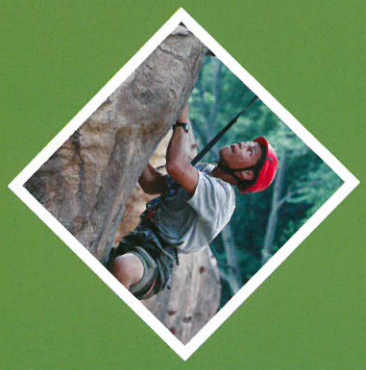








PROGRAM FEATURES FOR TROOPS, TEAMS, AND CREWS

A Guide to Program Planning

Volume 1

BOY SCOUTS OF AMERICA®

PROGRAM FEATURES FOR TROOPS, TEAMS, AND CREWS

A Guide to Program Planning

Volume 1



BOY SCOUTS OF AMERICA®

Volumes 2 and 3 will be available later in 2014.

Volume 1
- Camping
- Climbing and Rappelling
- Communication
- Cycling
- First Aid
- Games
- Geocaching
- Hiking
- Outdoor Ethics
- Paddle Sports
- Pioneering
- Rifle Shooting
- Safety
- Science
- Snowboarding and Skiing
- Spectator Sports

Volume 2
- Archery
- Backpacking
- Citizenship
- Engineering
- Fishing
- Fitness and Nutrition
- Living History
- Mathematics
- Mentoring
- Music
- Orienteering
- Scuba Diving
- Soccer
- Special Needs Awareness
- Wilderness Survival
- Wildlife Management

Volume 3
- Caving
- Cooking
- Duty to God
- Emergency Preparedness
- Ethics
- Financial Management
- Multimedia
- Nature and Environment
- Project COPE
- Project Planning
- Shotgun Shooting
- Skateboarding
- Sustainability
- Swimming
- Technology
- Winter Camping

1b

Key

- = Outdoor program features
- = Sports program features
- = Health and safety program features
- = Citizenship and personal development program features
- = STEM program features
- = Arts and hobbies program features

33110
ISBN 978-0-8395-3110-4
©2014 Boy Scouts of America
2014 Printing

CONTENTS

1-1 Introduction

2-1 Camping

3-1 Climbing and Rappelling

4-1 Communication

5-1 Cycling

6-1 First Aid

7-1 Games

8-1 Geocaching

9-1 Hiking

10-1 Outdoor Ethics

11-1 Paddle Sports

12-1 Pioneering

13-1 Rifle Shooting

14-1 Safety

15-1 Science

16-1 Snowboarding and Skiing

17-1 Spectator Sports

18-1 Appendix

- **18-3** Blank meeting plan
- **18-4** Blank main event
- **18-5** Venturing Program Planning Chart
- **18-6** Budget Worksheet
- **18-7** Tour and Activity Plan
- **18-9** Acknowledgments
- **18-10** Photo and Illustration Credits

INTRODUCING THE NEW PROGRAM FEATURES

NOW FOR TROOPS, TEAMS, AND CREWS

As the Boy Scouts of America's mission statement says, Scouting exists "to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law." There is nothing in the mission statement about meetings, outings, and other activities. However, it would be impossible to achieve our mission without dynamic, relevant programming, which also requires effective program planning. The goal of *Program Features for Troops, Teams, and Crews* is to make that planning a little easier for you, the unit leader.

These three volumes of program features bring together 48 features in three volumes for use by Boy Scout troops, Varsity Scout teams, and Venturing crews. That's four full years of suggested programming. While your unit may not use the material here exactly as presented, it offers a launching point for you and your youth members to plan exciting programs that will keep members coming back, facilitate advancement and personal growth, and help you achieve Scouting's mission.

Annual Program Planning

In Scouting, planning is a two-phase process.

- Long-term planning results in an annual calendar and a set of unit goals for the year.
- Short-term planning yields detailed plans for one month's meetings and outings—and sometimes a little more.

The Annual Planning Conference

Long-term planning happens at the annual planning conference, typically held in late spring or early summer, as soon as possible after school, community, and council calendars have been published. A month or two before the planning conference, the committee chair, unit leader, and senior patrol leader, team captain, or crew president should perform the following steps.

Step 1—Gather the necessary information.

- Key school dates, like holidays, homecoming, and exams
- Community event dates, including those the unit might want to participate in and dates you should avoid
- The chartered organization's key dates, again considering opportunities to collaborate as well as potential scheduling conflicts
- Personal dates, such as family vacations, that may affect the unit's activities
- Key district and council dates
- Data collected from the troop resource survey or activity interest survey
- Last year's annual plan, if you have one
- Unit priorities and goals
- Advancement records for each member
- A general outline of next year's program

Step 2—Discuss the planning process with your top youth leader, explaining the importance of this process and his or her role in it. Discuss options for programs and activities and the unit's goals. Share a draft outline for next year's program, and ask for the youth leader's input and thoughts. Be flexible at this point. You should both review the program planning conference guide, available online at www.scouting.org/BoyScouts/ProgramPlanning.aspx for troops and www.scouting.org/Venturing/ProgramPlanning.aspx for crews, to be on the same page with the agenda and to work ahead.

Setting Goals

What sorts of unit goals should the draft plan include? Here are some possibilities.

- Attend summer camp.
- Have an outdoor adventure at least once a month.
- Strengthen relations with the chartered organization by planning a service project to benefit the organization and by increasing the unit's presence, such as on Scout Sunday or Scout Sabbath.
- Earn the National Camping Award and a gold Journey to Excellence rating.
- Conduct a fundraiser to help pay for unit expenses such as new tents and other camping gear.
- (For troops) Have each patrol earn the National Honor Patrol Award at least once.

Step 3—Have the top youth leader share the draft plan with other youth leaders, who then share it with other members to get their input and ideas. Besides reviewing the draft plan, members could evaluate the current year's plan. A useful tool is the "start, stop, continue" method, which is based on three simple questions:

- What should we start doing that we are not currently doing?
- What should we stop doing that is not working?
- What should we continue doing that is working well and helping us succeed?

It's useful for members to have copies of the current year's calendar available for review, as well as the draft plan. They shouldn't limit themselves to those materials, however. They might, for example, see a need to focus more (or less) on advancement during meetings or to build more opportunities into the calendar for patrol outings or social events—priorities that may not have been considered.

Step 4—Invite the following people to attend the conference to maximize the efficiency of planning:

- The unit's youth leaders
- Unit committee members and other adult leaders
- The chartered organization representative
- The unit commissioner (optional)
- Anyone else who might be helpful, such as parents

Keep in mind that these people will play very different roles at the conference:

- Active roles—elected youth leaders (and all members in Venturing)
- Supportive roles—unit leader, assistant unit leaders, and any other adults

To keep the planning conference as purposeful and efficient as possible, invite only those adults who actively and regularly engage in unit activities and decision making.

Holding the Annual Planning Conference

The annual planning conference can be held at any regular meeting place in three or four hours on a Saturday morning or Sunday afternoon. However, if you have access to a cabin or retreat center, you might consider turning the conference into an overnight retreat to allow time for fellowship and team building. If the conference follows closely after unit elections, some units also combine the planning conference with the Introduction to Leadership Skills for Troops (ILST) or introduction to Leadership Skills for Crews (ILSC), the first step in the youth leadership training continuum.

Most adults should not play active roles in the planning conference. Instead, they should give their input ahead of time to the unit leader for program. If extra adults attend, keep them busy by putting them in charge of cooking and cleanup, and allow the youth leaders to focus on the task at hand.

Besides the materials described above, you might prepare poster-size calendars for each month that will be planned. (Office supply stores offer a variety of products that will work, including wall planners with erasable surfaces.) Pencil in the dates from the draft plan, as well as other important district, council, community, school, and chartered organization dates.

Another useful tool is the program planning chart, a worksheet for recording by month the program features, activities, courts of honor, service projects, leader meetings, and more. This worksheet can help ensure, for example, that leader meetings are scheduled every month and that courts of honor and service projects are evenly spaced throughout the year.

The outcome of the conference should be an annual calendar, a list of monthly program features (e.g., hiking, engineering, wilderness survival), and a set of unit goals. The amount of detail in the plan will vary. For some months, the group will decide both where it wants to go and what it wants to do. For other months, the group may choose either the destination or the outing's focus.

Ideally, the calendar should include a mix of familiar and unfamiliar activities and destinations. A few traditional outings each year are fun; more than a few can make the program feel repetitive. Even traditional outings can benefit from

occasional tweaks, such as doing a favorite activity at a new location.

While discussing ideas at the conference, use these ground rules.

- It is important to respect one another's views. Listen and don't interrupt.
- Keep focused on the task to plan the unit's annual program. Don't get sidetracked.
- Write out ideas so everyone can see them.
- Be in agreement.

The Annual Planning Conference, Step by Step

Step 1—The unit leader leads a discussion on the unit's goals for the coming year. Write the goals on a flip chart or eraser board, and agree to that list of goals.

Step 2—Share with the rest of the meeting attendees the printed draft of the calendar that shows the dates researched (or review the dates listed on poster-size calendars around the room) and events planned. Ask if anyone has other dates and events to add.

Step 3—Take a few minutes to discuss these dates and events. Once you feel comfortable with this stage of the calendar, you might take a vote to approve the dates and activities listed so far.

Step 4—The top youth leader shares updates from members about what they want to do. This exercise can be the most challenging in the program planning conference, so take as much time as is needed. The program features could be used as a foundation for the group's desired programs or themes. You might take it one month at a time. Don't forget to include advancement opportunities. The flow of the program is up to you and could be driven by your goals. As an example, if one of your goals is for the unit to take a wilderness trip to Alaska, some of the programs could focus on traveling to Alaska, wilderness survival, trip planning, wilderness first aid, and van safety.

Again, as the group agrees on a monthly feature or program theme, write it on a flip chart or board and take a vote. Designate someone to record all this on a master calendar, and take good notes!

Step 5—Add other important dates such as:

- Unit meetings and leadership meetings
- Boards of review
- Courts of honor
- Elections
- Open house
- Service projects
- Webelos Scout joint outings and transition ceremonies
- Any other activities that can be scheduled this far in advance (for example, fundraising events)

Step 6—Hold a final discussion on the plan, calendar, and goals, and then take a vote for approval. Once youth members approve the annual plan, it will go to the unit committee for final approval. Work with the chartered organization representative to make any facilities reservations at the chartered organization. As soon as possible, begin making campsite reservations for the dates and locations selected.

Step 7—To make this plan a truly valuable tool, it must be shared with each unit family, the chartered organization, and all other interested parties. The unit must follow its plan, share it with everyone, and review it regularly to see if modifications are needed.

After the Planning Conference

Prepare the calendar in an easy-to-use format for distribution. Here are some features to consider.

- Include as much detail as possible, including meeting start and end times.
- Indicate when regular meetings won't be held or will be held at different times.
- Color-code events for easy reference. For example, you might use blue for unit meetings and outings, green for meetings that don't affect all members (such as patrol leaders' council, unit committee, boards of review), red for special notices (such as meeting cancellations), and black for external events (such as national Scout jamborees, roundtables, and training courses).

- Add a revision date at the bottom of every page. If the calendar must be updated later, change the revision date and highlight the changes.

Distribute copies of the final plan to youth members and their families, adult leaders, members of the unit committee, and representatives of the chartered organization. Be sure to include Cub Scout pack leaders, the unit commissioner and district executive, and the chartered organization's leader, secretary, and facilities manager. Also be sure to post the calendar on the unit website and at the meeting place.

Monthly Program Planning

No matter how comprehensive and well planned your calendar is, it's simply a skeleton on which to build your program. Short-term planning puts flesh on the bones. Each month, the patrol leaders' council or crew officers plan in detail the coming month's outing and meetings. If the group is on the ball, it actually looks at three months of programming each time.

- Briefly review the month that's just ending using the "start, stop, continue" model.
- Plan in detail everything the unit will do in the month that is just beginning (or will soon begin).
- Briefly preview the following month and make assignments for tasks like reserving campsites.

As with the annual plan, be sure to communicate the results of each monthly planning meeting with all members, leaders, and other stakeholders—especially if changes are made to the annual plan.

How to Use the Program Features

Each program feature in this book provides a month's worth of program ideas for Boy Scout troops, Varsity Scout teams, and Venturing crews. You will find the following content:

- General information about the topic
- Related advancement requirements and awards
- Games related to the topic (or that are just for fun)
- Ideas for using the EDGE method (Explain, Demonstrate, Guide, Enable) to teach topics
- Four weeks' worth of meeting plans
- Outlines of three main events (outings) that build in length and intensity
- Print and online resources related to the topic, including a list of related program features

Each program feature: You will find these icons in each program feature:



Essential: Basic skills-development information and beginner-level activities



Challenging: Skills-development information and activities for those who have moved beyond the basics



Advanced: Learning topics and activities for those who are ready for the ultimate challenge

A NOTE TO VENTURERS

For the purpose of earning the Discovery and Pathfinder awards, the main event examples from each module can be considered as follows:

Essential (Tier I): Beginner level activities requiring little preparation or planning; events often last less than a full day (not overnight); activities are not far beyond the comfort zone for most participants.

Challenging (Tier II): Midlevel activities requiring some planning or preparation; events last less than four days; some prior skills development may be desirable or required; activities extend beyond the standard range for most participants.

Advanced (Tier III): Higher level activities requiring extensive preparation; events last at least four days; activities are mentally and physically challenging, requiring skills development prior to participation; such adventures are highlights of the program year and may take place once or twice annually.

BOYS' LIFE TROOP PROGRAM PLANNING CHART
TABLA DE PLANIFICACIÓN PARA EL PROGRAMA DE TROPA *BOYS' LIFE*

Troop
Tropa _____

Charter Expiration Date
Fecha de vencimiento del estatuto: _____

Month Mes	Program Features Características del programa		Troop/Program Planning Date(s) Fecha(s) de Planificación del Programa/Tropa	Troop Outdoor/ Camping Activity Actividad al aire libre/campamento de la tropa	District/Council Activity Actividad de Distrito/Concilio	Chartered Organization Dates/Charter Renewal/ Charter Presentation/ Service Project Fechas de la Organización Autorizada/ Renovación de estatutos/ Presentación de estatutos/Proyecto de servicio	Special Events/ Holidays Eventos especiales/ Días festivos	(For Troop Use) (Para uso de la tropa)	Board of Review/ Court of Honor Consejo de Revisión / Corte de Honor	Leaders' Meeting Junta de líderes		
	New-Scout Patrol Patrulla de nuevos Scouts	Experienced Scouts Scouts con experiencia								Patrol Leaders' Council Concilio de guías de patrulla	Troop Committee Comité de Tropa	District/Council Roundtable/ Training Capacitación de Distrito/Concilio/ Mesas redondas
Sept. Sept. 2014												
Oct. Oct. 2014												
Nov. Nov. 2014												
Dec. Dic. 2014												
Jan. Ene. 2015												
Feb. Feb. 2015												
Mar. Mar. 2015												
Apr. Abr. 2015												
May Mayo 2015												
June Jun. 2015			Conduct annual troop program planning conference this month. Realizar este mes la conferencia de planificación del programa anual de la tropa.									
July Jul. 2015												
Aug. Ago. 2015												

BOYS' LIFE TROOP PROGRAM PLANNING CHART (A program package item)
TABLA DE PLANIFICACIÓN PARA EL PROGRAMA DE LA TROPA *BOYS' LIFE*
(Un artículo del paquete del programa)

BOY SCOUTS OF AMERICA®

Boys' Life subscriptions expire two months after unit charter expiration.
Las suscripciones *Boys' Life* caducan dos meses después del vencimiento del estatuto de la unidad.

331-018
2014 Printing

CAMPING

Meeting Plan: Plan Ahead/Knots

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Prepare several decks of index cards listing various items of camping gear, one item per card. Have small groups sort the cards in order of importance, setting aside items that shouldn't be taken camping.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Review the Scout basic essentials from the *Boy Scout Handbook;* discuss why each item should be considered essential.		7:10 p.m.
Skills Instruction 35 minutes	• Learn and practice the square knot, two half hitches, taut-line hitch, clove hitch, timber hitch, bowline, and sheet bend. Discuss how each is used in camping. • Make a list of personal camping gear Scouts should have.		7:20 p.m.
	• Review the above skills. • Make a camp gadget using lashings. • Learn the trucker's hitch and explain its use in camping.		
	• Review the above skills. • Practice splicing. • Learn how to tie a monkey's fist or woggle.		
Breakout Groups 15 minutes	• Discuss plans for the main event. • Review what personal and group equipment will be needed.		7:55 p.m.
Game 15 minutes	Play Knot-Tying Relay (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

Parts of a Program Feature

1. A thumbnail description of the meeting content
2. A breakdown of the parts of the meeting with suggested times
3. Note who is in charge of each segment of the meeting
4. Write down the actual times for each segment of the meeting
5. A fun activity for members to do as they are gathering
6. Start the meeting right with a formal opening ceremony
7. A quick (or not so quick) introduction to the topic for all members
8. Specific instruction for all three skill levels; note the colored icons
9. Time for patrols or other small groups to practice skills and prepare for the main event
10. A game that tests what members have learned or just lets them blow off steam
11. Take care of business at the end of the meeting
12. Get ready for the next meeting and the main event

CAMPING

Main Event: Overnight Car Camp

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Find a campsite that you can drive to and that offers plenty of opportunities for outdoor adventures. Camp overnight and hone your camping skills.

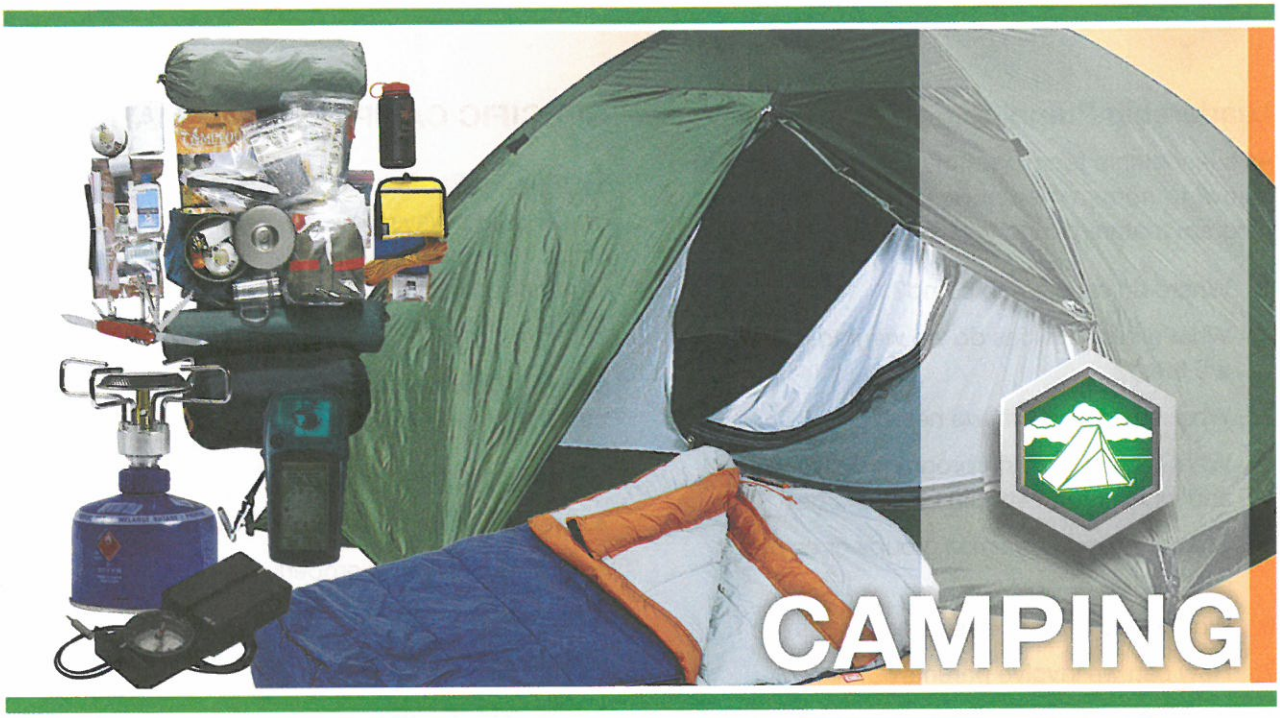
Equipment List	• Camping gear (individual and group) • Backpacks, canoes, or bicycles to get the group to and from the campsite (optional) • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Choose your campsite and event location. • Plan camping duty roster and meal plan. • Develop a schedule that allows plenty of time for setting up camp the right way, including establishing defined sleeping, social, and cooking areas. • Practice camping skills Scouts need to work on (fire building, cooking, knots, etc.). • Participate in other activities as desired (hiking, boating, mountain biking, etc.). • On departure, be sure you are leaving no trace of your presence.
Safety	Normal camping safety guidelines apply. Use the buddy system; cell phones are a good idea as appropriate. Have a first-aid kit handy.

