol members might want to include a cooked noon meal during a day hike. Cooking a couple of simple dishes over a backpacking stove can give them—perhaps for the first time ever—a chance to fix a meal for themselves outdoors. The experience can greatly increase their confidence and help get them ready to prepare meals during overnight camping trips.

Preparing Meals in Camp

By the time a patrol arrives at a campsite, the planning that has been done should ensure that the Scouts are carrying the food and cooking gear needed for tasty, nutritious meals that will power them through their time away from home. Now just one challenge remains—who will do it all? Who will cook? Who will fuel and light the stoves, or gather kindling and build a fire? Who will haul water for cooking and washing? Who will clean up afterward? And who will take over those jobs for the next meal, and the meal after that?

One solution is for a patrol to work out a duty roster that clearly spells out who does what at each meal. The following chart is for a seven-day outing such as at summer camp. For shorter trips, several Scouts can share each duty, rotating through the chart over a number of adventures rather than just one.

Eating Camp Meals

The senior patrol leader and other older Scouts can set the tone for how Scouts should act at mealtime.

Sample Duty Roster				
	Stoves	Water	Cooking	Cleanup
Friday	Leo	Pham	Bob	Angelo
Saturday	Julio	Leo	Pham	Bob
Sunday	Frank	Julio	Leo	Pham
Monday	George	Frank	Julio	Leo
Tuesday	Angelo	George	Frank	Julio
Wednesday	Bob	Angelo	George	Frank
Thursday	Pham	Bob	Angelo	George

Have a pot of water and bar of soap at the edge of camp so each Scout can wash his hands before cooking or eating. The patrol leader can then ask his Scouts to get their plates and utensils and gather for a moment to give thanks for the meal.

Cooks should instruct patrol members on how the meal will be served. Each Scout might be allotted certain amounts—two slices of cheese, for example, with seconds after everyone has had their first share. It's usually a good idea for the cooks to serve out fair portions of soups, pasta, stews, and other large-pot dishes.

Many patrols make a practice of inviting a Scout leader to join them for a meal. In addition to being a gracious gesture, it encourages patrols to do their best in preparing the meal and provides a pleasant way for Scouts and troop leaders to more closely share the outdoor adventure.



Cleaning Up

A patrol planning a campout should give careful consideration to how it will clean up after meals. If the outing will take place at a camp with trash containers and facilities for washing up, patrol members will find the task to be about the same as at home. However, if the Scouts are backpacking into camp, they must be prepared to deal with all of their litter and garbage in ways that leave no sign the Scouts were ever there. Leave No Trace camping involves some commonsense skills that are easy to master and should become a natural part of every Scout's outdoor habits.

Scouts in charge of cleanup can accelerate the process by heating a pot or two of water on the stove or campfire while the patrol is eating. When the meal ends, the Scouts can set out one pot of hot water containing biodegradable soap, a second pot of clear, hot rinse water, and a pot of cold water with a sanitizing tablet or a few drops of bleach to kill bacteria. If each Scout washes his own dishes and a pot or a cooking utensil, the work will be done quickly and no one will have to spend a long time at it.

Troop members should be willing to carry out of the backcountry everything they carry into it. Because they will have eaten most of their food, their packs will be much lighter even as they carry every empty can, container, box, and bag. It's that simple.

Lightweight camp stoves allow patrols to cook in areas where open fires are not permitted. The BSA approves of Scouts using liquid fuel and compressed gas stoves under the supervision of knowledgeable adults. In addition to protecting the land, stoves make cooking and cleanup fast and efficient.

(For more on camp cleanup, see the *Boy Scout Handbook* and *Fieldbook*.)

While the outdoor leadership of patrols rests on the shoulders of youth leaders, you as Scoutmaster will want to follow up on the Scouts' preparation of their tents and ground beds to make sure that they will be comfortable, warm, and dry. Few situations discourage Scouts more than struggling through the night in a rain-soaked sleeping bag or in a tent pitched on sharp roots and rocks. Encourage Scouts to change into long underwear, sweat suits, or any other weather-appropriate sleepwear before going to bed. The clothing they wore during the day might have become damp, and that can lead to an uncomfortable or chilly night.

At the patrol leaders' council meeting preceding a campout, you might want to come to an agreement on the group's expectations for bedtime and wake-up time to ensure that the Scouts get enough rest but still have enough time to achieve all they want to do. The patrol leaders might decide, for example, that they will ask Scouts to be in their sleeping bags by 10:00 P.M. and quiet by 10:30. Youth leaders and other older Scouts can then set an example for the younger Scouts to follow.

As Scouts settle into their tents, make a bed check before you retire and be sure every Scout and leader is accounted for. There must always be at least two qualified adult leaders in camp.

Before departing a campsite, each patrol leader should lead his Scouts in cleaning up their area and making a thorough sweep through the camp. Their goal is to leave the site with no sign that the patrol had ever been there. In many troops, the patrol cannot depart until the senior patrol leader inspects the campsite and approves the Scouts' efforts to leave it better than they found it.

When everyone is ready to go, call them together in a circle of friendship and give thanks for the good time you had together and for the good times to come.

The *Boy Scout Handbook* simplifies the issue of what a person needs to take on outdoor adventures by suggesting that each Scout carry the outdoor essentials on every outing. That way he will be in the habit of having what he needs to be self-sufficient.

The outdoor essentials will see Scouts through most day hikes. For campouts and trips of greater duration, a Scout can add the personal overnight camping gear listed on page 97. Each item in this and the following lists is more fully described in the *Boy Scout Handbook*:

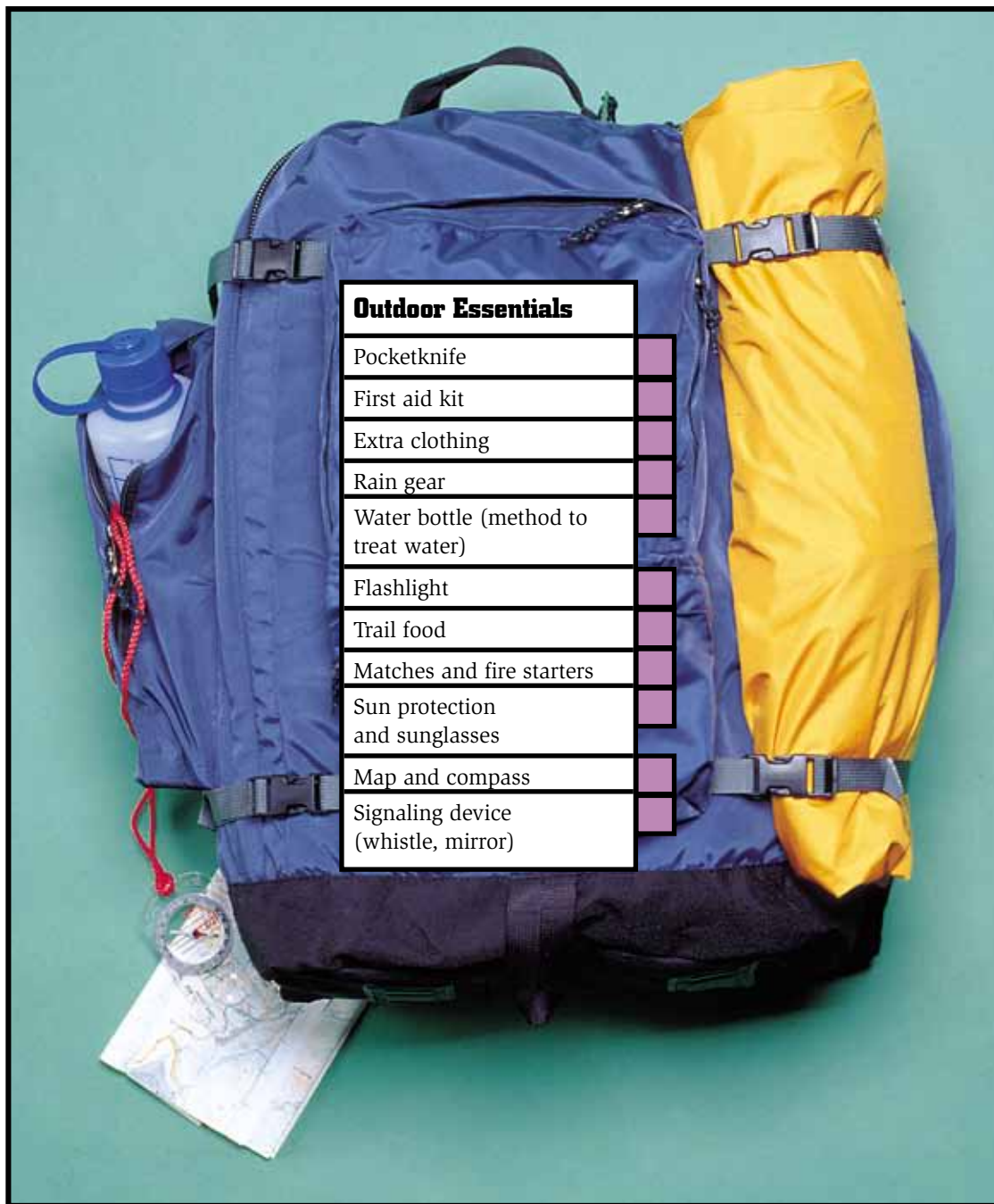
The gear a troop or patrol needs for camping depends in part on the kind of adventure they are planning, the location of their camp, and the weather they expect.

Scoutmaster's Campsite Quick Checklist	Every Scout trained to use catholes and latrines in an environmentally sound manner? (If not, teach Scouts before they begin their campout rather than when they are in dire need.)	<input type="checkbox"/>
There are dozens of details that, when properly addressed, can increase the success of a campout. With the senior patrol leader and patrol leaders showing the way, the Scouts themselves will have the responsibility of setting up and running their camp. The following checklist can serve as a reminder of key issues for adult leaders to watch for as a troop goes camping.	Toilet paper on hand?	<input type="checkbox"/>
	During the Campout	
	<i>Site</i>	
	Area clean and orderly? Litter picked up?	<input type="checkbox"/>
	<i>Tents</i>	
	Kept taut? Bedding and personal gear neatly stowed?	<input type="checkbox"/>
While Setting Up Camp	<i>Kitchen</i>	
<i>Site</i>	Food properly stored?	<input type="checkbox"/>
<input type="checkbox"/> Campsite chosen according to Leave No Trace guidelines?	Utensils and dishes kept clean and orderly?	<input type="checkbox"/>
<input type="checkbox"/> Kitchen area and tent locations determined before camp setup begins?	Cooking and dining areas neat?	<input type="checkbox"/>
<i>Tents</i>	Patrols following duty rosters for meal preparation and cleanup?	<input type="checkbox"/>
<input type="checkbox"/> Tents properly pitched to keep out wind and rain?	Scouts washing hands with soap and water before cooking and eating?	<input type="checkbox"/>
<input type="checkbox"/> Guylines tied with correct knots and properly staked down?	Dishwater disposal and management of trash and leftovers done according to Leave No Trace guidelines?	<input type="checkbox"/>
<input type="checkbox"/> Ground cloths under the tents to shield tent floors from abrasion and ground moisture?	<i>Scouts</i>	
<i>Personal Gear and Bedding</i>	Appropriately dressed for the weather and the activities?	<input type="checkbox"/>
<input type="checkbox"/> Sleeping bags and pads stowed inside tents?	Following personal cleanliness habits (within reason)?	<input type="checkbox"/>
<input type="checkbox"/> Clothing and other personal gear neatly stored in packs?	General health okay?	<input type="checkbox"/>
<i>Kitchen Area</i>	While Breaking Camp	
<input type="checkbox"/> Dining fly set up?	Personal and group gear packed and ready for the trip home?	<input type="checkbox"/>
<input type="checkbox"/> Food stowed to keep it safe from weather and wildlife?	Trash packed for transport?	<input type="checkbox"/>
<input type="checkbox"/> Sites for stoves or open fires properly prepared using Leave No Trace guidelines?	All catholes properly covered? All toilet paper disposed of properly?	<input type="checkbox"/>
<input type="checkbox"/> Plans made for wastewater disposal?	In permanent fire sites, fires cold out and fireplaces cleaned of any litter and bits of leftover food?	<input type="checkbox"/>
<input type="checkbox"/> Soap and water set out for Scouts to wash hands before cooking and eating?	Where appropriate, a courtesy firewood supply left for the next campers?	<input type="checkbox"/>
<i>Latrine</i>	Look over the campsite again from a Leave No Trace point of view. Are there any other steps Scouts can take to remove evidence of their presence in the area?	<input type="checkbox"/>
<input type="checkbox"/> Toilet facilities (if available) require cleaning or other attention?		
<input type="checkbox"/> General locations of catholes (if used) are understood by all?		

The following list of items will outfit a troop or patrol for nearly any situation:

Acquiring Troop Gear

How does a troop get its equipment? Generally, it is purchased with funds from the troop treasury. Sometimes a troop “inherits” usable items from parents and guardians, the chartered organization, or other local supporters of Scouting. Some troops choose to make certain items. The BSA Supply Group catalogs contain



PERSONAL OVERNIGHT CAMPING GEAR

Outdoor essentials

Clothing appropriate for the season

Backpack

Sleeping bag, or two or three blankets

Sleeping pad

Ground cloth

Rain cover for backpack

Eating kit

Spoon

Plate

Bowl

Cup

Cleanup kit

Soap

Toothbrush

Toothpaste

Dental floss

Comb

Washcloth

Towel

Personal extras (optional)

Watch

Camera and film

Notebook

Pencil or pen

Sunglasses

Small musical instrument

Swimsuit

Gloves



much of the equipment Scouts can use. Troops might also find inexpensive cooking utensils and other items at surplus stores, secondhand outlets, and yard sales.

Do some research before investing in a new piece of equipment:

- Will it fill a definite need?
- Is there space to store it?
- Is it in good condition and safe to use?



TROOP OVERNIGHT CAMPING GEAR	
<input type="checkbox"/>	Tents with poles, stakes, ground cloths, and lines
<input type="checkbox"/>	Dining fly
<input type="checkbox"/>	Nylon cord, 50 feet
<input type="checkbox"/>	Backpacking stoves and fuel
<input type="checkbox"/>	Group first aid kit
	Cook kit
	Pots and pans
	Spatula, large spoon and/or ladle (depending on menus)
	Plastic sheets, two 4-by-4-foot
	Matches and/or butane lighters in waterproof containers
<input type="checkbox"/>	Cleanup kit
<input type="checkbox"/>	Sponge or dishcloth
<input type="checkbox"/>	Biodegradable soap
<input type="checkbox"/>	Sanitizing rinse agent (bleach)
<input type="checkbox"/>	Scouring pads (no-soap type)
<input type="checkbox"/>	Plastic trash bags
<input type="checkbox"/>	Toilet paper in plastic bag
<input type="checkbox"/>	Repair kit
<input type="checkbox"/>	Thread
<input type="checkbox"/>	Needles
<input type="checkbox"/>	Safety pins
<input type="checkbox"/>	Troop extras (optional)
<input type="checkbox"/>	Hot-pot tongs
<input type="checkbox"/>	Camp shovel
<input type="checkbox"/>	Water container, one 1-gallon or two ½-gallon collapsible, plastic
<input type="checkbox"/>	Washbasin
<input type="checkbox"/>	Grill
<input type="checkbox"/>	Pot rods
<input type="checkbox"/>	Patrol flag
<input type="checkbox"/>	Small U.S. flag
<input type="checkbox"/>	Ax
<input type="checkbox"/>	Camp saw

- Are there any hidden costs? Must the troop buy a rooftop carrier, for example, in order to use a “free” canoe?

The final question might be, “Can we afford it?” Sometimes paying more for quality equipment is a better decision in the long run, than buying cheaper gear that won’t be as durable.

Storing and Caring for Troop Equipment

Here are a few commonsense guidelines:

- Write, stencil, or engrave identifying information on group equipment. If possible, include a telephone number. That will increase the likelihood that items will be returned if they have been inadvertently left behind or have become mixed in with the gear of other troops.
- Store group equipment in a locked space where dampness and temperature extremes are not a concern.
- The troop quartermaster can work with a member of the troop committee to organize the gear and set up an efficient checkout system.
- Check the condition of an item after each use. If it should be cleaned or repaired, arrange for that to be done as soon as possible or retire the item from the troop’s inventory and remove it from storage.
- Keep a list of the gear on hand. That will help troop leaders plan future equipment acquisitions to meet the troop’s needs.

Tents

Two-person tents are practical for most patrol and troop camping. They can be carried in backpacks and are available with sewn-in floors and insect netting. (Be sure they are seam-sealed.) Two Scouts in a tent can also strengthen a troop’s use of the buddy system. A tarp or dining fly (about 12 feet square) will fend off rain and hot sun when the patrol is eating and protect gear stored underneath it at night.

No Flames in Tents

There is no such thing as a fireproof tent. The safety of all Scouts depends on strict adherence to the following rules:

- Only flashlights and electric lanterns may be used as light sources in tents.
- Sources of flame must never be used in or near tents. These include matches, candles, and fuel-burning stoves, heaters, and lanterns.
- Tents must be pitched well away from fire sites.
- Keep flammable chemicals away from tents. These include charcoal lighters and aerosol cans.
- Use electricity in tents with care.
- Obey all fire ordinances and regulations that apply to your camping area.

The BSA recommends that the slogan, No flames in tents!, be stenciled on the inside ceiling of tents used by Boy Scouts.

News reports throughout the nation tell of Scout trailers being stolen. In most cases, camping equipment kept in the trailers is taken. Costs to replace trailers can be several thousand dollars, let alone the cost to replace camping equipment.

Do not let thieves ruin anyone’s Scouting experience! There are two easy steps that can be taken to lock down your trailer and thwart thieves.

First, buy a wheel lock similar in design to a common wheel boot used by police officers on illegally parked cars. The wheel lock can be bought through the Internet or by checking out a local boat dealership. The wheel lock is a visible deterrent and does not allow the trailer to be moved.

Second, always park your trailer so its rear doors butt up against a wall or other permanent structure.

Situate it against parking blocks or a curb so it cannot be turned or moved.

Why this type of loss prevention? Many trailers have locks that can be used on the trailer hitch. If a trailer hitch lock is the only deterrent used, thieves can still maneuver the trailer around. Once the trailer is moved, they can cut the lock and get at the contents. The wheel lock prevents the trailer from being moved.

Older Scouts seek increasingly challenging activities, many of which involve

trekking in backcountry or wilderness areas. Treks can include such high-adventure activities as backpacking, canoeing, caving, horse packing, kayaking, mountain biking, mountaineering, rafting, sailing, and skiing. Trek Safely, the BSA's recommended procedure for organizing outdoor treks, applies to overnight treks of any duration. By being aware of the following seven points of Trek Safely, youth and adult leaders will be better prepared for a safe trekking experience.



Each of the following elements plays an important role



in the overall Trek Safely procedure. Fun and safe overnight trekking activities require compliance with Trek Safely by both adult and youth leaders.

1. **Qualified Supervision.** All backcountry treks must be supervised by a mature, conscientious adult at least 21 years of age who understands the potential risks associated with the trek. This person knowingly accepts responsibility for the well-being and safety of the youth in his or her care. This adult supervisor is trained in and committed to compliance with the seven points of the BSA's Trek Safely

procedure. One additional adult who is at least 18-years of age must also accompany the unit.

The lead adult is responsible for ensuring that someone in the group is currently trained in first aid appropriate to the type of trek and the environment. American Red Cross Wilderness First Aid Basic (a 16-hour course) and CPR are recommended. A signed parental informed consent form for each participant under 18 years of age may be used for adventurous activities such as whitewater, climbing, and horse packing treks.

2. **Keep Fit.** Require evidence of fitness with a current BSA Personal Health and Medical Record—Class III form, No. 34412A. A regular fitness regimen is recommended for trek participants. They are urged to start slowly, gradually increasing the duration and intensity of their exercise. The adult leader should adjust supervision, protection, and planning to anticipate potential risks associated with individual health conditions. Neither youth nor adults should participate in a trek or activity for which they are not physically prepared. See *Passport to High Adventure*, No. 34245.

3. **Plan Ahead.** Planning a trek includes filing a tour permit application with the local council service center at least a month before the departure date. If-travel of more than 500 miles is planned, submit the National Tour Permit Application, No. 4419B. For activities off the local council property and within 500 miles of home base, submit the Local Tour Permit Application, No. 34426B.

The trek should match the maturity, skill level, and fitness of unit members. A youth or adult leader must secure land-use permits to use public land or written permission from the owner to cross or use private land. It is also crucial to learn about any requirements and recommendations from the local land manager. Find out about the terrain, elevation ranges, trails, wildlife, campsites, typical weather conditions, and environmental issues for the period of the trek.



Training in Leave No Trace using the *Principles of Leave No Trace*, No. 21-105, and the Leave No Trace Training Outline, No. 20-113, is crucial. Units should anticipate a range of weather conditions and temperatures and develop an alternate itinerary in the event that adverse conditions develop.

4. **Gear Up.** Procure topographic maps, as well as current trail maps, for the area of the trek. Take equipment and clothing that is appropriate for the weather and unit skill level, is in good condition, and is properly sized for each participant. A qualified youth or adult leader ensures that participants are trained in the proper use of specialized equipment, particularly items with which they are not familiar, such as climbing ropes, ice axes, crampons, watercraft, bridles, saddles, and cross-country skis and poles. A shakedown must be conducted to be sure each person has the right equipment without taking too much.

Crew equipment includes a first-aid kit stocked with current medications and supplies. The leader reminds youth and adults to bring and take prescribed medications. Every crew must have the means to treat water for drinking by boiling it, treating it with chemicals, or using an approved water filter. When ultraviolet light (sunlight) is prevalent, it is critical that participants have adequate sun protection, including broad-brimmed hats, sunglasses, and sunscreen.

5. **Communicate Clearly and Completely.**

Communication is one of the keys to a safe outdoor adventure, and staying in touch with home base is the first step. A youth or adult leader should complete a trip plan and share these details of the trek—including time of departure, overnight stops, the time of expected return, the trailhead (where vehicles will be parked) and the itinerary and alter-

nate itinerary—with a contact person in the home area. At any time the itinerary changes, one of the leaders relays the changes to the contact person, who in turn relays them to the Scouts' parents. A plan for communicating with each parent is developed before the trek.

A means of electronic communication—with backup power—may be helpful should an emergency occur. The leader should carry the telephone numbers or contact information of medical and emergency services in the area of the trek. Before calling for emergency assistance, the exact location and nature of the patient's injury or illness should be determined.

Youth and adult leaders are responsible for making sure that everyone knows what to expect and what is expected of them. Leaders should communicate with each other, as well as with the entire crew, to avoid unpleasant surprises.

6. **Monitor Conditions.** The leaders are responsible for making good decisions during the trek, conservatively estimating the capabilities and stamina of the group. If adverse conditions develop, the group is prepared to stop or turn back. The unit is responsible for monitoring weather conditions and forecasts before and during the trek—a small National Oceanographic and Atmospheric Administration (NOAA) radio is helpful for learning current weather forecasts. Leaders continually assess conditions, including weather, terrain, group morale, food and water supplies, group physical condition, and other factors to determine the difference between what is difficult and what is dangerous. Dangerous conditions are avoided.

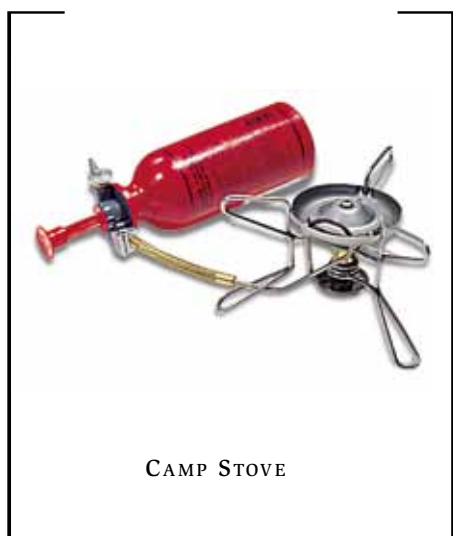
7. **Discipline.** Each participant knows, understands, and respects the rules and procedures for safe trekking and has been oriented in Trek Safely. Applicable rules should be presented and learned prior to the outing and should be reviewed with participants before the trek begins. When participants know the reasons for rules and procedures, they are more likely to follow them. Adult and youth leaders must be strict and fair, showing no-favoritism.



Guidelines for Safely Using Camp Stoves and Lanterns

Lightweight camp stoves allow troops and patrols to more easily camp in many areas without leaving a trace. Stoves can also make cooking and cleanup easier, especially in foul weather and at sites where firewood is not readily available. To ensure their safety and the safety of others, Scouts using stoves and lanterns must at all times heed the following rules:

- Use, refuel, and store stoves and lanterns only with the supervision of a knowledgeable adult and only where allowed.
- Operate and maintain stoves and lanterns according to the manufacturer's instructions.



- Store fuel in approved containers. Keep fuel containers well away from campfires, burning stoves, and all other sources of heat.
- Allow hot stoves and lanterns to cool completely before changing compressed-gas cartridges or refilling from containers of liquid fuel.
- Refill stoves and lanterns outdoors and a safe distance from any sources of heat, including other stoves or campfires. Use cartridges or fuel expressly recommended for your stoves by the manufacturer. Use a funnel to pour liquid fuel into a stove or lantern. Recap the fuel container and the stove or lantern. Before lighting the device, wait until any spilled fuel has evaporated.
- Do not operate stoves or lanterns inside buildings with poor ventilation. Never fuel, light, or operate a gas stove or lantern inside a tent, snow cave, or igloo.

- Place a stove on a level, secure surface before lighting. On snow, place the stove on a six-inch-square piece of plywood to insulate it from the cold and lessen its tendency to tip.
- Have stoves and lanterns checked periodically by knowledgeable adults to make sure they are in top working condition.
- Follow the manufacturer's instructions for lighting a stove. Keep fuel containers and extra canisters well away. Keep your head and body to one side in case the stove flares up.
- Never leave a lighted stove or lantern unattended.
- Do not overload a stove with a heavy pot or large frying pan. When cooking requires a pot capacity of more than two quarts, set up a separate grill with legs to hold the pot, then place the stove under the grill.
- Carry empty fuel containers home for proper disposal. Do not place them in or near fires, or in trash that will be burned.

Here are some other activities and special events designed to put even more *outing* in *Scouting*:

Camporees

Camporees are weekend campouts on a district or council level that bring together a number of troops to share their skills and develop friendships. Camporees are sometimes held near populated areas so that the public can see for themselves the outdoor program of Scouting.

Jamborees

The national Scout jamboree is a gathering of thousands of Scouts from all over the country. Each jamboree features more than a week of camping skills, exhibits, arena shows, and special events. Held every four years, national Scout jamborees are memorable experiences for all Scouts and leaders who attend.

World Scout jamborees, also held every four years, are unique opportunities for young people from many countries to camp with each other, share knowledge, develop friendships, and enjoy the spirit of international Scouting.

National High-Adventure Areas

The Boy Scouts of America operates three special high-adventure areas:

Northern Tier National High Adventure Programs

based in the superb canoe country of northern Minnesota and Canada offer challenging canoe expeditions, fishing, and backcountry camping—plus skiing and other cold-weather activities during the winter months. For more information, contact



Northern Tier National High Adventure Programs
Boy Scouts of America
5891 Moose Lake Road
P.O. Box 509
Ely, MN 55731-0509
218-365-4811

Florida National High Adventure Sea Base in the Florida Keys specializes in sailing, scuba diving,

snorkeling, fishing, oceanography, and other exciting marine activities. For more information, contact



Florida Sea Base
Boy Scouts of America
73800 Overseas Highway
P.O. Box 1906
Islamorada, FL 33036
305-664-4173

Philmont Scout Ranch, encompassing over 137,000 acres in New Mexico's rugged Sangre de Cristo Mountains, offers rock climbing, wilderness survival, horseback riding, archaeology, trout fishing, and backpacking along miles of scenic trails to campsites in remote valleys and at the edges of alpine meadows. For more information, contact



Philmont Scout Ranch
Cimarron, NM 87714
575-376-2281

Council High-Adventure Bases

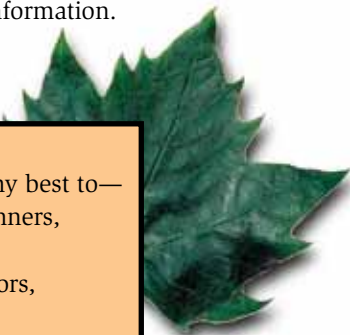
The Boy Scouts of America Web site features a directory of more than 60 opportunities for treks. Participants must be at least 13 years of age by January 1 of the year attending, or have completed the seventh grade. These programs include canoeing, rafting, backpacking, horse trekking, sailing, and caving. The Web site includes information and forms to help a troop or Varsity Scout team prepare for a high-adventure trek. Visit the Web site at www.scouting.org.