Notes

For an added challenge, plan for all Scouts to reach camp under their own power—by hiking, cycling, or canoeing. If possible, have them carry their own gear. All could travel by the same means, or different groups could choose different options.

Parts of a Main Event Plan

1. A quick description of the main event
2. Basic information such as times and transportation plans
3. A quick reference to the event's ability level (essential, challenging, advanced) and more in-depth description of the main event
4. Key equipment you will need to take, including specialized gear for the type of event
5. A thumbnail planning worksheet
6. Safety concerns you should keep in mind
7. Special notes about the activity, including variations you could consider



Living Comfortably in the Outdoors

Rudyard Kipling wrote, "Who hath smelt wood-smoke at twilight? Who hath heard the birch-log burning? Who is quick to read the noises of the night? Let him follow with the others, for the young men's feet are turning to the camps of proved desire and known delight!" In other words, camping is fun! It's a chance to get away from the "busy-ness" and distractions of everyday life and spend time hanging out in the woods with your closest friends.

Camping is also the foundation of many other Scouting activities. Scouts camp for fun, but they also camp so they can be closer to great spots for fishing, rock climbing, geocaching, hiking, and a host of other activities. Comfort in the outdoors means finding a balance between skills and equipment. In the movies, we often see a hero with such good skills that all he needs is a knife. On the other hand, people without skills may only feel comfortable camping in a fully stocked motor home. The more you know, the less equipment you need. The goal is not to be like a Navy Seal, but to have good outdoor skills so you feel more comfortable and confident while living outdoors.

This month's meetings and main event will help your Scouts develop good camping skills so you can enjoy outings more and open the door to many fun outdoor activities.

Objectives

This month's activities should:

- Instill the knowledge and skills to be comfortable in camp.
- Emphasize the use of outdoor ethics to protect the environment.
- Teach knots and when to use them.
- Help Scouts understand outdoor shelters.
- Teach the importance of keeping camp clean.
- Foster a sense of communion with nature and God.
- Build self-confidence by learning and demonstrating skills.
- Help Scouts work cooperatively in small groups while living outdoors.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirements 1, 2, and 3
- Second Class requirements 2, 3a, 3b, 3c, 3d, 3e, 3f, and 3g
- First Class requirements 3, 4a, 4b, 4c, 4d, and 4e
- Camping merit badge
- Firem'n Chit
- Ranger

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing camping as your program feature during your planning meetings.

1. Where do we want to camp?
2. What other activities do we want to do while we are there?
3. What equipment will we need?
4. What type of evening program do we want, and which group should be in charge?
5. Should we cook in small groups or as one large unit?
6. Who needs to learn basic camp skills?
7. How can we involve parents?
8. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE CAMPING PROGRAM FEATURE BY:

1. Providing transportation for the campout
2. Helping with purchasing food before the campout
3. Making sure every Scout has appropriate equipment

SPECIFIC CAMPING INFORMATION

Outdoor Ethics

You should always leave your campsite looking the same—if not better—as it did when you arrived. Outdoor ethics means that we follow the principles of both Leave No Trace and Tread Lightly.

Leave No Trace principles apply to most back-country activities:

- Plan ahead and prepare.
- Travel and camp on durable surfaces.
- Dispose of waste properly.
- Leave what you find.
- Minimize campfire impacts.
- Respect wildlife.
- Be considerate of other visitors.

Tread Lightly principles apply to situations involving all-terrain vehicles, personal watercraft, and horses, among other things:

- Travel responsibly.
- Respect the rights of others.
- Educate yourself.
- Avoid sensitive areas.
- Do your part.

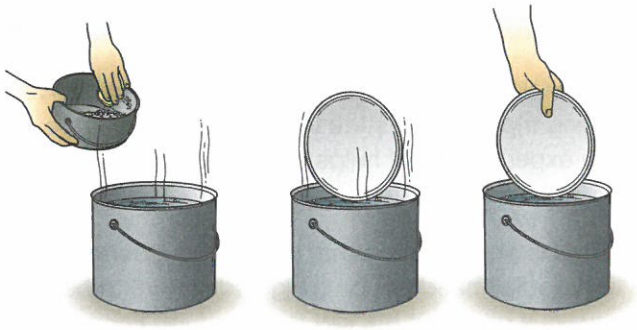


Three-Bin Dishwashing

The best way to wash dishes while camping is by following the same method restaurants use. But rather than using three sinks, campers use three wash bins. The first bin contains hot, soapy water, the second is filled with clean, hot rinse water, and the third bin contains cool water with a sanitizer such as bleach to kill bacteria.

Before washing, make sure you use a rubber spatula to scrape excess food into a trash bag. Immerse and wash each dish in the first bin, rinse in the second bin, sanitize with a dip in the third bin, then leave dishes to air dry. A rack or mesh hang bag works well. Save pots for the end as they are often the dirtiest, and washing the other dishes first provides better water quality. If the water gets too dirty, simply change the water and continue washing.

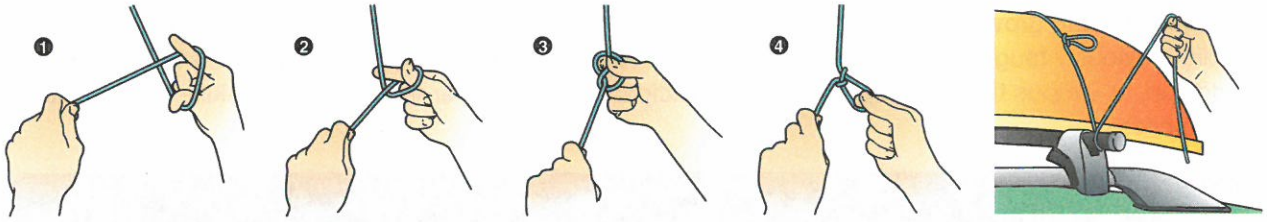
To dispose of the bins of dishwater, pour the wash bin water and rinse water through a strainer and into a bucket. The water can then be dumped in a wastewater drain, sump hole, or broadcast over a large area. Finally, pour the sanitizer into the rinse bin, then into the wash bin, then into the bucket, and properly dispose of it. When this process is complete, all three bins and the bucket will have been cleaned and sanitized. Shake the food particles from the strainer into a trash bag, and properly dispose of or pack out the trash bag.



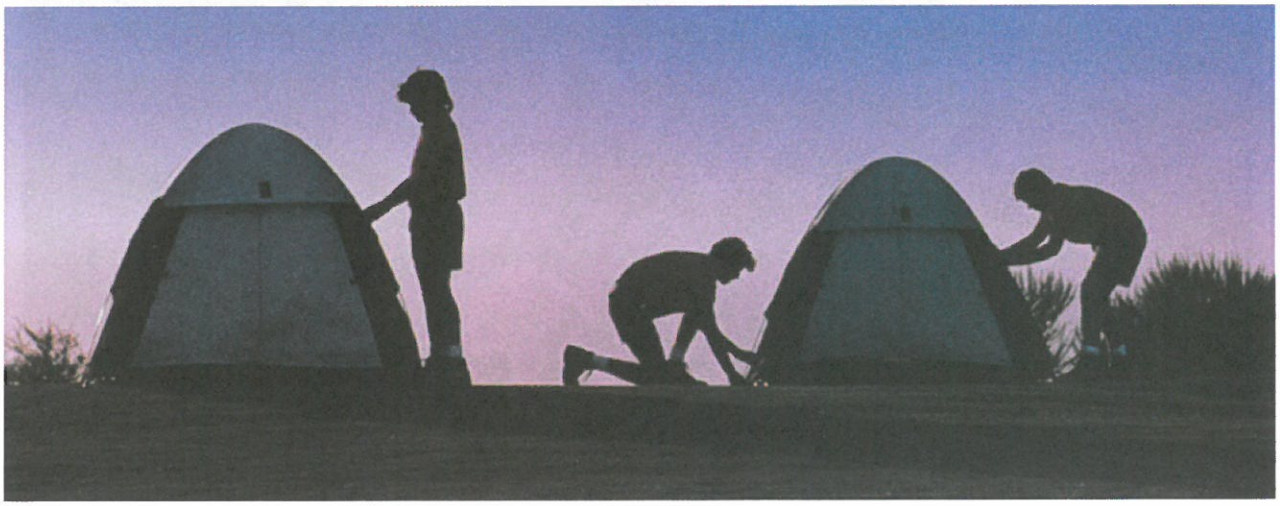
Hot Hot Cold

The Trucker's Hitch

The trucker's hitch is a particularly valuable knot for securing loads and tarps. This knot provides a mechanical advantage and works like a pulley system—but without the pulleys. This knot is very useful in securing boats to a car or for tightening a clothesline.



Tying a trucker's (or traveler's) hitch



THE KODIAK CHALLENGE

The advanced main event this month is the Kodiak Challenge. This is a special opportunity for adults and older Scouts (those who are 14 or older and have met other requirements) to reinforce their leadership skills during a three- to six-day trek of their own choosing.

The Kodiak program is described in detail in *The Kodiak Challenge* (No. 511-014). Here's a quick overview.

Kodiak is designed to be an adventure that pushes the boundaries of the participants—one that will encourage them to try new things that may be out of their comfort zones. It is an experience—but one that has its underpinnings in the application of the leadership skills learned in the Introduction to Leadership Skills for Troops or Crews, National Youth Leadership Training, and/or National Advanced Youth Leadership Experience. It is an adventure with a purpose—just as is all of Scouting.

A Kodiak trek is an expedition, a road trip, an adventure, a visit to another country, a whitewater rafting trip, a cross-state bicycle adventure, a Scout-operated sports week for special-needs youth—any experience that helps push the participants out of their personal comfort zones for the sake of adventure and learning.

A trek is an adventure that pushes boundaries. Not all troops or crews go on high-adventure outings, and Kodiak need not be a high adventure to be a great experience. Of course a natural setting is always a plus, but the key is *adventure.* For some units, it may be more challenging to do a weeklong city tour than a backpacking trip that is similar to other trips the unit has taken in the past. Do what works for your unit, but do something that is truly a challenge to each participant. Treks should be a minimum of five days.

However, remember that the Kodiak Challenge is not about the trek; it is about leadership skills. During the Kodiak trek, BSA leadership skills will provide a framework for you to help participants live out the adventure—and grow from it. Each day there is an activity to showcase one or more BSA leadership skills previously taught in the unit Introduction to Leadership Skills course and at NYLT and NAYLE. In addition, at various times during each trek, participants will discover that leadership skills are essential for success.



CAMPING GAMES

Knot-Tying Relay

Equipment: One 6 ½-foot rope per team; Scout staff or long stick

How to play: The teams line up in relay formation with the first Scout about 10 feet from the staff, which is held horizontally, 30 inches off the ground. On the signal, "Bowline (or other knot), go!" the first Scout runs up, rope in hand, ties the rope to the staff with a bowline, has it approved by the judge, unties it, runs back, and gives the rope to the next Scout, who repeats the procedure, and so on until all players have tied the knot.

Scoring: The first team to finish wins.

Note: For the square knot, sheet bend, and fisherman's knot, join the ends of the rope with a taut knot with the staff running through the loop. For the clove hitch, two half hitches, and timber hitch, tie the rope to the staff and pull taut. For the taut-line hitch and bowline, tie the knots so that the staff runs through the loop.

Tent Mess Relay

Equipment: Several tents, such as those used during skills instruction

How to play: At one end of the room, make a large pile of tents, tarps, and poles. Teams line up in relay fashion at the other end of the room. On your signal, one person from each team runs to the pile, selects one item, and returns to tag the next player. The players on each team continue running up to retrieve tent parts until they are able to set up their tent. Players who retrieve the wrong tent parts must return them and select other parts.

Scoring: The first team to set up a tent successfully with all the correct parts wins.

Notes: For best results, use freestanding tents. However, for an added challenge and to prolong the game, you can play outside and include tent pegs.

Three-Bin Washing Relay

Equipment: A set of three washing bins and a bucket for each group; a water source (hose or spigot)

How to play: Place the washing bins at one end of the room. Teams line up in relay fashion. On your signal, players take turns running up with buckets to fill the bins, one bucketful per bfin. Once the bins are filled, a player runs up and simulates the process of washing a pot. The last player goes through the process of cleaning and sanitizing the bins.

Scoring: The first team to complete all steps wins.

Notes: This game is best played outdoors.

What Do I Smell?

Equipment: Several paper bags, each holding a different-smelling article (licorice, onion half, coffee, orange peels, cinnamon, etc.); paper, and pencil for each team; blindfolds

How to play: Place the bags about 2 feet apart on a table or bench. On signal, a blindfolded Scout walks down the line and sniffs each bag for 5 seconds. When all members of each team have passed by, the teams huddle and write down the names of the different articles they smelled.

Scoring: Award 10 points for each correct answer.

Note: Instead of concealing items in bags, put them in cups, tape foil covers over them, and punch holes in the covers with a fork. The Scouts sit at a table, passing and smelling the items.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Describe the Kodiak Challenge.
- Discuss the principles of Leave No Trace and Tread Lightly.
- Explain how to choose a good campsite.
- Discuss how to properly dispose of human waste.

DEMONSTRATE

- Demonstrate the three-bin dishwashing technique.
- Show different types of tents and backpacks, and explain their features.
- Set up a model campsite at your meeting place.
- Show the proper way to pack a backpack, taking into account weight distribution and ease of access.

GUIDE

- Have Scouts discuss essential vs. nonessential camping gear.
- Teach Scouts knots, and have them practice tying them.
- Have Scouts practice setting up tents.
- At the end of an outing, have Scouts inspect the site for any traces of the group's presence.
- Using old tent parts, teach Scouts how to make field repairs, and let them practice.

ENABLE

- Have Scouts teach camping skills to Webelos Scouts.
- Have Scouts clean and season the unit's Dutch ovens.
- Make fire starters for camping.
- Encourage Scouts to make posters illustrating Leave No Trace principles.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Overnight Activity	Overnight Activity	Five to Six Days
Overnight car camp—Find a campsite that you can drive to and that offers plenty of opportunities for outdoor adventures. Camp overnight, and hone your camping skills.	Camping in the teens—Return to Scouting's early days by camping using techniques found in the earliest Scout manuals.	Kodiak Challenge—Complete the Kodiak Challenge, an opportunity for older Scouts to reinforce their leadership skills on an exciting trek adventure of five to six days.

CAMPING

Meeting Plan: Plan Ahead/Knots

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Prepare several decks of index cards listing various items of camping gear, one item per card. Have small groups sort the cards in order of importance, setting aside items that shouldn't be taken camping.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Review the Scout basic essentials from the *Boy Scout Handbook;* discuss why each item should be considered essential.		7:10 p.m.
Skills Instruction 35 minutes	• Learn and practice the square knot, two half hitches, taut-line hitch, clove hitch, timber hitch, bowline, and sheet bend. Discuss how each is used in camping. • Make a list of personal camping gear Scouts should have.		7:20 p.m.
	• Review the above skills. • Make a camp gadget using lashings. • Learn the trucker's hitch and explain its use in camping.		
	• Review the above skills. • Practice splicing. • Learn how to tie a monkey's fist or woggle.		
Breakout Groups 15 minutes	• Discuss plans for the main event. • Review what personal and group equipment will be needed.		7:55 p.m.
Game 15 minutes	Play Knot-Tying Relay (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
TOTAL 90 MINUTES OF MEETING			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CAMPING

Meeting Plan: Using Durable Surfaces/Tents

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set up a display of several types of tents. As Scouts arrive, discuss the different tents and the best use of each.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	Review the second principle of Leave No Trace (travel and camp on durable surfaces). Discuss how this principle applies to both frontcountry and backcountry activities. Point out any special local considerations, such as wetlands, in an area where you like to camp.		7:10 p.m.
Skills Instruction 40 minutes	• Discuss the factors in selecting a good campsite. • Practice setting up tents. (For an extra challenge, set up tents while blindfolded.)		7:20 p.m.
	• Discuss how to maintain and repair tents, both in the field and back home. • Brainstorm what tools and repair supplies you should take camping (example: duct tape wrapped around a fuel bottle for use in pitching tents or tent poles).		
	• Review the above skills. • Discuss alternative and emergency shelters and what supplies you should carry to make them easier to construct.		
Breakout Groups 15 minutes	• Plan a cooking menu. • Begin meal planning and create a duty roster for the main event.		8 p.m.
Game 10 minutes	Play Tent Mess Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CAMPING

Meeting Plan: Proper Sanitation and Dishwashing

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Look through your group camping gear for dirty equipment (especially pots and utensils). Display it as Scouts arrive so they see how the unit needs to work on cleanliness and sanitation.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Discuss how to dispose of waste properly, including: • The concept of "pack it in/pack it out" • The dos and don'ts of human waste • Why you shouldn't leave things behind		7:10 p.m.
Skills Instruction 35 minutes	Learn the three-bin washing system.		7:25 p.m.
	• Review the three-bin washing system. • Learn to wash dishes while using a camp stove. • Explain how this is different.		
	• Learn the proper care of Dutch ovens and group cooking gear. • Discuss what sanitation gear every group needs.		
Breakout Groups 15 minutes	• Each group fills out a duty roster for upcoming campout. • Identify special equipment needed for additional activities.		8 p.m.
Game 10 minutes	Play Three-Bin Washing Race (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CAMPING

Meeting Plan: Fire and Stoves

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Prepare a Dutch oven dessert or other camping treat and serve as Scouts arrive.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	Discuss how to minimize campfire impacts.		7:10 p.m.
Skills Instruction 35 minutes ●	• Learn to use a camp stove. • Learn the basic of fire building, including tinder, kindling, and fuel.		7:20 p.m.
■	• Review the above skills. • Learn how to use a backpacking stove. • Discuss or make fire starters you can take camping (examples: dryer lint, paraffin-soaked cardboard, cotton balls dipped in petroleum jelly).		
◆	• Review the above skills. • Discuss or practice starting a fire without matches. • Learn to cook without using utensils.		
Breakout Groups 20 minutes	• Finalize plans for the main event. • Plan the group's portion of the evening program (song, skit, or story).		7:55 p.m.
Game 10 minutes	Play What Do I Smell? (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CAMPING

Main Event: Overnight Car Camp

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self _____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Find a campsite that you can drive to and that offers plenty of opportunities for outdoor adventures. Camp overnight and hone your camping skills.

Equipment List	• Camping gear (individual and group) • Backpacks, canoes, or bicycles to get the group to and from the campsite (optional) • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Choose your campsite and event location. • Plan camping duty roster and meal plan. • Develop a schedule that allows plenty of time for setting up camp the right way, including establishing defined sleeping, social, and cooking areas. • Practice camping skills Scouts need to work on (fire building, cooking, knots, etc.). • Participate in other activities as desired (hiking, boating, mountain biking, etc.). • On departure, be sure you are leaving no trace of your presence.
Safety	Normal camping safety guidelines apply. Use the buddy system; cell phones are a good idea as appropriate. Have a first-aid kit handy.

Notes

For an added challenge, plan for all Scouts to reach camp under their own power—by hiking, cycling, or canoeing. If possible, have them carry their own gear. All could travel by the same means, or different groups could choose different options.

CAMPING

Main Event: Camping in the Teens

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight or weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Return to Scouting's early days by camping using techniques found in the earliest Scout manuals.

Equipment List	• Camping gear (individual and group) based on early Scout manuals • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Obtain a reprint of Baden-Powell's *Scouting for Boys* or the first *Handbook for Boys.* (Do an Internet search for PDF versions.) Research early camping methods and activities. • Have Scouts create their own camping gear and come up with group gear similar to that used in Scouting's early days. • Practice camping skills Scouts need to work on (fire building, cooking, knots, etc.). • Create a weekend program that includes playing some of the games described in early handbooks. • Plan menus based on cooking from scratch over fires instead of using stoves and backpacking-style food.
Safety	Normal camping safety guidelines apply. Use the buddy system, and have a first-aid kit. Place a waypoint at camp so you can find your way back. Cell phones are a good idea, as appropriate.

Notes

Many techniques in early Scout handbooks are not appropriate today, especially those that would violate Leave No Trace principles. Keep to the spirit of the early handbooks, but adapt as necessary.

CAMPING
Main Event: Kodiak Challenge

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Five to six days

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Complete the Kodiak Challenge, an opportunity for older Scouts to reinforce their leadership skills on an exciting trek adventure of five to six days.

Equipment List	• Camping gear (individual and group) • Food • Water • Scout Basic Essentials (Review the list and take what you need.) • Trek-specific gear
Activity	• Obtain and study *The Kodiak Challenge* (No. 511-014). • Get permission from your council training committee to conduct a Kodiak trek. • Plan and conduct the trek as described in *The Kodiak Challenge*.
Safety	Normal camping safety guidelines apply. Use the buddy system, and have a first-aid kit handy. Cell phones are a good idea, as appropriate.

Notes

RESOURCES AND REFERENCES

Books

Camping and *Pioneering* merit badge pamphlets

Boy Scout Handbook

Fieldbook

Knots and How to Tie Them

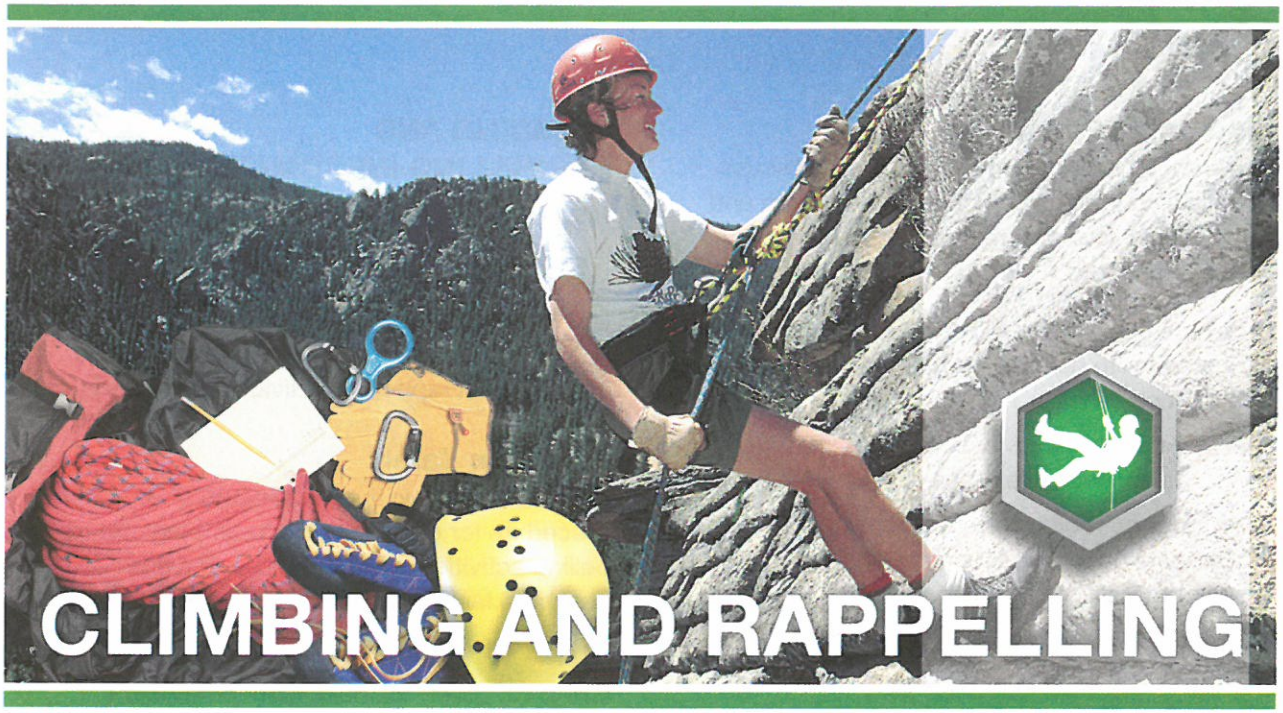
Organizations and Websites

Leave No Trace
Website: www.LNT.org

Tread Lightly
Website: www.treadlightly.org

Related Program Features

Geocaching, Hiking, Orienteering, and Outdoor Ethics



CLIMBING AND RAPPELLING

Go Vertical!

Your heart fluttering madly, you step gingerly toward the edge of the cliff, sit down on an invisible chair, and then take a single step into thin air. At first, you can hardly let the rope slide through your hands, but then you start taking baby steps down the face of the cliff: one step, then another, then another. Halfway down, you bounce out just a little, beginning to feel the first surge of confidence. When you touch the ground, you're glad to be safe. But you're also ready to conquer the cliff again!

Climbing and rappelling are among the most exciting activities you can do in Scouting. Whether you visit a climbing gym, a tower at Scout camp, or a wilderness site with cliffs and boulders, you will enjoy the physical rush of descending on a rope and the mental challenge of finding a path back to the top.

Objectives

This month's activities should:

- Teach Scouts the principles of Climb On Safely.
- Show them how to identify climbing safety hazards and how to avoid them.
- Help them become familiar with climbing equipment.
- Teach the knots used in climbing.
- Demonstrate the difference between climbing and rappelling.
- Let Scouts learn and demonstrate climbing and rappelling skills.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 2
- Second class requirement 3a
- First Class requirement 3
- Camping merit badge requirement 9b6
- Climbing merit badge
- Rock Climbing and Rappelling Varsity Scout activity pin
- Ranger: Mountaineering elective

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing climbing and rappelling as your program feature during your planning meetings.

1. Where can we find a BSA-certified climbing instructor to help us learn about climbing and rappelling?
2. Where do we want to climb, and what climbing routes are available at the site we want to visit?
3. What is our unit's current skill level? Do our climbers have the skills required for the site we want to visit?
4. What crew equipment do we need?
5. How much will the outing cost?
6. Do we have the correct number of qualified and certified adults for the meetings and main event?
7. How might the weather affect our plans?
8. How can we involve parents?
9. How can we incorporate Scout skills and advancement into the main event?
10. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE CLIMBING AND RAPPELLING PROGRAM BY:

1. Providing the necessary qualified leadership for the activity (either getting trained or finding someone who is)
2. Providing transportation for the main event
3. Helping rent or purchase gear
4. Researching places in the area to climb or rappel
5. Helping ensure that the main event is conducted in a safe manner

CLIMBING AND RAPPELLING INFORMATION

Climbing and rappelling activities carry more risk than less adrenaline-fueled activities like nature study and pioneering. With proper management, that risk can be minimized. The Scout motto, "Be Prepared," can help you ensure that your climbing and rappelling activities are fun *and* safe.

Climb On Safely

Climb On Safely is the Boy Scouts of America's procedure for organizing BSA climbing and rappelling activities at a natural site or a specially designed facility such as a climbing wall or tower.

Climb On Safely includes eight core points. These guidelines are summarized below; for more details, see *Climb On Safely,* No. 430-099, or complete Climb On Safely training.

1. **Qualified Supervision**—All climbing and rappelling must be supervised by a mature, conscientious adult at least 21 years of age who understand the risks inherent in these activities. This adult supervisor is trained in and committed to compliance with the eight points of Climb On Safely and is responsible for recruiting trained instructors and verifying their qualifications. One adult supervisor is required for every 10 participants with a minimum of two adults for any one group.

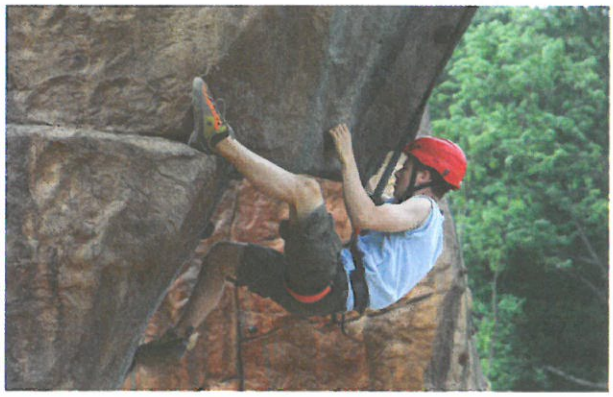


2. **Qualified Instructors**—A qualified climbing and rappelling instructor who is at least 21 years of age and trained in the specific type of climbing must supervise all BSA climbing and rappelling activities. There must be a minimum of two instructors for all climbing and rappelling activities (up to 12 participants) and one additional instructor (at least 18 years of age) for up to each additional six participants, maintaining a 6:1 ratio.



3. **Physical Fitness**—Evidence of fitness for the climbing and rappelling activity and a current BSA Annual Health and Medical Record are required. The adult supervisor should adapt all supervision, discipline, and precautions to anticipate any potential risks associated with individual health conditions.
4. **Safe Area**—All BSA climbing and rappelling activities must be conducted using an established climbing and 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.

   Each participant and staff member in the fall zone of a climbing and rappelling site must wear a UIAA- or CE-approved rock-climbing helmet. Everyone must be anchored or tethered when within eight feet of a falling hazard.
5. **Equipment**—The climbing instructor should verify that the proper equipment is available for the size and ability level of the participants. Helmets, harnesses, rope, and climbing hardware must meet appropriate requirements.



6. **Planning**—Proper planning includes submitting a tour and activity plan, sharing the climbing and rappelling plan and an alternate plan with parents and the unit committee, securing necessary permits or written permission for using private or public lands, enlisting the help of a qualified climbing instructor, and obtaining a current weather report for the area before the group's departure.
7. **Environmental Conditions**—The instructor, each adult leader, and each participant assume responsibility for monitoring potentially dangerous environmental conditions that may include loose, crumbly rock; poisonous plants; wildlife; and inclement weather.
8. **Discipline**—Each participant knows, understands, and respects the rules and procedures for safely climbing and rappelling and follows Climb On Safely and Leave No Trace. All participants should respect and follow all instructions and rules of the climbing instructor.

Climb On Safely Training

Climb On Safely training is available in a classroom setting and at www.myscouting.scouting.org. Participants are issued a Climb On Safely card, No. 33774, that is current for two years from the date of training.

Climbing and Rappelling Activity Limitations

Climb On Safely includes the following limits on activities.

Boy Scouts

- Bouldering no higher than the climber's shoulder height, with trained spotters
- Top-rope climbing with trained belayers
- Rappelling with trained belayers
- Belaying with supervision and a backup



Older Boy Scouts, Varsity Scouts, and Venturers

- Bouldering no higher than the climber's shoulder height, with trained spotters.
- Top-rope climbing with trained belayers.
- Belaying with supervision.
- Rappelling with trained belayers.
- Only top-roped climbing only at the council and district levels.
- Practicing lead climbing with a top-rope belay.
- Units with youth who are at least 13 years of age may elect to participate in lead climbing and/or snow and ice climbing only with training from a nationally recognized organization that trains climbing instructors. BSA climbing directors and instructors are not trained in lead climbing or snow and ice climbing.
- Climbing and rappelling facilities may set more restrictive standards than at the local council and district level.



The Week of the Outing

Within the week prior to your main event, it is important to consider these issues.

- Check to be sure that the weather predicted for the place you intend to go is right for what you intend to do; many climbing and rappelling sites do not allow climbing for a certain number of days after it has rained or snowed.
- Check to see that the participants have the necessary equipment and gear for the outing.

CLIMBING AND RAPPELLING GAMES

Shape Shifters

Equipment: A long piece of webbing tied in a loop with a water knot

How to play: This game is meant to foster communication and trust. Have everyone grab on to the piece of webbing with both hands. The leader of the game tells everyone to close his or her eyes and to not speak during the exercise. The leader then asks everyone to get into a circle without talking. Repeat this exercise with different shapes (triangles, squares, etc.). Give each player a chance to lead.

Notes: If you have a large group, divide in two teams and use two pieces of webbing. The teams could compete to see which forms a shape faster.

Knot Relay

Equipment: 1- to 3-foot piece of rope per team of three to five players. (Aim for two to four teams.)

How to play: Designate starting and ending locations and a stump or surface—the ground is OK—where knots will be tied. When the game leader says "Go!" and names a knot, the first person on each team runs to the stump/surface and ties that knot. A judge at the location checks it. If it is correct, the player unties the knot and runs back to tag the next player. If it is incorrect, the judge teaches the knot and lets the player try again. The leader can add as many knots as desired, but each player must tie each knot.

Notes: Knots could include figure eight follow-through, figure eight on a bight, double fisherman's, bowline, butterfly knot, Prusik knot, and double overhand knot

Ground Belay Relay

Equipment: Two or more ropes (60 to 180 feet long), at least two harnesses for each rope, a rudimentary anchor (webbing and carabiners), and a belay device for each rope

How to play: Along a flat surface, set up two or more simulated top-rope belays. Divide into teams that will relay a belayed "climber" along the floor. Be sure proper commands are used. Team members can exchange harnesses as needed.

Scoring: This is a timed race. A penalty of 5 seconds is assessed for each mistake, such as wrong knots, improper harness wear, or missing commands.

Notes: Use variations as needed, but keep the focus on safety.

What Am I?

Equipment: An assortment of gear and knots, such as harness, ATC, Grigri, rappelling eight, rope, cord, webbing, figure eight follow-through, figure eight on a bight, double fisherman's, bowline, butterfly knot, Prusik, and double overhand; sticky notes that are sequentially numbered; a piece of paper and pencil for every player

How to play: Lay out all the gear, putting a numbered sticky note on each piece. Each player then identifies each piece and writes it down on paper.

Scoring: Teams check their responses and earn a point for each correct answer. The team with the most points wins.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.

***D**emonstrate* the steps—Show them.

***G**uide* learners as they practice—Watch them do it.

***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Talk about the several knots needed during climbing and rappelling.
- Explain the types of anchors needed in an outdoor area vs. an indoor area.
- Describe the types of gear needed for climbing, rappelling, and belaying.
- Discuss techniques for climbing.
- Discuss how to deal with environmental issues.
- Explain how to find and access safe climbing areas that meet the needs of the group.
- Explain how to care for gear.

DEMONSTRATE

- Demonstrate how to tie the knots needed for both climbing and rappelling.
- Demonstrate how to tie several types of anchors.
- Demonstrate how to put on or use the gear for climbing and rappelling.
- Demonstrate several climbing techniques.
- Show what clothing and personal equipment are best for climbing.
- Show what types of routes and climbing areas are best for the group.
- Show climbing training videos.

GUIDE

- Have Scouts practice belaying techniques while others "climb" a floor.
- Ask the Scouts to tie climbing and rappelling knots while the leader demonstrates.
- Divide Scouts into groups. Teach them how to tie anchors while following the leader.
- Help the Scouts put on harnesses and use the belay and rappelling equipment.
- Talk Scouts through climbing techniques while they are doing it.
- Remind Scouts to use the proper clothing and sun protection during the activity.
- Show Scouts how to inspect equipment before any climbing and rappelling activity.

ENABLE

- Have Scouts inspect equipment before every climbing and rappelling activity.
- Let the Scouts tie the knots for the activity while having the adults double-check them.
- Let Scouts help tie anchors for the activity.
- Have Scouts put their gear on and have someone double-check it.
- Let Scouts try to belay other Scouts.
- Let the Scouts try climbing techniques on their own.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity	Overnight Activity
A trip to an indoor climbing gym—Get beginning climbers started by visiting a local climbing gym, rock wall at a camp, or a similar outdoor site. Spend several hours practicing basic skills and developing confidence.	Outdoor climbing—Go to a pre-selected natural climbing and rappelling area; camp overnight as appropriate. Choose a safe place for trained consultants to assist with different aspects of the activity such as setup, instruction, group management, and the main activity. Have easy to challenging routes to meet the varying skill levels.	Climbing competition—Compete in an organized climbing event. Most often held at indoor climbing facilities, these competitions usually include lead, speed, and bouldering. Choose an event appropriate for the group's skill level. This is a great activity for competing as a team. Skilled units could sponsor their own event with appropriate supervision and support.

CLIMBING AND RAPPELLING

Meeting Plan: Hazards and Equipment

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show selected climbing and rappelling videos from the Internet.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	• Lead a discussion on the most likely hazards that may be encountered while climbing. Include information on risks, weather, nature, injuries, equipment, etc. • Introduce basic climbing gear. Display the gear with the option for Scouts to handle it and ask questions.		7:10 p.m.
Skills Instruction 35 minutes ●	• Discuss proper attire and need for helmet, closed-toe shoes, and harness. • Learn how to put on and adjust harness and helmet properly. • Learn how to inspect and care for a rope.		7:25 p.m.
■	• Review the above equipment and skills. • Learn the use of the equipment for anchors. • Compare different carabiners and discuss how to use them properly. • Learn the proper care and placement of edge protection. • Show how to use and care for webbing.		
◆	• Review the above equipment and skills. • Get an introduction to rock climbing shoes; get a shoe fitting if possible. • Review and learn about the protection equipment needed for lead climbing. • Practice the knots for climbing, rappelling, belaying, and anchors. • Learn about the different types of anchors.		
Breakout Groups 15 minutes	• Practice harnessing, helmeting, shoeing, and having Scouts check each other to make sure gear is put on correctly. • Have a station with a mock setup of a climbing area.		8 p.m.
Game 10 minutes	Play Shape Shifters (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CLIMBING AND RAPPELLING

Meeting Plan: Climb On Safely and Knots

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	• Display ropes and equipment as Scouts arrive, as well as rope logs if possible. • Show Scouts how to inspect ropes and equipment for damage and excessive wear.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 25 minutes	• Present an overview of Climb On Safely • Ensure that all members understand each of the eight points.		7:10 p.m.
Skills Instruction 25 minutes	Learn and practice the figure eight, water knot, and safety knot.		7:35 p.m.
	• Review the above knots. • Learn the use of the equipment for anchors • Learn and practice the following the barrel knot and fisherman's knot		
	• Review the above knots. • Learn and practice the Prusik knot.		
Breakout Groups 15 minutes	• Begin group planning for participation in main event, including menus. • Review members' advancement status.		8 p.m.
Game 10 minutes	Play Knot Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CLIMBING AND RAPPELLING

Meeting Plan: Climbing and Protection

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show the video "Nine Lessons From Rock Climbing" from www.ted.com.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Explain and demonstrate the different techniques for climbing. • Discuss top roping and lead climbing and rappelling. • Use diagrams or photos as examples.		7:10 p.m.
Skills Instruction 40 minutes	• Learn the commands between climber and belayer. • Learn proper belaying technique. • Set up a basic belay system on the floor, and practice as if climbing.		7:20 p.m.
	• Review climber commands and belaying techniques. • Learn how to set a three-point anchor safely.		
	• Review the above skills. • Learn the principles of lead climbing. • Discuss where and when one should use nuts, hexcentrics, or cam devices.		
Breakout Groups 15 minutes	• Review advancement requirements related to climbing and rappelling. • Determine what requirements members will still need to compete for badges, such as the Climbing merit badge, after the main event.		8 p.m.
Game 10 minutes	Play Ground Belay Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CLIMBING AND RAPPELLING

Meeting Plan: Rappelling

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Challenge each Scout on arrival to tie a one-handed bowline.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 5 minutes	• Discuss rappelling commands and the relationship between the rappeller and the belayer. • Discuss how climbing and rappelling commands differ.		7:10 p.m.
Skills Instruction 45 minutes	Learn and practice rappelling skills: • How to tie in • Different braking devices • Going over the edge		7:15 p.m.
	• Review the above rappelling skills. • Learn how to belay a rappeller.		
	• Review the above rappelling and belaying skills. • Learn how to ascend a rope using the Prusik knot or ascending device.		
Breakout Groups 10 minutes	• Finalize plans for participation in the main event. • Determine what advancement requirements can be completed during the main event.		8 p.m.
Game 15 minutes	Play "What Am I?" (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CLIMBING AND RAPPELLING

Main Event: A Trip to an Indoor Climbing Gym

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Get beginning climbers started by visiting a local climbing gym, rock wall at a camp, or a similar outdoor site. Spend several hours practicing basic skills and developing confidence.