Family Camping

Any family with at least one adult registered with the Boy Scouts of America may camp at more than 250 Boy Scout camps with family facilities. Many are free. Facilities vary from simple tent sites to recreational vehicle hookups and even cabins. Check with your local council for more information.

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.



The Outdoor Code reminds all members of the Boy Scouts of America how important it is to care for the environment. The code's ideals have special meaning whenever Scouts are camping, hiking, and taking part in other outdoor events. Being clean in their outdoor manners, careful with fire, and considerate means troop members can enjoy the outdoors to the fullest, but in ways that do the environment no harm. Being conservation-minded encourages the protection and the thoughtful use of natural resources. Scouts and adult leaders can also roll up their sleeves and do their part in service projects that improve the condition of wildlife, water, air, forests, and the land itself.

As a Scoutmaster, you can be a very positive role model for young people as they learn how to care for the environment. The wisdom Scouts gain about the outdoors through their Scouting experiences can direct their actions wherever they are, whatever they do, and at every stage of their lives. Your commitment to the Outdoor Code and your efforts to leave no trace will make a positive difference in the quality of the environment today and for generations to come.

Outdoor adventures take Scouts into environments that are different from what they are used to at home and in school. A challenge for Scout leaders is to help boys accept the responsibility of taking care of themselves in camp and on the trail. Rather than issuing lists of “don’ts,” Scoutmasters can present the case for personal responsibility in positive ways. A critical part of the process is for Scoutmasters themselves to be good role models in the outdoors. From making wise decisions that ensure personal safety to following Leave No Trace camping and hiking standards, a Scoutmaster’s actions will carry far more weight than words.

Every Scout troop should carry a first aid kit. Of course, first aid supplies are of little use if no one knows what to do with them. Scoutmasters and other adult leaders are encouraged to avail themselves of first aid training offered by the Boy Scouts of America, the Red Cross, and other certified organizations. (For more on first aid kits for groups and for individual Scouts, see the *Boy Scout Handbook*.)

No Flames in Tents



There is no such thing as a fireproof tent. The safety of all Scouts depends on strict adherence to the rules shown on page 99. The BSA recommends that the slogan, No flames in tents!, be stenciled on the inside ceiling of tents used by Boy Scouts.

Safe Swim Defense

Safe Swim Defense standards apply at backyard, hotel, apartment, and public pools; at established waterfront swim areas such as state park beaches and Army Corps of Engineer lakes; and at all temporary swimming areas such as lakes, rivers, or oceans. *Safe Swim Defense* does not apply to boating or water activities such as waterskiing or swamped boat drills that are covered by *Safety Afloat* guidelines. *Safe Swim Defense* applies to other non-swimming activities whenever participants enter water over knee deep, or when submersion is likely, for example, when fording a stream, seining for bait, or constructing a bridge as a pioneering project. Snorkeling in open water requires demonstrated knowledge and skills equivalent to those for Snorkeling, BSA in addition to following *Safe Swim Defense*. Scuba activities must be conducted in accordance with the BSA scuba policy found in the *Guide to Safe Scouting*.

Safe Swim Defense training may be obtained from the BSA online learning center at www.olc.scouting.org, at council summer camps, and at other council and district training events. Confirmation of training is required on local and national tour permits for trips that involve swimming. Additional information on various swimming venues is provided in *Aquatics Supervision*, which will soon be available from council service centers.

1. Qualified supervision. All swimming activity must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in his or her care, and who is trained in and committed to compliance with the eight points of *Safe Swim Defense*.

It is strongly recommended that all units have at least one adult or older youth member currently trained in BSA Swimming & Water Rescue or BSA Lifeguard to assist in the planning and conduct of all swimming activities.

2. Personal health review. A complete health history is required of all participants as evidence of fitness for swimming activities. Forms for minors must be signed by a parent or legal guardian.

Participants should be asked to relate any recent incidents of illness or injury just prior to the activity. Supervision and protection should be adjusted to anticipate any potential risks associated with individual health conditions. For significant health conditions, the adult supervisor should require an examination by a physician and consult with the parent, guardian, or caregiver for appropriate precautions.

- 3. Safe area. All swimming areas must be carefully inspected and prepared for safety prior to each activity. Water depth, quality, temperature, movement, and clarity are important considerations. Hazards must be eliminated or isolated by conspicuous markings and discussed with participants.**

Controlled Access: There must be safe areas for all participating ability groups to enter and exit the water. Swimming areas of appropriate depth must be defined for each ability group. The entire area must be within easy reach of designated rescue personnel. The area must be clear of boat traffic, surfing, or other nonswimming activities.

Bottom Conditions and Depth: The bottom must be clear of trees and debris. Abrupt changes in depth are not allowed in the nonswimmer area. Isolated underwater hazards should be marked with floats. Rescue personnel must be able to easily reach the bottom. Maximum recommended depth in clear water is 12 feet. Maximum depth in turbid water is 8 feet.

Visibility: Underwater swimming and diving are prohibited in turbid water. Turbid water exists when a swimmer treading water cannot see his feet. Swimming at night is only allowed in areas with water clarity and lighting sufficient for good visibility both above and below the surface.

Diving and elevated entry: Diving is permitted only into clear, unobstructed water from heights no greater than 40 inches. Water depth must be at least 7 feet. Bottom depth contours below diving boards and elevated surfaces require greater water depths and must conform to state regulations. Participants should not jump into water from heights greater than they are tall, and should only jump into water chest-deep or deeper with minimal risk from contact with the bottom. No elevated entry is permitted where the person must clear any obstacle, including land.

Water temperature: Comfortable water temperature for swimming is near 80°F. Activity in water at 70°F or below should be of limited duration and closely monitored for negative effects of chilling.

Water quality: Bodies of stagnant, foul water; areas with significant algae or foam; or areas polluted by livestock or waterfowl should be avoided. Comply with any signs posted by local health authorities. Swimming is not allowed in swimming pools with green, murky, or cloudy water.

Moving water: Participants should be able to easily regain and maintain their footing in currents or waves. Areas with large waves, swiftly flowing currents, or moderate currents that flow toward the open sea or into areas of danger should be avoided.



Weather: Participants should be moved from the water to a position of safety whenever lightning or thunder threatens. Wait at least 30 minutes after the last lightning flash or thunder before leaving shelter. Take precautions to prevent sunburn, dehydration, and hypothermia.

PFD use: Swimming in clear water over 12 feet deep, in turbid water over 8 feet deep, or in flowing water may be allowed if all participants wear properly fitted personal flotation devices (PFDs) and the supervisor determines that swimming with PFDs is safe under the circumstances.

- 4. Response personnel (Lifeguards). Every swimming activity must be closely and continuously monitored by a trained rescue team on the alert for and ready to respond during emergencies.** Professionally trained lifeguards satisfy this need when provided by a regulated facility or tour operator. When lifeguards are not provided, the adult supervisor must assign at least two rescue personnel, with additional numbers to maintain a ratio to participants of 1:10. The supervisor must provide instruction and rescue equipment and assign areas of responsibility as outlined in Aquatics Supervision. The qualified supervisor, the designated response personnel, and the lookout work together as a safety team. An emergency action plan should be formulated and shared with participants as appropriate.
- 5. Lookout. The lookout continuously monitors the conduct of the swimmers, identifies any departures from Safe Swim Defense guidelines, alerts rescue personnel as needed, and monitors the weather and environment.**

The lookout should have a clear view of the entire area but be close enough for easy verbal communication. The lookout must have a sound understanding of *Safe Swim Defense* but is not required to perform rescues. The adult supervisor may serve simultaneously as the lookout, but must assign the task to someone else if engaged in activities that preclude focused observation.

- 6. Ability groups. All youth and adult participants are designated as swimmers, beginners, or non-swimmers based on swimming ability confirmed by standardized BSA swim classification tests. Each group is assigned a specific swimming area with depths consistent with those abilities.**

The classification tests should be renewed annually, preferably at the beginning of the season. *Swimmers must pass this test:* Jump feetfirst into water over the head in depth, level off, and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

Beginners must pass this test: Jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface; then stop, turn sharply, and resume swimming, returning to the starting place. Anyone who has not completed either the beginner or swimmer test is classified as a nonswimmer.

The nonswimmer area should be no more than waist- to chest-deep and should be enclosed by physical boundaries such as the shore, a pier, or lines. The enclosed beginner area should contain water of standing depth and may extend to depths just over the head. The swimmer area may be up to 12 feet in depth in clear water and should be defined by floats or other markers.

- 7. Buddy system. Every participant is paired with another. Buddies stay together, monitor each other, and alert the safety team if either needs assistance or is missing.** Buddies check into and out of the area together. Buddies are normally in the same ability group and remain in their assigned area. If they are not of the same ability group, then they swim in the area assigned to the buddy with the lesser ability.

A buddy check reminds participants of their obligation to monitor their buddies and indicates how closely the buddies are keeping track of one another. Roughly every 10 minutes, or as needed to keep the buddies together, the lookout, or other person designated by the supervisor, gives an audible signal, such as a single whistle blast, and a call for buddies. Buddies are expected to raise each other's hand before completion of a slow, audible count to 10. Buddies who take longer to find one another should be reminded of their responsibility for the other's safety.



Once everyone has a buddy, a count is made by area and compared with the total number known to be in the water. After the count is confirmed, a signal is given to resume swimming.



- 8. Discipline. Rules are effective only when followed. All participants should know, understand, and respect the rules and procedures for safe swimming provided by Safe Swim Defense guidelines. Applicable rules should be discussed prior to the outing and reviewed for all participants at the water's edge just before the swimming activity begins.**

People are more likely to follow directions when they know the reasons for rules and procedures. Consistent, impartially applied rules supported by skill and good judgment provide stepping-stones to a safe, enjoyable outing.

You Can Set Up a Safe Swim Area

Here is an easy, quick way to make a swimming area safe. Take with you most of the equipment and material needed to conduct a swim during a day hike or overnight or short-term camp. The rest of you can pick up at the campsite. Minimum equipment includes: 100 feet of $\frac{3}{8}$ " nylon line, two dozen balloons, 200 feet of binder twine, a hand ax, a pocketknife, and a pencil.

Organize the swimmers in the line holding hands to check the bottom of the area—less than 6 feet in depth—to be used. Use a strong swimmer to scout the area, up to 12 feet, by looking for deep holes, rocks, stumps, or dangerous debris. He should work at the end of a lifeline-bowline around shoulder, with a buddy tending line at shoreside.

Use binder twine to mark off and enclose the areas for nonswimmers, maximum depth $3\frac{1}{2}$ feet, and for beginners, maximum depth 6 feet. Support the line with deadwood floats cut by hand ax. Large rocks tied with twine make good anchors at the outside corners where buoys (plastic jugs or balloons) should be placed. Do not use glass bottles because of possible breakage.

Swimmers use deep water beyond these areas, maximum depth 12 feet. Mark other outside limits with buoys only. To improvise these buoys, use yellow, orange, or white balloons tied to a rock anchor on the bottom.

Many units that swim regularly carry some type of portable checkboard and use official BSA buddy tags, No. 01595. This is a great idea, but protection is equally effective with an improvised buddy check system: For each participant, whittle a short, pointed peg, flat on



one side. Write the person's name with a pencil on the flat part. Buddies stick their pegs into the ground at a marked place as they check in by buddy pairs. When a buddy pair checks out of swimming, they remove their pegs.

Customarily, a qualified adult supervises swimming, also serves as lookout, and gives buddy calls. This person should be located at a vantage point where everything in all areas can be seen and heard. At water's edge a two-person lifeguard team keeps close watch on all swimmers and stands ready with 100 feet of rescue line to help anyone in trouble. The rescuer ties a bowline on his end of the line and places it over his shoulder and around his chest. As he swims to a rescue, his buddy pays out the line from a hand-held coil, a chain-knotted line, or a "pineapple ball." Either the victim grasps the line, or the rescuer grasps the victim, and both victim and rescuer are pulled back to shore by the line-tender.

Lookouts and Lifeguards

Lifeguards and lookouts must not take their eyes off the water and the swimmers. Keep all swimmers clearly in view and avoid talking to others when on duty. The time may come when your attention and alertness will save a life. Be alert. Be serious about your responsibility.

Who Can Instruct This Training?

This training can be taught by individuals who have been authorized by the council. The council will identify aquatics resource individuals as Safe Swim Defense instructors. For example, the council may select those with aquatics experience such as aquatics instructors, district/council training staff, and unit leaders.

Safety Afloat

BSA groups shall use *Safety Afloat* for all boating activities. Adult leaders supervising activities afloat must have completed *Safety Afloat* training within the previous two years. Cub Scout activities afloat are

limited to council or district events which do not include moving water or float trips (expeditions).

Safety Afloat standards apply to the use of canoes, kayaks, rowboats, rafts, floating tubes, sailboats, motorboats, including waterskiing and other small craft, but do not apply to transportation on large commercial vessels such as ferries and cruise ships. Parasailing (soaring airborne in a parachute while being towed behind a motorboat), kitesurfing (using a wakeboard towed by a kite), and recreational use of personal watercraft (small, motorized watercraft propelled by water jets) are not authorized BSA activities.

Safety Afloat training may be obtained from the BSA online learning center at www.olc.scouting.org, at council summer camps, and at other council and district training events. Confirmation of training is required on local and national tour permits for trips that involve boating. Additional guidance on appropriate skill levels and training resources is provided in *Aquatics Supervision*, soon to be available from council service centers.

1. Qualified supervision. All activity afloat must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in his or her care, and who is trained in and committed to compliance with the nine points of BSA Safety Afloat.

It is strongly recommended that all units have at least one adult or older youth member currently trained as a BSA Lifeguard to assist in the planning and conduct of all activities afloat.

2. Personal health review. A complete health history is required of all participants as evidence of fitness for boating activities. Forms for minors must be signed by a parent or legal guardian.

Participants should be asked to relate any recent incidents of illness or injury just prior to the activity. Supervision and protection should be adjusted to anticipate any potential risks associated with individual health conditions. For significant health conditions, the adult supervisor should require an examination by a physician and consult with the parent, guardian, or caregiver for appropriate precautions.

3. Swimming ability. Operation of any boat on a float trip is limited to youth and adults who have completed the BSA swimmer classification test. Swimmers must complete the following test, which should be administered annually:

Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: side-stroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be swum continuously and include at least one sharp turn. After completing the swim, rest by floating.

For activity afloat, those not classified as a *swimmer* are limited to multi-person craft during outings or float trips on calm water with little likelihood of capsizing or falling overboard. They may operate a fixed-seat rowboat or pedal boat accompanied by a buddy who is a *swimmer*. They may ride in a canoe or other paddle craft with an adult *swimmer* skilled in that craft as a buddy. They may ride as part of a group on a motorboat or sailboat operated by a skilled adult.

- 4. Personal flotation equipment.** Properly fitted U.S. Coast Guard-approved personal flotation devices (PFDs) must be worn by all persons engaged in boating activity (rowing, canoeing, sailing, board-sailing, motorboating, waterskiing, rafting, tubing, and kayaking). Type III PFDs are recommended for general recreational use.

For vessels over 20 feet in length, PFDs need not be worn when participants are below deck, or on deck when the qualified supervisor aboard determines it is prudent to abide by less restrictive state and federal regulations concerning the use and storage of PFDs, for example, when a cruising vessel with safety rails is at anchor. All participants not classified as swimmers must wear a PFD when on deck underway.

PFDs need not be worn when an activity falls under Safe Swim Defense guidelines, for example, when an inflated raft is used in a pool or when snorkeling from an anchored craft.

- 5. Buddy system.** All participants in an activity afloat are paired as buddies who are always aware of each other's situation and prepared to sound an alarm and lend assistance immediately when needed. When several craft are used on a float trip, each boat on the water should have a "buddy boat."

All buddy pairs must be accounted for at regular intervals during the activity and checked off in the water by the qualified supervisor at the conclusion of the activity. Buddies either ride in the same boat or stay near one another in single-person craft.

- 6. Skill proficiency.** Everyone in an activity afloat must have sufficient knowledge and skill to participate

safely. Passengers should know how their movement affects boat stability and have a basic understanding of self-rescue. Boat operators must meet government requirements, be able to maintain control of their craft, know how changes in the environment influence that control, and only undertake activities within personal and group capabilities.

Content of training exercises should be appropriate for the age, size, and experience of the participants, and should cover basic skills on calm water of limited extent before proceeding to advanced skills involving current, waves, high winds, or extended distance. At a minimum, instructors for canoes and kayaks should be able to demonstrate the handling and rescue skills required for BSA Paddle Craft Safety. All instructors must have a least one assistant who can recognize and respond appropriately if the instructor's safety is compromised.

Anyone engaged in recreational boating using human-powered craft on flat-water ponds or controlled lake areas free of conflicting activities should be instructed in basic safety procedures prior to launch, and allowed to proceed once they have demonstrated the ability to control the boat adequately to return to shore at will.

For recreational sailing, at least one person aboard should be able to demonstrate basic sailing proficiency (tacking, reaching, and running) sufficient to return the boat to the launch point. Extended cruising on a large sailboat requires either a professional captain or an adult with sufficient experience to qualify as a bareboat skipper.

Motorboats may be operated by youth, subject to state requirements, only when accompanied in the boat by an experienced leader or camp staff member who meets state requirements for motorboat operation. Extended cruising on a large power boat requires either a professional captain or an adult with similar qualifications.

Before a unit using human-powered craft controlled by youth embarks on a float trip or excursion that covers an extended distance or lasts longer than four hours, each participant should receive either a minimum of three hours training and supervised practice or demonstrate proficiency in maneuvering the craft effectively over a 100-yard course and recovering from a capsize.

Unit trips on whitewater above Class II must be done with either a professional guide in each craft or after all participants have received American Canoe Association or equivalent training for the class of water and type of craft involved.

7. Planning. Proper planning is necessary to ensure a safe, enjoyable exercise afloat. All plans should include a scheduled itinerary, notification of appropriate parties, communication arrangements, contingencies in case of foul weather or equipment failure, and emergency response options.

Preparation. Any boating activity requires access to the proper equipment and transportation of gear and participants to the site. Determine what state and local regulations are applicable. Get permission to use or cross private property. Determine whether personal resources will be used or whether outfitters will supply equipment, food, and shuttle services. Lists of group and personal equipment and supplies must be compiled and checked. Even short trips require selecting a route, checking water levels, and determining alternative pull-out locations. Changes in water level, especially on moving water, may pose significant, variable safety concerns. Obtain current charts and information about the waterway and consult those who have traveled the route recently.

Float Plan. Complete the preparation by writing a detailed itinerary, or float plan, noting put-in and pull-out locations and waypoints, along with the approximate time the group should arrive at each. Travel time should be estimated generously.

Notification. File the float plan with parents, the local council office if traveling on running water, and local authorities if appropriate. Assign a member of the unit committee to alert authorities if pre-arranged check-ins are overdue. Make sure everyone is promptly notified when the trip is concluded.

Weather. Check the weather forecast just before setting out, and keep an alert weather eye. Anticipate changes and bring all craft ashore when rough weather threatens. Wait at least 30 minutes before resuming activities after the last occurrence of thunder or lightning.

Contingencies. Planning must identify possible emergencies and other circumstances that could force a change of plans. Develop alternative plans for each situation. Identify local emergency resources such as EMS systems, sheriff departments, or ranger stations. Check your primary communication system, and identify back-ups, such as the nearest residence to a campsite. Cell phones and radios may lose coverage, run out of power, or suffer water damage.

8. Equipment. All craft must be suitable for the activity, seaworthy, and be able to float if capsized. All craft and equipment must meet regulatory standards, be properly sized, and be in good repair. Spares, repair materials, and emergency gear must be carried as appropriate.

PFDs and paddles must be sized to the participants. Properly designed and fitted helmets must be worn when running rapids rated above Class II. Emergency equipment such as throw bags, signal devices, flashlights, heat sources, first aid kits, radios, and maps must be ready for use. Spare equipment, repair materials, extra food and water, and dry clothes should be appropriate for the activity. All gear should be stowed to prevent loss and water damage. For float trips with multiple craft, the number of craft should be sufficient to carry the party if a boat is disabled, and critical supplies should be divided among the craft.

9. Discipline. Rules are effective only when followed.

All participants should know, understand, and respect the rules and procedures for safe boating activities provided by *Safety Afloat* guidelines. Applicable rules should be discussed prior to the outing and reviewed for all participants near the boarding area just before the activity afloat begins.

People are more likely to follow directions when they know the reasons for rules and procedures. Consistent, impartially applied rules supported by skill and good judgment provide stepping-stones to a safe, enjoyable outing.

Note: For cruising vessels (excluding rowboats, canoes, kayaks, and rafts, but including sailboats and powerboats greater than 20 feet long) used in adult-supervised unit activities by a Venturing crew specializing in watercraft operations, or used in adult-supervised program activity in connection with any high-adventure program or other activity under the direct sponsorship and control of the National Council, the standards and procedures in the *Sea Scout Manual*, No. 33239C, may be substituted for the *Safety Afloat* standards.

Scouting Safety . . . Begins with Leadership is a supplemental training course that focuses on training at the troop level. It acquaints troop leaders with BSA resource materials for planning safe activities. The video and training syllabus to help you present this 90-minute course are available from your local council service center.

Climb On Safely— A Guide to Unit Climbing and Rappelling



Climb On Safely is the Boy Scouts of America's recommended procedure for conducting BSA climbing/rappelling activities at a natural site or a specifically designed facility such as a climbing wall or tower. Leaders should be aware that Climb On Safely is an orientation only and does not constitute training on how to climb or rappel.

Young people today seek greater challenges, and climbing and rappelling offer a worthy challenge. The satisfaction of safely climbing a rock face is hard to top. While introduction of the Climbing merit badge in spring 1997 spurred interest in these activities throughout the BSA, the proliferation of climbing gyms and facilities have also made climbing and rappelling readily available throughout the United States.

Although the BSA has an excellent safety record, there is inherent risk in climbing and rappelling. With proper management, that risk can be minimized. When the climber is six feet or more above the ground, nothing should be left to chance.

More accidents occur during unit rappelling than during council-managed climbing or rappelling, and more accidents have occurred while rappelling than climbing. Many climbing/rappelling accidents could be avoided by having qualified instruction from a conscientious adult who has the attention and respect of the youth entrusted to his or her care. Supervision by a caring adult who fully understands and appreciates the responsibility he or she assumes helps ensure safety when youth engage in or prepare for climbing or rappelling.

The adult supervisor's relationship with youth should reinforce the importance of following instructions. The adult leader in charge and the climbing instructor share this responsibility. The instructor is responsible for all procedures and for safely conducting the climbing/rappelling activity. The adult supervisor works cooperatively with the climbing instructor and is responsible for all matters outside of the climbing/rappelling activity.

Qualified instruction is essential to conducting a safe climbing/rappelling activity. Some people who claim to be qualified or have had some experience with climbing or rappelling might lack sufficient knowledge to safely conduct these activities. For instance, some climbers with a lot of experience have repeated the same mistakes many times without learning the correct procedures.



A capable instructor has experience in teaching climbing/rappelling to youth, acknowledges personal limitations, and exercises good judgment in a variety of circumstances. The person who just spent four days of free-solo climbing on a sheer rock face might have technical skills but lack teaching ability or the ability to empathize with youth who are apprehensive about climbing.

Some sources of qualified climbing instructors include, but are not limited to, the following:

- National Outdoor Leadership School
- Wilderness Education Association
- American Mountain Guides Association
- The Mountaineers
- Recreational Equipment Inc.
- Eastern Mountain Sports
- University or college climbing/rappelling instructors or students
- Project Adventure instructors

Leaders and instructors should also consult current literature on climbing and rappelling for additional guidance. *Topping Out: A BSA Climbing/Rappelling Manual* is the most authoritative guide currently available from the Boy Scouts of America.

Another recommended reference for specific questions not covered in BSA literature is *Mountaineering: The Freedom of the Hills* (sixth edition), edited by Don Graydon and Kurt Hanson. This book also covers lead climbing, snow and ice climbing, and other pursuits that are beyond the scope of BSA climbing/rappelling activities and are not recommended activities for BSA-units.

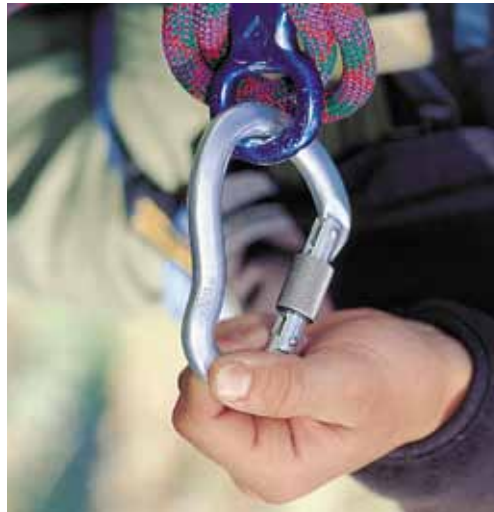
BSA's *Passport to High Adventure* is an appropriate guidebook to safely get your unit to and from the climbing/rappelling site.

Cub Scouts and Webelos Scouts are encouraged to engage in climbing in a controlled environment with close supervision by instructors who are knowledgeable about instructing this age group. Normally this means going to a climbing gym where the degree of difficulty is age appropriate and the harnesses are size appropriate for Cub Scouts. It is not recommended that Cub Scouts use climbing towers and walls in camp that have been designed for Boy Scout use.

Each of the following elements plays an important role in the overall Climb On Safely procedure. Fun and safe climbing/rappelling activities require close compliance with Climb On Safely by the adult supervisor and instructor.

1. Qualified Supervision. All climbing and rappelling must be supervised by a mature, conscientious adult at least 21 years of age who understands the risks inherent to these activities. This person knowingly accepts responsibility for the well-being and safety of the youth in his or her care. This adult supervisor is trained in and committed to compliance with the eight points of the Boy Scouts of America's Climb On Safely procedure. One additional adult who is at least 18 years of age must also accompany the unit. Units with more than 10 youths in the same climbing/rappelling session must have an additional adult leader at least 18 years of age for each 10-additional youth participants. In other words, a group of 11 to 20 youths requires at least three adult leaders; a group of 21 to 30 youths would require four adult leaders, and so on.

The adult supervisor is responsible for ensuring that someone in the group is currently trained in American Red Cross Standard First Aid and CPR (a 6½-hour course). In addition, the two-hour module "First Aid—When Help Is Delayed" is recommended. A course of equivalent length and content from another nationally recognized organization can be substituted. A higher level of certification such as emergency medical technician (EMT), licensed practical nurse (LPN), registered nurse (RN), and licensed health-care practitioner is also acceptable.



The ARC's Emergency Response, a 43½-hour course that includes CPR, is highly recommended.

2. Qualified Instructors. A qualified rock climbing instructor who is at least 21 years of age must supervise all BSA climbing/rappelling activities. A currently trained BSA climbing director or instructor is highly recommended. Contact your local council or regional service center to locate a qualified individual. The climbing instructor has successfully completed a minimum of 10 hours of instructor training for climbing/rappelling from a nationally or regionally recognized organization, a climbing

school, a college-level climbing/rappelling course, or is a qualified BSA climbing instructor.

The BSA offers a section of National Camping School for climbing directors who in turn can train climbing instructors. Every instructor must have prior experiences in teaching climbing/rappelling to youth and must agree to adhere to Climb On Safely and the guidelines set in *Topping Out*.