Equipment List	• Trained climbing consultant • Appropriate clothing • Sack lunch • Money for gym fees • Signed waivers for gym • Climbing gear (if not supplied by gym) • Cell phones as appropriate for safety
Activity	• Meet for transportation to climbing location. • Upon arrival, check in to climbing facility. • Receive orientation, and learn gym safety rules. • Work with the climbing consultant to learn climbing skills. • Enjoy a day of climbing. • Return home. • Follow up with the appropriate thank you notes.
Safety	While climbing does present safety risks, training in proper technique and adherence to the rules can eliminate most dangers. Horseplay of any kind cannot be tolerated. For the safety of others, those who do not follow the rules must be removed from the activity.

Notes

Look for a climbing gym that adheres to the standards of the Climbing Wall Association.

CLIMBING AND RAPPELLING

Main Event: Outdoor Climbing

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Go to a previously selected natural climbing and rappelling area and camp overnight. Choose a safe place to have trained consultants assist you in the different aspects of the activity such as setup, instruction, group management, and the climbing and rappelling activity. Routes should range from easy to challenging to meet the varying skill levels of the group.

Equipment List	• Trained climbing consultant • Personal climbing gear (helmet, harness, appropriate shoes) • Group climbing gear (ropes, webbing, anchors, belaying devices, etc.) • Group camping gear • Personal camping gear • Water • Scout Basic Essentials (Review the list and take what you need.) • Meal plan and food • First-aid kit • Cell phone for emergency communication
Activity	• Choose a safe local climbing area. • Plan to camp nearby. • Travel to camping area. • Demonstrate good camping skills. • Arrive at climbing area and receive safety orientation from trained consultants. • Assist with setup as appropriate to skill levels. • Learn and practice good climbing and rappelling techniques. • Focus on safety. • Take down climbing equipment and clean area. • Travel home.
Safety	All climbing participants must follow climbing rules at all times. Climb On Safely procedures should be learned prior to arriving at climbing and rappelling location. Only those participants with appropriate skills should assist with setup of climbing routes, and their work must be checked and approved by trained and qualified climbing consultants. Participants should never attempt climbing activities beyond their skill levels.

Notes

CLIMBING AND RAPPELLING

Main Event: Climbing Competition

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 hours or overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Compete in an organized climbing competition. Most often held at indoor climbing facilities, these competitions usually include lead, speed, and bouldering contests. Choose an event that is appropriate for your group's skill level. This is a great activity for the group when competing as a team. Units that have a high skill level could sponsor their own event with appropriate supervision and support.

Equipment List	• Trained climbing consultant • Entry form for competition with appropriate signed waivers • Personal climbing gear (harness, shoes, helmet) • Competition climbing gear (if putting on your own event) • Nutritious meals for competition • Camping equipment, if staying overnight
Activity	• Find an appropriate climbing competition. • Train for the event using safe climbing practices. • Travel to event venue. • Camp or lodge as appropriate • Go through a safety orientation of climbing venue. • Assist with climbing competition according to skill level. • Compete as a team or as individuals. • Demonstrate good sportsmanship. • Assist in cleaning up after the event. • Travel home.
Safety	All climbing participants must follow climbing rules at all times. At this level, Climb On Safety procedures should be well-known to all participants. Only those participants with appropriate skills should assist with setup of climbing routes, and their work must be checked and approved by trained and qualified climbing consultants. Only units with a great amount of skill and experience should consider creating their own climbing competition.

Notes

Local climbing gyms and outdoor shops should be able to help you identify climbing competitions in your area.

RESOURCES AND REFERENCES

Books

Climbing merit badge pamphlet

Climb On Safely

Passport to High Adventure

Topping Out: A BSA Climbing/Rappelling Manual

The Mountaineers. *Mountaineering: The Freedom of the Hills.* Mountaineers Books, 2010.

Websites

Black Diamond Equipment
Website: http://blackdiamondequipment.com

Climbing Wall Association
Website: http://www.climbingwallindustry.org

Petzl
Website: http://www.petzl.com/us/outdoor

Rockclimbing.com
Website: http://www.rockclimbing.com

Triple Crown Bouldering
Website: http://www.triplecrownbouldering.org

USA Climbing
Website: http://usaclimbing.net

Related Program Features

Camping, Cave Exploring, Outdoor Ethics, and Sportsmanship



Getting and Giving Information

An old movie called *Cool Hand Luke* included this famous line: "What we've got here is a failure to communicate." But communication failures don't just happen in the movies; they happen in school, in families, and in Scout units. Have you ever had a campout where somebody showed up late because he didn't hear the announced time? Have you ever had a meeting where nobody listened, even when the senior patrol leader held up the Scout sign for five minutes? Have your parents ever failed to hear what you were trying to say about chores or homework—or have you ever failed to hear them?

Communication is an essential life skill—a critical skill—that all people need. The activities in this program feature will help your Scouts use a variety of communication techniques more effectively. It will also put Scouts on the road toward earning the Communication merit badge or other badges and awards related to communication.

Objectives

This month's activities should:

- Help Scouts become better communicators and listeners.
- Introduce Scouts to a variety of communication methods.
- Help Scouts understand and overcome communication barriers.
- Emphasize the importance of Internet safety.
- Encourage Scouts to pursue communication-related awards.
- Introduce Scouts to careers in the communication field.
- Build self-confidence by learning and demonstrating skills.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 2
- Second Class requirement 3a
- First Class requirements 3, 11
- *Communication, Computers, Digital Technology* (which will replace *Computers* in 2014), *Journalism, Public Speaking, Radio,* and *Theater* merit badges
- Interpreter strip
- Cyber Chip
- Ranger: Communications core requirement

Leadership Planning

During your planning meetings, you and your leadership team may want to discuss the following items when choosing communication as your program feature:

1. What do we want our main event to be?
2. Which merit badges would we like to focus on this month?
3. What adults in our unit have communication expertise?
4. Who else do we know who could serve as a communication instructor?
5. Are there areas in our unit where we struggle to communicate?
6. How can we involve parents?
7. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE COMMUNICATION PROGRAM FEATURE BY:

1. Serving as presenters or merit badge counselors
2. Identifying a location for the main event
3. Providing transportation for the main event

COMMUNICATION: A KEY TO OPENING DOORS

Communication is important to your life. Being able to communicate effectively is key to achieving success. It is the way you get people to understand your values, interests, talents, abilities, needs, and wants. It is how you show your knowledge about things.

Good communication means more than just expressing yourself. It also involves listening carefully to others, knowing when to speak up, and knowing when to keep your thoughts to yourself. If you can communicate well, you will be better at just about everything you do, from Scouting to schoolwork to being a good friend.

As you grow older, your ability to communicate grows with you. When you were an infant, you cried to communicate simple messages such as "I'm hungry!" or "My diaper needs changing!" At about 6 weeks of age, you learned to communicate by smiling. This was how you said: "I'm happy" or "I'm comfortable with you." At around 6 months, you started talking. A mixture of sounds and words tumbled out of your mouth. Every day, you got a little better at it. By the time you started school, you had advanced from "Da-da!" to "Can you come over to play?"



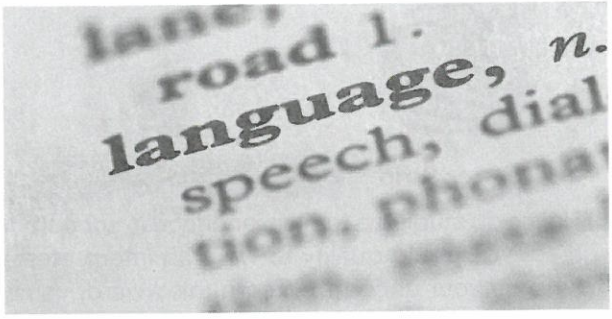
Today, you are able to communicate complex thoughts about things like sports, math, and movie plots. You may have learned a special group of words related to a favorite hobby or sport. You may have even learned to communicate in a second language.



What Is Communication?

Simply put, communication is the act of sharing information with others. Most forms of communication are symbolic. A symbol is something that means or stands for something else. For example, the American flag is a symbol of America.

Language. Language is the most common way we use symbols to communicate verbally and in writing. Most languages use an alphabet to symbolize (stand for) sounds in the spoken language. We combine letters in the alphabet to form words that can be spoken or written. Some words symbolize things you can hold or touch. "Apple," for example, stands for a fruit we love to eat. Other words, such as "love," "intelligence," and "freedom," stand for intangible things—things you cannot hold or touch.



We combine words to form sentences. Sentences state facts, opinions, questions, or commands, such as, "The apple looks delicious" and "May I have one?"

Speaking without words. Not all communication uses words. There are many ways we communicate nonverbally, or "without words." Nonverbal communication can still use symbols, however. For example, if a Scout is in a public place and he sees a female figure on a bathroom door, he will know not to go through that door, even if there are no words on it.

Some types of communication use words and nonverbal symbols. The eight-sided red sign printed with the word STOP in white letters tells drivers to stop their cars. You would probably know the sign's meaning even if the word was not there. That is because the color red, which signifies danger, and the eight-sided shape (called an octagon) are used on no other road sign in the United States. In this case, three different symbols—a word, a color, and a shape—all help communicate the same important meaning.

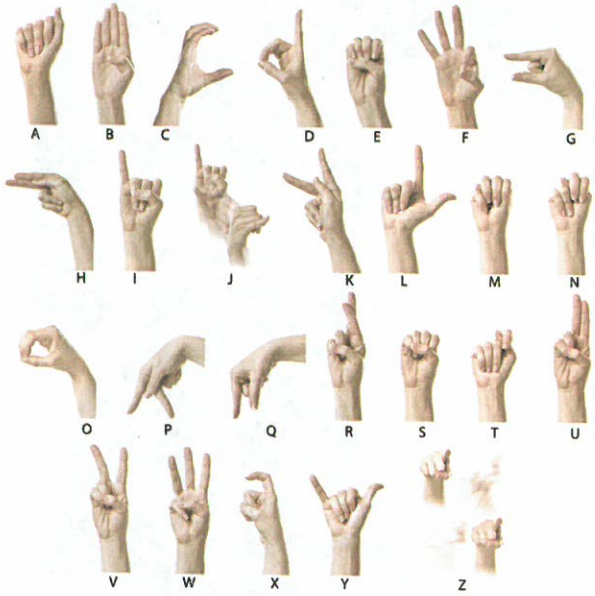


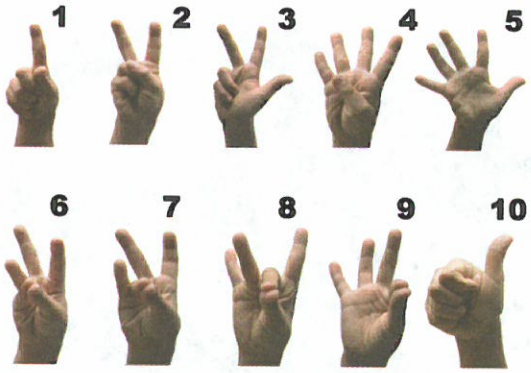
Talking with your body. Another nonverbal way to communicate is through "body language." Body language is communication through body movements, gestures, and facial expressions. It can be as simple as a smile, frown, or nod of the head.



Shaking hands when you meet someone is a nonverbal way to communicate goodwill. For people in the military, a salute—raising the right hand, held flat to the forehead over the right eyebrow—shows respect. Legend has it that the practice had its origin in the Middle Ages, when knights raised the visors of their helmets to greet each other.

Body language can even communicate whole sentences. For example, many people who are deaf, and their friends and families, use a special language called American Sign Language, or ASL. This language uses hand movements and "finger spelling" to communicate thoughts.





Why Study Communication?

If we learn to communicate naturally, why do we study communication? The answer is that we all can improve our communication skills if we practice them. That improvement means learning to be a better listener and a more confident public speaker.

According to the National Communication Association, "Communication is a learned skill. Most people are born with the physical ability to talk, but we learn over time to speak well and communicate effectively."



Interpreter Strip



Have you studied a foreign language in school? If so, you could qualify to wear an interpreter strip on your uniform. To earn this award, you must carry on a five-minute conversation, translate a two-minute speech or address, and write a letter in the language (this requirement does not apply for sign language), and translate 200 words from the written word. (Different requirements apply to the Morse Code strip.)

COMMUNICATION GAMES

Sealed Orders

Equipment: Pencil and two sheets of paper

How to play: Divide the troop into two teams. Each team chooses a captain. The two teams assemble to await orders. Give the captain of each team a folded slip of paper with orders written on it for the captain's team. The captain returns to his team, looks at the orders, and, without moving the team, determines the strategy to be used in carrying out the orders. On signal, both teams attempt to carry out their orders. The orders given to the two teams contradict so that they work against each other. For example, one message might read, "Leave the room," and the other might read, "Don't let anyone leave the room." Establish a one-minute time limit for the action.

Scoring: For each team, give 1 point for every player who accomplished the assignment, and, for every player who failed, 1 point goes to the opposing team.

Who Am I?

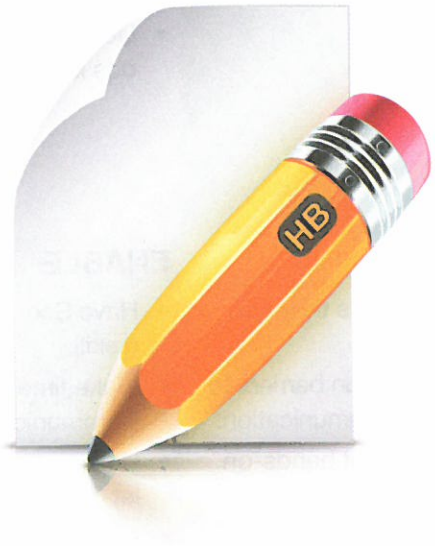
Equipment: For each player, a card or piece of paper at least 2 inches square, each printed with a famous name (can be those of real people or of fictional characters—Spider-Man, Christopher Columbus, a current or past U.S. president, Robert Baden-Powell, etc.)

Procedure: Each player has a name card pinned on his back but does not know whose name is on the card. The players circulate and ask yes-or-no questions such as "Am I alive?" and "Am I an American?" Only two questions can be asked of one person, then the player must move on to ask another person questions. Players who identify the name on their card may stop or get another name and start over.

Get the Message

Equipment: Signal flag and secret message of 30 letters for each patrol, signal system chart for each patrol, paper and pencil for each Scout

Procedure: Each patrol has one signaler and one dictator. These two players are sent 100 yards or more away from the rest of the patrol and given a secret message to send with the signal flag. The rest of the patrol members are the receivers. When the message is sent, each receiver writes the message on his paper. There must be no communication between receivers in the patrol. The signaler may not repeat the message, but he may send it slowly enough to be understood by all his patrol members. The patrol leader collects the slips for the judge.



Scoring: All correct letters recorded by the receivers are added together, then divided by the number of receivers to get the patrol average. The patrol with the highest average wins.

Variation: This same game could be played at night using flashlights and Morse code, or during the daytime using mirrors.

Follow My Voice

Equipment: Blindfold

How to play: Blindfold one Scout and assign a second Scout to be the guide. Without touching the blindfolded Scout, the guide should direct the Scout to a specified destination across the room, being careful to avoid any obstacles along the way. The catch is that the other players can shout contradictory directions to the Scout. Continue playing with different Scouts in the two roles until time is up.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Describe the various communication-related merit badges and awards.
- Explain the three things you should avoid doing related to use of the Internet.
- Introduce the Cyber Chip program.

DEMONSTRATE

- Invite ham radio operators to demonstrate their skills at a meeting.
- Show YouTube videos of famous speeches.
- Have communication professionals demonstrate their work at a meeting or on a field trip.
- Demonstrate less-familiar communication methods like semaphore and Morse Code.

GUIDE

- Have the Scouts list as many ways as they can think of to communicate with others.
- Play games that create communication barriers to illustrate the importance of good communication.
- Make arrangements for Scouts to get hands-on practice with equipment at a television studio, newspaper office, or other communication facility.
- Guide older Scouts in a discussion of the unit's communication methods, including what works and what could be improved.

ENABLE

- Have Scouts use the EDGE technique to teach a skill.
- Make time in unit meetings for Scouts to give Communication merit badge speeches.
- Hold campfire programs and interfaith services to let Scouts practice communication skills.
- Make counselors available for communication-related merit badges.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity	Overnight Activity
Communication field trip—Take a field trip to a television studio, newspaper office, ad agency, movie studio, or other site where communicators work.	Communication hike—Take a hike with a twist. Create communication barriers to illustrate the importance of effective communication.	Merit badge weekend—Camp in a favorite spot and use part of the time to work on the Communication merit badge. Be sure to take advantage of other activity and advancement options at the campsite.

COMMUNICATION

Meeting Plan: Communicating Effectively

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, give them copies of the Scout Oath and Scout Law from other countries (in the original languages). Challenge them to translate the texts into English.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Have the Scouts list as many ways as they can think of to communicate with others (face-to-face, by telephone, by email, by texting, etc.). For each type of communication, have them name instances when that method would or would not be appropriate or effective. **Note:** This activity relates to Communication merit badge requirement 1d.		7:10 p.m.
Skills Instruction 30 minutes 	• Learn and practice the EDGE method. • Work on Tenderfoot, Second Class, and First Class requirements as needed.		7:25 p.m.
	• Review the EDGE method. • Work on Communication merit badge requirement 1c together.		
	• Review the EDGE method. • Working with the unit leader, review the ways the unit communicates with members and parents. • Discuss what works and what doesn't, and make a plan for improving communication.		
Breakout Groups 15 minutes	• Discuss plans for the main event. • Review what personal and group equipment will be needed.		7:55 p.m.
Game 15 minutes	Play Sealed Orders (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COMMUNICATION

Meeting Plan: Nonverbal Communication

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Post pictures around the meeting room of sports officials giving signals. Challenge Scouts to correctly identify what the signals mean.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	• Have a Scout working on the Communication merit badge give his five-minute speech, or show a YouTube video of a speech such as an inaugural address. • Have half the group watch the speech and the other half listen with their eyes closed. • Afterward, invite Scouts to discuss how persuasive the speech was and how the speaker's body language, delivery, and mannerisms affected the message. • Discuss whether and why those who watched the speech reacted differently from those who just listened to it.		7:10 p.m.
Skills Instruction 30 minutes	Work on Tenderfoot, Second Class, and First Class requirements as needed.		7:25 p.m.
	Work on Communication merit badge requirement 4 together.		
	Begin planning a campfire program or interfaith worship service to be conducted during the main event.		
Breakout Groups 15 minutes	• Plan a cooking menu. • Begin meal planning and create a duty roster for the main event.		7:55 p.m.
Game 15 minutes	Play Paper-Wad Tennis. (See *Troop Program Resources*.)		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COMMUNICATION

Meeting Plan: Communicating Online and Over the Air

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite a ham radio operator to set up at your meeting place so Scouts can experience amateur radio as they arrive. Introduce Scouts to the Morse Code interpreter strip.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 25 minutes	Have a guest speaker discuss the dos and don'ts of Internet safety. Watch a video from the NetSmartz Workshop website.		7:10 p.m.
Skills Instruction 25 minutes	• Review the Cyber Chip requirements for grades 6–8. • Read and sign the Level II Internet Safety Pledge from NetSmartz.		7:35 p.m.
	• Review the Cyber Chip requirements for grades 9–12. • Read and sign the Level II Internet Safety Pledge from NetSmartz.		
	• Make plans to use the EDGE method to teach Internet safety to a patrol or Webelos den. • Continue plans for the main event campfire program or interfaith service.		
Breakout Groups 15 minutes	• Each group fills out a duty roster for upcoming campout. • Identify special equipment needed for additional activities.		8 p.m.
Game 10 minutes	Play Get the Message (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COMMUNICATION

Meeting Plan: Careers in Communication

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Slow Motion Telephone: Give a verbal message of 20 or so words to the first Scout who arrives. He passes the message on to the next Scout who arrives, and so on. At the opening, have the last Scout who received the message repeat it out loud to show how much the message changed in transmission		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 40 minutes	• Recruit representatives from three or more careers in communication. (Ideally, these individuals would also be counselors for communication-related merit badges.) • Set up a round-robin so that Scouts in small groups can visit all the representatives and learn about their careers. • Representatives should discuss the education, training, and experience required for their careers (Communication merit badge requirement 9).		7:10 p.m.
Skills Instruction 10 minutes	Work on Tenderfoot, Second Class, and First Class requirements as needed.		7:50 p.m.
	• Review the list of communication-related merit badges. • Encourage each Scout to pick one to work on in the months to come.		
	Finalize plans for the main event campfire program or interfaith service.		
Breakout Groups 10 minutes	Finalize plans for the main event. Plan the group's portion of the campfire program or interfaith service.		8 p.m.
Game 15 minutes	Play Follow the Leader (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COMMUNICATION

Main Event: Communication Field Trip

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 3 to 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Take a field trip to a television studio, newspaper office, ad agency, movie studio, or other site where communicators work.

Equipment List	• Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Identify a local communication facility your unit can visit. (If it's not local, the field trip could easily be combined with a campout.) • Make arrangements to visit and try to get permission to do a hands-on activity rather than just a passive tour. • Review the requirements for related merit badges to see if any requirements could be completed during the visit. • Share those requirements ahead of time with the contact person at the site to see if he or she can tailor the visit to accommodate those requirements.
Safety	Use the buddy system; cell phones are a good idea as appropriate. Have a first-aid kit handy.

Notes

COMMUNICATION

Main Event: Communication Hike

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Take a hike with a twist: Create communication barriers to illustrate the importance of effective communication.

Equipment List	• Pencil and paper • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Plan a day hike in your area. • To add a communication element to the hike, set up scenarios that complicate communication: a Scout who speaks a foreign language should use only that language; certain Scouts should not be allowed to talk; Scouts should talk only to adults through designated intermediaries, etc. • Change up these assignments throughout the hike. • Have other periods where no one is allowed to speak but must use other methods of communication. • At the end of the hike, have a time of reflection and discuss what the group learned about effective communication.
Safety	Use the buddy system; cell phones are a good idea as appropriate. Have a first-aid kit handy.

Notes

COMMUNICATION

Main Event: Merit Badge Weekend

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Camp in a favorite spot and use part of the time to work on the Communication merit badge. Be sure to take advantage of other activity and advancement options at the campsite.

Equipment List	• Paper and pens • Supplies for the Communication merit badge, such as poster board, markers, and collage materials • Camping gear (individual and group) • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find and reserve a campsite. Look for a place with a shelter or building where you can work. • Choose the Communication merit badge requirements that can be done during the campout. • Identify adults who can teach those requirements and facilitate work. • Set up a round-robin schedule so Scouts can work on each of those requirements during the campout. • Take time during the day for hiking or other activities.
Safety	Use the buddy system; cell phones are a good idea as appropriate. Have a first-aid kit handy.

Notes

REFERENCES

Books

Communication, Computers, Journalism, Public Speaking, Radio, and *Theater* merit badge pamphlets

Alba, Jason. *I'm on Facebook—Now What? How to Get Personal, Business, and Professional Value From Facebook*. Happy About, 2008.

Banks, Michael A. *Blogging Heroes: Interviews With 30 of the World's Top Bloggers*. Wiley, 2007.

Dowis, Richard. *The Lost Art of the Great Speech: How to Write One—How to Deliver It*. Amacom, 1999.

Hounshell, Liz, and Erika Karres. *101 Dos and Don'ts and Double Don'ts on Texting*. YouthLight Inc., 2010.

Lamb, Sandra E. *How to Write It: A Complete Guide to Everything You'll Ever Write,* 3rd ed. Ten Speed Press, 2011.

Otfinoski, Steven. *Speaking Up, Speaking Out: A Kid's Guide to Making Speeches, Oral Reports and Conversation.* Millbrook Press, 1997.

Pease, Allan, and Barbara Pease. *The Definitive Book of Body Language.* Bantam, 2006.

Smith, Bud E. *Creating Web Pages for Dummies,* 8th ed. For Dummies, 2008.

Websites

Scout Oath in various languages
Website: http://en.wikipedia.org/wiki/Scout_Promise

Scout Law in various languages
Website: http://en.wikipedia.org/wiki/Scout_Law

Cyber Chip information
Website: http://www.netsmartz.org/scouting

High school journalism
Website: http://www.hsj.org

Newseum
Website: http://www.newseum.org

National Communication Association
Website: http://www.natscom.org

Related Program Features

Citizenship, Drama, Project Planning, and Special Needs Awareness



Getting Stronger, Going Farther

Bicycling is great way to combine exercise, travel, and recreation in one activity. Few activities are better than uphill cycling for intense aerobic exercise and physical fitness. Cycling's downhill speed is simply thrilling. Another attraction is that you can bicycle four times father than you can jog in the same time period. Even cycling to school or work is much more than just a transportation alternative. It is always recreational, diverting your mind from your daily indoor work to enjoyment of the outdoor environment. It is a means of travel that will reduce stress and restore and energize your spirits.

You can ride in bicycle races if you like, but most cycling is the noncompetitive touring or commuting type—although you will probably have trouble resisting the urge to pass those riding ahead of you even when you are only touring or commuting. Trick riding on BMX bikes and trail riding on mountain bikes are also part of the cycling scene. Whether you stick to only one type or participate in all kinds of cycling, you will probably find that cycling becomes a valuable and enjoyable lifelong activity. It might even lead you to a career.

Objectives

This month's activities should:

- Show Scouts how to ride safely.
- Teach cycling first aid.
- Teach Scouts how to maintain and repair their bikes.
- Show Scouts how to plan rides and routes.
- Teach good cycling nutrition.
- Introduce Scouts to cycling organizations.
- Teach about cycling gear and clothing.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirements 2
- Second Class requirements 1b and 3a
- First Class requirements 3 and 10
- Cycling merit badge
- Personal Fitness merit badge
- 50-Miler Award
- Cycling and Freestyle Biking Varsity Scout activity pins
- Ranger: Cycling/Mountain Biking elective
- Quest requirement 5

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing cycling as your program feature during your planning meetings.

1. Do we know an accomplished adult cyclist who is also a good Scouter?
2. Where are the local bicycle stores?
3. What bike organizations and clubs exist in our community?
4. Do our members all have bikes and helmets? If not, how can we help them get equipped?
5. What cycling skills do our members already have, and what do they lack?
6. Does our community have a bike route map?
7. What are the best bike trails near us?
8. What are the best-organized bike events and programs in our community?
9. What kind of cycling will be most interesting to our members?

PARENTS CAN HELP WITH THE CYCLING PROGRAM FEATURE BY:

1. Providing and requiring the use of helmets
2. Participating as riders or support drivers
3. Providing safe and functional bikes
4. Providing proper clothing and shoes
5. Providing repair and maintenance tools and expertise



BICYCLING SAFETY TRAINING

The speed made possible by riding a bicycle inherently increases the risk of injury, with the head being the most vulnerable body part. However, any bicycle fall is potentially life threatening even without speed, because the head is likely to strike a hard surface with enough force to cause a concussion, if not a skull fracture. Accordingly, an essential part of cycling gear is a good quality and well-fitted helmet. It is essential to understand the risk involved from head injury and the absolute necessity of wearing a helmet when biking.



Too far back **Too far forward** **Correctly positioned**

The helmet, however, is no match for a collision with a motor vehicle. Youths often want to ride in vehicular traffic without an adequate respect for and understanding of the risks related to the bike and motor vehicle collision. The bike rider always loses in such a collision.

Defensive riding practices and cycling rules of the road must be learned and practiced before riding in vehicular traffic. Practice should be conducted on bike trails or lightly traveled roads until skill levels are sufficient for safe riding in traffic. Special attention should be paid to staying in the bike lane and being alert for the danger of doors being flung open into the bike lane by parked cars and with drivers making a right-hand turn across bike lanes.

Bicycling need not be too expensive. A great many used bikes are available for sale at affordable prices. Likewise, bike helmets and clothing can be purchased inexpensively with a little searching. Discount sellers are easy to find both in traditional stores and on sellers' websites. Like most products, however, you often get what you pay for in terms of quality, and there always are low-quality bicycle products for sale that should be avoided. Determining the quality of bikes and accessories is something leaders can teach.

Nutrition

Good nutrition is critical for long-distance bike riding and endurance. Energy drinks should be used if riding more than 10 miles to replace electrolytes and help prevent muscle cramping—especially when climbing hills. You have to force yourself to eat and drink, because thirst and hunger are suppressed when riding. Energy bars or gels supply necessary biking fuel, and they can replace the high number of calories burned when riding more than 10 miles.





Bicycle Training and Touring

While almost anyone can ride a bike for 10 to 20 miles, rides of longer distances require training to condition the body for the stress involved and to build endurance. Many Scouts have believed they were the exception to the rule and were so strong that they could ride 50 or more miles without training, only to find they "hit the wall" after about 20 miles and had to quit.

How to avoid this embarrassing situation? Plan a series of training rides leading up to the long-distance main event. With a couple of months of training, one can ride 100 miles; with only one month of training, one can easily ride 50 miles to satisfy the requirements of the Cycling merit badge using a road bike, or 22 miles using a mountain bike.

Like most athletic conditioning, consistent daily training is the key. A daily ride of 10 to 15 miles is ideal and should take only about one hour to complete. Then, on weekends, take longer rides of 20, 30, 40, and finally 50 miles to satisfy the merit badge requirements (using a road bike). Following that feat, if desired, keep training for another month to complete an all-day "century" ride of 100 miles as a highlight of the summer.

During the spring, summer, and fall months, there are typically organized bike rides available in most cities on many weekends and even weekdays. They may offer varying distances and provide the support needed for relatively carefree group touring. Some such rides provide T-shirts, well-stocked rest stops, and even entertainment. Plus, you get the fun of riding with lots of experienced riders. Contact local bike clubs and organizations in your city to find out what organized rides are available. Group rides are great fun and often double as a charitable event for a good cause.

Before you start training for a long-distance ride, it is important to make sure you have the right bike that fits you well. Bikes are made for different types of riding and cannot effectively be used interchangeably. Mountain bikes are designed for trail riding and should not be used for long-distance road riding. That is because they are too heavy to be ridden long distances at high speeds. Weight—lack of weight, really—is everything in long-distance riding and especially hill climbing. To satisfy the 50-mile ride requirement for the Cycling merit badge, you should use a lightweight road bike, preferably one weighing no more than about 25 pounds.

Good fit is as important as weight. Little neck or seat pains quickly become unbearable over many miles. The most important part of your bike is the seat, and a newer ergonomic design is really worthwhile for comfort on long rides. Get expert assistance to make sure your bike is the right type, size, and design for your body type and for long-distance riding—and that it's properly adjusted for you. Padded bike shorts are also recommended for comfortable long-distance riding. This can be purchased at most stores that carry cycling equipment.

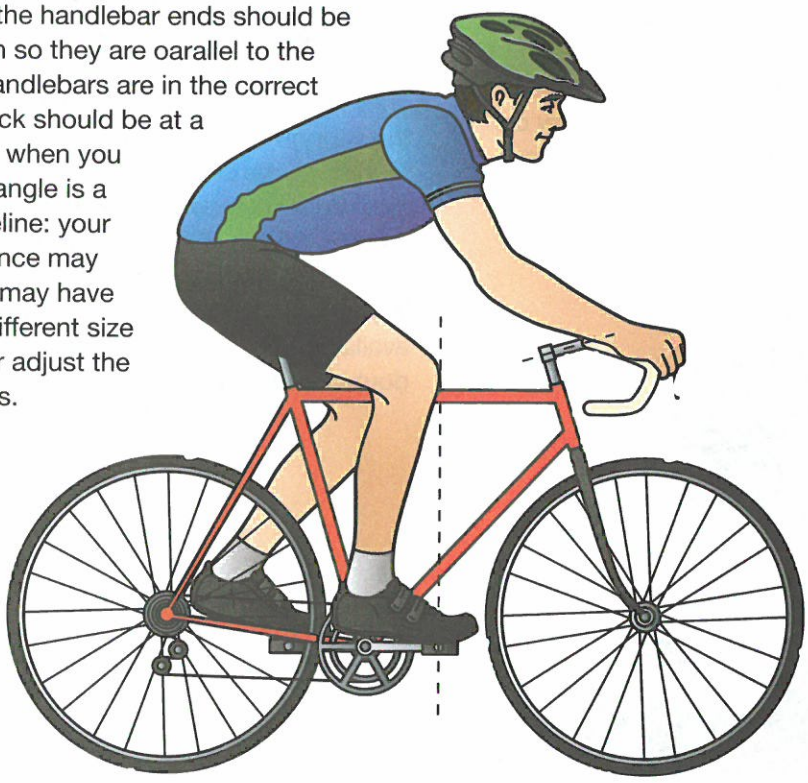
Avoiding Cycling Sunburn

Skin sun damage is cumulative and can lead to skin cancer. To avoid skin damage, follow these tips:

- Use a sunblock with a sun protection factor (SPF) of 30 or higher on all exposed skin, and reapply it several times during the day.
- Use gloves for protection from the sun and spills.
- Wear long sleeves and biking tights.
- Wear a head and neck cover. Your helmet will also provide some protection from the sun.



On a road bike, the handlebar ends should be tilted up or down so they are oarallel to the ground. Is the handlebars are in the correct postion, your back should be at a 45-degree angle when you are riding. (This angle is a suggested guideline: your personal preference may vary.) If not, you may have to change to a different size hadlebar stem or adjust the height of the bars.





To check the fit of a bicycle, straddle the top tube and lift the handlebars until the top tube reaches your crotch level. If the road bike fits you, there should be about an inch or two of space between the front tire and the ground, which allows you to dismount safely and ride with maximum efficiency. For a mountain bike, there should be 2 to 4 inches of space.

Four Weekend Rides for Cycling Merit Badge

Here is a simple plan to work toward the Cycling merit badge. Scouts should also ride on their own or in small groups in between these rides. Your counselor can help you adjust the mileage if you plan to use a mountain bike instead of a road bike.

Weekend 1 Training Ride

Distance: 20 miles
Elevation gain: 300 feet
Average speed: 12 mph
Time goal: 2 hours, including rest and food breaks

Weekend 2 Training Ride

Distance: 30 miles
Elevation gain: 500 feet
Average speed: 13 mph
Time goal: 3 hours, including two breaks for rest and food

Weekend 3 Training Ride

Distance: 40 miles
Elevation gain: 800 feet
Average speed: 14 mph
Time goal: 4 hours, including three breaks for ride rest and food

Weekend 4 Training Ride

Distance: 50 miles
Elevation gain: 1,000 feet
Average speed: 15 mph
Time goal: 4.5 hours, including four rest and food breaks

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain different types of bikes, and discuss how to acquire a bike.
- Explain the importance of wearing a helmet and proper clothing when riding.
- Discuss the need for energy food and drinks.
- Explain riding rules and safety measures.
- Discuss the steps in route mapping and trip planning.
- Show bike videos from Bicycling.com or other trusted sites.
- Introduce local bike clubs and organizations, and explain what they offer.

DEMONSTRATE

- Demonstrate safe riding techniques.
- Show how to perform bicycle maintenance and use repair tools.
- Show how to change a flat tire.
- Adjust brakes, seat, etc., on a bike.
- Show Scouts how to check helmet fit and make needed adjustments.
- Walk through the use of Internet route-planning tools; if possible, use a projector so everyone can easily see the computer screen.
- Visit a bike store or bike club event.
- Wear biking clothing and gear to a meeting.
- Demonstrate first aid for cyclists.

GUIDE

- Hold a bike rodeo to practice safe riding techniques.
- Have Scouts replace a tube while you watch.
- Have Scouts adjust each other's bikes (brakes, seats, etc.) while you watch.
- Take a leader-led ride around the block; have the leader guide Scouts in using proper hand and vocal signals.
- Have Scouts go online to plan bike routes near your meeting place.
- Have Scouts practice first aid; give feedback on their performance.

ENABLE

- Ride routes planned by Scouts.
- Have Scouts do a preride inspection of each other's bikes.
- During a training ride, have Scouts take turns serving as ride leader.
- Film and review a video of the Scouts riding.
- Debrief after rides and discuss lessons learned.
- Encourage Scouts to create videos of group rides to show at courts of honor and unit open houses.
- Have Scouts plan and run a Cub Scout bike rodeo.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Overnight or More Activity
Out-and-back bike ride—After a month of training, take an out-and-back bike ride on local trails or roads lasting 4 to 5 hours, including three breaks for rest and food.	100-mile bike trip—After two months of training, take a one-day century (100-mile) ride from your campsite or ride 50 miles to a campsite, stay overnight, and ride 50 miles back. Use support vehicles to carry gear.	Cycling trek—Ride bikes for a multinight ride on a scenic route. Carry all gear on bikes without any support vehicle and aim to cover 75 miles per day. For a special challenge, bike from one end of your state to the other.