3. Physical Fitness. Require evidence of fitness for the climbing/rappelling activity with at least a current BSA Personal Health and Medical

Record—Class 1, No. 34414A. The adult supervisor should adapt all supervision, discipline, and precautions to anticipate any potential risks associated with individual health conditions. If a significant health condition is present, an examination by a licensed health-care practitioner should be required by the adult supervisor before permitting participation in climbing or rappelling. The adult supervisor should inform the climbing instructor about each participant's medical conditions.

4. Safe Area. All BSA climbing/rappelling activities must be conducted using an established or developed climbing/rappelling site or facility. A qualified climbing instructor should survey the site in advance of the activity to identify and evaluate possible hazards and to determine whether the site is suitable for the age, maturity, and skill level of the participants. The instructor should also verify that the site is sufficient to safely and comfortably accommodate the number of participants in the activity within the available time. An emergency evacuation route must be identified in advance.



5. **Equipment.** The climbing instructor should verify that the proper equipment is available for the size and ability level of participants. Helmets, rope, and climbing hardware must be approved by the UIAA (Union Internationale des Associations d'Alpinisme), CEN (European Community Norm), or ASTM (American Society for Testing and Materials). All equipment must be acquired new or furnished by the instructor.

An approved climbing helmet must be worn during all BSA climbing/rappelling activities when the participant's feet are more than shoulder height above ground level. When using a commercial climbing gym, the climbing facility's procedures apply.

6. **Planning.** When planning, remember the following:
- Obtain written parental consent to participate in climbing/rappelling activities for each participant.
 - In case severe weather or other problems might occur, share the climbing/rappelling plan and an alternate plan with parents and the unit committee.
 - Secure the necessary permits or written permission for using private or public lands.
 - Enlist the help of a qualified climbing instructor.
 - Be sure the instructor has a map for the area being used and obtains a current weather report for the area before the group's departure.

It is suggested that at least one of the adult leaders has an electronic means of communication in case of an emergency.

Before any activity, an adult leader should develop and share an emergency plan that includes the location of a nearby medical facility and the means of communicating with parents during the outing.

7. **Environmental Conditions.** The instructor, each adult leader, and each participant assumes responsibility for monitoring potentially dangerous environmental conditions that may include loose, crumbly rock; poisonous plants; wildlife; and inclement weather. Use the buddy system to monitor concerns such as dehydration, hypothermia, and an unusually high degree of fear or apprehension. The adult supervisor is responsible for ensuring that the group leaves no trace of its presence at the site.

8. **Discipline.** Each participant knows, understands, and respects the rules and procedures for safely climbing and rappelling and has been oriented in Climb On Safely and Leave No Trace. All BSA members should respect and follow all instructions and rules of the climbing instructor. The applicable rules should be presented and learned prior to the outing and should be reviewed for all participants before climbing or rappelling begins. When participants know the reasons for rules and procedures, they are more likely to follow them. The climbing instructor must be strict and fair, showing no favoritism.

The *Guide to Safe Scouting* has all the current policies and procedures for safe activities. It can be found on the BSA Web site, www.scouting.org.

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 and the principles of Leave No Trace apply to outdoor behavior generally, but for treks into wilderness areas, minimum-impact 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 might not apply to wilderness areas. Wherever they go, Scouts need to adopt attitudes and patterns of behavior that respect the right of others—including future generations—to enjoy the outdoors.



In wilderness areas, it is crucial to minimize human impact, particularly on fragile ecosystems such as mountains, lakes and streams, deserts, and seashores. Because our impact varies from one season of the year to the next, it becomes important for us to adjust to these changing conditions to avoid damaging the environment.

The Boy Scouts of America emphasizes these practices for all troops, teams, and crews planning to use wilderness areas:

- Contact the landowner or land management agency (USDA Forest Service, National Park Service, Bureau of Land Management, U.S. Fish and Wildlife Service, U.S. Army Corps of Engineers, state and private agencies, etc.) well before an outing to learn the regulations for that area, including group size limits, to obtain required permits and current maps, and to discuss ways Scouts can fulfill the expectations of property owners or land managers.
- Obtain a tour permit (available through local council service centers), meet all of its conditions, and carry it during the trip.
- Review the appropriate BSA safety literature relating to the planned activities. (See *Safe Swim Defense*, *Safety Afloat*, *Climb On Safely*, and *Trek Safely*. Also see *Guide to Safe Scouting* for more information on current BSA policies and procedures for ensuring safe activities, as well as the *Fieldbook* Web site at www.bsafieldbook.org.)
- Match the ruggedness of high-adventure experiences to the skills, physical ability, and maturity of those taking part. Save rugged treks for older unit

members who are more proficient and experienced in outdoor skills.

- Conduct pretrip training for your group that stresses proper wilderness behavior, rules, and skills for all of the conditions that might be encountered, including lightning, missing person, wildfire, high winds, flooding, and emergency medical situations.
- Participate in training in how to apply the principles of Leave No Trace, and be proficient and experienced in the leadership and skills required for treks into wilderness areas.
- Adhere to the principles of Leave No Trace.

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 fires only when and 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 my fire.

Be considerate in the outdoors. I will treat public and private property with respect. I will follow the principles of Leave No Trace for all outdoor activities.

Be conservation-minded. I will learn about and practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

As our country's population has grown and become increasingly urbanized, there has been a great increase in the number of people and groups seeking to use open space, parks, and private property for hikes and other recreational outings. Many of these properties have experienced considerable stress with the resulting possibility that property owners or land managers might limit or close areas to outsiders.

BSA troops depend on public land managers and private property owners for access to areas for Scouting activities. We must be responsible when using public lands and private property. Here are guidelines when using others' property for hiking, camping, and other activities.

1. Every group that plans to use a site must obtain permission from the owner before entering the land. The best plan is for one or two of the leaders to visit the owner several weeks before the trip to get permission; if this is not possible, the owner should be contacted by letter or telephone.

If there is any uncertainty about permission (for instance, permission has been granted in the past, but you received no response to your recent request), check in when you arrive for the trip. In this case, one or two members of the group should find the owner while other members wait. Don't assume that permission is automatic and begin unloading equipment. If you find that the owner is not available and you don't have prior permission, you must go elsewhere.

2. Many camp and activity sites, such as those found in state parks, national forests, and national parks, are owned by government entities or municipalities. Many of these have strict access policies and/or permits that need to be secured in advance. Be sure to follow the rules, which can be explained by a property official or ranger.
3. Ask where it will be convenient to park cars. Don't block traffic lanes and driveways.
4. Never write, mark, or paint on walls, ceilings, rocks, or structures. Occasionally, it may be necessary to mark a confusing trail or road. For this purpose, carry small signs with arrows drawn on them. Place the markers in suitable locations as the group enters, and collect them on the way out. Don't cut live branches or trees.
5. You might need to cross someone's property to reach a campsite or activity area. Obtain permission to do so, and remember that a landowner's income might depend on his or her crops and livestock. Don't climb fences that might break under your weight. Always leave gates exactly as you found them. Open gates can result in extensive loss to the owner.
6. Don't tease or chase livestock. Take special care not to startle flocks of poultry. Disregard for the

owner's animals can result in injury to you and/or the animals.

7. Be conscious of any actions that will disturb or inconvenience the owner. Keep noise to a minimum, especially late at night. Pick up trash, even that left by previous visitors. Don't build a fire except in cleared fire sites and with the owner's permission. It's best to use a backpacking stove. Fires must be completely out before you leave the area.
8. Don't leave behind any trace of your visit. Leave every natural thing and manmade structure exactly as it was before you entered, and remove everything you brought to the site. Put trash in suitable containers, such as plastic bags, and then take all trash home; never dump it on the ground.
9. If it is not too late at night, stop as you leave to tell the owner that you are leaving. If it is late, write a note. Remember that the owner's schedule might not be the same as yours. If the home is dark, regardless of the hour, don't disturb the owner. In either case, thank the owner when you leave. Send a follow-up letter that includes, if possible, pictures taken in the area.
10. When obtaining permission to enter a property, never underestimate the length of time you might spend there. If you specify an exit time to the owner, leave at that time. You can plan longer trips for the future. Missing an exit time could cause unnecessary concern or inconvenience for the owner.
11. When planning camps and activities, don't frequent the same well-known sites. Heavy traffic causes damage and puts a strain on owner relations (commercial or public sites excepted). In the backcountry, limit camping at one location to no more than three days to help preserve the natural environment.
12. All Cub Scouts, Boy Scouts, Venturers, and leaders should demonstrate their interest in the property of others and their appreciation by participating in or organizing an occasional cleanup to remove trash and repair damage left by thoughtless visitors, as well as to remove writing on walls and rocks. With the owner's permission, you might even carry out conservation projects such as erosion control or wildlife habitat improvement. This makes an excellent group project and teaches conservation of and respect for the natural environment and property of others.

Often, people forget that camps, trails, and activity sites belong to the landowner and that they must depend on his or her goodwill. In recent years, use of natural areas has increased tremendously. Owners of popular sites are besieged by people seeking entrance, and the result has been that many owners are becoming alienated. The rudeness and thoughtlessness of a few people can cause property owners to exclude everyone from a site.

The above rules boil down to a simple statement: Use common sense and treat the owner as you would like to be treated. If outdoor activity is to continue in this country, everyone must do all they can to make themselves welcome at each site they visit.



Scouts have always prided themselves on being good stewards of the outdoors. Today, Leave No Trace guidelines allow them to camp, hike, and take part in related outdoor activities in ways that are environmentally sound and considerate to others using the same areas.

Another important lesson of Scouting is the wisdom of giving something back to the land that Scouts enjoy. A well-conceived conservation project benefits the environment and helps instill in Scouts the sense that they are capable of improving the world around them.

Projects vary greatly depending on the area, the skill level and enthusiasm of Scouts and their leaders, and the needs of land managers or private property owners. It is crucial that a project be discussed and approved well in advance by the appropriate property owner or land manager.

A well-conceived conservation project

- Meets a real need in protecting or restoring a natural resource

- Has a purpose that Scouts can understand
- Provides a challenge to Scouts and can be completed in a reasonable amount of time
- Offers opportunities for Scouts and leaders to learn sound conservation practices
- Can be related to advancement or the requirements for a conservation award
- Enables Scouts and leaders to come away with a sense of satisfaction in doing a Good Turn for the environment

The *Conservation Handbook* is designed to help Scouts undertake meaningful conservation projects. It lists many of the agencies and organizations that can provide guidance to Scouts and their leaders, and outlines strategies for developing ongoing stewardship relationships between Scout troops and the managers of the areas where they participate in outdoor adventures. In addition to badges of rank and merit badges, several other awards encourage increased Scout participation in outdoor activities. District roundtables are good opportunities to share information about camping and conservation awards.

National Camping Award

The National Camping Award is granted to Boy Scout troops and Varsity Scout teams for completing a certain number of days and nights of camping on either an annual or a cumulative basis. The award also recognizes cumulative achievement in number of campouts by individual Scouts and Scouters. Available through the Supply Group's National Distribution Center, National Camping Award ribbons may be displayed with the troop flag.

To earn the annual National Camping Award, a troop must have reached one of the following levels of camping achievement. Use Our Camping Log to keep track of your troop's record and to apply for the awards.

- 10 days and nights of camping—unit award
- 20 days and nights of camping—bronze award
- 30 days and nights of camping—silver award
- 50 days and nights of camping—gold award



To earn the National Camping Award for cumulative camping, a troop must have fulfilled the requirements as follows, during its entire history:

- 100 days and nights of camping—unit award
- 250 days and nights of camping—bronze unit award
- 500 days and nights of camping—silver unit award
- 1,000 days and nights of camping—gold unit award

Individual Scouts and Scouters may qualify for a National Camping Award patch, provided that the required cumulative number of days and nights of camping has been met. This total can include any combination of camping experiences with the Scout's family, patrol, or troop.



- 100 days and nights of camping—patch
- 250 days and nights of camping—patch
- 500 days and nights of camping—patch
- 1,000 days and nights of camping—patch

To earn this award, a Scout must keep track of his campouts and have them approved by his Scoutmaster or assistant Scoutmaster. The patch may be worn on the right pocket of the uniform shirt or placed on the pocket of a backpack or in another appropriate place. Both the unit and cumulative awards are retroactive to January 1, 1991.

Historic Trails Award

The Boy Scouts of America recognizes more than 200 historic trails throughout the nation. Some follow routes of Native Americans or early pioneers while others lead to historical landmarks.

Scouts who camp and hike for two or more days along one of these trails, who become acquainted with their historical significance, and who help restore and preserve historic features are eligible for the Historic Trails Award, a distinctive patch that may be sewn on a pack or jacket.



Trails meeting the specifications of the Boy Scouts of America are listed in the booklet *Nationally Approved Historic Trails*, available at local council service centers. The booklet contains addresses of contacts for each of the approved historic trails.

Application to include a trail in this listing may be made through your local council on a special form that specifies the criteria.

50-Miler Award

The 50-Miler Award is presented to Scouts who hike, canoe, bicycle, ride horseback or otherwise cover 50 miles or more without using motorized transportation during a trek of at least five consecutive days. Each candidate for the award must also perform 10 hours of a conservation activity or otherwise improve the environment. The 50-Miler Award encourages troops to travel into backcountry or wilderness areas, become physically fit, develop self-reliance, and improve the outdoors for others to enjoy.

Apply for the 50-Miler Award through your local council. The patch may be sewn on a pack or jacket.



Hornaday Awards

These awards were established in 1914 by William T. Hornaday, then director of the New York Zoological Society. The prestigious awards recognize Scouts, units, and Scouters for exceptional and unusual Scouting service to conservation and environmental quality.

The Hornaday Award is granted in six different forms:

- **Unit certificate** awarded to a pack, troop, team, or crew of five or more Boy Scouts, Varsity Scouts, or Venturers for a unique, substantial conservation project.
- **Badge** to a Boy Scout, Varsity Scout, or Venturer for outstanding service to conservation and environmental improvement.
- **Bronze or silver medal** to a Boy Scout, Varsity Scout, or Venturer for exceptional and distinguished service to conservation and environmental improvement.
- **Gold badge** to an adult Scouter who demonstrated leadership and a commitment to the education of youth on a council or district level for significant conservation efforts for a period of at least three years.
- **Gold medal** to an adult Scouter for unusual and distinguished service in natural resource conservation and environmental improvement at the regional, national, or international level.
- **Gold certificate** to organizations or individuals that demonstrated leadership and a commitment to the education of youth on a regional, national, or international level





reflecting natural resource conservation and environmental improvement.

The Hornaday unit certificate and the Hornaday badge are awarded by the local councils to which applications are made. The bronze and silver medals are awarded by the National Council of the BSA upon the recommendation of the local council and the Hornaday Awards Committee.

This award is made only when a qualified Scout or Venturer is nominated by his or her council.

Requirements for the bronze and silver medals generally involve several years of concentrated effort.

The gold medal is awarded to an adult Scouter who is nominated by his or her local council or by a recognized conservationist. The winner is determined by the national Hornaday Awards Committee, which meets once a year for this purpose. The gold medal is the highest conservation award for a Scouter.

The Hornaday Awards application describes what must be accomplished to attain each award. It is available from your local council service center. The Hornaday square knot may be worn only by recipients of the bronze, silver, or gold medal.

Leave No Trace Achievement Award



This is a new conservation award for Scouts and Scouters. For detailed information, contact your local council service center.

World Conservation Award

To qualify for the World Conservation Award, a Scout must earn the following:



1. Environmental Science merit badge
2. Either the Soil and Water Conservation merit badge or the Fish and Wildlife Management merit badge
3. Citizenship in the World merit badge

The purpose of this award is to make Scouts aware that all nations are closely related through natural

resources and that we are all interdependent upon our world environment.

Applications for the World Conservation Award are available from your local council service center. The award is a patch depicting a panda.

There is one more gift the outdoors bestows, and we have saved it for last because it is so special. We call it “the quiet adventure” to distinguish it from the hard-driving fun and challenge and excitement of other outdoor experiences, and it can get under a boy’s skin like nothing else.

Where but in the outdoors could a boy hear the midnight hush of the deep woods? Breathe in the fresh air of the mountains, look down in awe at where he has been, then up in wonder at where he still must go? Glimpse a deer drinking from a stream? View geese arrowing through a November sky? Feel the warmth of a campfire glowing orange against the darkness? And at the end of a long day, hear an owl hooting under a sky flashing with stars? In such an atmosphere a boy’s mind is reached, his faith freshened, and his heart stirred. In ways that are a mystery to us all, he grows closer to the man he is becoming.



OUTDOOR PROGRAM CHECKLIST

Date of Program _____ **Location** _____

I. Administration

- | | |
|--|--|
| <input type="checkbox"/> Tour permits | <input type="checkbox"/> Licenses (fishing, boats, etc.) |
| <input type="checkbox"/> Parents' permission/information | <input type="checkbox"/> Camp cost |
| <input type="checkbox"/> Insurance | <input type="checkbox"/> Local requirements |
| <input type="checkbox"/> Budget done | <input type="checkbox"/> Permits/reservations |
| <input type="checkbox"/> Personal health histories | <input type="checkbox"/> _____ |

II. Leadership

- Second leader _____ Third leader _____

III. Transportation

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Driver _____ | <input type="checkbox"/> Driver _____ |
| <input type="checkbox"/> Driver _____ | <input type="checkbox"/> Driver _____ |
| <input type="checkbox"/> Equipment hauled by _____ | |

IV. Location

- | | |
|--|---|
| <input type="checkbox"/> Maps to and from _____ | <input type="checkbox"/> Arrival time _____ |
| <input type="checkbox"/> Driver time _____ | <input type="checkbox"/> Departure time _____ |
| <input type="checkbox"/> Special gear needed _____ | |

V. Equipment

- () Personal _____ () Program _____
- () Troop _____ () Emergency _____
- () First aid supplies _____

VI. Feeding

- () Menu planned _____ () Patrol duties roster _____
- () Who buys food _____ () Food storage _____
- () Fuel supply _____

VII. Sanitation

- () Drinking water _____ () Human waste _____
- () Dishwashing _____ () Garbage disposal _____

VIII. Safety

- () Nearest medical facility _____ () Emergency no. _____
- () Nearest town _____ () First aid provider in group _____
- () Ranger contact _____ () Police no. _____

IX. Program

- () Program planned () Long-term
- () Short-term () Rainy-day activities
- () Special program equipment _____
- () Patrol assignments

ADVANCEMENT



10

ADVANCEMENT

THE BOY SCOUT ADVANCEMENT PROGRAM encourages boys to meet significant challenges that lead to personal growth. As a Scout works his way from Tenderfoot through the ranks toward Eagle, the requirements he must successfully complete will help him develop physically, emotionally, and morally into manhood.

Advancement is one of the eight methods used by Scout leaders to help boys fulfill the aims of the BSA. Properly used, a troop's advancement program can tie together and energize the other seven methods.

The Eight Methods of Scouting

- The ideals (Scout Oath, Law, motto, and slogan)
- Patrol method
- Outdoors
- Advancement
- Association with adults
- Personal growth
- Leadership development
- The uniform

Just as advancement helps unite the other seven methods of Scouting, completing requirements and moving upward in rank are natural outcomes of a troop's regular activities. The more interesting the program offered by a troop, the better its record of advancement. A troop with many events and frequent outdoor adventures will provide varied opportunities for Scouts to complete

advancement requirements. **(For specific information on BSA advancement, see *Boy Scout Requirements and Advancement Committee Policies and Procedures.*)**

Among the strengths of the Boy Scout advancement program are these:

- It's fun.
- It offers adventure.
- It allows Scouts to measure their progress.
- It provides recognition.
- It promotes development of physical fitness, character, and citizenship.

Early Rank Requirements

The requirements for Tenderfoot, Second Class, and First Class ranks are described on video for Scouts to view. Go to www.scouting.org and click on "Early Rank Requirements Videos."

Fun

Many Scouting activities are rich learning experiences wrapped in interesting, satisfying packages. Boys having a good time might not realize that they are



also involved in an educational process. The fun in advancement motivates them to challenge themselves to try new activities and to master new skills.

Adventure

The adventure of Scout advancement is hands on, allowing Scouts to put themselves in the center of exciting activities and make them their own. Rather than being spectators, boys camp and hike. They are given the chance to learn first aid, citizenship, and leadership, as well as the responsibility to use their new abilities in meaningful ways.

Measuring Progress

Requirement checklists, and the badges to which they lead, allow Scouts to see clearly how much they have achieved and what challenges lie ahead. Boys can establish goals for themselves and, one step at a time, complete what they have set out to do. A goal as lofty as becoming an Eagle Scout might seem out of reach to a Tenderfoot, but the advancement program breaks the process into a series of small steps. As Scouts discover they are moving steadily upward, they will realize that their levels of achievement are limited only by their own dedication and hard work.

Recognition

The most important recognition Scouts receive from completing requirements is internal—the confidence built upon having mastered new skills and having taken part in challenging adventures.

Scouting also motivates boys by publicly acknowledging their achievements. A newly earned merit badge or badge of rank presented to a Scout in front of his peers and family offers him tangible proof of his accomplishments and a positive incentive for continued success. In order to ensure that awards maintain their intended meaning, it is important that Scouts meet each requirement as it is written. Scout leaders should not expect more or less than that stated in the requirements.

Development of Physical Fitness, Character, and Citizenship

A Scout learning outdoor skills with his troop and patrol is also learning how to work together with other people. A Scout completing advancement requirements is also gaining confidence, strength, and wisdom. A Scout involved in his troop’s program is also making friends, exploring new subjects, trying out fresh ideas, and gaining invaluable experience as a leader.



First Class Emphasis

The requirements for Tenderfoot, Second Class, and First Class provide a Scout with a solid grounding in the skills that will allow him to take advantage of Scouting adventures. He will be able to enjoy the Scouting program to its fullest. That success and the satisfaction he is finding in his troop and patrol activities can solidify a boy’s commitment to Scouting, and help him set his sights on the ranks of Star, Life, and Eagle. A boy who advances to First Class within his first year in Scouting has a better-than-average chance of eventually becoming an Eagle Scout.

There are many ways that troop leaders can motivate new Scouts to make their way to First Class. One of the most effective is the new-Scout patrol, described in chapter 4, “The Boy-Led Patrol.” With the help of an assistant Scoutmaster and a troop guide, members of a new-Scout patrol can often advance to the First Class rank over the course of a year. Many troops hold a special ceremony to recognize Scouts who have completed the First Class requirements.

The First Class Tracking Sheet is an effective means of recording each boy’s progress and encouraging his continued advancement.

3. A Scout is reviewed.
4. A Scout is recognized.

Step 1—A Scout Learns

Learning is a natural outcome of Scouting activities. A Scout begins learning the Scout Oath and Law as soon as he joins a troop. On his first campout he might learn more about the outdoors than ever before. The requirements for Tenderfoot, Second Class, and First Class offer hands-on experiences that challenge Scouts and reward them for their efforts. The merit badges and required service to troop and community that lead to the ranks of Star, Life, and Eagle open new doors for older boys, sometimes even leading them toward rewarding careers and lifelong hobbies.

A Scout may at any time complete any requirement for Tenderfoot, Second Class, and First Class. There is no waiting time between those ranks, so a boy may work on the requirements at his own speed. Adult leaders can encourage Scouts to move steadily along the advancement trail, ideally becoming First Class Scouts within a year of joining. However, boys should not be pressured to advance or given deadlines for completing various badges. The speed with which he completes requirements, and even the decision to advance at all, lies with each boy. Present advancement as an exciting opportunity and not as a burden, and nearly every Scout will rise to the occasion.

Nothing inspires advancement so much as a lively troop program. Take care of the program, and advancement will be an inevitable outcome. The monthly program features laid out during the annual and monthly planning sessions of the patrol leaders’ council are loaded with chances for boys to learn skills that will allow them to take full advantage of campouts and other big events. Those skills and troop activities can also be used to complete various rank requirements. (For more on effective program planning, see chapter 6, “Program Features,” and chapter 8, “Troop Program Planning.”)

Instruction in Scouting skills can come from a number of sources. Most important are the Scouts themselves, sharing what they know with one another and helping each other along the advancement trail. Scouts serving as troop instructors can provide guidance in their areas of specialization, as can other older Scouts. The troop guide and the assistant Scoutmaster assigned to a new-Scout patrol play major roles in helping young Scouts get a solid foundation as they are just starting out. Older Scouts will find knowledge-

THE FOUR STEPS TO ADVANCEMENT

Four basic steps lead to Boy Scout advancement through the ranks of Tenderfoot to Eagle:

1. A Scout learns.
2. A Scout is tested.

able resources in registered merit badge counselors. Experts outside of Scouting who specialize in various outdoor skills and other subjects could be invited to the troop from time to time to help Scouts prepare for upcoming adventures.

Step 2—A Scout Is Tested

A Scout wanting to complete an advancement requirement must demonstrate to his leader that he has fully mastered a skill at the level expected. In a new-Scout patrol, that leader might be the assistant Scoutmaster or the troop guide assigned to the patrol. Scouts in regular patrols and Venture patrols might be tested by adult troop leaders or by their own patrol leaders, troop guides, or another junior leader, provided that the boy leader has already earned the rank the Scout is aiming for.

Completing a requirement is often more a checkoff process than a formal examination. It's easy to tell when a Scout has taken part in a required number of troop and patrol activities, when he has successfully spent a night camping out in a tent he has pitched, and whether he can swim a certain distance.

On the other hand, some requirements place demands on the troop to provide opportunities for Scouts to show their abilities. As they make plans for a troop's annual program and for monthly big events, the patrol leaders' council should keep advancement opportunities in mind and provide as many as possible throughout the year. Using maps and compasses, for example, can be a natural part of day hikes or backpacking trips and will permit Scouts to complete some of their orienteering requirements. Many first aid requirements can be covered during monthly program features that focus on preparing Scouts to meet emergencies.

When a Scout successfully demonstrates that he has completed a requirement, his leader acknowledges that fact and records the achievement with the troop scribe. The scribe keeps track of every Scout's advancement progress in the Troop/Team Record Book or with a computer software program. Each Scout's requirement completions can also be recorded on a troop wall chart for all to see—a valuable incentive for boys to achieve higher ranks.

Scouts are expected to complete the current requirements as they are written for ranks, merit badges, and other awards. No requirements may be added or omitted. Exceptions are permitted in certain cases of Scouts with disabilities. (For more information, see "Scouts With Special Needs" in chapter 11, "Working With Boys." For answers to other questions on requirements and advancement, see the *Boy Scout Requirements book and Advancement Committee Policies and Procedures.*)

Step 3—A Scout Is Reviewed

After a Scout has completed all of the requirements for any rank from Tenderfoot through Life, his progress is reviewed in two stages:

- Scoutmaster conference
- Board of review

The Scoutmaster Conference

The Scoutmaster conference is a visit between the Scoutmaster and a Scout that is held each time the boy completes the requirements for a rank. The conference is a valuable opportunity for a Scoutmaster to discuss with each Scout his activity in the troop and his understanding and practice of the ideals of Scouting. Together they can set goals not only in Scouting but also in his family, school, and community.

A Scout taking part in a Scoutmaster conference will be able to determine

if he is ready to go before the board of review. The Scoutmaster can also encourage a boy's advancement in Scouting by reviewing with him the requirements for his next rank. The Scoutmaster conference can be used as a counseling tool at any time and for a variety of other reasons.

Among its many values, the Scoutmaster conference can accomplish the following goals:

- Establish trust and understanding between a Scout and Scoutmaster.
- Reinforce the ideals of Scouting.
- Allow the Scout and Scoutmaster to share ideas and ask questions of one another.
- Set goals and outline steps for achieving them.

These pointers will help make every Scoutmaster conference a success:

- Make the conference special. Give the Scout your undivided attention throughout the meeting.
- Invite the Scout to share in the discussion.
- Keep the setting relaxed. Don't sit behind a desk or across a table from the Scout.



- Conferences for the ranks of Tenderfoot through Life should be 10 to 15 minutes in length. Those for Eagle Scout might be 30 minutes or more.
- Conferences can be conducted during troop meetings, during outdoor activities, or at the Scout's home.
- A conference should be a private discussion between the Scoutmaster and a Scout, but held in full view of other people.
- Keep the tone positive. If there are areas of improvement to discuss, be sure to bring up behavior and achievements you can praise, too.