CYCLING
Meeting Plan: Bicycle Basics

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Watch YouTube bike videos of Danny MacAskill trick riding.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	Discuss cycling safety and traffic rules, and introduce these topics: • Bike types and parts • Bike clothing and helmets • Bike training and nutritional needs		7:10 p.m.
Skills Instruction 20 minutes	• Learn how to change tires and tubes. • Lean how to adjust brakes, seat, and stem tube. • Learn skills for short-distance street riding.		7:30 p.m.
	• Discuss a training regimen for a 50-mile ride. • Discuss nutritional requirements for a 50-mile ride. • Discuss clothing for a 50-mile ride.		
	• Discuss gear storage systems for road bikes. • Practice using toe clips or clipless pedals and shoes. • Discuss clothing needs for long-distance touring. • Discuss gear needs for long-distance touring.		
Breakout Groups 15 minutes	• Practice for the game. • Study safety rules and your city/state traffic laws, and practice riding an obstacle course.		7:50 p.m.
Game 20 minutes	Do one of these activities: • Have a tire-changing speed competition. • Run a short bicycle race or obstacle course. • Run a group trivia competition on safety and traffic rules.		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CYCLING

Meeting Plan: Route Planning

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Watch a YouTube video about a major cycling event like RAGBRAI or Race Across America. Inspect bicycles and bike clothing. Have arriving Scouts report on training rides they've taken.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	• Introduce bicycle route maps. • Demonstrate websites for bike riders. • Demonstrate online route map creation.		7:10 p.m.
Skills Instruction 30 minutes	• Discuss safe cycling route criteria and streets to avoid. • Brainstorm most common dangers for city cyclists. • Demonstrate signals for turns and stopping. • Discuss other defensive riding techniques.		7:20 p.m.
	• Discuss customary practices of long-distance group riding. • Teach drafting technique and sharing of the lead position. • Discuss techniques to avoid seat and neck pain and injury. • Walk through route planning for a 50-mile ride.		
	• Explain long-distance route criteria and route-elevation profiles. • Discuss long-hill climbing and descent techniques. • Discuss endurance nutrition and hydration. • Walk through route planning for a week-long tour.		
Breakout Groups 15 minutes	• Prepare for route planning using Internet resources. • Practice riding skills, and review traffic rules.		7:50 p.m.
Game 20 minutes	Do one of these activities • Have groups go online and try to create the best bike route (starting at your meeting place) that meets certain criteria like distance or passing given landmarks. • Hold a riding-skills competition. • Hold a traffic-rules testing game.		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CYCLING

Meeting Plan: Riding Skills Demonstration

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Inspect helmets, gear, and clothing. If the main event will be an organized bike club ride or fundraiser, distribute registration forms.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	• Explain skills to be demonstrated later in the meeting. • Explain the route to be covered on evaluation rides. • Assign riders to leaders for evaluation. • Assemble at the starting line.		7:10 p.m.
Skills Instruction 20 minutes 	Cover these skills that will be used in evaluation rides: • Staying in the bike lane • Turning, stopping, and passing signals and alerts • Obeying traffic signs and signals • Maintaining safe speeds for conditions		7:20 p.m.
	Cover these skills that will be used in evaluation rides: • Drafting in group of fast riders • Signaling to other group members • Taking the lead position • Obeying traffic signs and signals		
	Cover these skills that will be used in evaluation rides: • Packing camping gear on bike • Riding at night using lights • Obeying traffic signs and signals • Riding bikes, fully loaded with gear, up and down a steep hill		
Breakout Groups 15 minutes	Prepare groups to compete in demonstrating skills learned.		7:40 p.m.
Activity 30 minutes	• Take evaluation rides from the meeting place. • Test the skills covered earlier. • Score groups and individuals and note needed improvements.		7:55 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CYCLING

Meeting Plan: Main Event

Final Preparation

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have Scouts ride to the meeting by bike for final inspection.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	• Finalize the route for the main event. • Discuss transportation to and from starting line. • Discuss support arrangements. • Hold a final inspection of bikes, clothing, and gear.		7:10 p.m.
Skills Instruction 25 minutes	• Discuss the benefits of bike commuting to and from school. • Discuss the health benefits of biking. • Show resources available for more biking information. • Discuss setting goals for long-term cycling.		7:20 p.m.
	• Discuss year-round biking as a better transportation alternative. • Teach winter-weather biking techniques. • Discuss winter-weather bike lighting, gear, and clothing. • Discuss summer recreational biking opportunities.		
	• Discuss competitive bicycle racing organizations and events. • Discuss noncompetitive bicycle clubs, touring groups, and events. • Discuss bicycle vacation touring as a great way to stay fit on vacation. • Discuss advanced-level bikes and equipment; if possible, visit a well-stocked bike shop.		
Breakout Groups 20 minutes	• Work online to explore biking resources. • Study final route alternatives for the main event. • Finalize route map for main event. • Write personal and group goals for future biking activity.		7:45 p.m.
Combined Activity 20 minutes	Invite a guest from a local bike club or organization to discuss area cycling opportunities and how to get involved in cycling groups.		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
	Total 90 minutes of meeting		
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CYCLING

Main Event: Out-and-Back Bike Ride

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 5 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

After a month of training, take an out-and-back bike ride on local trails or roads. The ride should last four to five hours, including three breaks for rest and food.

Equipment List	• Lightweight road bicycles • Water bottles • Two spare inner tubes • Air pump or cartridges • Tire-changing tools • Cell phone for emergency use • Sunblock • Padded bike shorts and suitable clothing • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Plan a 50-mile out-and-back bike ride. • Recruit volunteers to staff rest stops with food and drinks every 10 or so miles—or make sure store stops are available. (Note that drivers can leapfrog the group and staff multiple stops). • Make sure restrooms are available near the rest stops.
Safety	Use sunscreen. Have one adult rider for every four or five youth riders, and make sure everyone stays hydrated. Carry a cell phone and first-aid kit, and have a way to contact a support vehicle in case of problems on the road.

Notes

It's best to start the ride in the morning so that any slow riders will have plenty of time to finish during daylight hours.

CYCLING

Main Event: Challenging 100-Mile Bike Trip

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

After two months of training, take a one-day century (100-mile) ride from your campsite—or ride 50 miles to a campsite, stay overnight, and ride 50 miles back. Use support vehicles to carry gear.

Equipment List	• Lightweight road bicycles • Water bottles • Two spare inner tubes • Air pump or cartridges • Tire-changing tools • Cell phone for emergency use • Sunblock • Padded bike shorts and suitable clothing • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Plan 50-mile routes to a campsite or a 100-mile route from a campsite. • If you are riding to the campsite, recruit drivers to carry camping gear to the site. • Recruit volunteers to staff rest stops with food and drinks every 15 to 20 miles—or make sure store stops are available. (Note that drivers can leapfrog the group and staff multiple stops). • Make sure restrooms are available near the rest stops. • Consider participating in a scheduled ride organized by a charity or bike club to take advantage of support services they already plan to provide.
Safety	Use sunscreen. Have one adult rider for every four or five youth riders, and make sure everyone stays hydrated. Carry a cell phone and first-aid kit, and have a way to contact a support vehicle in case of problems on the road.

Notes

Especially with the century option, it's best to start the ride in the morning so that any slow riders will have plenty of time to finish during daylight hours. Century rides should be limited to those riders who've proven themselves capable of riding more than 50 miles at a relatively fast pace. It's also important to have someone set a comfortable pace early so that riders don't wear themselves out.

CYCLING

Main Event: Cycling Trek

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend or longer

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Ride bikes for multinight ride on a scenic route; carry all gear on bikes without any support vehicles and aim to cover 75 miles per day. For a special challenge, bike from one end of your state to the other.

Equipment List

- Lightweight road bicycles
- Water bottles
- Two spare inner tubes
- Air pump or cartridges
- Tire-changing tools
- Cell phone for emergency use
- Sunblock
- Padded bike shorts and suitable clothing
- Scout Basic Essentials (Review the list and take what you need.)
- Racks and pannier bags sufficient to carry all necessary camping gear
- Food and water for the road, although most food should be purchased along the ride because it is too heavy to carry on bikes

Activity

- Working with local cycling experts, research options for a multiday unsupported bike tour.
- Consider a goal such as cycling across your state or cycling the length of a recreational trail.
- Plot your route so that you ride 50 to 75 miles per day.
- Identify camping sites and food sources for each day.
- Consider recreational opportunities for each evening.
- If possible, have someone drive the route ahead of time to make sure stores haven't closed, the roads are in good condition, and the hills are climbable.
- Remember to make the route fun as well as challenging so that everyone will have good memories of an enjoyable trip.
- Arrange transportation for riders and bikes to the starting point and from the ending point.

Safety

Use sunscreen. Have one adult rider for every four or five youth riders, and make sure everyone stays hydrated. Carry a cell phone and first-aid kit, and have a way to contact a support vehicle in case of problems on the road.

Notes

It's best to start each day's ride in the morning so that any slow riders will have plenty of time to finish during daylight hours. This main event should be limited to those riders who've proven themselves capable of riding more than 50 miles on consecutive days at a relatively fast pace. It's also important to have someone set a comfortable pace each day so that riders don't wear themselves out.

RESOURCES AND REFERENCES

Books

Cycling merit badge pamphlet

Boy Scout Handbook

Websites

Adventure Cycling Association
Website: www.adv-cycling.org

American Bicycle Association
Website: www.ababmx.com

Bicycling Magazine
Website: www.bicyclingmagazine.com

Bikely
Website: www.bikely.com

Gmap-Pedometer
Website: www.gmap-pedometer.com

International Mountain Bicycling Association
Website: www.imba.com

League of American Bicyclists
Website: www.bikeleague.org

Map My Ride
Website: www.mapmyride.com

***Mountain Bike* magazine**
Website: www.mountainbike.com

Ride With GPS
Website: ridewithgps.com

USA Cycling
Website: www.usacycling.org

Veloroutes
Website: veloroutes.org/bikemaps

Related Program Features

Camping, Geocaching, Hiking, and Orienteering



Prepared to Help When Needed

First aid—caring for injured or ill persons until they can receive professional medical care—is an important skill for every Scout. With some knowledge of first aid, a Scout can provide immediate care and assistance to someone who is hurt or who becomes ill. First aid can help prevent infection and serious loss of blood. It could even save a limb or a life.

But first aid is about more than the techniques used to treat specific injuries. Emergencies, big or small, may be charged with emotion and confusion. Even minor chaos increases the risk of injury to rescuers and bystanders, as well as the risk of inadequate care for the patient. Emergencies most often call for a leader to be directive, at least until the scene is safe and the patient is stabilized. This is best accomplished by discussing leadership in case of an emergency with other members of your party before a potentially critical situation occurs.

Objectives

This month's activities should:

- Show Scouts how to evaluate a scene.
- Help them understand the first-aid needs to consider on outings.
- Teach them what to say when calling 911.
- Cover basic first-aid skills needed for advancement.
- Encourage Scouts to work together as a team.
- Prompt Scouts to pursue additional first-aid training, such as certification in CPR or wilderness first aid.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirements 2, 11, 12a, and 12b
- Second Class requirements 3a, 7a, 7b, and 7c
- First Class requirements 3, 8b, 8c, 8d, and 10
- First Aid merit badge
- Ranger: Standard First Aid core requirement 1
- Quest requirement 1
- Trust: Serving Your Community requirement 3d
- Pathfinder: Adventure requirement

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing first aid as your program feature during your planning meetings.

1. How prepared are we for first-aid emergencies?
2. Who do we know that is a CPR instructor?
3. What first-aid training supplies do we have?
4. What will we do for our main event?
5. Where will we do our main event?
6. What other subtopics would fit well with this feature?
7. What agencies need our help?
8. How can we involve parents?
9. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE FIRST AID PROGRAM FEATURE BY:

1. Providing first-aid kits for practice
2. Serving as practice victims
3. Providing transportation for the main event
4. Being first-aid experts
5. Preparing the family for first-aid emergencies

THE FIRST RESPONDER

- As the term implies, first aid is the initial assistance given for an injury. It is not intended as a long-term solution to a problem, nor does it replace treatment provided by trained medical personnel.
- Before attempting to administer first aid, you should perform an initial assessment that includes safety (yours and the victim's), the mechanism of the injury (how it happened), medical information devices (presence of medical ID tags or bracelets), the number of casualties (if more than one person is involved), and bystanders (those who might be able to help you).
- Always avoid contact with blood or other body fluids. Use gloves whenever possible.
- If administering mouth-to-mouth resuscitation, use a face shield, following instructions on the packet.
- Do not become involved in using treatment methods beyond your skill.

Triage

Emergency situations involving more than one victim can require triage (pronounced TREE-ahj), which is quickly checking each victim for injuries or symptoms of illness and then determining how best to use available first-aid resources. In its simplest form, triage occurs whenever first-aiders approach an emergency scene that involves two or more persons who are injured or ill. Once on the scene, medical professionals will determine who requires urgent care, who can be treated later, who needs to be monitored in case his or her condition changes, and who is well enough to help out.





Realistic First Aid

It's good to be able to bandage a wound or splint a broken leg on command. It's better to be able to identify those and other injuries when you encounter them. After all, in a real-world situation, a victim won't be wearing a sign that reads "puncture wound" or "simple fracture."

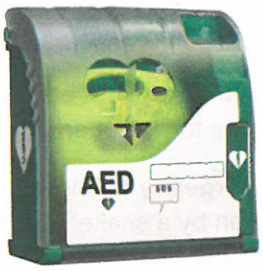
Many professionals use fake wounds and blood to simulate injuries, a technique called moulage (pronounced moo-LAHJ). Moulage kits cost hundreds of dollars, but you can create makeshift versions with simple household supplies. Search the Internet for "realistic first-aid props" and you'll find plenty of ideas.

When using parents or other volunteers as victims, be sure to coach them on what, if anything, they should say to their rescuers. Someone who's supposed to be choking, for example, can't say, "I can't breathe," but he can grab his throat and look panicky.

Remember Your ABCDs

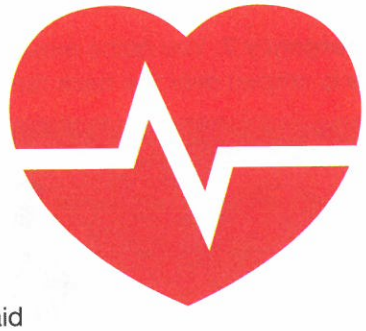
The most urgent first-aid cases occur when a person stops breathing and the heart stops beating. In those cases, remember your ABCDs:

- **A is for airway.** Place the person on his or her back and open the airway by tilting the head back.
- **B is for breathing.** Look, listen, and feel for movement and breathing for up to 10 seconds. If there are no signs the person is breathing, give two rescue breaths.
- **C is for circulation.** If you have delivered two rescue breaths and the person doesn't begin to breathe, begin cardiopulmonary resuscitation (CPR).
- **D is for defibrillation.** If you are trained and have access to an automated external defibrillator (AED)—which can be found in airports, shopping malls, schools, and other places where people gather—you can help a heart attack victim's heart start beating regularly again.



Calling 911

If you have time, it is best to write down the following information before calling 911:



- Location of the victim
- Description of the injury or illness
- Time the injury or illness occurred
- Treatment the victim has received
- Number of people with the victim and their general skill level for first aid
- Requests for special assistance or equipment, including food, shelter, or care for nonvictims

When you call, do not hang up until the operator tells you it's OK to do so.

You should never call 911 except in a real emergency. However, it's a good idea to make simulated 911 calls during first-aid training. If possible, recruit someone who's familiar with the 911 system to play the role of the 911 operator.

FIRST-AID CHAMPIONSHIP

A first-aid championship consists of a series of simulated first-aid problems. Teams go from one scenario to the next, spending 20 to 30 minutes at each station. Mock emergencies should be set up based on the first-aid training Scouts have received during the month. The emergencies should reinforce what they 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 each team's 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 right and provide guidance on ways they can improve. Award points based on proper first-aid skills and procedures.

Here are some sample emergencies.

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.

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.

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.

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.

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.

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.

Emergency 7. You come around a corner, and there is a young woman lying next to her bicycle. A power line is draped over the back tire.



FIRST-AID GAMES

Ice Accident

Equipment: For each team, a 10-foot rope, a stave or broomstick handle, and a blanket

How to play: Casually arrange the equipment in a corner of the room so it's ready for use, but don't draw attention to it. Have each team place a Scout "victim" in a prone position at the opposite end of the room. Announce that these victims have broken through the ice, and it is up to each team to rescue them and render first aid. The team with the best performance and time wins.

Score the following: 1. Did the team determine a safe scene? 2. Were staves noticed and used? 3. Was rescue breathing given? 4. Was the victim warmed by the blanket and treated for shock? 5. Was 911 called and help summoned?

First-Aid Baseball

Equipment: Ten cards, numbered 1 through 10; a list of questions based on Second and First Class first-aid requirements; chalk

How to play: Draw a miniature baseball diamond on the floor with chalk. Line up one team behind home plate. In turn, each player tries to answer a question. If the player gives the correct answer, he draws a card. He scores whatever hit is indicated on the card and becomes a base runner as in regular baseball. If he does not answer the question correctly, he is out. After three outs, the next team comes to bat.

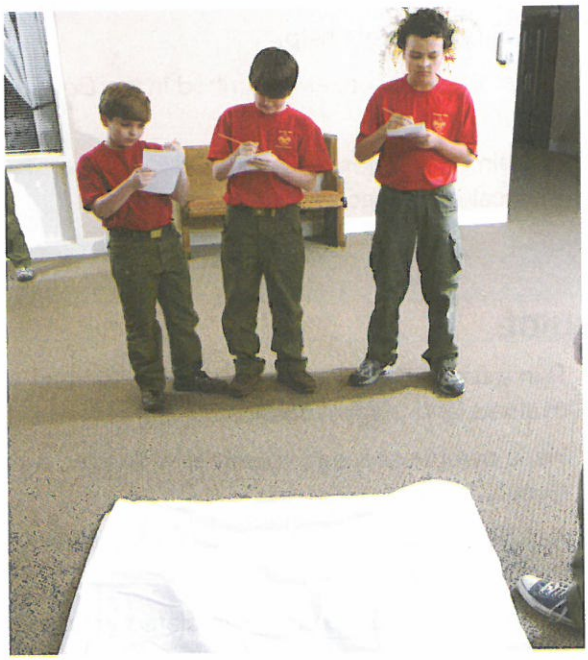
Scoring: 1. Card 2 is a double. 2. Card 6 is a triple. 3. Card 10 is a home run. 4. All other cards are singles. The patrol with the most "runs" after two innings is the winner.

First-Aid Kit Memory Game

Equipment: Blanket, sheet, or tarp; collection of 10 or more first-aid items (gauze pads, bandages, splints, adhesive tape, absorbent cotton, soap, scissors, tweezers, sunburn ointment, snakebite kit, calamine lotion, thermometer, etc.); 10 or more items not used in first aid (ball, paper clip, *Boy Scout Handbook,* pencil, penny, photo, shoe, glove, hand ax, toothpaste, etc.)

How to play: Spread all items on the floor and cover them with the blanket, sheet, or tarp. Group the patrols around the blanket, then remove the cover for exactly one minute. Afterward, the patrols huddle separately and write down all first-aid items they can remember.

Scoring: Award 1 point per correct item listed; deduct 1 point for each non-first-aid item listed. The patrol that scores the most points wins.



Stretcher Relay

Equipment: Two staves, one sturdy blanket, and one inflated balloon for each team

How to play: This is not a speed relay. On signal, two members of each patrol run up with the blanket and two staves, make a stretcher, and put one victim on it. When the stretcher carriers are ready to lift the stretcher, an inflated balloon is placed on the victim. The carriers take the victim to the starting line without letting the balloon fall off. The victim may not hold onto the balloon. At the starting line, the carriers lift the victim off, and two other Scouts run up to make a stretcher for transporting the second victim. Whoever drops the balloon the least wins.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain how to evaluate a scene.
- Discuss universal precautions rescuers should take.
- Explain how to get help.
- Cover the hurry cases described in the *Boy Scout Handbook*.
- Explain the difference between trauma and medical emergencies.

DEMONSTRATE

- Demonstrate the Heimlich maneuver.
- Show Scouts how to apply splints and bandages.
- Demonstrate transportation carries.
- Ask an ambulance crew to bring their ambulance to a meeting for a show-and-tell.
- Show photos of different types of fractures and degrees of burns.

GUIDE

- Run a first-aid simulation where Scouts must evaluate and triage a scene.
- Have parents serve as volunteer victims so the Scouts' work.
- Ask Scouts to prepare personal first-aid kits and inspect the contents.
- Have older Scouts prepare simulated wounds for use in first-aid practice.
- Have Scouts practice making improvised stretchers.

ENABLE

- Hold a First-Aid Championship to test skills.
- Have older Scouts teach basic skills to younger Scouts.
- Encourage Scouts to sign up for advanced first-aid training.
- Participate in or set up a disaster drill.
- Have Scouts survey first-aid kits at the chartered organization.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Overnight Activity or Longer
First-aid clinic—Hold a half-day or longer workshop to brush up on first-aid skills.	First-aid championship—During a campout, set up and compete in several realistic first-aid scenarios.	Community disaster drill—Participate in an official mass casualty drill or create a drill of your own with other Scouts or Venturers.

FIRST AID
Meeting Plan: Evaluating the Scene

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Hand groups of arriving Scouts decks of cards listing steps in first aid (assess the scene, call 911, open the airway, provide rescue breaths, perform CPR, stop bleeding, treat for shock, splint broken bones, etc.). Have them sort the cards in the order of priority.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	Discuss the following: • Evaluating the safety of the scene • Universal protection (why it's important to wear gloves and use mouth shields) • Calling 911—what callers need to know • Hurry cases—airway, breathing, circulation • Identifying and treating shock		7:10 p.m.
Skills Instruction 25 minutes ●	• Role-play situations where Scouts must evaluate the safety of a scene. • Have them discuss the need for gloves, masks, and safety glasses. • Simulate calling 911, performing the procedure for someone who is choking, and identifying and treating shock.		7:30 p.m.
■	• Discuss scenarios when the scene would not be safe and Scouts should not try to render aid. • Discuss what universal protection protects rescuers from. • Brainstorm ways to get help without using a phone. • Practice identifying and treating shock. • Review the steps in CPR.		
◆	• Discuss when it is safe and advisable to move a victim and when it is not. • Cover what you should do if exposed to a communicable disease and what you should do when help is delayed. • Research upcoming wilderness first aid courses. • Review the use of AEDs (automated external defibrillators). • Practice identifying and treating shock.		
Breakout Groups 15 minutes	• Practice skills covered in skills instruction. • Begin making plans for participation in the main event.		7:55 p.m.
Game 15 minutes	Play Ice Accident (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

FIRST AID
Meeting Plan: Basic Skills

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show arriving Scouts pictures of poisonous and nonpoisonous plants and venomous and nonvenomous snakes found in your area. Challenge them to identify which plants are poisonous and which snakes are venomous.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	Discuss first-aid emergencies that are related to the environment: • Heat and cold exposure • Bites from insects and animals • Contact with poisonous plants		7:10 p.m.
Skills Instruction 30 minutes	Practice treatment for the following: • Minor burns and scalds • Sunburn and frostbite • Bites (snakes and rabid animals), insect stings, and ticks • Contact with poisonous plants		7:20 p.m.
	• Review the above skills. • Practice treatment for the following: heat exhaustion, heat stroke, hypothermia, and dehydration; different types of burns; abdominal pain		
	• Teach a first-aid skill to others. • Compare and contrast medical emergencies, such as stroke, seizure, and skewed blood sugar levels.		
Breakout Groups 15 minutes	• Practice skills covered in skills instruction. • Review members' advancement progress. • Determine participation in the main event.		7:50 p.m.
Game 20 minutes	Play First-Aid Baseball (described earlier).		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

FIRST AID
Meeting Plan: Bandages

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Poll arriving Scouts to see if they are carrying adhesive bandages in their wallets or personal first-aid kits in their backpacks. Offer adhesive bandages to those who don't have one.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	• Identify the different types of wounds. • Demonstrate the use of direct pressure, elevation, pressure points, and tourniquets (which should rarely if ever be used in first aid). • Discuss the difference between dressings and bandages and show what belongs in a first-aid kit.		7:10 p.m.
Skills Instruction 25 minutes	Learn and practice treatment for the following: • Simple cuts and scrapes • Object in the eye • Puncture wounds and splinters • Nose bleeds		7:25 p.m.
	• Review the above skills. • Learn and practice treatment for the following: severe bleeding, impalement on object, broken or chipped tooth		
	• Review the above skills. • Learn and practice treatment for the following: avulsions and amputations; when to use a tourniquet; what to do when help is delayed		
Breakout Groups 15 minutes	• Review plans for participation in the main event. • Prepare menus and duty rosters.		7:50 p.m.
Game 20 minutes	Play First-Aid Memory Game (described earlier).		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Remind members to bring personal first-aid kits to the next meeting.		

*All times are suggested.

FIRST AID

Meeting Plan: Breaks, Splints, and Transportation

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Make sure each Scout has brought a personal first-aid kit. Have materials on hand for those who need to make a kit.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	• Demonstrate first aid for strains, sprains, and fractures. • Explain how to handle potential spinal-cord and neck injuries. • Discuss when and when not to move or transport a victim.		7:10 p.m.
Skills Instruction 20 minutes	Show a personal first-aid kit for inspection. Learn and practice the following: • Treatment for sprained ankle, upper arm, and collarbone injury • When to move an injured person • Transport from a smoke-filled room (Have rescuers wear gauze blindfolds to simulate reduced visibility.)		7:30 p.m.
	Show a personal first-aid kit for inspection. Learn and practice the following: • Identifying signs and symptoms of broken bones (including open fracture) • Splinting with improvised material • Transporting with carries, chairs, and stretchers		
	Show a personal first-aid kit for inspection. Learn and practice the following: • Making traction splints • Cervical spine immobilization and use of backboards		
Breakout Groups 15 minutes	• Finalize plans for participation in the main event. • Review first-aid requirements members have completed this month.		7:50 p.m.
Game 20 minutes	Play Stretcher Relay (described earlier).		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

FIRST AID

Main Event: First-Aid Clinic

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Hold a half-day or longer workshop to brush up on first-aid skills.

Equipment List	• CPR mannequins • Sanitized face shields • First-aid supplies • First-aid kit • Lunch (decide on individual or group) • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Determine which skills the group needs to work on. • Identify and contact a CPR instructor (if doing CPR). • Set up the room for instruction. • Break up into appropriate skill groups. • Work on needed first-aid skills. • Do one scenario from the First-Aid Championship. • Clean and sanitize CPR mannequins.
Safety	Practice universal precautions while using CPR mannequins to avoid cross-contamination.

Notes

FIRST AID

Main Event: First-Aid Championship

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

During a campout, set up and compete in several realistic first-aid scenarios.

Equipment List	• Printed scenarios • Props and makeup for event • First-aid kit for each participant or group • Group and personal camping equipment • Food • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Choose your camping site and event location. • Plan camping duty roster and meal plan. • Identify volunteer victims and judges. • Choose which scenarios will be used. • Prepare first-aid supplies. • Spread out scenario stations so as not to reveal them to the other groups. • Rotate groups through each station. • Score performances and compile results. • Give awards to top performers.
Safety	Normal camping safety guidelines apply. Practice universal precautions while using CPR mannequins to avoid cross-contamination. Be careful performing first aid and moving volunteer victims so as not to cause real injuries.

Notes

FIRST AID

Main Event: Community Disaster Drill

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend or longer

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Participate in an official mass casualty drill or create a drill of your own with other Scouts and Venturers.

Equipment List	• First-aid kit for each participant • Moulage supplies for injuries • Agency participation waiver forms • Group and personal camping equipment • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Contact the appropriate agency to inquire about a mass casualty drill: • What are the needs of the drill? • How can your group help? • If no drills are planned, consider helping organize a district disaster drill. • Learn to apply wound makeup. • Perform the assigned role in the disaster drill. • Provide feedback to officials as instructed.
Safety	Normal camping safety guidelines apply. Practice universal precautions while using CPR mannequins to avoid cross-contamination. Be careful performing first aid and moving volunteer victims so as not to cause real injuries. Follow the rules of the organization sponsoring the drill.

Notes

RESOURCES AND REFERENCES

Books

Emergency Preparedness, First Aid, Safety, Search and Rescue, and *Wilderness Survival* merit badge pamphlets

Boy Scout Handbook

Fieldbook

Troop Program Resources

Organizations and Websites

American Red Cross
Website: www.redcross.org

American Heart Association
Website: www.heart.org/cpr

Related Program Features

Emergency Preparedness, Safety, and Wilderness Survival



Fun With Lots of Purposes

Do you ever remember a time when you didn't play games? Probably not. Most of us start playing games such as hide and seek as toddlers, and we keep playing games of one sort or another throughout our lives.

For thousands of years, in every culture, and across every part of the globe, people have played games. Games are fun—unless you're getting trounced by an opponent!—but they're more than simple diversions. They challenge us to overcome long odds, tell compelling stories, and give us the chance to work with or against one another. They give structure to play. We are motivated to think of creative solutions, practice new skills, and share with those around us.

Games also come in almost every shape and size, format and flavor imaginable. Games can be fast-paced, slow, or anything in between. Some are competitive. Some are cooperative. They may be for individuals, small groups, or thousands of players at a time. They might take seconds to complete or last for years. However you slice it, everyone has played games, and games help make us who we are.

This month, you'll play a lot of games at meetings and during the main event. But you'll also go behind the scenes to analyze why games work or why they don't. You can even get a jumpstart on the Game Design merit badge if you want to dive deeper into the world of games.

Objectives

This month's activities should:

- Introduce Scouts to a variety of game types.
- Encourage critical thinking.
- Build teamwork.
- Prompt Scouts to explore the Game Design merit badge.
- Be fun.

RELATED ADVANCEMENT AND AWARDS

Game Design and Scouting Heritage merit badges

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing games as your program feature during your planning meetings:

1. What will our main event be?
2. Where will we do our main event?
3. What games do our members like to play?
4. What games would our members like to learn?
5. What game experts can we contact for assistance?
6. How can we involve parents?
7. What parts of the Game Design merit badge can we focus on?
8. How can we use games to attract new members?
9. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE GAMES PROGRAM FEATURE BY:

1. Sharing their expertise, especially if they are serious gamers
2. Loaning game supplies and equipment
3. Providing transportation for the main event
4. Helping Scouts develop their game ideas



GAMES THROUGHOUT HISTORY

Egyptian hieroglyphs from 5200 B.C. show a rock throwing game that is the predecessor to bocce and bowling. Here are some other dates of interest:

3500 B.C.	An Egyptian tomb housed the pieces of the first known board game.
2000	The Persians developed polo as a way to train cavalry soldiers.
1400	Latin American temple ruins showed evidence of a ball game called ulama.
A.D. 600	Indians played chatrang, a predecessor to checkers and chess.
1100	French monks developed a game that later evolved to racquetball.
1529	Englishmen played a trick-taking game that evolved into bridge, euchre, and hearts.
1791	The first known reference to baseball appeared in a law prohibiting it near the town meeting house in Pittsfield, Massachusetts.
1934	The modern form of Monopoly® was published.
1966	The party game Twister® appeared.
1972	Pong®, the first electronic game to reach mainstream popularity, appeared.
1974	Dungeons and Dragons®, the first pen-and-paper role-playing game, was released.
1993	Magic: the Gathering® created the genre of collectible card games.
2004	World of Warcraft® launched; it became the largest massively multiplayer game in the world with 12 million subscribers.
2009	Angry Birds™ redefined the way people interact with mobile electronic devices.

TYPES OF GAMES

One of the most obvious ways to categorize games is by medium or form of a game. Newspapers, magazines, and books are different printed media. In the same way, games can be described by the shape they take and the way players interact with them.



Physical Games and Sports

Ball games and sports are physical games, as are other games like capture the flag. They are typically competitive. These games involve athletic activities and are played with special equipment like balls, nets, and sticks. Generally, the gameplay revolves around one or more specific physical actions and rewards players who most skillfully perform those actions.



Board Games

Board games involve everything from Candyland to chess. In some, players compete to claim one another's game pieces. In others, they try to conquer territory. In still others, they try to get from one point on the board to another.

Card Games

Countless games can be played with an ordinary deck of playing cards, of course. But card games can also be played with special decks like those used in collectible card games.



Party Games

Because they are meant for larger social situations, party games emphasize interaction between players and typically involve some form of creativity. Drawing, acting, singing, and giving word clues are all common activities in party games.

Pen-and-Paper Role-Playing Games (RPGs)

RPGs are best described as interactive storytelling. Players assume the roles of distinct characters and take action based on their characters' capabilities. Typically, these capabilities increase over time as the players practice skills, acquire knowledge, or gain equipment.

Electronic Games

Electronic games present information to players through video screens and audio signals. Players interact with the games through electronic sensors. Buttons, control sticks, and computer mice are common inputs, but newer technologies include touchscreens, sensors that respond to physical motion, and cameras that detect the position and movements of each player. Electronic games are limited by the game hardware and fall into several categories: personal computer games, console games, games for mobile devices, and Internet games.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Teach the history of games.
- Discuss different types of games.
- Explain the rules of an unfamiliar game.
- Teach terminology used in game design.

DEMONSTRATE

- Show a video that illustrates game technique.
- Demonstrate how to do a game-related task like throwing a football or hitting a baseball.
- Show how to set up a tournament bracket for use in the main event.
- Do a show-and-tell with various types of game equipment.
- Invite a highly skilled player to a meeting to demonstrate game technique.

GUIDE

- Run Scouts through a drill on specific game techniques.
- Have skilled players give Scouts feedback as they play games.
- After Scouts play a new game, give them a chance to reflect on the experience.
- Help Scouts develop a plan for getting better at a specific game.

ENABLE

- Have older Scouts use the EDGE method to teach younger Scouts how to play new games.
- Round up a variety of game equipment so Scouts can plan a game tournament.
- Teach Scouts the fundamentals of game design so they can create their own games.
- Encourage youth leaders to research new games to be used during meetings in the future (rather than relying on old standbys they usually play).

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Overnight Activity
Games field day—Have a day of individual or team games. Pick games in a variety of categories and create a schedule for the day. Award points to the winner of each game and determine an overall winner for the day.	Games lock-in/recruiting event—If it's too cold to camp, hold a lock-in where you play basketball, board games, and video games. Find a location that offers plenty of recreational options (like a church youth center), and invite potential members to join the fun.	Game design weekend—Camp in a favorite spot and use part of the time to work on the Game Design merit badge. Be sure to take advantage of other activity and advancement options at the campsite.

GAMES
Meeting Plan: Game Basics

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As members arrive, have them play a simple two-person game like arm wrestling.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Have youth brainstorm different types of games (card, role-playing, athletic, computer, etc.). Talk about how these game types are similar and different.		7:10 p.m.
Skills Instruction 40 minutes	• Play a simple card game like Go Fish. • Use the EDGE method to teach the game to someone who hasn't played it before. • Make a list of the game rules. • Evaluate the game.		7:20 p.m.
	• Play a simple card game like Go Fish. • Evaluate the game. • Make a simple change to the rules, then play the game again. • Discuss how the rule change affected game play and how fun the game was. • Repeat this process if you have time.		
	• Play a simple card game like Go Fish. • Play a simple physical game like Tag. • Discuss ways to combine the games you played into a single game or ways to incorporate rules from one game into the other. • Play the hybrid game and then evaluate it.		
Breakout Groups 15 minutes	• New members practice basic Scout skills. • Review advancement needs of older members. • Review last main event and discuss what would have made it better.		8 p.m.
Game 10 minutes	Play Wheelbarrow Relay. (See *Troop Program Resources*.)		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

GAMES
Meeting Plan: Rules

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As members arrive, have a magnetic dartboard available for play. See who can earn the best score.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	• Talk about the history of games and how individual • games or types of games have evolved, e.g., football adding safety rules, video games taking advantage of increased computing memory and power). • Show an Internet video of an early football game or a computer simulation of an early videogame.		7:10 p.m.
Skills Instruction 35 minutes 	• Divide into two groups. • Have one group learn the signals used by football referees, and have the other group learn the signals used by baseball umpires. • Have each group use the EDGE method to teach the other group what it learned.		7:25 p.m.
	• Develop a set of rules for a game your troop often plays on campouts, such as capture the flag. • Talk about the need to add referees to the game.		
	• Debate any or all of these topics: • What would happen in games like basketball if there were no officials enforcing the rules? • How do rules improve games or take away enjoyment for fans and players? • Is it okay as a strategy to break the rules sometimes? • How would you change the rules in your favorite game if you could?		
Breakout Groups 15 minutes	• New members practice basic Scout skills. • Review advancement needs of older members. • Begin meal planning and create a duty roster for the main event.		8 p.m.
Game 10 minutes	Play Sports True-False Steal the Bacon. (See *Troop Program Resources.*)		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

GAMES

Meeting Plan: Gaming Skills

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, have cornhole or hillbilly golf games set up for them to play.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Invite a serious gamer, varsity athlete, or member of a group like a chess club to talk about the differences between casual game playing and serious game playing.		7:10 p.m.
Skills Instruction 35 minutes 	• Play Indian Leg Wrestling. (See *Troop Program Resources*.) • Compete against each other in tournament format so you end up with one winner. • Discuss the keys to the winner's success.		7:25 p.m.
	• Play Indian Leg Wrestling. (See *Troop Program Resources.*) • Determine one or two things, such as stretching or doing specific leg exercises, that players could do to improve their performance. • Spend the rest of your time doing those stretches and exercises.		
	• Decide on a game the group enjoys. If possible, spend some time playing that game. • Develop a three-month plan for improving your ability in that game. • If possible, try some of the things in your plan.		
Breakout Groups 15 minutes	Finalize planning for the main event.		8 p.m.
Game 10 minutes	Play Paper-Wad Tennis. (See *Troop Program Resources*.)		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

GAMES
Meeting Plan: Game Design

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have Scouts play The Struggle. (See *Troop Program Resources*.)		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	Discuss game design terms and the steps in designing a new game.		7:10 p.m.
Skills Instruction 30 minutes	• Begin developing the concept for a new game. • Determine the game type, objectives, and number of players.		7:30 p.m.
	• Begin developing the concept for a new game. • Determine the game type, objectives, and number of players. • Make a preliminary list of rules. • Sketch the key game elements.		
	• Begin developing the concept for a new game. • Determine the game type, objectives, and number of players. • Make a preliminary list of rules. • Sketch the key game elements. • Discuss a plan for creating a prototype of your game.		
Breakout Groups 15 minutes	Review plans for the main event and requirements for the Game Design merit badge.		8 p.m.
Game 10 minutes	Play Moonball. (See *Troop Program Resources*.)		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

GAMES

Main Event: Games Field Day

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Have a day of individual or team games. Pick games in a variety of categories and create a schedule for the day. Award points to the winner of each game and determine an overall winner for the day.

Equipment List	• Game supplies and equipment • Posterboard or easel pad and pens for keeping score • Prizes for the winners • Lunch (decide on individual or group) • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Decide whether you want to focus on team or individual games. • Relying on input from members, decide what games you want to play during the day. • Make sure the games selected are varied and require different skills (physical ability, dexterity, endurance, strategic thinking, etc.). • Set up a competition schedule, including practice time. If necessary, create tournament brackets for each event. • Make sure all needed game equipment is available. • Run the field day, and have an adult leader keep score. • Award prizes to the winners.
Safety	Always use the buddy system, and have cell phone numbers and a first-aid kit on hand. Use sunscreen, and be alert for the potential for sports injuries.

Notes

GAMES

Main Event: Games Lock-In/Recruiting Event

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

If it's too cold to camp, hold a lock-in where you play basketball, board games, and video games. Find a location that offers plenty of recreational options (like a church youth center), and invite potential members to join the fun.