Conference for Tenderfoot, Second Class, First Class

Congratulate the Scout on completing the advancement requirements, then explain what he can expect when he meets with the board of review. Look over the requirements for the next rank and make sure he understands them. The following are some subjects that might lead to further understanding. Bring up a few or all of them.

- His school (favorite and least favorite subjects)
- Sports and hobbies he enjoys
- What he liked best about the last troop outing
- Changes he would like to see in troop meetings

See Troop Program Resources for troop ceremonies.

- How he deals with older boys in the troop
- Activities with his family
- How he defines concepts such as Scout spirit, being morally straight, and duty to God

- What he does in his free time
- When appropriate, his interest and ability in handling a patrol job such as scribe or quartermaster, or a position of greater responsibility such as patrol leader

Conference for Star, Life, Eagle

Scoutmaster conferences with Scouts completing requirements for Star, Life, and Eagle can be every bit as meaningful and important as those meetings conducted with younger boys. Consider asking experienced Scouts questions that explore some of these subjects:

- How he feels the troop as a whole is doing, and what he can do to enhance it
- Troop leadership positions he sees for himself
- His view of himself as a role model for younger Scouts
- How he deals with issues of drugs, alcohol, and tobacco
- His part-time jobs or extracurricular activities
- Required and elective merit badges he is interested in earning
- Special Scouting goals such as Order of the Arrow membership, attending a jamboree, or working on a camp staff

Conclude each Scoutmaster conference by talking with the Scout about goals he would like to achieve, and help him realize he has the ability to accomplish a great deal. Offer praise for his Scout work. Close the meeting with a handshake as you remind the Scout that you always welcome the chance to visit with him, and that he can talk with you anytime he has a question, a problem, or a success he wants to share.

The Scoutmaster conference for the Eagle Scout rank may be held at any time. The conference can occur in several informal conferences. It does not necessarily have to be held after the Scout completes his Eagle Scout leadership service project.

Eagle Requirement Deadlines

All of the requirements for Eagle must be completed before the Scout's 18th birthday. The only exception is the board of review, which can be conducted within 90 days after the Scout's birthday. Boards of review that occur between 90 and 180 days after that date must be preapproved by the local council, and boards of review that occur after 180 days past that date must be preapproved by the National Council.

The Board of Review

After a Scout has completed all of the requirements for any rank from Tenderfoot through Life and has had a Scoutmaster conference for that rank, he appears before a board of review composed of three to six members of the troop committee. The membership of the board of review for an Eagle Scout candidate is determined by local council policy. An Eagle Scout board of review is often made up of members of the troop committee joined by a representative from the district or council, or the board may be fully composed of district or council personnel.

The purpose of the board of review is **not to retest** a Scout, but rather to ensure that he has completed all of the requirements, to determine the quality of his troop experience, and to encourage him to advance toward the next rank. Each review should also include a discussion of ways in which the Scout sees himself living up to the Scout Oath and Law in his everyday life.

Boards of review for the ranks of Tenderfoot through Life should each last about 15 minutes. An Eagle Scout board of review might take half an hour or more. Every session should be set up so that members of the board can share a meaningful discussion with the Scout about important matters including his goals,



personal growth, and Scout spirit. The following guidelines will help provide an atmosphere of trust and support:

- Make every effort to put the Scout at ease.
 - Smile and create a friendly, nonthreatening mood.
 - Enliven the discussion by asking open-ended questions about the boy's recent Scouting adventures.
- Ask about his family and school activities.
 - Offer encouragement and praise.

At the end of the review, the Scout will leave the room while the board members discuss his qualifications. Then they will call him back to tell him that he is qualified for his new rank, or to outline very clearly what more he must do in order to successfully complete the requirements. The board can close the session by congratulating the Scout on the progress he has made and encouraging him to continue his good efforts.

A troop should schedule its boards of review to occur on a regular basis so that Scouts and leaders

can plan for them well in advance. In addition to reviewing Scouts who have completed requirements for advancement, boards that meet regularly might also choose to meet with Scouts who are not advancing. A board can give those Scouts support and perhaps help them discover ways to overcome obstacles hindering their progress.



Step 4—A Scout Is Recognized

Immediate recognition is a powerful incentive of the BSA's advancement program. A Scout should receive his new badge as soon as possible after his achievement has been certified by a board of review. A simple ceremony at the conclusion of a troop meeting or during a campout is ideal, with the Scoutmaster making the presentation of the badge.

In addition, a troop holds a court of honor every three months—a formal recognition with families, friends, and the public in attendance. All Scouts who have moved up to any rank except Eagle Scout, or who have earned merit badges since the last court of honor, should be recognized. (A special Eagle Scout court of honor will be held after an Eagle Scout board of review has certified that a Scout has completed all of the requirements for that rank and the application has been approved by the National Council. The Scout and his family should be involved in planning the ceremony and selecting those who will make the presentation of the award.)

Courts of honor may be chaired by the head of the troop committee or the troop committee member responsible for advancement. The planning of the program also should be handled by these individuals, along with other members of their committees.

Courts of honor can be very meaningful experiences for Scouts. To make the most of the opportunity, those planning a court of honor might consider these guidelines:

- Publish the dates for courts of honor in the troop calendar.
- Promote an upcoming court of honor throughout the troop.
- Involve the chartered organization.
- Invite local media.
- Have all awards on hand and certificates signed well in advance of the event.
- Ensure that the meeting place is appropriate and properly set up. Consider outdoor locations, weather permitting.
- Use decorations and props that are fitting for the occasion.
- Make the ceremony dignified and meaningful, both for Scouts and for the audience.
- Consider serving refreshments afterward and providing adults and Scouts time to visit.
- Watch the time. Most courts of honor should last no longer than an hour.

MERIT BADGES

Through the Boy Scout merit badge program, many Scouts have been introduced to a life-long hobby or even a rewarding career. They have discovered new abilities, increased their self-confidence, and become expert in subjects that have enriched their lives and their ability to serve their community.

The requirements for each badge appear in the current BSA merit badge pamphlet for that award and in the *Boy Scout Requirements* book. When a Scout has decided on a badge he would like to earn, he follows these steps:

1. The Scout obtains from his Scoutmaster a signed merit badge application and the name of a qualified

counselor for that merit badge. (A counselor must know a subject well, have the ability to work effectively with Scouts, and be currently registered as a merit badge counselor by the BSA local council.)

2. Along with another Scout, a relative, or a friend, the Scout sets up and attends his first appointment with the merit badge counselor. (No one-on-one contact is permitted. A Scout must have a buddy with him at each meeting with a merit badge counselor.) The counselor will explain the requirements for the merit badge and help the Scout plan ways to fulfill them in order to get the most out of the experience.
3. The Scout works on the badge requirements until he completes them, meeting with the counselor (and his buddy) whenever necessary.

Scouts may work on any merit badge at any time, assuming they have the approval of their Scoutmaster. While merit badges are not required for the ranks of Tenderfoot, Second Class, or First Class, Scouts moving toward those ranks also may work on merit badges, again with their Scoutmaster's approval.

(The merit badges required for the ranks of Star, Life, and Eagle are listed at the end of this chapter. They can also be found in the *Boy Scout Requirements* book and the *Boy Scout Handbook*.)

The following resources might prove helpful in identifying and recruiting merit badge counselors:

- Merit Badge Counselor Orientation—a practical training aid for adult leaders
- Merit Badge Counselor Information—lists qualifications and background information for counselors
- Recommending Merit Badge Counselors—a form for suggesting names of potential counselors
- *Advancement Committee Guide Policies and Procedures*—a guide to advancement in the unit, district, and council

Merit Badge Counselors

Scouts wishing to earn a merit badge do so with the guidance and approval of a merit badge counselor. As mentioned earlier, counselors must possess a technical grasp of a subject and also have a solid understanding of the needs, interests, and abilities of Scouts.

Where can Scouts find merit badge counselors? Troop leaders can identify potential counselors by using the Troop Resource Survey Sheet. Many troops assemble a list of approved counselors in their areas who have indicated a willingness to work with Scouts. In addition, each district advancement committee

is responsible for developing a merit badge counselor list, keeping it current, and providing copies to every troop in the district.

Merit badge counselor sessions must meet the same two-deep leadership requirements expected in all Scouting activities. (For details on these requirements, see chapter 11, “Working With Boys.”)

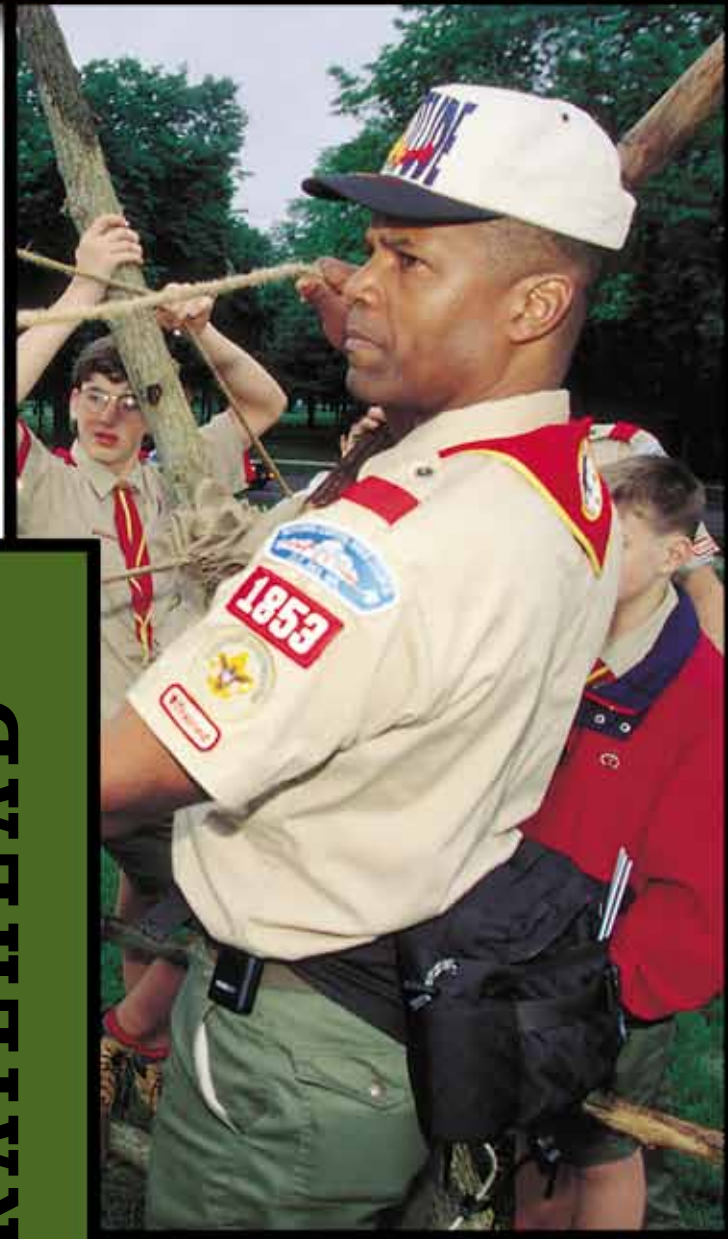
ADVANCEMENT RESOURCES

- The district advancement committee is a tremendous resource for all aspects of BSA advancement. Monthly roundtable meetings are rich forums for the exchange of advancement ideas among Scoutmasters of many troops.
- The *Boy Scout Requirements* book contains requirements for all ranks and merit badges. The requirements also can be found on www.scouting.org.
- The Eagle Scout Leadership Service Project Workbook includes a service project workbook. (For more on service projects, see chapter 19, “Community Service.”)



Merit Badges Required for Eagle	
<input type="checkbox"/>	Camping
<input type="checkbox"/>	Citizenship in the Community
<input type="checkbox"/>	Citizenship in the Nation
<input type="checkbox"/>	Citizenship in the World
<input type="checkbox"/>	Communications
<input type="checkbox"/>	Emergency Preparedness OR Lifesaving
<input type="checkbox"/>	Environmental Science
<input type="checkbox"/>	Family Life
<input type="checkbox"/>	First Aid
<input type="checkbox"/>	Personal Fitness
<input type="checkbox"/>	Personal Management
<input type="checkbox"/>	Swimming OR Hiking OR Cycling

WORKING WITH BOYS



TRAILHEAD

11

WORKING WITH BOYS

FOR MANY BOYS, a Scout troop is an extension of their school activities, their families, and their religious affiliations. For others, a Scout troop might serve as the most stable part of their lives. Whatever the case, every Scout should be able to try new things, to fail sometimes and succeed often. You as Scoutmaster set the tone in a troop by the ways in which you guide and inspire the Scouts and entrust them with positions of leadership. You also have ultimate authority to deal with behavior that will not be tolerated in the troop. Chief among your responsibilities is establishing an environment that is safe for Scouts both physically and psychologically.

What Scouting can provide a boy:

- The sense of belonging to a group
- Achievement and recognition
- Self-esteem
- Confidence in himself
- Self-discipline
- Self-reliance
- Healthy interactions with others
- Importance and effectiveness of teamwork

A Scoutmaster has the opportunity to work with boys at remarkable stages of their lives. They are going through tremendous changes as they move from boyhood toward manhood. Each boy deals with those changes in ways uniquely his own. At times he might be strongly influenced by his peers, while on other days he might seem fiercely independent. High enthusiasm, a need to test limits, concern about personal appearance, the desire to be grown up, awkwardness, fearlessness, self-consciousness, great joy—the qualities of Scout-age boys are as varied as are the shapes of their ears or the color of their hair.

Working with boys can be exciting, enlightening, and educational, and you might quickly discover that

they have much more energy than you do. On the other hand, you possess more life experience. You have been through much of what they are experiencing now. By building a supportive, trusting relationship with troop members, you can put your wisdom to good use as you encourage Scouts to channel their energy into worthwhile activities and help them make sense out of their changing circumstances.

Boys thrive on the friendly, nonthreatening interaction with adults that Scouting can provide. Treat each boy with the same respect you would extend to an adult. Ask Scouts for their input and, whenever possible, include them in the decision-making processes of the troop and their patrols. Recognize and praise every boy for the right things he does. If you must criticize,



do it in a constructive manner and without drawing the attention of his fellow Scouts.

Don't respond in anger to the actions or words of Scouts, even if what they have said or done upsets you. As Scoutmaster, you are an important role model for the Scouts. They will emulate you in many ways, including how you resolve differences. By seeking reasonable solutions to situations rather than reacting in haste or finding someone to blame, you can often diffuse a potential conflict and show by your actions the way that others in the troop can act when they are upset.

LISTENING

Most of us, Scouts and leaders alike, are infatuated by the sounds of our own voices. In conversations we are often so busy thinking of what we will say next that we miss the messages others are trying to convey. Fortunately, active listening is an art that can be learned, and its benefits are enormous.

Listen to the Scouts in your troop. Make yourself available to them during Scoutmaster conferences, on hikes and campouts, and on other occasions when they want to talk. Often they will simply be eager to share the excitement of a moment or the pride of having learned a new skill or completed a requirement. At other times they might have concerns about something happening in the troop or in their lives. Train yourself to pay attention to what they are saying and to listen without passing judgment. When you are willing to hear what they want to share, you can address issues in ways that are coherent, meaningful, and effective.

REFLECTION

Reflection is a form of careful listening and sharing that allows Scouts and leaders to assess an experience

and get from it the greatest value it has to offer. In many ways, Scoutmaster conferences are reflections as a Scoutmaster guides a boy in exploring the meaning of his completion of advancement requirements. Reflection can also be important at the end of an activity or it might take place in the middle of an event, especially if Scouts are struggling to solve a problem or need to stop and work through a disagreement.

Sit down for a few minutes with the boys involved and lead a reflection by asking questions that cannot be answered with a simple yes or no. Guide Scouts toward thinking through what they just did, the effect of the experience, and the lessons they can draw from it.

The real discoveries of reflection often lie beneath the surface. Scouts might at first assume that a campout on a rainy weekend was not very worthwhile. Through reflection, however, they might come to see that they gained a great deal in practicing patience, making decisions under difficult circumstances, and putting their camping skills to a more rigorous test than ever before.

Reflection is also a means by which Scoutmasters can instill the values of Scouting. Boys might not always realize when they have behaved honorably, been trustworthy, or acted in service to others. Encourage them to think through their experiences and recognize how the Scouting ideals are serving as guidelines for the decisions they are making.

Your ease in leading reflections will increase as you gain experience in doing it. Scouts becoming accustomed to participating in reflection will also become better at it, and can lead similar discussions in the future. Here are a few pointers:

- Think about the kinds of questions you will use during a reflection following an activity, perhaps even jotting down some notes while the event is in progress.
- Have Scouts sit so they can see each other.
- Establish rules. Scouts should agree not to interrupt one another or make fun of each other. Let them know that any individual is free to remain silent if he wishes.
- Reserve your judgment about what the boys are saying. Instead, help them come to their own conclusions and express their own evaluations.
- Guide the discussion but don't dominate it. Get the ball rolling, then let the Scouts take over the discussion. Limit your involvement to guiding them back to the subject if they stray too far. A well-placed question or two can inspire others to share their

understandings, concerns, and vision. Here are a few to use when appropriate:

- What was the purpose of this activity?
- In what ways did the patrol or troop work together on this project?
- What did you learn by doing this exercise?
- What would you suggest we do differently next time?
- To what degree did everyone get to participate?
- Who gave leadership and how?
- What can we do to solve a particular problem?
- Be positive. Reflection can be enlightening and often fun.
- Encourage the group to determine the value of the experience they just had, focusing first on positive aspects.
- Generalize the experience. A frequent goal of reflection is to help Scouts make the connection between the activity they have just completed and regular troop experiences:
 - How could we use the ideas we learned today in our troop?
 - How can we use what we just learned about decision making when we're on our next campout?
- Steer Scouts toward setting goals based on what they have learned about their recent experience. As always, begin with the positive but leave the door open for discussion of changes that will improve activities in the future.



PROVIDING NEW EXPERIENCES

Boy Scouts' confidence grows as they meet Scouting challenges—planning and taking part in a camping trip, finishing a rugged hike, making the effort to complete advancement requirements. Success fosters success, and a series of achievements inspires boys to get in the habit of setting out to do well. The new experiences Scouting offers can increase their self-assurance and their eagerness to try things they know will test them and make them work hard.

BEING CONSISTENT, FIRM, AND FAIR

Boys want to know what they can expect from you as their Scoutmaster, and what you expect of them. Strive to be consistent in word and action. Make it clear to boys that you are working together with them to make the troop go. Establish yourself as the leader and then, to the greatest degree possible, turn that leadership authority over to the boys.

Hazing, harassment, name-calling, and bullying have no place in Scouting and should not be tolerated.

MAKE SCOUTING AVAILABLE TO ALL BOYS

As new boys join troops, leadership should be sensitive to the financial costs that might be imposed on the family. The initial cost of registration, dues, books, uniform, and outdoor gear, as well as the ongoing costs of activities, can be difficult to manage.

If a boy is given sufficient positive reinforcement for appropriate behavior, positive behavior will usually continue.

This chapter explains the costs that the youth and his parents will incur, but in many cases, extra steps could be taken to help ease the cost of joining and participating in the troop. Troop committees can offer assistance in many ways as boys begin the process of paying their way through Scouting. Some troops have uniform banks of “experienced” uniforms that can substitute for brand-new wear, equipment that can be shared or loaned, and opportunities for boys to earn their activity costs by participating in product sales and troop money-earning projects. Encourage Scouts to find personal opportunities to earn money by doing yard work and cleaning for neighbors, baby-sitting, vacation house care, and other services. Some troops and chartered organizations have benevolence funds that can be used to assist Scouts from needy families, and most councils provide camperships to help needy Scouts get to summer camp.

THE IMPORTANCE OF BELONGING

After their families, boys’ friends are often the major source of influence upon their behavior. Friends can sway each other in their decisions concerning the clothes they wear, the activities they enjoy, their ideas about themselves, and their attitudes toward sex,



drinking, and drugs. Depending on the group, friendships can be very beneficial to a boy’s growth and development. On the other hand, falling in with the wrong group can be destructive if peer pressure pushes a boy into activities harmful to him and those around him.

Scout patrols and troops are groups of friends who have an interest in outdoor adventures and who share healthy, productive values. For many boys, their Scout patrol and troop are an important part of their self-identity. They look to Scouting for interesting things to do and for opportunities to feel that they are part of a group that accepts them for who they are and treats them with respect.

Scouting cannot offer its program and ideals to boys who see no reason to join in the first place, or who are members briefly but find that meetings are boring, the leaders are disinterested, and other Scouts make no effort to extend friendship and support. You can encourage older troop members to play active roles in helping younger boys feel at home in Scouting. By ensuring that the troop’s program is strong and varied, adult leaders of a troop can maintain the interest of boys who are already members and can attract others to join, too.

DUTY TO GOD

Scouting has a continuing commitment to encourage moral, ethical, and spiritual growth. In the Scout Oath, “duty to God” reminds everyone that a Scout is reverent.

The Boy Scouts of America is a nonsectarian organization advocating a devout belief in deity through the Scout Oath and Law. Article IX, Section 1, Clause 1 in the *Charter and Bylaws* states in part, “The Boy Scouts

of America maintains that no boy can grow into the best kind of citizen without recognizing an obligation to God.” The BSA expects its members to accept the religious principles stated in the bylaws, the Scout Oath and Law, and the application for membership.

Religious instruction is the responsibility of a boy’s parents or guardian and his religious institution. Without being sectarian, Scout leaders can be positive in their religious influence and can encourage Scouts to earn the religious emblem of their faith.

Respect for the Beliefs of Others

The Scout Law teaches, “A Scout is reverent.” A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others. It is important that Scouts recognize the beliefs of other Scouts and respect those beliefs.

Scout outings and other activities that span weekends should include an opportunity for members to meet their religious obligations. If services for members of each faith will not be available, the BSA recommends an interfaith service. As you consider such a service, keep in mind that some religions have specific requirements that cannot be fulfilled through an interfaith ser-



Grace at Meals

Conduct grace at meals in a manner that is conducive to reverence. A patrol or troop might wish to adopt an appropriate grace that can be recited in unison. The Philmont Grace is used by many Scout groups:

Philmont Grace

For food, for raiment,
For life, for opportunity,
For friendship and fellowship,
We thank Thee, O Lord.
Amen.

vice, and other arrangements might be necessary for Scouts of those faiths. Any scripture readings, prayers, hymns, and other parts of an interfaith service must be considerate of the beliefs of all those present.

INAPPROPRIATE BEHAVIOR

Successful Scouting is built upon the boy-led troop and the boy-led patrol. The boys themselves hold positions of leadership, develop the program, and carry out projects and activities. They also have the responsibility to establish codes of behavior based on the principles of the Scout Oath and Law. When a troop member oversteps the boundaries of that code, it is up to the members of the patrol leaders’ council to let the boy know “We don’t do that here” or “That is not acceptable behavior for a Scout.”

Serious or recurring negative activity might require the involvement of the Scoutmaster and other adult leaders in a firm, fair manner. Instances of cheating, lying, inappropriate language, vandalism, or fighting can sometimes be explored through reflection and counseling.

Any enforced physical action such as push-ups should not be used as punishment or discipline.

A boy who continually disrupts meetings or whose actions endanger himself or others during Scouting activities should be sent home. Contact his parents or guardian, explain the situation to them, and discuss ways that the family and the troop can work together to better integrate the boy into the Scouting program. Discipline problems that might lead to a boy’s permanent removal from the troop should be handled by the Scoutmaster and the troop committee and should always involve the boy’s parents or guardian.

Physical discipline is not appropriate. Spanking, shaking, slapping, and other forms of corporal punishment should never be used by Scout leaders.

DEALING WITH BEHAVIORAL CONCERNS

In your role as Scoutmaster, there is a possibility that you will notice a boy struggling with personally troubling behavioral issues. He might seem unusually apathetic. Dramatic changes in his life situation might have left him confused and depressed. Other atypical behavior might come to your attention because it is overdone or goes on too long.

The BSA does not expect you to be an amateur psychologist. It is not your responsibility to “treat” the symptoms of a Scout you are worried about. However, you can be of great service to him by showing caring acceptance and genuine concern for his well-being. Discuss the situation with his parents or guardian and with members of the troop committee to determine additional ways to provide support.

If you suspect that a Scout is in immediate danger of causing harm to himself or to others, a more immediate response might be required:

- Continue to express acceptance. No lectures.
- Make eye contact and ask direct questions that require a commitment from him that he will not harm himself or others.
- Do not leave him alone.
- Get him to his parents or guardian, to medical attention, or to other qualified help via a crisis center hotline.

SCOUTS WITH SPECIAL NEEDS

The new-Scout conference with the parents or guardian of a boy joining the BSA is an important time for troop leaders to discover and discuss any special needs a boy might have. Allergies and asthma are not uncommon among young people. Physical, mental, and learning difficulties can be immediately noticeable or very subtle. Some boys in your troop might require a regular schedule of prescription medication.

The basic premise of Scouting for youth with special needs is that every boy wants to participate fully and be respected like every other member of a troop. While there are, by necessity, troops composed exclusively of Scouts with disabilities, experience has shown that Scouting usually succeeds best when every boy is part of a patrol in a regular troop.

Working with Scout-age youth who have special physical, mental, or learning challenges will require patience and understanding on the part of troop lead-



ers and other Scouts. Begin by seeking the guidance of the boy’s parents or guardian. They know him better than anyone. With their permission you might also wish to consult with the boy’s teachers, physician, physical therapist, and others who can suggest appropriate means for involving him in the Scouting program. Those resources can be especially helpful if the troop does not have adult leaders experienced in dealing with a particular disability. If that’s the case, parents or guardians should understand that they might be asked to provide additional assistance with their son’s Scouting experience. You might also want to assign one or more of the troop’s older Scouts to help. The rewards can be great for those older Scouts as well as for the boy they take under their wing.

A good resource for working with Scouts with special needs is *A Guide to Working With Boy Scouts With DisABILITIES*, No. 33056C. The *Scouting for Youth With Disabilities Manual*, No. 34059, contains chapters on advancement, adult leadership support, alternate activities for rank advancement, and individual sections on many specific types of disabilities and best methods for working with them. The book also has an extensive list of resources, both from the Boy Scouts of America and community resources, including online resources.

Advancement

Scouts with physical or mental disabilities may advance through Scouting’s ranks by meeting the regular advancement requirements or approved alternatives. See *A Guide to Working With Scouts With Disabilities* or *Advancement Committee Guide Policies and Procedures* for information on alternative requirements for special-needs Scouts.

For the ranks of Tenderfoot, Second Class, and First Class, a council advancement committee may allow a Scout to complete alternative requirements tailored to his ability. The substitute requirements must be as demanding of effort as are the requirements they replace.

Scouts unable to complete one or more of the merit badges required for the ranks of Star, Life, and Eagle may apply to the council advancement committee for alternate badges. Use the Application for Alternate Eagle Scout Rank Merit Badges.

Scouts with permanent mental disabilities may request extended membership beyond the age of 18 in the Boy Scouts of America.

Outdoor Program

To the fullest extent possible, Scouts with special needs should be given opportunities to hike, camp,



and take part in other patrol and troop outdoor activities. Many public campgrounds and Boy Scout camps have wheelchair-accessible facilities to accommodate individuals with special needs.

The National Information Center for Children and Youth with Disabilities (NICHCY) provides a number of helpful fact sheets discussing characteristics, incidence, and educational implications of various disabilities. The information is free of charge and can be ordered by telephone, 800-695-0285, or by e-mail, nichcy@aed.org.

BSA POLICY ON DRUG, ALCOHOL, AND TOBACCO USE

The dangers of tobacco, alcohol, and drug use are well known. In making Scouting a suitable environment for young people, Scoutmasters have a duty to keep these substances out of their troops. Scoutmasters can be especially effective as role models by setting healthy examples in their attitudes toward tobacco, alcohol, and controlled substances.

The Boy Scouts of America prohibits the use of alcoholic beverages and controlled substances at encampments or activities on property owned and/or operated by the Boy Scouts of America, or at any activity involving participation of youth members.

Scouts With Prescription Medications

Prescription medication is the responsibility of the Scout taking the medication and/or his parent or guardian. A Scout leader, after obtaining all the necessary information, can agree to accept the responsibility of making sure a Scout takes the necessary medication at the appropriate time, but BSA policy does not mandate nor necessarily encourage the Scout leader to do so. Also, if your state laws are more limiting, they must be followed.

Adult leaders should support the attitude that young adults are better off without tobacco and may not allow the use of tobacco products at any BSA activity involving youth participants.

All Scouting functions, meetings, and activities should be conducted on a smoke-free basis, with smoking areas located away from all participants.

INTERNET SAFETY

Computers allow access to a vast amount of knowledge. By logging onto the Internet, Scouts can contact sources of information around the world and download material about any subject.

For all of its benefits, though, the Internet can also present hazards Scouts should know about and avoid. Most people using the Internet are friendly and honest. However, there are some who use the Internet to take advantage of others. There are also Web sites with content that is unsuitable for young people. Scouts should use the following guidelines to protect their privacy and gain the most good from their time online:

- Don't respond to inappropriate messages or Web sites. If Scouts stumble across information or images they don't understand, it's OK to talk about it with their parents or guardians, or you as their Scoutmaster.
- They should not share information such as their address, telephone number, school name, their parent's work address or telephone number, anyone's Social Security number, any passwords, names of family members, or credit card numbers.
- They should never send photos via the Internet unless they have permission from a parent or guardian.
- They should never agree to meet anyone who has contacted them online unless a parent or guardian goes with them.

Another hazard of the Internet is the cyberbully. A cyberbully uses electronic communications such as the Internet to harass, threaten, or harm others. Tactics that cyberbullies use include dissing (spreading damaging gossip about a person), harassment (repeatedly sending hateful messages), and impersonation



(pretending to be someone else and posting damaging information to harm another person's reputation).

If a Scout feels he is a victim of cyberbullying or in danger, he should ignore the bully, but he should tell his parent or guardian right away.

Remind Scouts that in chat rooms, they should not use their regular screen name. They should use a nickname instead. That way, if a Scout finds himself in an awkward or uncomfortable conversation, he can leave the chat room and not worry that someone who knows his screen name can track him down using his e-mail. Also remind Scouts that if they have protective software on their computers, they should keep it updated so it can keep doing its job as technology changes.

SEXUAL ISSUES AMONG SCOUTS

The years that boys are Scouts, ages 11 through 17, are a period of enormous growth in many areas of their lives. Among the most profound changes for each boy is his increasing sexual maturity and his developing attitudes about sexuality. His body is changing in dramatic ways. He is struggling to discover how he fits in with others and how to deal with sexual impulses in ways that are healthy, well informed, and in keeping with his beliefs.

Throughout its history, the Boy Scouts of America has endeavored to embrace policies that address matters of sexuality in ways that are good for its members and are in keeping with the organization's core values. Scouts today are faced with a much different world from the one boys had in 1910 when the BSA was established, or even 20 or 30 years ago when many of today's Scoutmasters were themselves Boy Scouts. Scouting's policies and leadership training have evolved through the decades to address in the best way possible the challenges and opportunities of the times.

The Scoutmaster's Responsibility

When it comes to sexual issues, a Scoutmaster's responsibility is the same as for all other circumstances facing boys—to ensure that the troop is a supportive environment for them both physically and emotionally. Scoutmasters who have established a relationship of trust with troop members and who are willing to listen carefully and compassionately to what boys are saying have the best chance of understanding the Scouts' concerns—sexuality included—and the greatest success in providing them with guidance that will have real meaning.

By their own example and through encouragement from others, Scout leaders can steer Scouts away from vulgar jokes, disrespectful skits, inappropriate literature (which should be destroyed without a "display"), or other forms of negativity that denigrate people based upon their gender or sexuality. Such behavior is not in keeping with the Scout Oath and Scout Law and should not be tolerated in a troop.

The Scout Oath instructs boys to be morally straight. Abstaining from sex until marriage can bring with it a lifetime of rich, rewarding experiences gained from within a committed relationship and built upon religious values. In addition, refraining from sexual activity is healthy behavior for young people. Abstinence prevents unintended pregnancies and sexually transmitted diseases including AIDS, and is consistent with the values of Scouting.

Scoutmasters must keep in mind that boys should learn about sex from their parents, guardians, or others empowered by their families to guide them. No Scoutmaster should undertake to teach Scouts, in any formalized manner, about sexual behavior. If a Scout comes to you with questions of a sexual nature, answer them as honestly as you can and, whenever it is appropriate, encourage him to share his concerns with his parents or guardian, spiritual leader, or a medical expert.

The BSA does not expect you to know how to handle every incident involving sexual issues. If you are unsure how to respond to a situation, speak with the BSA professional staff of your district and council. They can help you locate and secure professional assistance.

YOUTH PROTECTION GUIDELINES

Child abuse is a serious problem in our society, and unfortunately, it can occur anywhere, even in Scouting. Youth safety is of paramount importance to Scouting. For that reason, the BSA continues to create barriers to abuse beyond what have previously existed in Scouting.

The Boy Scouts of America places the greatest importance on providing the most secure environment possible for its youth members. To maintain such an environment, the BSA has developed numerous procedural and leadership selection policies, and provides parents and leaders with numerous online and print resources for the Cub Scout, Boy Scout, and Venturing programs.

Effective June 1, 2010, the BSA implemented mandatory Youth Protection training for all registered volunteers.





New leaders are required to take Youth Protection training before submitting an application for registration. A BSA application should be submitted to the council service center from a prospective leader only with

the fully completed form and a copy of the individual's Youth Protection certificate of completion. Both documents should be submitted together to the council service center. This must be done before volunteer service with youth can begin.

If an adult volunteer's application is fully completed, submitted to the council service center, and approved, the fee is paid, and the Youth Protection training certificate has been received by and acknowledged by the council, that volunteer will then be permitted to interact with youth members.

The BSA's Youth Protection training is an important component of Youth Protection for all registered BSA adult volunteers. Youth Protection training must be taken every two years. If a volunteer's Youth Protection training record is not current at the time of recharter, the volunteer will not be re-registered.

To find out more about the Youth Protection policies of the Boy Scouts of America and how to help Scouting keep your family safe, see the *Parent's Guide* in any of the Cub Scouting or Boy Scouting handbooks, or go to <http://www.scouting.org/Training/YouthProtection.aspx>.

Leadership Selection

The Boy Scouts of America takes great pride in the quality of its adult leadership. Being a leader in the BSA is a privilege, not a right. The standards of the program and the safety of youth members call for high-quality adult leaders. We provide chartered organizations with some of the tools needed to help them recruit the best possible leaders for their units.

The adult application requests background information and references that are checked by the chartered organization before accepting an applicant for unit leadership. While no current screening techniques exist that can identify every potential child molester, you can help reduce the risk of accepting a child molester by learning all you can about an applicant for a leadership position—his or her experience with children, why he or she wants to be a Scout leader, and what discipline techniques he or she would use.

Youth safety is the No. 1 concern of the Boy Scouts of America. It is important to implement this training at all levels of the organization. The BSA is always reevaluating and reassessing its policies to provide the safest youth program and the best training.

Barriers to Abuse Within Scouting

The BSA has adopted the following policies to provide for the protection of its youth members. These policies also serve to protect adult leaders from false accusations of abuse.

Two-deep leadership. Two registered adult leaders, or one registered leader and a parent of a participating Scout or other adult, one of whom must be 21 years of age or older, are required for all trips and outings. There are a few instances, such as patrol activities, when no adult leadership is required. Coed overnight activities—even those including parent and child—require male and female adult leaders, both of whom must be 21 years of age or older, and one of whom must be a registered member of the BSA. The chartered organization is responsible for providing sufficient leadership for all activities.

No one-on-one contact. One-on-one contact between adults and youth members is not permitted. In situations that require personal conferences, such as a Scoutmaster's conference, the meeting is to be conducted in view of other adults.

Respect of privacy. Adult leaders must respect the privacy of youth members in situations such as changing clothes and taking showers at camp, and intrude only to the extent that health and safety require. Adults must protect their own privacy in similar situations.

Cameras, imaging, and digital devices. While most campers and leaders use cameras and other imaging devices responsibly, it has become very easy to invade the privacy of individuals. It is inappropriate to use any device capable of recording or transmitting visual images in shower houses, restrooms, or other areas where privacy is expected by participants.

Separate accommodations. When camping, no youth is permitted to sleep in the tent of an adult other than his or her own parent or guardian. Councils are strongly encouraged to have separate shower and latrine facilities for females. When separate facilities are not available, separate times for male and female use should be scheduled and posted for showers. Likewise, youth and adults must shower at separate times.

No secret organizations. The Boy Scouts of America does not recognize any secret organizations as part of its program. All aspects of the Scouting program are open to observation by parents and leaders.

Appropriate attire. Proper clothing for activities is required. For example, skinny-dipping or revealing bathing suits are not appropriate as part of Scouting.

Constructive discipline. Discipline used in Scouting should be constructive and reflect Scouting's values. Corporal punishment is never permitted.

Hazing prohibited. Physical hazing and initiations are prohibited and may not be included as part of any Scouting activity.

Youth leadership training and supervision. Adult leaders must monitor and guide the leadership techniques used by youth leaders and ensure that BSA policies are followed.

Frequently Asked Questions

How can parents help protect their children?

Parents participate in the protection of their children in a variety of ways. The BSA recognizes the need for open lines of communication so that children are encouraged to bring any troubles to their parents for advice and counsel. In addition, parents need to be involved in their children's Scouting activities. All parents receive important information concerning the Scouting program as part of their children's membership applications. This information is provided so that parents can detect any deviations from the BSA's approved program. If any deviations are noted, parents should call these to the attention of the chartered organization or the unit committee. If the problems persist, parents should contact the local council for assistance.

Parents also need to review the booklet, *How to Protect Your Children From Child Abuse: A Parent's Guide*, inserted in every Boy Scout and Cub Scout handbook. Venturing parents should review "A Word to Venturing Parents" in the *Venturer Handbook*. The information in these booklets should be the subject of discussions between Scouts and their parents prior to joining a pack or troop.

Why do most child victims of sexual abuse keep the abuse secret?

A victim of child sexual abuse is under a great deal of pressure to keep the abuse secret. Often a molester has provided the child with favors and tells the child not to tell anyone if the child wants the favors to continue. The molester might have told the child that he would not be believed even if the child did tell.

Another common situation is that the molester will tell the child that if the child tells about the abuse, the molester or even the child himself will get into

trouble. In some cases of child molestation, the molester has threatened to harm the child or a member of the child's family.

The clear message is given to the child that if another person finds out, something bad will happen to the child. This pressure to maintain silence can often be successfully overcome by establishing open communication between children and adults through a proper educational program for children.

What should I do if a child tells me that he has been sexually abused?

How an adult responds to a child who tries to disclose abuse can influence the outcome of the child's victimization. By being calm, the adult can help reassure the child that everything is going to be OK. By not criticizing or doubting the child, we counteract any statements the molester made to the victim about the child getting into trouble. Reassure the child that you are concerned about what happened to him and that you would like to get him some help.

Allegations by a Scout concerning abuse in the program must be reported to the Scout executive and the proper local authorities, such as child protective services or the police. Since these reports are required, the child should be told that you have to tell the proper authorities but that you will not tell anyone else. It is important that you not tell anyone other than the Scout executive, the police, or the child protective services agency about allegations of abuse so that they can properly address the situation.

How do I know what my reporting responsibilities are?

Every state, the District of Columbia, and the U.S. territories have different reporting requirements. Upon completion of Youth Protection training, you will receive reporting instructions for your area and for your council. People are often concerned about being sued for reporting child abuse. You are not required to know for certain that a child has been abused. All that the law requires is that you have a reasonable suspicion and are reporting in "good faith." When these requirements are met, all states provide immunity from liability for child abuse reporters.



What Youth Protection educational materials does the BSA have for youth members?

How to Protect Your Children From Child Abuse: A Parent's Guide is a tear-out booklet bound with BSA youth handbooks. It is designed for parents or guardians and young people to use together for Youth Protection training.

The Power Pack Pals comic books, available in English and in Spanish, are for Cub Scout-age boys. They include *Power Pack Pals* (No. 33980)/*Los Superamigos del Pack* (No. 46-33979) and *Power Pack Pals: Be Safe on the Internet* (No. 33981)/*Power Pack Pals: Seguridad en la Internet* (No. 46-34464).

These and other resources can be found at <http://www.scouting.org/Training/YouthProtection>.

The BSA has bilingual, age-appropriate videos for all youth age groups to address the problems of sexual abuse. *It Happened to Me/A Mí Me Pasó*, No. AV-09DVD11, should be used annually by Cub Scout packs or dens, but only for Cub Scouts accompanied by a parent or other adult family member. The video for Boy Scouts, *A Time to Tell/Hora de Contarlo*, No. AV-09DVD04, introduces the “three R’s” of Youth Protection and should be viewed by troops annually. *Personal Safety Awareness/ Concientización Sobre la Seguridad Personal*, No. AV-09DVD33, is the video for Venturing-age young people.

How can Scout leaders who are not social workers teach children about Youth Protection?

The BSA recognizes that many of our leaders feel unprepared to talk to children about preventing sexual abuse. For this reason, the BSA has meeting guides online for both of the videos produced to be viewed by youths. The guides address everything from scheduling the meeting, contacting the police or social services for assistance, and notifying parents (a sample letter is provided), to questions and answers for discussion after the video has been viewed.

What are the “three R’s” of Youth Protection?

The “three R’s” of Youth Protection convey a simple message to youth members.

Recognize situations that place you at risk of being molested, how child molesters operate, and that anyone, even a leader or parent involved in Scouting, could be a molester.

Resist unwanted and inappropriate attention. Resistance will stop most attempts at molestation.

Report attempted or actual molestation to a parent or other trusted adult. This prevents further abuse and helps to protect other children. Let the child know he or she will not be blamed for what occurred.

YOUTH MEMBER BEHAVIOR GUIDELINES

The Boy Scouts of America is a values-based youth development organization that helps young people learn positive attributes of character, citizenship, and personal fitness. The BSA has the expectation that all participants in the Scouting program will relate to each other in accordance with the principles embodied in the Scout Oath and Scout Law.

One of the developmental tasks of childhood is to learn appropriate behavior. Children are not born with an innate sense of propriety and they need guidance and direction. The example set by positive adult role models is a powerful tool for shaping behavior and a tool that is stressed in Scouting.

Misbehavior by a single youth member in a Scouting unit may constitute a threat to the safety of the individual who misbehaves as well as to the safety of other unit members. Such misbehavior constitutes an unreasonable burden on a Scout unit and cannot be ignored.

MEMBER RESPONSIBILITIES

All members of the Boy Scouts of America are expected to conduct themselves in accordance with the principles set forth in the Scout Oath and Scout Law. Physical violence, hazing, bullying, theft, verbal insults, and drugs and alcohol have no place in the Scouting program and may result in the revocation of a Scout’s membership.

If confronted by threats of violence or other forms of bullying from other youth members, Scouts should seek help from their unit leaders, parents, or the council.

UNIT RESPONSIBILITIES

Adult leaders of Scouting units are responsible for monitoring the behavior of youth members and interceding when necessary. Parents of youth members who misbehave should be informed and provide assistance in dealing with the misbehavior.

The BSA does not permit the use of corporal punishment by unit leaders when disciplining youth members.

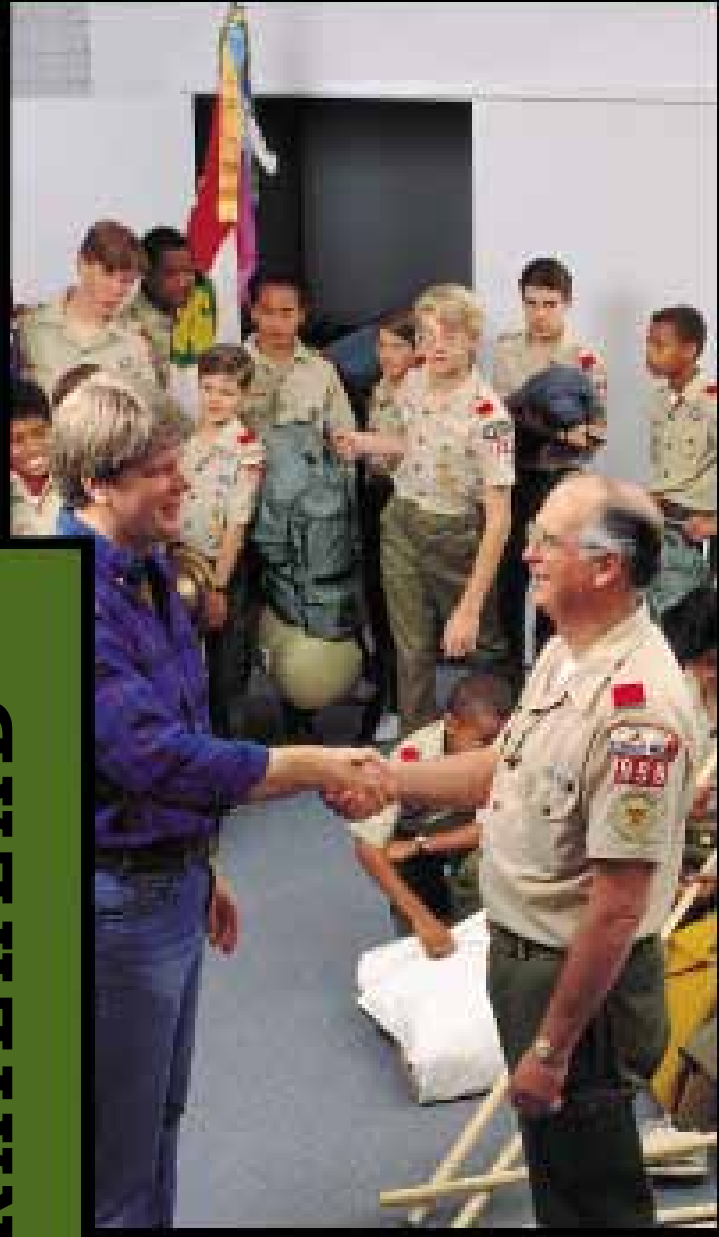
The unit committee should review repetitive or serious incidents of misbehavior in consultation with the parents of the child to determine a course of corrective action including removal from the unit.

If problem behavior persists, units may remove a Scout from that unit. When a unit removes a Scout, it should promptly notify the council in the event that revocation of Scouting membership also is required.

The unit should inform the Scout executive about all incidents that result in a physical injury or involve allegations of sexual misconduct by a youth member.

Each Cub Scout den and Webelos Scout den and each chartered Cub Scout pack, Boy Scout troop, Varsity Scout team, and Venturing crew shall have one leader, 21 years of age or older, who shall be registered and serve as the unit or den leader. A unit leader may not serve simultaneously in any other position within the same unit. The head of the chartered organization or chartered organization representative and the local council must approve the registration of the unit or den leader on the appropriate form.

MEMBERSHIP



TRAILHEAD

12

is an essential element of a healthy Scout troop. Boys joining a troop bring fresh enthusiasm and energy to the entire program. There are many ways that Scoutmasters and other adult leaders can encourage boys to join Scouting and to make them comfortable in

Before we can put the values of Scouting into boys, we must first put boys into Scouting.

their first meetings. Troops that are recruiting boys to join their ranks have a responsibility to deliver a program that lives up to the promise of all that Scouting can be.

Most boys who are candidates for troop membership fall into one of two categories—Webelos Scouts who are ready to graduate to a Boy Scout troop, and boys who have had no Scouting experience.

The organization chartered to operate a Boy Scout troop can also serve younger boys by operating a Cub Scout pack. The Webelos den of such a pack provides its Webelos Scouts (who are at least 10 years old or have completed the third grade) with a foundation for their transition into Boy Scouting.

Many troops assign an assistant Scoutmaster or a troop committee member to develop a relationship with the Cubmasters and Webelos den leaders of the neighboring Cub Scout packs. This person serves as a resource during Webelos overnight activities and can assist the Webelos den chief in building enthusiasm among the boys and their parents or guardians for the exciting challenges of Boy Scouting that await.

A chartered organization that operates a Cub Scout pack but no Scout troop may develop working relationships with an established troop in its area.

The chartered organization might also recognize the need to form its own Scout troop to serve boys as they graduate from Webelos Scouting.

Welcoming Webelos Scouts

When a Webelos den graduates into the troop, the assistant Scoutmaster and the Webelos den chief can continue to work with the boys as they form into a new-Scout patrol. Likewise, adults associated with a Webelos den can move into roles of troop leadership as their den members become Boy Scouts.

The passage from pack to troop should be smooth, with no time lost between the two. The graduation clearly signifies a boy's transition to a new level of Scouting, and can include the presentation of a certificate and a *Boy Scout Handbook*. This *Webelos crossover ceremony* can be conducted at the pack's annual blue and gold banquet. (See "Webelos Crossover Ceremonies" in *Troop Program Resources*.)

Troop-Pack Relations

A strong bridge between a Scout troop and a Cub Scout pack can be a healthy, ongoing relationship that ensures almost all of the Webelos Scouts will progress into the troop. To establish this, a four-step process is suggested:

1. An Orientation at the Beginning of the Webelos Scouting Year

This orientation for Webelos Scouts and their parents or guardians should be held at the beginning of the Webelos Scouts' fourth-grade year. It is presented by the Webelos den leader, the Scoutmaster, and the assistant Scoutmaster assigned to the boys' Webelos den.

The goal of the orientation is to let the Webelos Scouts and their parents know how different Webelos Scouting is from Cub Scouting, and how Webelos Scouting will prepare boys for the bigger adventures of Boy Scouting. It sets the stage for a continuation of boys moving toward the Boy Scout troop.

The troop leaders are introduced and future joint activities are announced, such as the parent-son campout and the Webelos den/Scout troop campout.

2. A Webelos Parent-Son Campout

The Scout troop should host a Webelos parent-son campout in the spring for first-year Webelos Scouts. This activity is designed to support the Webelos Scout Outdoorsman activity badge. The troop can best be of service by providing a few knowledgeable Scouts and leaders to give logistical and teaching support on the campout.



Using the *Webelos-to-Scout Transition* brochure (No. 18-086) and online video (at www.scouting.org) helps smooth a Webelos Scout's passage to Boy Scouting.

This joint activity will build a level of comfort between the Webelos Scouts and their parents and the Scouts and adults in the troop. When the time comes to move into a Scout troop, it will not be a leap into the unknown, but an easy passage into a familiar and friendly situation.

A guide for the Webelos parent-son campout can be found in the *Cub Scout Leader Book*.

3. A Webelos Den/Scout Troop Campout

An invitation from the troop to the second-year Webelos den to go on a fall campout will further strengthen the relationship between the Webelos Scouts and their parents and the Scout troop. This one-night outing is one of the requirements for the Arrow of Light Award. It will help the Webelos Scouts and their parents see what to expect in future camping experiences. The troop should cook and camp by patrol, using patrol skills and activities in which each Webelos Scout can participate.

4. A New-Scout Conference for Webelos Scouts

The new-Scout conference for a Webelos Scout should be held a month or two before the boy graduates into the troop. The conference is conducted by the Scoutmaster or by the assistant Scoutmaster assigned to the new-Scout patrol. It should be unhurried and in view of at least one other adult.

The Webelos Scout should be encouraged to set both short- and long-term goals for himself. A short-term goal might be to attain the rank of Tenderfoot; a long-term goal could be to serve as patrol leader.

Here are a few suggested discussion points:

- The meaning of the Scout Oath and Law
- The advancement program
- Troop camping
- The patrol method
- Summer camp

The second part of the new-Scout conference should include the parents or guardian. See the information under “Parents’ Conference” later in this chapter for ideas on this session.

The most effective recruiters of boys with no Scouting experience are the Scouts who are currently members of a troop. After a campout or a weekend backpacking trip they’ll tell their friends at school about the great time they had. The more that boys hear from their peers about the opportunities for adventure that Scouting provides, the more eager they will be to join. Success leads to success—offer a varied, exciting program with plenty of outdoor activities, and boys will seek it out.

Registering New Scouts

Boys who are between the ages of 11 and 18 can join a troop at any time during the troop’s charter year by submitting the youth application with the pro-rated fees to the local

council service center. Be sure to register boys as soon as they join, as they are not members of the Boy Scouts of America until they are registered.

Boys drop out of a troop for a variety of reasons—scheduling conflicts with sports or school, loss of interest in the program, part-time jobs, family responsibilities, etc. Stay in touch with those boys by making phone calls, sending them the troop newsletter and program schedule, and keeping them up-to-date on Scouting activities. Let them know they are missed and are welcome to return to the troop at any time. Many will.

When a Scout in your troop will be moving to a new area, provide him with a Transfer Form with up-to-date information about his advancement, leadership positions, and registration dates. (See a sample Transfer Form in the “Forms” section of *Troop Program Resources*.) The application ensures that the next troop he joins recognizes his BSA achievements and fully credits his experience and rank advancement. Likewise, when a boy transfers from another troop to yours, use his Transfer Form to bring your troop records up-to-date.

If a boy is unsure how to find a Scout troop in his new area, contact the local council service center there for the name and phone number of the Scoutmaster of the appropriate troop. Alerting the new troop to the arrival of a prospective member will allow the Scoutmaster to contact the boy and his family,

Many troops encourage Scouts to recruit new members by offering incentives—patches, prizes in the form of camping gear, T-shirts, or other tokens of thanks.

welcome them to the area, and pave the way for the boy to join the new troop. Experience has proven that fifth- and sixth-grade boys are often receptive to join a troop, especially in the early spring. Many school administrators understand the supplemental educational values of Scouting and might allow a representative from your troop to come to classrooms or school activities to give a lively and interactive recruiting presentation.

The presentation should be short, but you can increase its effectiveness by having a display of camping and outdoor gear and by bringing along older Scouts, who can more easily interact with the youth and who are strong advocates of a troop's program. Some troops have set up model campsites on school grounds as a way to encourage youth to visit the troop.

Your district membership committee should be able to provide resource materials for school presentations, including handout fliers and survey cards. The High-Adventure Survey, No. 34241, will give an indication of the interest level of the group surveyed and will provide names and contact information for additional follow-up.

District executives might also provide valuable guidance for putting together a troop open house and a year-round Scout recruiting plan. The Boy Scout Troop Open House brochure, No. 18-706, and online video (at www.scouting.org) will be helpful tools for planning recruiting efforts.

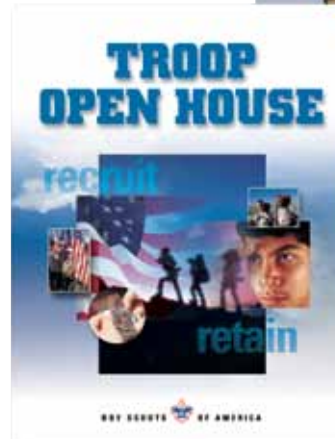


High-Adventure Survey, No. 34241

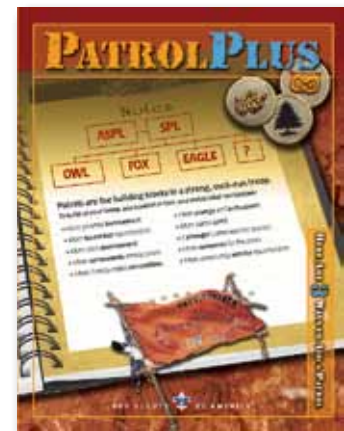
A Year-Round
Guide to Boy
Scout Recruiting,
No. 18-748



Boy Scout Troop
Open House,
No. 18-706



Patrol Plus,
No. 18-821



A Year-Round Guide to Boy Scout Recruiting, No. 18-748, lays out a year-round growth plan that will help a troop organize its Webelos-to-Scout transition and recruit new boys.

Many troops use local newspapers and other media to publicize courts of honor, campouts, and other special events, both to recognize the activities of current troop members and to alert other boys of the adventure and achievement they can find by becoming Scouts.

Conduct a conference with each new Scout in the troop as soon as possible after he joins. If he was a Webelos Scout and recently earned his Arrow of Light Award, the conference can even take place before he attends his first troop meeting.

You might already know quite a bit about the boy, especially if he has been in a Webelos den or has been observed and guided by an assistant Scoutmaster and den chief working with Webelos and new Scouts. Even so, the new-Scout conference is invaluable for building a fruitful, lasting connection with the boy and his family.

As with all other Scoutmaster conferences, help the boy feel at ease. Encourage him to tell you about himself and his interest in Scouting, and listen carefully to what he has to say. You might want to broaden the discussion by asking him about his hobbies and about things he enjoys doing with his family and friends.

Walk him through the joining requirements and review the Tenderfoot requirements. Discuss how the troop and patrols work, and get him excited about the outdoor program, especially the troop's next adventure. Explain that the Scout Oath and Law are not just to be memorized but should be used as guidelines for living. Ask him to explain the Good Turn and to describe ways he can do his duty to God.

As you close the conference, give him a firm handshake and again welcome him into the troop. Let him know that you and other troop leaders are there to help him get the most out of Scouting, and that he can talk with you anytime about any subject. Remind him that you look forward to your next conference with him as soon as he has completed his Tenderfoot requirements.

Boys and their parents wishing to get more information about Scouting should check out the Web site at www.thescoutzone.net.

In addition to the new-Scout conference, hold a conference with the new Scout's parents or guardians.

An assistant Scoutmaster working with new Scouts may conduct this conference, though

Scoutmasters often find it important to meet with the parents and guardians themselves, either alone or with the assistant Scoutmaster. The meeting should take place at the family's convenience and possibly in the Scout's home.

Parents and guardians will no doubt have many questions about Scouting and about their son's involvement in it. They might want to know how much it will cost, what equipment and uniforms the boy will need, and how much time will be involved in troop activities. Listen carefully to their concerns and provide clear, honest answers. Give them a copy of the troop's calendar so that they can see when meetings, campouts, and other events are scheduled.

Ask the parents/guardians for some specific benefits they hope their son will gain from Scouting. Explain that the troop will provide the boy with a framework in which he can succeed by his own efforts and dedication. Briefly describe the BSA's advancement program and give an overview of the rank requirements. Discuss the educational values of Scouting as well as the aims and the ideals, emphasizing the Scout Oath and Law.



Be honest with parents/guardians if they have any unrealistic expectations. They should know right from the start what Scouting is—and what it is not.

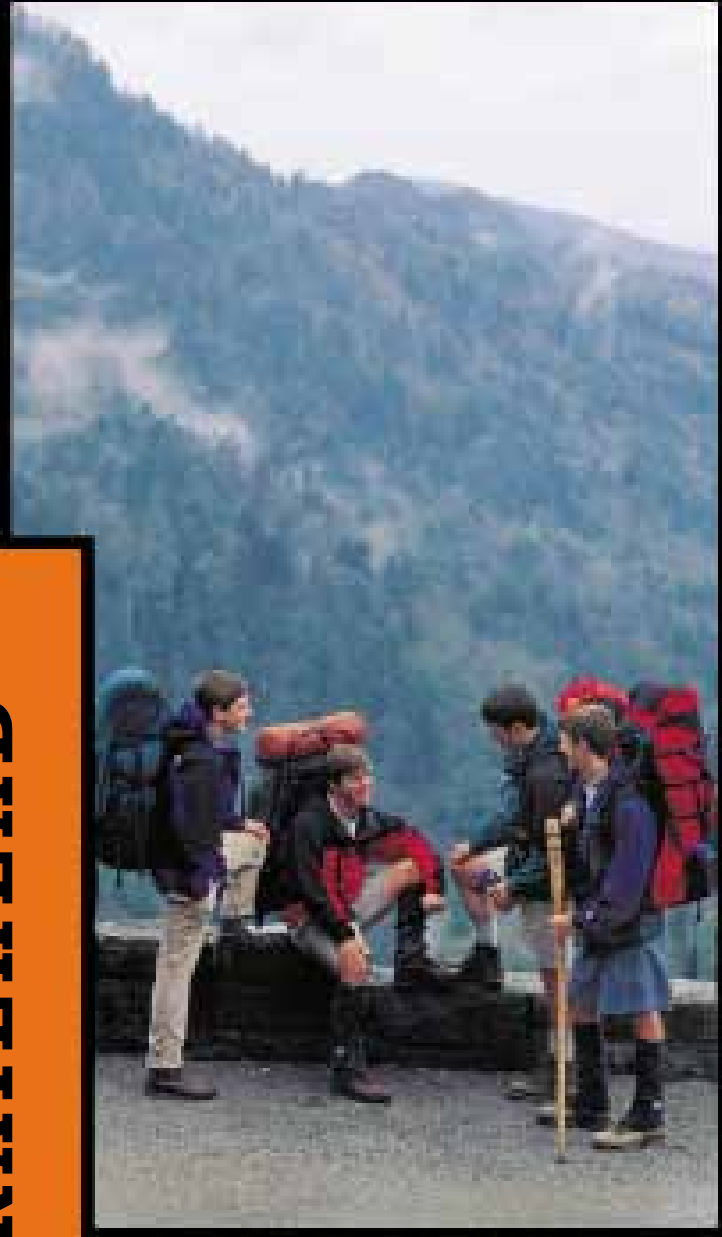
In closing, ask them to fill out a Troop Resource Survey Sheet, and discuss ways they might be able to help the troop by providing transportation, refreshments, etc. Most parents and guardians expect to be asked to help. Welcome them to the Scouting program as important partners in their son's success.

The following policy, as stated in the *Rules and Regulations of the Boy Scouts of America*, Article XI, Section 3, Clause 8, provides a Scout troop the authority to determine its own membership:

“Scouting units are small, intimate groups. In the Cub Scout and Boy Scout programs, the units are made up of even smaller groups, dens and patrols, which often meet regularly in private homes. So long as they are faithful to Scouting's membership philosophy. . . it is for the units to determine on the basis of considerations such as group size or youth behavior whether to admit or to continue the membership of a youth member. It is the philosophy of the Scouting movement to welcome all boys and young people,

regardless of race or ethnic background, who are willing to accept Scouting's values and meet other requirements of membership. Young people of all religious backgrounds are welcomed in Scouting, some participating in units for youths of a particular religion and the greater majority participating in units open to members of various religious backgrounds.”

OPPORTUNITIES FOR OLDER SCOUTS



TRAILHEAD

13

OPPORTUNITIES FOR OLDER SCOUTS

KEEPING OLDER BOYS INVOLVED in Scouting is a special challenge for Scoutmasters and other adult

Older boys are a tremendous resource for Scouting. They often have the knowledge, experience, and maturity to be leaders and to serve as role models for younger boys. They energize Scout activities, bringing depth and quality that help ensure a strong, vibrant program for all members.

leaders. Scouts in a troop can be any age from 11 through 17. That's a broad range of interests, experience levels, and physical and psychological development. The opportunities enjoyed by younger Scouts—especially completing the requirements for First Class—are not as likely to hold the interest of boys who have completed those requirements

and have several years of troop adventures under their belts.

The attractions of sports, school, dating, and other activities might also increase as boys get older. Scout leaders who acknowledge these interests and work with them rather than against them will have the greatest success in retaining older-boy membership. Among the ways Scout leaders can encourage older boys to continue in Scouting are the following:

- Troop leadership and responsibility
- Venture patrols
- Varsity Scouting
- Venturing
- Order of the Arrow
- Alpha Phi Omega National Service Fraternity
- National Eagle Scout Association

TROOP LEADERSHIP AND RESPONSIBILITY

Older Scouts often thrive when given real leadership opportunities. As patrol leaders, senior patrol leader, assistant senior patrol leader, and junior assistant Scoutmasters, they can bring their experience and knowledge to Scouting in very positive, constructive ways. Older boys meeting as the patrol leaders' council can determine a troop's annual program calendar and then bring it to life for themselves and the rest of the troop.

Older Scouts will have plenty of chances to share Scouting skills with younger boys, helping them complete rank requirements and giving them guidance on hikes, campouts, and other adventures. Experienced Scouts may also continue their own advancement by challenging themselves to become Eagle Scouts and perhaps earn Eagle Palms. Recognitions such as the William T. Hornaday Awards, BSA Lifeguard, 50-Miler Award, and religious emblems offer additional areas of exploration and achievement.

Scoutmasters who view older Scouts as valuable resources and who seek out ways to utilize their skills and acknowledge their service will be rewarded many times over.

VENTURE PATROLS

A *Venture patrol* is an *optional* older-boy patrol (ages 13 through 17) within a troop. It is led by a member elected as *Venture patrol leader*. Venture patrol members continue to advance through Scouting's ranks as members of the troop and may hold positions of troop leadership. They wear the Boy Scout uniform with the Venture identification strip above the right pocket.

Venture patrols keep older members interested in Scouting by providing them with enhanced program opportunities that are more challenging than those offered to younger boys. For example, a Venture patrol might spend several months learning how to paddle and portage canoes, brushing up on reading maps, and researching the food and gear needed for long journeys. With the skills mastered, they plan and set out on a canoe-camping *ultimate adventure*—miles of canoe travel along lakes and rivers, finding their way with a map and compass, and pitching their tents each evening on the shore. Venture patrols might also select a sport such as basketball or soccer, and spend a season sharpening their skills to challenge other Venture patrols or to compete among themselves.

Venture and Varsity Program Features

Venture patrols and Varsity Scout teams can choose from among the following high-adventure and sports features and then devote their energies to a program feature for three months. Each high-adventure feature leads to an ultimate adventure, such as an extended winter camping trip. Sports features are highlighted by games and league competition with other Varsity Scout teams. Upon completing a feature, Varsity Scouts may be awarded an activity pin to acknowledge their achievement.

BSA literature supports each Venture and Varsity program feature. In addition, Venture patrol and Varsity Scout team leaders can draw upon outside experts to guide them through a sports program feature or high-adventure activity.

VARSITY SCOUTING

Varsity Scouting is an exciting program of the Boy Scouts of America for boys who are 14 through 17 years old. Unlike a Venture patrol, which is part of a troop, a *Varsity Scout team* stands alone, meeting and conducting activities apart from any troop. The chartered organization that operates a Varsity Scout team might also operate a Cub Scout pack, a Boy Scout troop, and a Venturing crew, allowing boys to move up through the units as they become older.

A Varsity Scout team is divided into *squads* of four to eight members—just the right size to take maximum advantage of a great variety of activities and to

High Adventure
Backpacking
Canoe Camping
Caving
Cycling
Discovering Adventure
Fishing
Freestyle Biking
Frontiersman
Mechanics
Orienteering
Rock Climbing and Rappelling
Snow Camping
Survival
Whitewater Canoeing



Sports
Basketball
Bowling
Cross-Country Skiing
Roller Hockey
Shooting Sports
Soccer
Softball
Swimming
Tennis
Triathlon
Volleyball
Waterskiing



offer plenty of opportunities for everyone to serve as leaders. Every squad elects a *squad leader*. The *team captain*—a Varsity Scout elected by all the team members—conducts meetings and works with adult leaders (the Coach, assistant Coaches, and program advisers) to develop and carry out an effective program.

Varsity Scouts may wear Scout shorts and a tan knit Varsity shirt as an activities uniform. For more formal occasions, Varsity Scout team members wear



traditional Boy Scout uniforms with orange shoulder loops and a Varsity Scout identification strip above the right pocket.

Varsity Scouting has five fields of emphasis. Each holds equal importance, and all five are balanced in the team's program offerings:

- **Advancement.** Varsity Scouts use the same advancement program as do Boy Scouts. They may also receive recognition offered

through the 50-Miler Award; Mile Swim, BSA; and other award programs of the Boy Scouts of America.

A Varsity Scout can meet the leadership requirements for the Star and Life ranks by serving as team captain, cocaptain, program manager, squad leader, or other acceptable leadership role assigned by his Coach. The acceptable positions of leadership to meet the requirements for Eagle are listed on the Eagle Scout Application.

- **High adventure/sports.** Varsity Scout teams plan and take part in tough physical and mental activities—endeavors as wide-ranging as snow camping, whitewater rafting, backpacking, swimming, and roller hockey. In addition to learning and practicing the skills they need in order to enjoy the activities they choose, many Varsity Scout teams also set their sights on extended once-a-year experiences at a BSA high-adventure base or another location selected by the team.
- **Personal development.** Varsity Scouting stresses personal development through spiritual growth, leadership, citizenship, physical fitness, and advancement toward the Eagle Scout rank. Varsity Scouts can also seek ways to attend national and world jamborees and to take part in programs emphasizing conservation, academics, and scholarship.

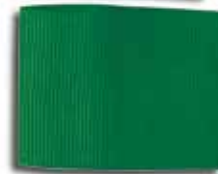
- **Service.** Team members carry out service projects that benefit their chartered organization, their community, the environment, and needy individuals.
- **Special programs and events.** Varsity Scouts can take part in special programs and events on the district, council, regional, and national levels.

(For more on Varsity Scouting, see the *Varsity Scout Leader Guidebook*.)

Venture Patrol/Varsity Scout Team Comparison Chart

Venture patrols and Varsity Scout teams are in separate programs that share the same program features. This chart explains their differences:

Venture Patrol	Varsity Scout Team
Troop	Team
Assistant Scoutmaster	Coach
Senior patrol leader	Captain
Patrol	Squad
Patrol leader	Squad leader
Minimum age—13	Minimum age—14
Green tabs	Orange tabs
Part of a troop	Stand-alone unit





VENTURING

Venturing is a stand-alone program of the BSA for young men and women ages 14 through 20 who have completed the eighth grade and who subscribe to the Venturing Oath and Code. The chartered organization that operates a Cub Scout pack, Boy Scout troop, or Varsity Scout team might also operate a *Venturing crew*. Many Venturing crews specialize in a specific hobby, sport, or outdoor program area—everything from mountain search-and-rescue to photography. Crew activities allow members—called *Venturers*—to provide community service, enjoy outdoor adventures, increase physical fitness, and develop their leadership, social, and ethical decision-making skills.

High-adventure Venturing crews focus on activities that encourage members to learn and practice advanced outdoor skills. Whitewater kayaking, rock climbing, sailing, scuba diving—the list is as long as the imaginations and dedication of the Venturers themselves. A high-adventure crew may be formed by and for older boys from a Scout troop or Varsity Scout team who are seeking further Scouting opportunities and challenges.

ORDER OF THE ARROW

The Order of the Arrow (OA) is Scouting's national honor society. More than 183,000 members strong, it recognizes those Scout and Scouter campers who best exemplify the Scout Oath and Law in their daily lives, develops and maintains camping traditions and spirit, promotes Scout camping, and crystallizes the Scout habit of helpfulness into a life purpose of leadership in cheerful service to others. The Order can help strengthen troops by providing leadership training and opportunities for OA members and by assisting in summer camp promotion, camporees, Scout shows, and other activities.

The Order of the Arrow was founded in 1915 by Dr. E. Urner Goodman and Carroll A. Edson at Treasure Island, the summer camp of the BSA's Philadelphia

Area Council. The Order of the Arrow became an official part of the Boy Scouts of America in 1948.

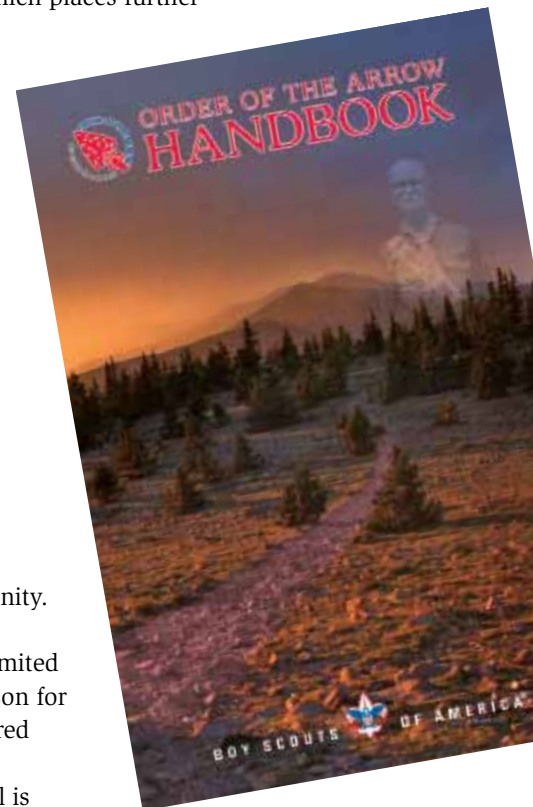
To become an Order of the Arrow member, a registered Boy Scout or Varsity Scout must hold the First Class rank or higher. He must have taken part in a minimum of 15 days and nights of Scout camping in a two-year period, including six days and five nights of resident camping at a local council or National Council facility operated and accredited by the Boy Scouts of America. Eligible Scouts must then be elected to the Order by other members of their troop or team, following approval by their Scoutmaster or Varsity Scout team Coach. (For guidelines on the OA selection process, see the *Order of the Arrow Handbook* and the *Order of the Arrow Guide for Officers and Advisers*.)

The two membership levels of the Order of the Arrow are Ordeal and Brotherhood. During the Ordeal period, the first step toward full OA membership, a Scout is expected to strengthen his involvement in his Scout unit and encourage Scout camping.

After 10 months of service and after fulfilling certain requirements, an Ordeal member may take part in the Brotherhood ceremony which places further emphasis on the ideals of Scouting and of the Order. Completing this ceremony signifies full membership in the Order of the Arrow.

Following two years of service as a Brotherhood member, and with the approval of the national Order of the Arrow Committee, a Scout or adult leader may be recognized with the Vigil Honor for outstanding service to Scouting, his OA lodge, and his community. This honor is granted by special selection, and is limited to not more than one person for every 50 members registered each year with a lodge.

Every BSA local council is granted a charter by the National Council of the BSA to operate an Order of the Arrow lodge. The OA lodge helps the local council provide a quality Scouting program through recognition of Scouting spirit and performance, youth leadership





development, special programs and financial support, and enhanced membership tenure. With the approval of the local council Scout executive, a lodge may divide into chapters to ease the administrative burden of the lodge. The Scout executive is the “Supreme Chief of the Fire” and has the final say in lodge operation.

While it recognizes both Scouts and Scouters, the Order of the Arrow is a youth-led program. Youth members are elected to serve as the national chief, vice chief, and chiefs of four national regions. They also serve as members of the national Order of the Arrow Committee to provide youth input on national OA policy, and they serve as the presiding officers for national and regional OA events.

The national Order of the Arrow Committee oversees the program of the Order of the Arrow. The professional adviser is the director of the Order of the Arrow, a staff member of the National Council’s Boy Scout Division. Among the OA’s national activities are service projects, college scholarships, Indian camperships, matching grants for council camp improvements, and National Leadership Seminars. Every two years a National Order of the Arrow Conference (NOAC) is held at a major university to train and unite members and leaders of local lodges.

ALPHA PHI OMEGA NATIONAL SERVICE FRATERNITY

Based on the principles of the Scout Oath and Law, Alpha Phi Omega National Service Fraternity (APO) is a national college service fraternity active on many campuses. APO’s service program encourages its members to continue their involvement in Scouting through college connections. Many chapters are coeducational. For more information, contact APO’s national office:



Alpha Phi Omega National Office
14901 East 42nd Street
Independence, Missouri 64055
Telephone 816-373-8667
E-mail executive.director@apo.org

NATIONAL EAGLE SCOUT ASSOCIATION

The National Eagle Scout Association (NESA) is a fellowship of men who have earned the Eagle Scout Award. The NESA journal, *Eagletter*, highlights the accomplishments of members and brings news of Eagle Scout activities to readers. Applications for joining NESA are available at local council service centers and on the BSA Web site, www.scouting.org.

NESA provides more than 100 college scholarships based on both need and merit. Contact NESA for applications.



AWARDS AND RECOGNITIONS



14

AWARDS AND RECOGNITIONS

THE AWARDS AND RECOGNITIONS program of the Boy Scouts of America provides boys and adult leaders with visible emblems of their achievements.



SILVER BEAVER AWARD

Badges and pins can be strong incentives to inspire Scouts toward further achievement. For adults, recognition of their contributions to Scouting is an important symbol of service and accomplishment within the organization and in the community at large.

Detailed information explaining how, when, and where to wear various patches, badges, and medals can be found in the *Insignia Guide*.

AWARDS FOR ADULTS

Awards and recognitions intended for adult members of the Boy Scouts of America fall into two categories—those that can be earned and those that are bestowed.

Bestowed awards and recognitions are granted to adult leaders on the basis of their service, activities, and other efforts in keeping with the spirit of Scouting. Among the bestowed honors are the Silver Beaver Award, George Meany Award, and the Whitney M. Young Jr. Service Award.

The requirements for badges that a leader can *earn* can be found in BSA literature associated with each award. They include the following:

Boy Scout Leader's Training Award Requirements

This award recognizes training, tenure, and performance with the following requirements:

Training

- Complete Boy Scout Leader Fast Start training.
- Complete This Is Scouting.
- Complete Basic Leader Training for your position.
- Complete Youth Protection training.

Tenure

Complete a total of two years as a registered adult Boy Scout leader.

Performance

Do **five** of the following:

- Participate in a support role for five overnight campouts.
- Help with two annual unit and/or district Friends of Scouting campaigns.
- Serve on the staff of a council or district training event.
- Participate in a supplemental training course at either the local council or national level.
- Participate actively in three troop parents' nights or courts of honor.
- Help supervise and support a troop money-earning project.
- Serve as a merit badge counselor for at least five Scouts.
- Successfully complete Wood Badge training.
- Fulfill requirements of a troop committee function as described in the *Troop Committee Guidebook*.
- Assist actively in a Webelos den for six months.
- Participate in six Boy Scout leader roundtables.
- Help organize or reorganize a Scout troop.

Scoutmaster's Key Requirements

This award recognizes Scoutmasters for completing training, tenure, and performance requirements.

Training

- Complete Boy Scout Leader Fast Start training.
- Complete This Is Scouting.
- Complete Scoutmaster and Assistant Scoutmaster Leader Specific Training.
- Complete Introduction to Outdoor Leader Skills.
- Complete Youth Protection training.
- Participate in one supplemental training course either at a local council or national level.
- Participate in at least six Boy Scout leader roundtables a year.
- Conduct troop leadership training at least three times.
- Participate as an adult in youth leader training by either serving on the staff or attending the Scoutmaster orientation session of the National Youth Leadership Training.
- Earn the Boy Scout Leader's Training Award.

Tenure

Complete three years of registered tenure as a Scoutmaster within a five-year period (can include the tenure used to earn the Scouter's Award).

Performance

At least twice during the three-year period, serve as Scoutmaster of a troop that earns the national Quality Unit Award.

National President's Scoutmaster Award of Merit

The National Eagle Scout Association recognizes Scoutmasters who serve with enthusiasm, wisdom, and understanding of the Scouting program. The Scoutmaster does not need to be an Eagle Scout but must meet certain standards. The chair of the troop committee nominates the Scoutmaster on behalf of the patrol leaders' council and the troop committee. Nomination forms are available at local council service centers.

AWARDS FOR BOYS

The awards most frequently earned by boys are merit badges and the Tenderfoot through Eagle badges of rank. Badges of rank may be earned and worn only by registered youth members of the Boy Scouts of America (ages 11 through 17). Rank advancement patches are centered on the left pocket of the uniform shirt. Merit badges are also available only to registered Boy Scouts. They are usually displayed on a merit badge sash, although up to six merit badges may be worn just above the cuff on the sleeve of a long-sleeved uniform shirt.

Election into the Order of the Arrow is an honor that a troop can bestow upon its more experienced Scouts. The Order itself offers numerous recognitions for its members. (For more on the Order of the Arrow, see chapter 13, "Opportunities for Older Scouts.")

Boy leaders may earn training awards by attending certain youth leader training courses. (For more on these opportunities, see chapter 7, "Training Youth Leaders.")

Requirements for all awards available to Boy Scouts can be found in the *Boy Scout Requirements* book.



Other Award Opportunities

Snorkeling BSA. Scouts earn this award by completing the requirements on the application form.

Boardsailing BSA. Scouts earn this award by completing the requirements on the application form.

Mile Swim, BSA. The *Swimming* merit badge pamphlet contains information on certifying that a Scout can swim a mile.

BSA Lifeguard. Mastering certain skills in lifeguarding, boat rescues, and advanced rescue techniques qualifies Scouts for this recognition. Check with your local council service center for names of approved BSA Lifeguard counselors.

World Conservation Award. Scouts may qualify for this award by earning these merit badges: Environmental Science, Citizenship in the World, and either Soil and Water Conservation or Fish and Wildlife Management.

Interpreter. A Scout wearing the interpreter strip must be able to carry on a conversation in a foreign language or in sign language, write a letter in the foreign language (not required for signing), and translate orally and in writing from one language to another.

50-Miler Award. The 50-Miler Award is given to Scouts who have taken part in a troop event involving a wilderness trip covering at least 50 consecutive miles over at least five consecutive days. They must also complete service projects that protect or improve the environment.

Historic Trails Award. After researching a historic trail or site and learning about its significance, Scouts hike and camp for two days and one night along the trail or near the site and work with adults to mark and restore the trail or site.

Totin' Chip. The *Boy Scout Handbook* includes information for this award stressing appropriate handling of woods tools.

Firem'n Chit. The Firem'n Chit emphasizes wise use of open fires.

Paul Bunyan Woodsman. A Scout must first earn the Totin' Chip and then help another Scout earn his. The Scout must also demonstrate correct technique with a three-quarter ax or a saw to do a forestry job, and teach other Scouts how to use woods tools safely.

Den Chief Service Award. This special recognition is granted to den chiefs who complete certain service and training requirements found in the *Den Chief Handbook*.

National Honor Patrol Award. The requirements for the members of a patrol to earn this award can be found in chapter 4, “The Boy-Led Patrol.”

Religious Emblems

“A Scout is reverent.” All Scouts show their faith by doing their duty to God. Some also undertake special service and learning that could qualify them for religious emblems. These are not Scouting awards; each faith group offers its own emblem and has developed the requirements for earning it. (For more information, a boy can contact his religious leader or write to the appropriate address listed under “Religious Emblems” in chapter 17 of the 11th edition of the *Boy Scout Handbook* or go to www.scouting.org and click on “Youth Participants,” then click on “Awards.”)

AWARDS FOR BOTH ADULTS AND BOYS

Many other awards are available to Scouts and Scouters, though the requirements might differ depending upon whether an applicant is a youth or an adult.

Hornaday Awards. William T. Hornaday was the first director of the New York Zoological Society, and one of the most earnest pioneers of conservation in our nation’s history.

The awards that bear his name are granted to Scouts and Scouters who have done exceptional and distinguished service in conservation. (For more on the Hornaday awards and other conservation-oriented recognitions, see chapter 9, “The Outdoor Program.”)

Kayaking BSA. This is an award for both boys and adults who complete the requirements on the application form.

Leave No Trace Awareness Award. This is a conservation award for both boys and adults.

World Crest. All BSA members may wear the World Crest above the left pocket of their uniform shirts as an expression of world brotherhood.

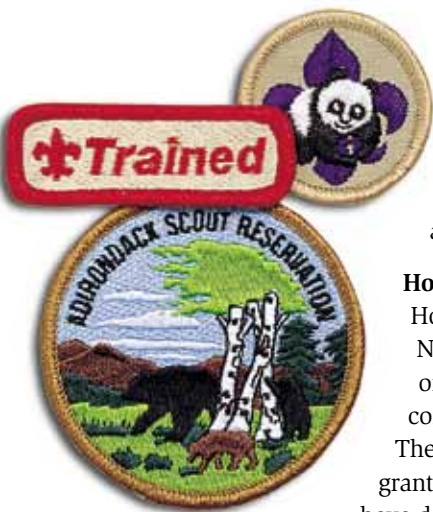
Service stars, attendance pins, and veteran Scouter awards. These are recognitions for length of tenure with the Boy Scouts of America.

Trained Leader. This emblem is available to all adult leaders who have completed the Fast Start and basic training programs appropriate to their positions. The embroidered emblem is worn on the left sleeve immediately below and touching the emblem of office for which it was earned.

Boy Scout youth leaders who have completed troop leadership training and den chiefs who have completed the den chief training conference may wear the Trained Leader emblem beneath their badge of office. The Trained Leader emblem may be worn **only** in connection with the emblem of office for which training was completed.

Lifesaving awards. The National Court of Honor presents awards to Scouts and Scouters for rare Scoutlike action. If you learn of an incident that might qualify a boy or leader for this recognition, contact your local council service center for the appropriate forms to begin the evaluation process.

- **Honor Medal.** The highest special award in Scouting is the gold Honor Medal for saving life. It is given by the National Court of Honor to Scouts and Scouters who show heroism, resourcefulness, and skill by saving or trying to save life at great risk of their own. In exceptional cases it is awarded with crossed palms. The award is not given when the action was merely the performance of one’s duties.
- **Heroism Award.** This is granted for heroic action involving minimum risk to self.
- **Medal of Merit.** This award is for Scouts and Scouters who have performed an act of service that was rare or exceptional and reflected an uncommon degree of concern for the well-being of others.
- **National Certificate of Merit.** This award is given to Scouts and Scouters who have performed a significant act of service that is deserving of special national recognition.



Square Knots

Embroidered square knots are representatives of metal pin-on awards and are designed for the greater convenience of the wearer. Knots are worn in rows of three above the left pocket.

There is no wearing sequence for square knots, but it is suggested that the knot deemed most important by the wearer be worn on his or her right.





ADULT RELIGIOUS EMBLEM,
No. 05014



ARROW OF LIGHT AWARD,
No. 05018



COMMUNITY ORGANIZATION
AWARD



CUBMASTER AWARD,
No. 05022



CUB SCOUTER AWARD,
No. 05017



CUB SCOUT PACK
TRAINER AWARD, No. 14233



DEN LEADER AWARD,
No. 05016



DISTINGUISHED COMMISSIONER
SERVICE AWARD, No. 05019



DISTRICT AWARD OF MERIT,
No. 05013



DOCTORATE OF COMMISSIONER
SCIENCE AWARD,
No. 18093



EAGLE SCOUT AWARD,
No. 05011



EAGLE SCOUT NESA LIFE
MEMBERSHIP AWARD,
No. 18092



GEORGE MEANY
AWARD



HEROISM AWARD,
No. 05020



HONOR MEDAL,
No. 05010



INTERNATIONAL
SCOUTER AWARD



JAMES E. WEST
FELLOWSHIP AWARD



MEDAL OF MERIT,
No. 05025



THE ORDER OF THE ARROW
DISTINGUISHED SERVICE
AWARD, No. 6892



PHILMONT TRAINING CENTER
MASTERS TRACK AWARD,
No. 18090



PROFESSIONAL
TRAINING AWARD



QUARTERMASTER AWARD,
No. 05009



SCOUTER'S KEY,
No. 05006



SCOUTER'S TRAINING AWARD,
No. 05008



SCOUTMASTER AWARD
OF MERIT, No. 05001



SEA BADGE,
No. 05527



SILVER ANTELOPE AWARD,
No. 5012A



SILVER BEAVER AWARD,
No. 05003



SILVER BUFFALO AWARD,
No. 05004



SILVER WORLD AWARD,
No. 5019



SPEAKERS BANK AWARD,
No. 18091



TIGER GROUP DEN LEADER
AWARD, No. 17688



VENTURING LEADERSHIP
AWARD, No. 14220



VENTURING SILVER AWARD,
No. 05027



WEBELOS DEN LEADER
AWARD, No. 5064



WHITNEY M. YOUNG JR.
SERVICE AWARD, No.
5027A



WILLIAM D. BOYCE NEW-
UNIT ORGANIZER AWARD,
No. 14269



WILLIAM T.
HORNADAY AWARD



YOUTH RELIGIOUS EMBLEM,
No. 05007

THE UNIFORM AND INSIGNIA



TRAILHEAD

15

THE UNIFORM AND INSIGNIA



THE BOY SCOUT UNIFORM has long served as an expression of a Scout's friendliness to all other Scouts regardless of who they are or where they're from. The uniform represents Scouting's spirit of equality and democracy, and identifies a boy as a brother to every other Scout. Wearing the uniform promotes comradeship, loyalty to one's patrol and troop, and public recognition of membership in the Boy Scouts of America.

A boy is not required to have a uniform in order to be a Boy Scout. However, troop leaders should set a good example by wearing the uniform themselves and by encouraging each Scout to acquire and wear a uniform. Scouts can take on projects or find part-time jobs so that they can have the satisfaction of purchasing uniforms with their own money. In many troops, Scouts donate "experienced" uniforms they've outgrown to a uniform bank that in turn will lend uniform parts to troop members who need them. New uniforms can be purchased from official Scouting distributors located in selected retail stores, local council service centers, Scout shops, and from the BSA Supply Group catalogs.

Uniform inspections may be held periodically, using the Boy Scout Uniform Inspection Sheet to advise boys on the care and correct wearing of uniforms and insignia.

The Boy Scout Uniform

- Scout long-sleeved or short-sleeved shirt
- Scout pants or shorts
- Scout socks or knee socks
- BSA twill or mesh cap, or campaign hat (troop option)
- Scout belt and buckle
- Scout neckerchief (troop option)



WHEN TO WEAR THE UNIFORM

Boy Scouts and Scout leaders proudly wear the full uniform for all ceremonial and indoor activities including troop meetings, boards of review, and courts of honor. The uniform should also be worn during special outdoor occasions, such as flag ceremonies, Scout shows, and special times during summer camp.

During physically active outdoor events and informal activities, Scouts may wear an activity uniform—troop or camp T-shirts with Scout pants or shorts or other appropriate outdoor wear.

WHEN NOT TO WEAR THE UNIFORM

- Do not wear the uniform while selling a commercial product or service, even for Scout fundraising purposes.
- Do not wear the uniform in situations that might mistakenly imply an endorsement by the BSA of a product, service, political candidate, or philosophy. Scouts and Scouters are encouraged to take part in political matters as private individuals but not while wearing the uniform.
- Do not wear the uniform while engaged in any activity that could dishonor or discredit the Boy Scouts of America, the uniform, or the person wearing it.

GOOD TASTE

“While Scouters may wear the insignia to which they are entitled, a ‘total display’ may not be in the best taste if the uniform looks overdecorated. Unauthorized insignia or incorrect wearing of authorized insignia is always wrong. Scouters must set the example for Scouts in this matter.

The Scoutmaster who wears only his Scoutmaster emblem, council or community strip, troop numeral, and service star on his uniform is never guilty of poor taste.”

—*Scoutmaster Handbook*, 5th edition, 1959

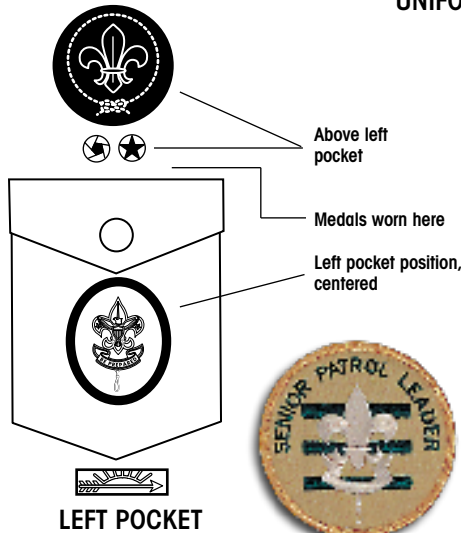
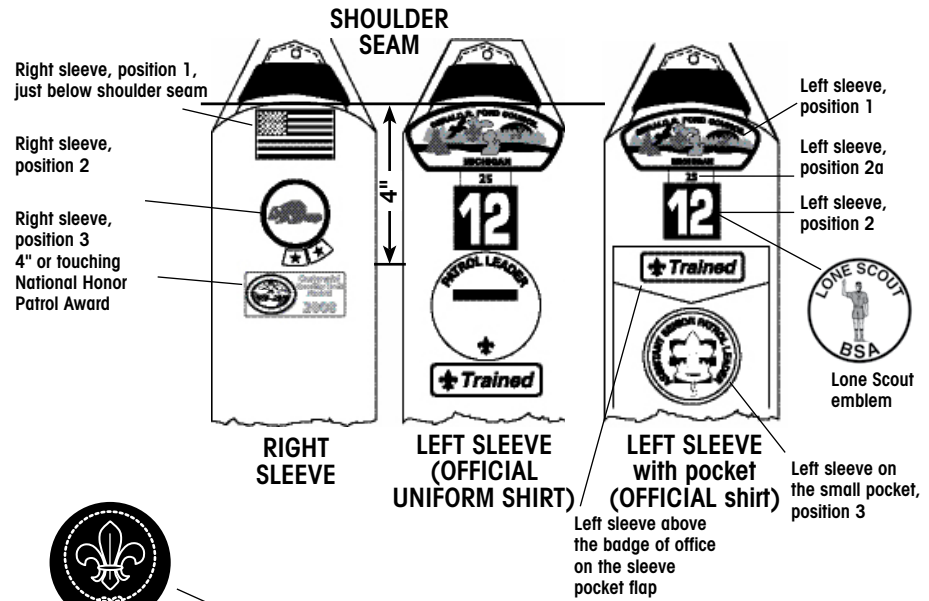
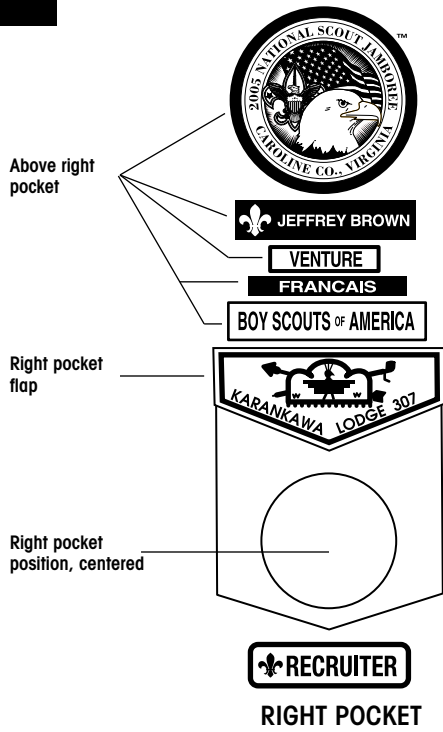
Temporary patches. The right pocket of the uniform shirt is reserved for embroidered emblems earned by taking part in district, council, and national BSA activities including camporees, summer camps, and treks at high-adventure bases. One exception is the patch earned by attending a national or world jamboree. It is worn on the uniform shirt above the right pocket.

LEGAL PROTECTION OF UNIFORMS

The official uniforms of the Boy Scouts of America are those authorized by the organization’s National Executive Board and are described in current handbooks, catalogues, and other official publications of the BSA.

No alterations of, or additions to, the official uniform may be made by any Scout, leader, or Scouting official without permission from the National Executive Board of the Boy Scouts of America.

In accordance with the provisions of the Boy Scouts of America congressional charter, any imitation of United States Army, Navy, Air Force, or Marine Corps uniforms is prohibited.



Only five medals may be worn at a time, pinned in a single row immediately above the seam of the left pocket.



BADGES OF OFFICE

These badges are worn with the top centered and touching the troop numeral, with the exception of the den chief's cord, which is worn on the left shoulder. They are worn only by those currently holding the positions represented by the badge.

**CHARTERED
ORGANIZATIONS AND
TROOP COMMITTEES**



TRAILHEAD

16

CHARTERED ORGANIZATIONS AND TROOP COMMITTEES

THE CHARTERED ORGANIZATION

Every Scout troop, Varsity Scout team, Venturing crew, and Cub Scout pack is operated by an organization granted a charter by the National Council of the Boy Scouts of America. With this franchise, the chartered organization adopts Scouting as its youth program.

Among a chartered organization's responsibilities are the following:

- Conduct the Scouting program according to its own policies and guidelines as well as those of the Boy Scouts of America.
- Include Scouting as a part of its overall program for youth and families.
- Appoint a chartered organization representative who is a member of the organization, will represent it to the Scouting district, and will serve as a voting member of the BSA local council.
- Select a troop committee of parents, guardians, and chartered organization members to assist in the selection of leaders. The minimum is a troop committee chair and two committee members. The head of the chartered organization or the chartered organization representative has final approval of any adult leader for the organization's Scout unit.
- Supply leaders with resources to deliver an effective Scouting program.
- Provide adequate facilities for the troop to meet on a regular schedule.
- Encourage troop participation in all activities of the council. Families of boys who are benefiting from Scouting can help provide for the financial needs of the council by enrolling in Friends of Scouting (see chapter 17, "Troop Finances").

Training for troop committee members starts with This Is Scouting, an overview of the Scouting program, and is followed by Troop Committee Challenge. Both are interactive, Web-based training courses and can be taken individually or as a small group and are available at the BSA's Online Learning Center at www.olscouting.org.



The Chartered Organization Representative

The chartered organization representative is a member of the chartered organization and the recognized head of its Scouting department. The chartered organization representative is appointed by the head of the institution and serves as the connecting link between the institution and the troop. A chartered organization may also operate a Cub Scout pack, a Varsity Scout team, and a Venturing crew, all of them served by the same chartered organization representative. The chartered organization representative is the chartered organization's representative on the district committee, and is a voting delegate at the local council's annual meeting. In addition, the chartered organization representative may serve on the troop committee.



TROOP COMMITTEE

The committee may be seen as the “board of directors” of a troop. Members are often parents and guardians of boys in the troop and chartered organization members who are interested in youth programs. The committee is composed of a minimum of three members, one of whom serves as chair. There is no maximum number of committee members serving at a given time.

The responsibilities of the troop committee include the following:

- Select quality leaders for the troop.
- Develop community service projects.
- Arrange transportation for outings.
- Plan and assist in fund-raising.
- Provide for special needs and assistance for individual Scouts.
- Serve on boards of review and at courts of honor.
- Maintain records of troop finances and advancement.
- Assist in the charter renewal process.
- Help with the annual Friends of Scouting campaign.

The relationship between the Scoutmaster and the troop committee should be one of friendship and trust. Difficult issues are sure to confront troop leaders now and then. The Scoutmaster should be able to turn to the committee at any time for assistance, support, and encouragement. (For more information, see the *Troop Committee Guidebook* No. 34505B.)

Selecting Troop Leaders

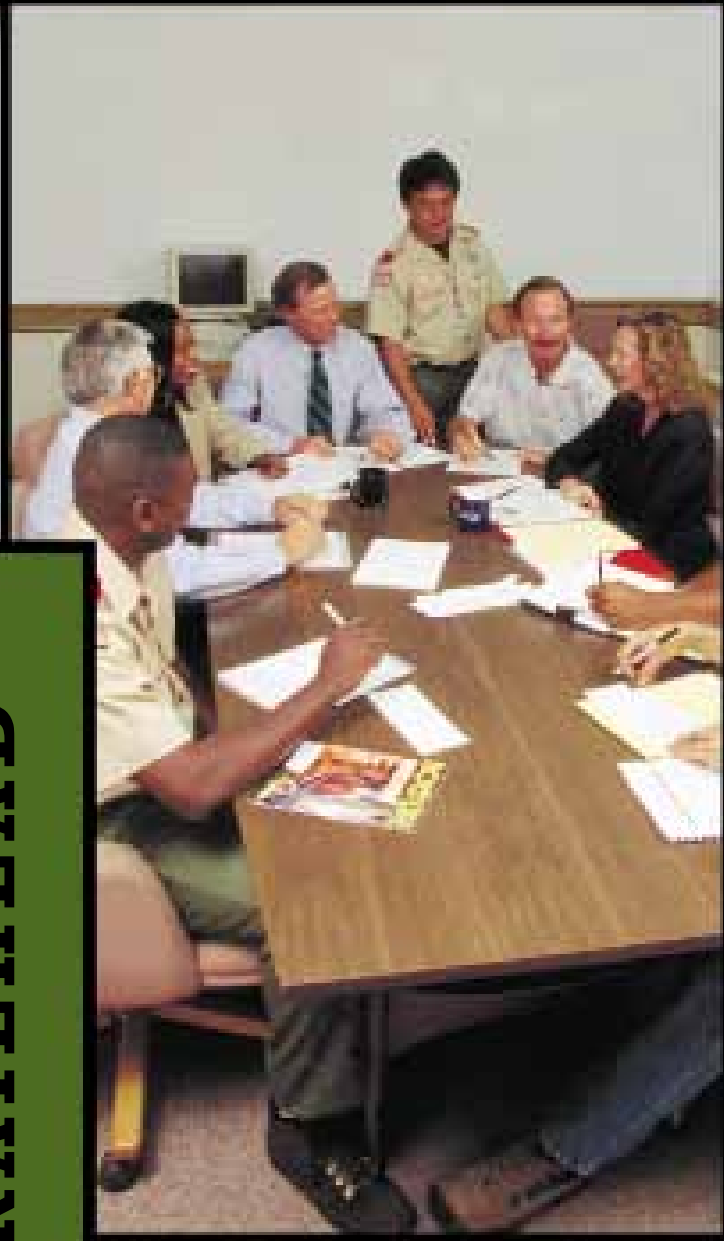
The most important responsibility of a troop committee is recruiting qualified adult leaders for the troop. This is an extremely important task, because the committee must find individuals who are excellent role models as well as effective leaders of young people.

When a leadership vacancy occurs, the troop committee identifies the names of several candidates based on their ability to do the job and then selects the individual who, in the committee’s estimation, is most qualified. Once approved by the chartered organization representative, the next step is to recruit the candidate for the position. If that person cannot accept the appointment, the committee can move to the next name on their list.

The brochure “Selecting Quality Leaders” defines the process for a troop committee as they select leaders for their troop.

The Chartered Organization	
The head of your chartered organization	_____
Phone	_____
Your chartered organization representative	_____
Phone	_____
Your troop committee chair	_____
Phone	_____
Your troop secretary	_____
Phone	_____
Your troop treasurer (finance/records)	_____
Phone	_____
Your outdoor activities coordinator	_____
Phone	_____
Your advancement coordinator	_____
Phone	_____
Your troop chaplain (optional)	_____
Phone	_____
Your training coordinator (optional)	_____
Phone	_____
Your equipment coordinator (optional)	_____
Phone	_____
Your membership chair	_____
Phone	_____
Your Youth Protection chair	_____
Phone	_____
Depending on the needs of the troop and the chartered organization, committee members may also serve in the optional positions of troop chaplain, training coordinator, and equipment coordinator.	

TROOP FINANCES



TRAILHEAD

17

TROOP FINANCES

"The outing in Scouting takes \$ and ¢."

A Scout troop must have a budget and a treasury. The money to operate the troop comes from the Scouts and their parents or guardians. Self-reliance is part of the character development spelled out in the aims of Scouting, a goal that can be advanced by encouraging each Scout to pay his own way for dues, uniforms, and personal equipment, and to take part in money-earning projects to meet the troop's needs.



THE TROOP BUDGET

Building a responsible budget for a troop is a four-stage process:

1. The troop treasurer (usually the troop committee member responsible for finance), Scoutmaster, and scribe consider the troop's expenses and prepare a rough draft of a budget to cover them.
2. The patrol leaders' council reviews the proposed budget and puts it into final form.
3. The troop committee approves the budget.
4. The budget is presented to the Scouts and their parents or guardians.

WHAT ARE TROOP EXPENSES?

The budgetary needs of troops will vary depending upon the nature of their activities and the needs of their membership. The following are some expenses that every troop can expect:

Troop Charter Fee

The annual charter fee that must accompany a troop's charter application helps defray the cost of general liability insurance carried by the Boy Scouts of America.

Registration

The annual registration fee for each youth and adult member may be prorated for a new member joining between troop registrations.

Program Materials

These expenses include membership and rank insignia, troop flags, equipment, group camping gear, and supplies.

Activities

Hikes, campouts, summer camp attendance, high-adventure opportunities, and other troop activities are usually financed by the boys and their families over and above the dues program.

Boys' Life

Boys' Life magazine is an official publication of the Boy Scouts of America that provides quality reading and program support every month. Troops are encouraged to subscribe for 100 percent of their members.




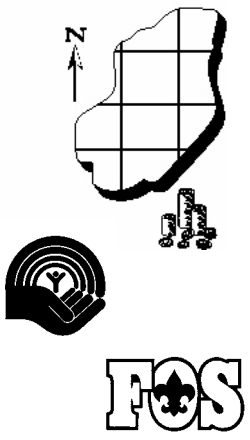

Accident Insurance

Each troop should be covered by accident insurance to help meet the costs of medical treatment in the event of an accident. Insurance fees generally run only a few dollars a year per person. Application forms are available through your local council service center and may be included in the charter renewal kit. Follow the instructions in the forms to send applications and premiums directly to the appropriate insurance company.

Reserve Fund

It is wise to establish a reserve fund to meet the troop's unexpected expenses.

SCOUTING DOLLARS

	Where Does the Money Come From?	Where Does It Go?
YOUTH 	Personal savings Participation in money-earning projects	Uniforms Handbooks Personal equipment Camp fees
THEIR UNITS 	Members' dues Special money-earning projects	Camping equipment Registration fees <i>Boys' Life</i> magazine Insignia Special events Program materials
CHARTERED ORGANIZATIONS 	Chartered organization's budget	Meeting rooms, lights, heating and air conditioning, restroom facilities
YOUR COUNCIL 	United Way organizations Friends of Scouting Project sales Special events Bequests Product sales Endowment income	Organizing units Serving existing units Training leaders Maintaining camps and local council service center Maintaining local council service center records and information Professional staff support Activities and events Liability insurance for chartered organization
NATIONAL ORGANIZATION 	Members' registration fees Magazine subscriptions and ads Supply Group uniform and equipment sales Grants National service fees	Local council assistance Program research and development Program materials and literature support Professional training Communications Local council insurance and benefits

DUES AND RECORDS

Prompt payment of regular dues is a constant source of income for the troop and a good way for Scouts to learn how to meet financial obligations. Troops may collect dues on a weekly or monthly basis. Paying dues on a regular basis gives boys a sense of responsibility. The collection of dues should not be done in a manner that would keep a boy from joining a troop.

There are five steps for collecting dues and keeping records:

1. Before the first meeting of every month, the troop scribe prepares a Patrol Monthly Dues Envelope for each patrol.
2. Each patrol scribe collects dues from the members of his patrol, records the contributions on the envelope, then puts the money inside.
3. The troop scribe collects the patrol envelopes and records the amounts in the Troop/Team Record Book.
4. The troop scribe submits the dues to the troop treasurer.
5. The troop treasurer deposits the dues into the troop's checking account.

Every troop should have a checking account at a local bank. Most troops require two signatures for drawing checks, although Scoutmasters are often provided with a petty cash fund to make small purchases as needs arise. The troop treasurer monitors the troop's cash flow and pays all troop bills by check.



FUND-RAISING PROJECTS

The dues paid by Scouts are usually not enough to cover the costs of the program their troop is planning. One way to make up the shortfall is with a troop fund-raising project.

Ideally, fund-raising projects not only earn money, they also advance the cause of Scouting by giving boys involvement in meaningful activities. Scouts building and selling bird houses, for example, can learn about bird species in their area and master basic carpentry skills in addition to trying their hand at marketing a product of real use to the public. Other successful fund-raising projects are listed here:

- Collecting recyclable paper, cans, and plastic bottles
- Conducting auctions, rummage sales, and yard sales
- Providing lawn care services
- Washing cars
- Putting on pancake or spaghetti suppers, fish fries, and other community meals
- Selling Christmas trees, wreaths, and other seasonal items
- Caring for pets when animal owners are away

Fund-raising projects must be carefully planned. When considering a fund-raising idea, use the following checklist to test its value to the troop and to the boys, and to determine if it complies with the values of Scouting:

- _____ Does the fund-raiser serve a real need? Scouts, their families, and the community quickly tire of too many moneymaking campaigns or fund drives without a clear purpose.
- _____ Has your chartered organization, troop committee, and local council approved the project, the dates when it will occur, and the methods by which it will be achieved?
- _____ Are the dates set so that there will be no competition with other fund-raising programs of your chartered organization, BSA local council, or the United Way?
- _____ Is your plan free from any suggestion of gambling? Is it fully consistent with the ideals of the BSA?
- _____ If a commercial product will be marketed, will it be sold on its own merit without reference to the needs of Scouting? (The Scout uniform must not be worn when boys are selling commercial products. For more on

when and when not to wear the uniform, see chapter 15, “The Uniform and Insignia.”)

- _____ If the troop will sell tickets for any function other than a Scouting event such as a troop supper, will they be sold by the boys as individuals without depending on the goodwill of Scouting to make the sale?
- _____ Will buyers get their money’s worth from the product or service?
- _____ Does the money-earning project respect the boundaries of other troops and their fund-raising efforts?
- _____ Are you reasonably certain that the troop’s plan will not compete with local businesses or jeopardize opportunities for people who need work?
- _____ Does the plan protect the name and goodwill of the Boy Scouts of America? Is the plan designed so that the BSA and its symbols cannot be capitalized upon by promoters of shows, benefits, or sales campaigns?
- _____ Fund-raising contracts must in no way bind the BSA local council or the BSA organization to any agreement or financial responsibility. If contracts are to be signed, will they be signed by a person acting as an individual without any reference to the Boy Scouts of America?

When a fund-raising project has been thoroughly considered, submit a Unit Money-Earning Application to your local council service center well before the proposed date of the project.

The Ideal Year of Scouting Program

It takes a few good fund-raisers to generate the revenue to sustain a Scout troop for a year. Perhaps one of the best ways for a troop to raise funds is to follow the “Ideal Year of Scouting” program and participate in the annual council popcorn (product) sale.

In planning the troop’s annual budget, the troop committee must determine how much money is needed to run a successful troop, including the cost of insurance, registration, summer camp, and troop meetings. Using the BSA’s core process for unit planning can provide the troop with support and resources necessary to implement an ideal year of Scouting. The process is facilitated in five steps:

- A program survey, in which every troop leader’s thoughts on running the troop are gathered in a face-to-face meeting
- The planning process, when the troop leaders meticulously determine their annual activity calendar and how much money is necessary to meet the troop’s annual goals
- Annual budgeting, in which the troop’s annual plan is converted into a budget and a per-boy fund-raising goal is set
- Reviewing the troop’s annual plan and budget with every troop leader
- Sharing the plan with Scouts’ families to generate excitement and support

INCENTIVES FOR SCOUTS

A key to successful fund-raising is to make the effort satisfying and rewarding for the boys themselves. The activity itself can be fun and at the same time a good learning experience. The boys should also have a clear understanding of how the money will be used. Some troops help Scouts earn their way to summer camp or save for personal camping gear by crediting dollars or points to each boy based on his participation in the fund-raiser.

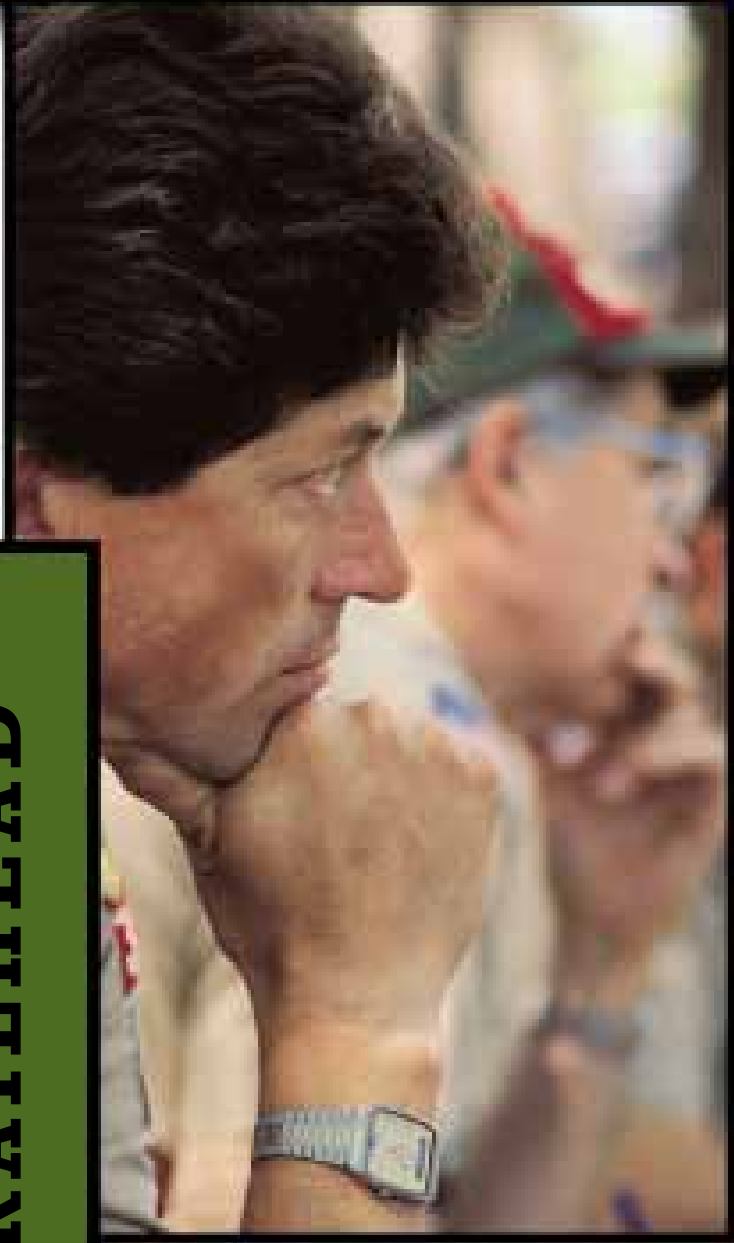


FRIENDS OF SCOUTING FINANCE CAMPAIGN

Each year the district finance committee or the troop committee will conduct a Friends of Scouting campaign—a presentation to parents and guardians of Scouts to request their financial support of the local council. The presentation can be done in conjunction with a special family night program or a troop court of honor. As Scoutmaster, your positive, enthusiastic support will send a clear message to parents, guardians, and members of the troop committee and chartered organization that the local council plays a vital role in providing opportunities for training and program development.

18

TRAILLHEAD



SCOUTMASTER SUPPORT

EVERY SCOUTMASTER RELIES UPON the time and energy contributed by many people. Parents, guardians, the troop committee, members of the chartered organization, and other interested individuals help ensure that a troop has quality leadership, a strong program, and the resources for boys to make the most of their Scouting experience.

Beyond those local volunteers providing a foundation for each troop, a network of Scouters and BSA professional staff fill out the larger picture and give continuity to Scouting throughout the nation. Each part of this network can offer Scoutmasters a particular kind of support, and each will, at times, be an invaluable resource. They include

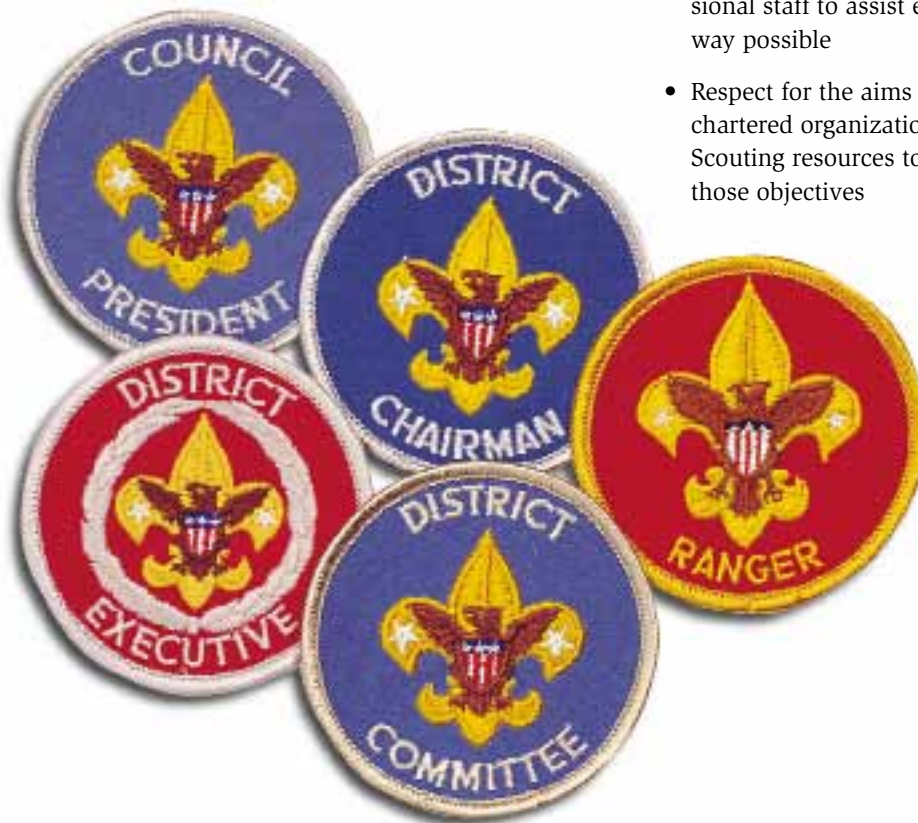
- Local council
- Council executive board
- District committee
- District commissioner staff
- Professional staff

LOCAL COUNCIL

To guarantee efficient organizational management and to recognize regional differences, the United States is divided into more than 325 *local councils*. Each council has been granted a charter by the Boy Scouts of America to provide Scouting to youth in a certain geographic area. Every local council grants charters to qualified and interested organizations which, in turn, may operate Scout troops, Venturing crews, Varsity Scout teams, and Cub Scout packs.

By accepting its charter, a local council agrees to provide the following:

- Year-round training, service, and support for each troop
- Training and support to the chartered organization representative, the person acting as the primary link between the troop's chartered organization and the local council
- Guidance and methods for troop committees seeking out and selecting quality leaders
- General liability insurance to cover the chartered organization
- Camping facilities, a service center, and a professional staff to assist each Scout unit in every way possible
- Respect for the aims and objectives of each chartered organization, and the promise of Scouting resources to help the organization meet those objectives



COUNCIL EXECUTIVE BOARD

A local council is operated by an *executive board* composed of volunteers recognized as community leaders. The board is responsible for the fiscal management of the local council and for the quality of its Scouting program. The executive board employs the council Scout executive.

Council Scout Executive

The *council Scout executive* serves as the council's chief executive officer and manages its day-to-day operation. Among the Scout executive's duties are hiring and training professional, clerical, and camp staffs.

Your council Scout executive _____

Phone _____

District Executive

Each district is served by a full-time professional Scouter called the *district executive*, who works with the district committee and the commissioner staff to support your troop. District executives are deeply interested in their troops. They are also versed in the resources available within a district, and can connect Scoutmasters to those individuals and committees best able to respond to particular situations.

Your district executive _____

Phone _____

Council Service Center

Your council office is known as a *service center*. Its staff is ready to answer the needs of Scout leaders, providing them with information on activities, training, advancement, camp reservations, and literature. Some large councils also operate satellite offices for easy access, and most are able to mail or fax requested materials. Many local council service centers also feature a trading post offering the full line of BSA uniforms, equipment, and literature.

Your local council service center manager _____

Phone _____

Council Camp

Every council is charged with providing year-round camping facilities for Scouts. *Council camps* often serve as a geographic focal point of a council, steeped in decades of memories and tradition. Most camps operate summer programs, and some are available during other times of the year for weekend troop

camping. Many are set up to facilitate special programs including winter camping and Project COPE courses. Some councils have several camp properties with a variety of program options.

DISTRICT COMMITTEE

Each council is divided into several geographic areas called *districts*. Each district has a *district committee* and a commissioner staff composed of key volunteer Scouters. Their duty is not to make policy, but rather to work through chartered organizations to ensure the success of troops, teams, crews, and packs.

A district committee does this by forming a number of subcommittees, each specializing in one of these areas of Scouting:

- Training
- Advancement/recognition
- Camping
- Activities/civic service
- Finance
- Membership

A chair for each subcommittee is recruited by the district committee chair.

District Committee Chair

As the top volunteer in a district, the *district committee chair* moderates district meetings and takes a leading role in district activities. This person serves a one-year term and may be reelected to additional terms. Districts may also have vice chairs to handle special events and projects and to serve in the absence of the chair.

District Training Committee

The *training committee* provides various levels of an ongoing training program for the district:

- **Fast Start training** is the first phase of preparing incoming leaders to undertake the responsibilities of their new positions. As the name implies, Fast Start begins soon after a leader is recruited.
- **Basic leader training** is usually offered several times a year. Many districts augment the basic offering with supplemental training in areas such as outdoor skills.

The training committee is also responsible for youth leader training for boys and can provide information on other training opportunities including Wood Badge courses and those offered at the Philmont Training Center near Cimarron, New Mexico. The training committee records the training histories of all volunteers in the district and coordinates granting training awards when requirements have been met.

Your district training committee chair

Phone _____

District Advancement and Recognition Committee

The *advancement and recognition committee* does the following:

- Promotes advancement within all of the district's troops and maintains records of each troop's progress
- Maintains a current list of BSA registered merit badge counselors
- Assists troops with boards of review and courts of honor
- Serves as a source of information on special recognition programs such as the District Award of Merit

(For detailed information on advancement policy and procedure, committee members and other Scout leaders can refer to the publication *Advancement Committee Guide Policies and Procedures*.)

Your district advancement and recognition committee chair _____

Phone _____

District Camp Promotion and Outdoor Committee

The *camping committee* promotes camping and other outdoor activities. The committee works closely with the Order of the Arrow to encourage Scout attendance at the council's summer camp. Committee members are often rich sources of information about camping and hiking destinations, high-adventure opportunities, and BSA policies and procedures involving safety and health.

Your district camp promotion and outdoor committee chair

Phone _____

District Activities and Civic Service Committee

Members of the *activities and civic service committee* plan district-wide events including camporees, mall shows, recognition dinners, and other activities designed to enhance the success of troops. They are the conscience of the district with respect to community service projects. Each February the committee is also responsible for promoting Scouting Anniversary Week at the district level.

Your district activities and civic service chair

Phone _____

District Finance Committee

The *finance committee* ensures that the district raises its share of the council budget and interacts appropriately with community funding organizations such as the United Way. A member of the finance committee will work alongside a troop committee member to conduct an annual Friends of Scouting campaign, encouraging each Scout's family to support the council financially. The committee also considers and approves troop fund-raising projects and can assist troops in finding money for special causes such as camper scholarships.

Your district finance committee chair

Phone _____

District Membership Committee

The *membership committee* assists Webelos Scouts who are crossing over from Cub Scout packs to Boy Scout troops. Members also help recruit new boys into Scouting, keep records of troop membership, and organize new units. An important part of their work is maintaining a healthy relationship with chartered organizations that have chosen Scouting as their youth program.

Your district membership committee chair

Phone _____

DISTRICT COMMISSIONER STAFF

The *district commissioner staff* is the service team of the district, the group that makes house calls. The *district commissioner* heads this staff and is responsible for recruiting and training its members. The district commissioner may be aided by several assistant district commissioners overseeing specific geographical areas of the district. They, in turn, oversee several unit commissioners, each responsible for three units.

Your district commissioner _____

Phone _____

Unit Commissioners

A *unit commissioner* is a Scoutmaster's strong right arm. Most commissioners have had Scouting experience to back them up in helping you and your troop succeed. A unit commissioner will probably call on you periodically and perhaps ask to visit a troop meeting or troop committee meeting. Welcome these contacts and use them as opportunities to get questions answered and to gain fresh insights on improving your program. A unit commissioner will also be very helpful as you go through the process of charter renewal.

Your unit commissioner _____

Phone _____

District Roundtable

The monthly *roundtable*, conducted by a *roundtable commissioner*, brings together Scout leaders from a number of troops to share program ideas, successes, and solutions to problems. Each meeting is also an opportunity for enjoying fellowship, fun, and food with others who are committed to Scouting's aims and ideals.

Your roundtable commissioner _____

Phone _____

Other Duties of the District Commissioner Staff

In addition to providing troop leaders with solutions and support, members of the commissioner staff fulfill these functions:

- **Charter renewal process.** Ninety days before the end of each troop's charter year, the council will provide an application for charter renewal that includes a listing of youth and adults registered as active in the BSA. The unit commissioner and troop committee will use it to conduct a current membership inventory 60 days before the renewal date and as a resource during a charter renewal meeting 45 days before renewal.

The charter renewal meeting involves the unit commissioner and all the adult leaders of a troop. The agenda includes identifying youth and adults who will be reregistered, noting adult leadership vacancies to be filled, signing renewal papers, arranging for payment of renewal fees and *Boys' Life* subscriptions, applying for the Centennial Quality Unit Award, and making plans for the upcoming year.

- **Charter presentation.** The completion of a troop's charter renewal is a good time to remind chartered organization members that the BSA is grateful to have been chosen as their youth program. This could be done by involving uniformed Scouts in presenting the new charter to the head of the chartered organization at a full meeting of the organization.



INTERNET SUPPORT

Many local councils have a Web page with up-to-date information on events and activities. The Web site of the BSA national office is: <http://www.scouting.org>.

2007 Centennial Quality Unit Award Commitment

"To improve the QUALITY of program in every unit in America!"

Unit type _____ Unit No. _____

Chartered organization _____

We, the youth and leaders, are committed to achieving the requirements for the 2007 Centennial Quality Award:

1. We will have _____ percent of our direct contact leaders complete Basic Leader Training for their position, including Youth Protection training.

_____ Last year's percent _____ This year's percent

2. As one of the committed units in our district, our goal is to retain _____ percent of our members, recruit _____ new youth, and recharter on time.

_____ percent retained, _____ number new youth, and _____ rechartered on time

3. As a participating unit in the national parent initiative, we commit to recruit _____ new adults to be active.

_____ Actual number of new adults

4. We had a minimum of 60 percent of our youth members advance in rank for Cub Scouting and Boy Scouting or earn Venturing recognition awards, or we improved by 10 percent over last year.

Percent advanced/earned _____ last year and _____ this year

5. At least 70 percent of our youth members had an outdoor experience or one activity per month, or improve the percentage over last year.

_____ percent last year _____ percent this year

6. We will conduct annual program planning and will provide the financial resources to deliver a quality program to our members.

_____ Yes _____ No

In support of a quality program experience, we confirm:

- We received _____ visits from our unit commissioner this past year.
- We supported the council by participating in Friends of Scouting and the annual product sale.

_____ Yes _____ No

Qualified for 2007: _____ Yes _____ No (Unit may qualify for the Centennial Quality Unit Award after October 31 in 2007.)

Reviewed and accepted by:

Unit leader

Unit commissioner

District executive

COMMUNITY SERVICE



TRAILHEAD

19



COMMUNITY SERVICE

THROUGHOUT ITS HISTORY, members of the Boy Scouts of America have provided service to others. Service often occurs in small, unassuming ways—Good Turns and acts of kindness by individual Scouts throughout their daily lives. It happens on a larger scale, too, when an Eagle Scout candidate plans and carries out a major service project, and when a patrol or an entire troop sees a need and steps forward with a solution.

Troop service projects encourage boys to discover that even though they are young, they have the ability to make positive changes in their communities.

They can help protect and improve the environment, too, giving something back to the land they use and enjoy. Scout service projects benefit others while building character and good citizenship in boys. In many ways, service projects are Scouting at its best.

In response to the President's Summit for America's Future held in 1997, the BSA has committed its members to provide a minimum of 200 million hours of community service.

PLANNING EFFECTIVE SERVICE PROJECTS

The place to begin developing troop service projects is the patrol leaders' council. Members of the council might have ideas of their own for worthwhile efforts the troop could undertake to help their chartered organization, people in the community, or some other group. Adult leaders are also good sources of ideas, as are chartered organization representatives and neighborhood leaders.

Troop service projects must be well planned and properly led, and should fulfill the following expectations:

- Be real and significant.
- Be democratic.
- Be clearly defined.
- Be well prepared.
- Include reflection and recognition.



Be Real and Significant

Young people investing time and energy in volunteer work for others want to know that they are doing something significant. When the project is done, they should be able to look back with satisfaction upon an effort that has made a difference. Busywork projects designed to keep boys occupied rather than to accomplish real goals waste their enthusiasm and provide little value to others.

Be Democratic

Scouts are far more likely to throw themselves into a service effort if they have taken part in selecting, planning, and organizing it. Service work is also a tremendous opportunity for a troop's boy leaders to gain hands-on leadership experience. As with most other troop activities, adult leaders may offer direction and coaching but, as much as possible, should allow the Scouts themselves to put together and complete service projects.

Be Clearly Defined

A project should have definite beginning and ending points, with logical steps in between. The purpose of the service effort should be understandable to Scouts who are taking part, and they should have access to the full scope of the work even if their role is to complete just one part of it. A clear goal allows Scouts to measure their progress along the way, increasing their sense of participation and their pride in a job well done.

Be Well Prepared

Being prepared for a project often begins long before the day of the effort. With the guidance of their Scoutmaster and other adults, boy leaders can lay the groundwork so that everything is ready when troop members arrive to carry out the work. Answer the following questions before beginning any service project:

- What is the purpose of this project? Consider both what the beneficiary might gain and what the Scouts might learn.
- Who should be contacted as resources? These might include city officials, park or forest managers, members of the chartered organization, or directors of groups for whom the service is being provided.
- How many Scouts must be involved to complete the work within the allotted time?
- What tools, equipment, and supplies will be needed? How can they be acquired?
- What expertise will be needed? If special skills are required, who can provide the training and oversight to ensure that the work is done correctly?
- What safety issues must be addressed before the work begins? Will Scouts need gloves, hard hats, safety glasses, or other protective gear? Will there be an adequate first aid kit on site and people qualified to use it? Developing an emergency response plan will allow Scouts and their leaders to think through ways they will react in the event of an accident or other emergency.
- Is this project worthy of media coverage? If so, how should that be handled?

Include Reflection and Recognition

As we discussed in chapter 11, reflection is a learning process of careful listening and sharing that allows Scouts and leaders to assess an experience and get from it the greatest value it has to offer. It can be an effective technique in many teaching situations.

Hold a reflection session as soon as possible after the service project is completed. It should be conducted in an informal setting and the ground rules should be made clear: no put-downs and no interruptions. Open the reflection with an open-ended question about the service project that the Scouts completed. A few examples are suggested below:

- What is something new you experienced today?
- What skills did you use today that you had never used before?

- If we did this again, what could we do to improve the outcome?
- What should we change in order to work together better?

The reflection session should last no longer than 10 to 15 minutes. You as Scoutmaster should be prepared to close the reflection in a positive, upbeat manner, summarizing key points stated by the Scouts. This can be a great opportunity to encourage them to think through the experience and recognize how the Scouting ideals served as guidelines as they planned and carried out their service project.

Recognition does not always involve badges and awards. The most important recognition Scouts receive is internal—the confidence built upon having mastered new skills and the self-esteem gained by taking part in worthwhile acts of service. Often, a passing comment of “Nice job!” or “You’re really good at that!” can be the most welcome form of recognition and a powerful boost to a young man’s self-confidence.



SUGGESTED PROJECTS

Cleaning Up the Community

Assist in a community-wide “cleanup, paint-up, fix-up” day. Consult with city officials to determine where Scout efforts can best be focused. A Scout troop might coordinate the efforts of other Scout troops, too, and enlist the aid of other youth groups and service organizations to make this a truly effective undertaking that could become an annual troop event.

Pruning Community Trees

Trees in many communities are damaged by severe weather conditions. Scouts taking part in a BSA spring cleanup day can reduce the danger from broken branches by pruning limbs and gathering them for disposal. Careful planning with an authorized tree expert is essential to determine where and how the work should be done. Scouts can use bow saws for cutting and rakes for gathering the limbs to carry off the site for proper disposal. Power saws should be used only by adults certified in the use of that equipment.

Fixing Up Cemeteries

Small cemeteries often suffer from neglect. With the assistance of those in charge, determine how Scouts can do the most good in returning a cemetery to a respectable condition—cleaning and straightening grave markers, for example, or cutting grass, removing weeds, planting flowers and shrubs, and identifying unmarked graves. A troop might accept a cemetery maintenance effort as an ongoing service project.

Shoveling Snow

Where the snow falls heavy and often, troops can provide a much needed service by keeping fire hydrants clear of drifts. A troop could assign every patrol a certain number of fire hydrants, or appoint each Scout one or two hydrants near his home. Assignments could also be made to clear snow from the sidewalks and house steps of senior citizens and shut-ins.

Good Turn for America

Service is Scouting's greatest legacy. Select a Good Turn related to food, shelter, or healthy living. For more information, visit www.goodturnforamerica.org.



Conducting Clothing Drives

A fire, flood, or other disaster can leave many victims without sufficient clothing. In conjunction with local authorities, Scouts can take part in ongoing campaigns to collect used clothing in good condition for distribution to those who need it.



Encourage Scouts to keep their eyes open for opportunities to be of service to their neighbors, communities, and the environment. Good planning results in projects that are meaningful to their recipients and satisfying for the Scouts involved.

Becoming an Emergency Service Unit

The BSA has a long and proud tradition of service during and after emergencies and natural disasters. Scouts have served as first aid providers, messengers, flood control teams, and storm cleanup units. With the guidance of local emergency response officials, troops can work to achieve the skill level needed to mobilize quickly, then practice regularly to maintain readiness.

Lost-Person Searches and Backcountry Rescues

Some troops and Venturing crews have become expert at finding lost persons and participating in backcountry rescues. Excellent training is a must and should be undertaken with the cooperation of local search-and-rescue authorities.

Get-Out-the-Vote Campaigns

A natural follow-up to a voter registration campaign is a nonpartisan effort to get every eligible voter to a polling site. This calls for an educational and promotional push to remind citizens of their right and duty to vote. Before an election, Scouts might distribute get-out-the-vote materials. On election day, they could be stationed outside polling sites to babysit young children, assist elderly or disabled people, and hand out "I have voted" badges to voters as they are leaving.

Aiding Shut-Ins

Many elderly or disabled people live alone and might have difficulty dealing with some day-to-day tasks. A troop can “adopt” one or more of these people and visit them regularly to run errands, read to them, help them write letters, take them shopping, or simply just to visit.

Restoring Historic Sites

Places of historic significance sometimes fall into disrepair and are gradually forgotten. Reconstructed historic sites, on the other hand, are often sources of community pride. Scouts can research a site to find out all they can about it and then ask to assist in the restoration effort. Actual restoration work must be done under the supervision of qualified local authorities.

Refurbishing Monuments

Monuments honoring historic events or community residents who served in the nation’s wars are sometimes neglected. Scout troops can complete one-time efforts to clean and fix up monuments, or they might even accept the responsibility of maintaining a monument on a yearly basis. The service project can also be used as an opportunity for Scouts to learn about the meaning of the monument and the people whose names are listed on it.



Visiting Nursing Homes

Residents of nursing homes are community members who might be very appreciative of the service that Scout troops can provide. A troop might conduct a one-time project for a nursing home, or adopt the facility as an ongoing part of its service effort. Meet with the administrators of the home to learn how Scouts can be of greatest benefit.

Collecting Toys

In many communities, new and used toys are collected during the holiday season for distribution to needy children. Troops can assist in this effort by making posters to advertise the campaign, helping to stockpile toys, cleaning and repairing used items, and delivering toys to agencies that distribute them in an appropriate manner.

On a larger scale, districts and councils sometimes spearhead toy drives, involving many troops in the effort. In every case, the project should be carefully planned, coordinated with agencies serving children, and done in cooperation with other organizations that might be launching similar projects.

Participating in Conservation Work

Scouts who enjoy hiking, camping, canoeing, and other outdoor activities can be of great service by taking part in service projects that help protect and restore the environment. From trail repair and streambed enhancement to meadow restoration, tree planting, and erosion control, there are dozens of opportunities for Scouts to roll up their sleeves and do something good for the land.

An essential element in the success of conservation work is to plan it in cooperation with those in charge of the area. No park ranger will be happy to have a troop show up unannounced on a Saturday morning to “do some conservation.” However, nearly every land manager will be delighted to engage in the long-term planning of conservation work that is beneficial to the environment and appropriate for Scouts.

(For a full discussion of ways to set up and complete worthwhile conservation projects, see the BSA’s *Conservation Handbook*.)

Youth Protection Awareness

Train younger children to know the three R’s of youth protection: Recognize, Resist, and Report.

RESOURCES



TRAILHEAD

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LITERATURE RESOURCES

- Advancement Committee Guide Policies and Procedures*, No. 33088
 Application for Alternate Eagle Scout Rank Merit Badges, No. 58-730
 Boardsailing BSA Award Application, No. 20-935
Boy Scout Handbook, No. 33105
Boy Scout Leader Fast Start Orientation DVD, No. AV-01DVD22, and online video at www.olc.scouting.org
 Boy Scout Leader Fast Start Orientation Viewer's Guide, No. 18-350
Boy Scout Requirements, No. 33215
 The Boy Scouts of America Web site, www.scouting.org
 Boy Scout Troop Open House, No. 18-706
Boy Scout Troop Open House online video at www.scouting.org
 Boy Scout/Varsity Scout Uniform Inspection Sheet, No. 34283
 BSA buddy tags, No. 05195
 The Building Blocks of Scouting, No. 18-343
 Campfire Program Planner, No. 33696
Camp Health and Safety, No. 19-308
Camp Program and Property Management, No. 20-920
Climb On Safely, No. 20-099
Conservation Handbook, No. 33570
Cub Scout Leader Book, No. 33221
Den Chief Handbook, No. 33211
 Eagle Scout Leadership Service Project Workbook, No. 512-927
Fieldbook, No. 33104
 First Class Tracking Sheet, No. 34118
Guide to Safe Scouting, No. 34416
A Guide to Working With Scouts With Disabilities, No. 33056
Health and Safety Guide, No. 34415
 High-Adventure Survey, No. 34241
 Hornaday Awards Application, No. 21-107
How to Protect Your Children From Child Abuse: A Parent's Guide, found in the *Boy Scout Handbook*
Insignia Guide, No. 33066
Introduction to Outdoor Leader Skills, No. 33640
Leave No Trace, No. 21-105
 Leave No Trace Training Outline, No. 20-113
 Local Tour Permit Application, No. 34426B
 Merit Badge Counselor Information, No. 34405
 Merit Badge Counselor Orientation, No. 34542
Nationally Approved Historic Trails, No. 20-135
Order of the Arrow Guide for Officers and Advisers, No. 34997
Order of the Arrow Handbook, No. 34996
 Our Camping Log (application for the National Camping Award), No. 33690
Passport to High Adventure, No. 34245
Patrol Leader Handbook, No. 32502
 Patrol Monthly Dues Envelope, No. 33816
 Personal Health and Medical Record—Class III form, No. 34412A
Principles of Leave No Trace, No. 21-105
Project COPE manual, No. 34371
 Recommending Merit Badge Counselors, No. 34532
Safe Swim Defense, No. 34370
Safety Afloat, No. 34368
Scouting for Youth With Disabilities Manual, No. 34059
Scouting Resources for Serving Youth With Disabilities, No. 89-120
Scouting Safety . . . Begins With Leadership, No. 19-100
Scouting Safety . . . Begins With Leadership online video at www.scouting.org
Scoutmaster and Assistant Scoutmaster Leader Specific Training syllabus, No. 34879
Scoutmaster and Assistant Scoutmaster Leader Specific Training DVD, No. AV-02DVD15
Sea Scout Manual, No. 33239
 Selecting Quality Leaders, No. 18-981
Senior Patrol Leader Handbook, No. 32501
 Snorkeling Application, No. 19-176
This Is Scouting DVD, No. 36118, and online video at www.olc.scouting.org
A Time to Tell DVD, No. AV-09DVD04
Topping Out: A BSA Climbing/Rappelling Manual, No. 32007
 Transfer Form (youth member), No. 28-401
 Trek Safely, No. 20-125
Troop Committee Guidebook, No. 34505
 Troop Leadership Training, No. 34306
 Troop Meeting Plan, No. 34425
 Troop Planning Worksheet, No. 26-005
Troop Program Features
 Volume I, No. 33110
 Volume II, No. 33111
 Volume III, No. 33112
Troop Program Resources, No. 33588
 Troop Resource Survey Sheet, found in *Troop Program Resources*
 Troop/Team Record Book, No. 34508
 Unit Money-Earning Application, No. 34427
Varsity Scout Leader Guidebook, No. 34827
Webelos-to-Scout Transition, No. 18-086
Webelos-to-Scout Transition online video at www.scouting.org
 A Year-Round Guide to Boy Scout Recruiting, No. 18-748
Youth Protection Guidelines: Training for Volunteer Leaders and Parents DVD, No. AV-09DVD01

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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.**



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