Equipment List	• Game supplies and equipment • Computers with cabling and Internet connection for video games • Personal gear for sleeping over • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find and reserve a location with amenities like a gym, game room, and/or pool room, as well as space for sleeping and eating/preparing meals (if necessary). • Make sure plenty of game equipment is available. • Develop a plan for inviting potential members to participate. • Decide whether other activities (such as a movie) should be part of the event. • Set up a schedule that allows plenty of time for eating and sleeping.
Safety	Always use the buddy system, and have cell phone numbers and a first-aid kit on hand.

Notes

GAMES

Main Event: Game Design Weekend

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Camp in a favorite spot and use part of the time to work on the Game Design merit badge. Be sure to take advantage of other activity and advancement options at the campsite.

Equipment List	• Paper and pens • Materials for creating game prototypes (cardboard, tape, markers, etc.) • Camping gear (individual and group) • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find and reserve a campsite. If you want to work on indoor games, look for a place with a shelter or building where you can work. • At meetings, review the basics of game design. • During the morning, have teams work on their game ideas and create prototypes. Use the *Game Design* merit badge pamphlet as a resource. • After lunch, have teams take turns playing each other's games while the creators look on. • Take time during the day for hiking or other activities.
Safety	Always use the buddy system, and have cell phone numbers and a first-aid kit on hand.

Notes



RESOURCES AND REFERENCES

Books

Game Design and *Scouting Heritage* merit badge pamphlets

Troop Program Resources

Bell, R.C. *Board and Table Games From Many Civilizations,* rev. ed. Dover Publications, 1979.

Botermans, Jack. The Book of Games: Strategy, Tactics & History. Sterling Publishing, 2008.

Brathwaite, Brenda, and Ian Schreiber. *Challenges for Game Designers*. Charles River Media, 2009.

Koster, Raph. *A Theory of Fun for Game Design*. Paraglyph Press, 2005.

Morehead, Albert H., Geoffrey Mott-Smith, and Philip D. Morehead. *Hoyle's Rules of Games,* 3rd rev. and updated ed. Signet, 2001.

Websites

Adventure Game Studio
Website: http://www.adventuregamestudio.co.uk

Entertainment Software Rating Board
Website: http://www.esrb.org

Game Design Concepts
Website: http://gamedesignconcepts.wordpress.com

RPG Maker
Website: http://www.rpgmakerweb.com

Scratch Project
Massachusetts Institute of Technology

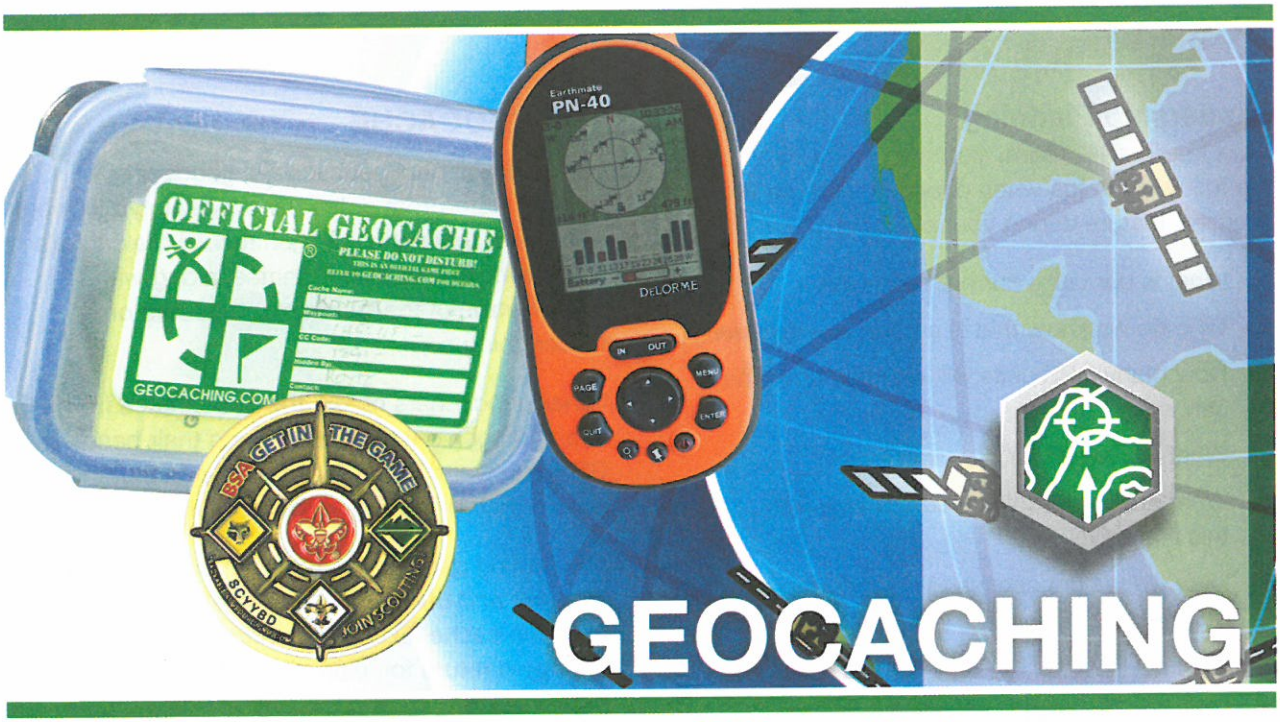
Website: http://scratch.mit.edu

Unity 3D
Website: http://unity3d.com

YoYo Games/GameMaker: Studio
Website: http://yoyogames.com/gamemaker/studio

Related Program Features

Communication, Spectator Sports, and Sportsmanship



A Worldwide Game of Hide and Seek

GPS receivers in hand, your team races across the park toward a large picnic pavilion. You know there's a geocache hidden nearby, but your only clue to its precise location is the cryptic statement "You are getting warmer." Suddenly, one of your Scouts runs over and starts examining some nearby barbecue grills. And there on the post of one of them, he finds the thimble-sized cache.

Welcome to geocaching, a sport that combines land navigation using maps and GPS receivers with problem solving and competition. In geocaching, participants navigate to a specific set of GPS coordinates and then attempt to find the geocache (container) hidden at that location. A typical cache is a small waterproof container containing a logbook where the geocacher enters the date they found it and signs it with their established code name. Often, there are tiny trade items you can take away as souvenirs.

Geocaching is often described as a "game of high-tech hide and seek." It's a fun way to spend a day or a weekend and to practice important Scouting skills.

Objectives

This month's activities should:

- Help Scouts understand how GPS technology works.
- Let Scouts practice using a GPS receiver.
- Demonstrate how to properly hide and find a geocache.
- Explain outdoor ethics as they relate to geocaching.
- Show Scouts how to use Geocaching.com.
- Encourage Scouts to work together as a team.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 2
- Second Class requirements 1a, 1b, and 3a
- First Class requirements 2, 3, and 10
- Geocaching merit badge
- Orienteering Varsity Scout activity pin
- Ranger: Land Navigation core requirement 5d

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing first aid as your program feature during your planning meetings.

1. What is our unit's current skill level?
2. Who do we know that is a geocaching expert?
3. How many GPS units will we need and where can we get them?
4. What will we do for our main event?
5. What other subtopics would fit well with this feature?
6. How will we get access to Geocaching.com at our meeting?
7. Where will we do our main event?
8. How can we involve parents?
9. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE GEOCACHING PROGRAM FEATURE BY:

1. Lending GPS units
2. Providing transportation for the main event
3. Helping to hide caches
4. Being a geocaching expert
5. Helping with the main event



THE GEOCACHE

For the traditional geocache, a geocacher will place a waterproof container containing a logbook and trade items and will then record the cache's coordinates. These coordinates, along with other details of the location, are posted on Geocaching.com.

Other geocachers obtain the coordinates from that site and seek out the cache using their handled GPS receivers. When they find the cache, they record their discovery in the logbook and online.

The finding geocachers record their exploits in the logbook and online. They are free to take objects from the cache (except the logbook, pencil, or stamp) in return for leaving something of similar or higher value.

GPS Receivers



You can enter the location of a cache into the GPS receiver, and the receiver will calculate how far you are from the point as well as what direction you need to travel to reach your destination. Many GPS receivers have a screen that serves as an electronic map to show the user's location or where is the final destination.

Several things can affect your receiver's accuracy and the value of the information it provides:

- The GPS compass arrow points to your destination, but straight may not be the best route. Look where you are going and what is ahead of you to choose the best way to get there.
- You may lose the signal from the satellites.
- Your unit's accuracy may be very low due to interference.
- Your unit's batteries can be low or die.
- If you input the wrong information, you'll end up in the wrong place.

GEOCACHING INITIATIVE GAMES

Compass Relay

Equipment: You will need something with which to draw a compass on the floor or ground, and cards (to be used as markers).

How to play: Line up the teams in relay formation. Opposite each team is a compass circle drawn on the floor or on the ground. The points are shown, but only north is marked. When the leader calls out a compass point—northeast, for example—the first player on each team places a mark (before the leader counts to six) on the compass circle in front of their team at the point where the leader called. Players who are correct fall in behind the compass circle. Players who are wrong go to the back of the team. The next compass point is called and the next player marks it on the compass circle. (Position a judge at each compass circle and remind players that coaching is not allowed.) The team getting all of its players behind the compass circle first wins.

Note: You could play this game once with eight cards (north, northeast, east, etc.), then go up to 16 (adding north-northeast, east-northeast, etc.). You could also make cards marked 0 degrees, 45 degrees, 90 degrees, etc.

Find What They Hid

Equipment: You will need a GPS receiver for each group and something to hide.

How to play: Groups hide markers noting the GPS coordinates and then give those coordinates to other groups to find. Points are given for not only finding markers, but also for having your markers found.

Decode the Hint

Equipment: You will need pen and paper for each group and copies of coded messages on cards.

How to play: First, each team makes its own code-breaking key. Each group is handed a coded message face down. When told to do so, teams turn over their cards and race to decode the message they find. First to complete a message gets two points; each correct message gets a point.

Make a Cache Relay

Equipment: Enough material (containers, logs, treasure items) to create several caches.

How to play: All the material is placed at one end of the room. Members individually race from the other side of the room to collect pieces, one at a time, to make a cache. The first group to fully assemble a cache wins.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain how to use a map and compass.
- Discuss geocaching safety and potential hazards.
- Describe how GPS gets coordinates from satellites.
- Explain how to find and hide geocaches.
- Explain how to decode hints.
- Define terms like "travel bug."
- Explain the Cache In Trash Out ethic.

DEMONSTRATE

- Show how to align a compass and maps.
- Demonstrate how to use a GPS.
- Show how to search for caches on Geocaching.com; if possible, use a projector so everyone can easily see the computer screen.
- Show how to use descriptions and hints.
- Demonstrate using a decoder key.

GUIDE

- Provide materials (containers, logbooks, and trade items) that Scouts can use to create caches.
- Have Scouts enter waypoints as you watch.
- Hide geocaches as a group near your meeting place.
- Practice camouflaging caches.

ENABLE

- Have Scouts teach others to use GPS units.
- Challenge Scouts to create a map and compass course.
- Help Scouts create Geocaching.com accounts so they can list their caches.
- Have teams of Scouts create caches and find each other's caches; rate the caches for fun and difficulty.
- Encourage Scouts to create travel bugs.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Overnight Activity or Longer
Local caching—A day of finding caches in your area	Camp and cache—An overnight campout where you find caches and do other activities	Geocaching instruction course—Spend a weekend setting up and running a geocaching course.

GEOCACHING

Meeting Plan: Map, Compass, GPS

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Compass Basketball. Lay out compass points (N, NE, E, SE, etc.) beneath a basketball hoop. Working in teams, players take turns taking shots from compass points called out by a leader. Points are given for baskets made from correct coordinates.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Different youth instructions give three- to five-minute overviews on: • Compass: magnetic vs. true north, degree, bearing, heading • Maps: latitude and longitude, orienting a map to north, scale • GPS: satellites, coordinates, selective variability		7:10 p.m.
Skills Instruction 30 minutes ●	Review the buddy system. Practice how to use a compass. Learn how to read a map. Learn how to read GPS coordinates.		7:25 p.m.
■	Review the above skills. Cover the following topics: • Identify potential hazards while geocaching. • Learn how to compensate for magnetic north on a compass. • Using a topo map, draw a slope profile of a given bearing. • Explore the different menu screens of your GPS receiver.		
◆	Review the above skills. Cover the following topics: • Make a list of first-aid supplies you should carry when geocaching. • Learn how to determine a compass bearing without a compass. • Compare and contrast USGS quad maps to orienteering maps. • Learn to change the coordinate settings of your GPS receiver.		
Breakout Groups 15 minutes	• Practice skills covered in skills instruction. • Begin making plans for participation in the main event.		7:55 p.m.
Game 15 minutes	Play Compass Relay (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Collect all GPS units and make sure they are turned off. Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

GEOCACHING
Meeting Plan: Using GPS

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Get a beach ball that is painted like the world and have everyone keep the ball in the air. Count how many times it is hit without hitting the ground. Set and try to break your own records.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	• An expert guest lectures on using a GPS and how satellites work and the basic coordinate system. • Explain basic menu functions and how to operate specific GPS models. • Introduce different types of geocaching containers.		7:10 p.m.
Skills Instruction 20 minutes	• Learn how to turn on a GPS receiver and navigate menus. • Learn how to check the receiver's battery gauge (if present) and change batteries. • Understand how to read coordinates. • Compare a GPS receiver to a compass and map.		7:30 p.m.
	• Review the above skills. • Learn how to enter, delete, and edit a waypoint. • Explore GPS receiver features such as elevation and weather.		
	As a group, hide a marker and log the coordinates of the location.		
Breakout Groups 15 minutes	• Practice patrol/team/crew skills as needed. • Plan a group duty roster for the upcoming main event. • Assist each other with GPS functions.		7:50 p.m.
Game 20 minutes	Play Find What They Hid (described earlier)		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Collect all GPS units and make sure they are turned off. Leadership team reviews plans for the next meeting and for the main event. Next week's meeting introduces Geocaching.com and is best if you have computer access. Explore ways to have Internet access at the meeting.		

*All times are suggested.

GEOCACHING

Meeting Plan: Geocaching.com

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Create typical geocaching clues for locations around your meeting place. Have arriving Scouts try to solve the clues and find hidden items.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	Introduction to Geocaching.com Show Geocaching.com website and cover these rules: 1. If you take something from the geocache, leave something of equal or greater value. 2. Write about your find in the cache logbook. 3. Log your experience at www.geocaching.com.		7:10 p.m.
Skills Instruction 25 minutes ●	Log on to Geocaching.com using the facilitator's account. Then with the facilitator's guidance, do the following: • Identify geocaches near your meeting place and in • your community. • Understand coordinates, description, and hint. • Decode a hint. • Learn how to log a find.		7:25 p.m.
■	Review the above material. With your parent's permission, create your own Geocaching.com account. Using that account or a leader's account, do the following: • Search for caches around the world. • Write and decode messages using the hint code.		
◆	Review the above material. With your parent's permission, create a Geocaching.com account if you don't already have one. Using that account or a leader's account, do the following: • Look at Waymarking.com and compare it to Geocaching.com. • Explore travel bugs and make one for your group. • Explore the Groundspeak.com discussion forums.		
Breakout Groups 15 minutes	• Practice patrol/team/crew skills as needed. • Plan a group duty roster for the upcoming main event.		7:50 p.m.
Game 20 minutes	Play Decode the Hint (described earlier).		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Collect all GPS units and make sure they are turned off. Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

GEOCACHING

Meeting Plan: Hide and Find a Cache

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Leave No Trace Card Pick-Up to teach outdoor ethics and organization: • Take two decks of cards and scatter them all over • the room. • Have teams race to pick them up and put them in • numerical and suit order.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 20 minutes	• Discuss different types of caches—regular, micro, nano, multi, virtual. • Explain how geocaches are hidden, including camouflage. • Discuss tracking a cache and what to look for. • Explain the Cache In Trash Out ethic.		7:10 p.m.
Skills Instruction 20 minutes ●	Examine a sample standard cache. Then do the following: • Make a list of what you would put in a cache. • Practice hiding caches around your meeting area. • Practice Cache In Trash Out.		7:30 p.m.
■	• Review the above material. Learn about themed caches: • Examine sample micro and nano caches. • Hide a cache near your meeting place and list it on Geocaching.com.		
◆	Review the above material. Learn about advanced camouflaged caches. Then make a multi cache or puzzle cache.		
Breakout Groups 15 minutes	Finalize plans for participation in the main event.		7:50 p.m.
Game 20 minutes	Play Make a Cache Relay (described earlier).		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Collect all GPS units and make sure they are turned off. Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

GEOCACHING

Main Event: Local Caching

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Day Activity

Spend a day finding caches in your area.

Equipment List	• GPS unit, one per group • Extra batteries for each GPS unit • Geocache information sheets from Geocaching.com • First-aid kit • Lunch (decide on individual or group) • Water • Cell phone (for adults) • Trash bags • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Go to Geocaching.com and identify local caches; try to find a location with several caches within walking distance. • Travel to the starting point and divide into groups. • Have groups head in different directions and find as many caches as they can. • Practice Cache In Trash Out. • Have groups return to the starting point at a designated time. • Give a prize to the group that finds the most caches and collects the most trash.
Safety	Use the buddy system, and have a first-aid kit. Make sure you don't get lost in the dark. Cell phones are a good idea.

Notes

GEOCACHING

Main Event: Camp and Cache

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

An overnight campout where you find caches and do other activities

Equipment List	• GPS unit, one per group • Batteries • Geocache information sheets • Group and personal camping equipment • Food • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Choose your camping site and event location. • Go to Geocaching.com and identify caches near the site. • Plan other activities as desired (hiking, boating, mountain biking, etc.). • Plan a camping duty roster and meal plan. • Spend part of a day searching for the caches identified earlier. • Hide the caches prepared during the last meeting.
Safety	Normal camping safety guidelines apply. Use the buddy system, and have a first-aid kit. Place a waypoint at camp so you can find your way back. Cell phones are a good idea, as appropriate.

Notes

GEOCACHING

Main Event: Geocaching Instruction Course

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self _____

Tour and activity plan: Completed _____ Submitted _____

Advanced (Tier III)

Spend a weekend setting up and running a geocaching course.

Equipment List	• GPS unit, one per group • Batteries • Teaching aids and displays • First-aid kit • Trash bags • Additional program supplies as needed • Group and personal camping equipment • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Choose a location to teach geocaching and identify a group, such as a Cub Scout pack, to participate. • Visit the location in advance and identify cache locations. • Secure enough GPS units to meet the needs of the course. • Create cache markers. • Discuss instructor needs and create a staffing schedule. • Develop an emergency plan. • Place course geocaches or markers. • Provide geocaching instruction. • Teach Cache In Trash Out. • Take down the course as appropriate.
Safety	Normal camping safety guidelines apply. Have a first-aid kit and a plan in case participants need medical assistance. Identify possible risks of the course. Consider using two-way radios on the course.

Notes

RESOURCES AND REFERENCES

Books

Geocaching and *Orienteering* merit badge pamphlets

Boy Scout Handbook

Troop Program Resources

Organizations and Websites

Geocaching.com
Website: www.Geocaching.com

Cache UP NB about Leave No Trace geocaching
Website: www.cacheupnb.com/resources/guides/leave-no-trace-geocaching/

Cache Advance
Website: www.cache-advance.com

Related Program Features

Camping, Hiking, and Orienteering



Finding Adventure in the World Around You

In the *Lord of the Rings* trilogy, the wizard Gandalf said, "All those who wander are not lost." Gandalf was speaking of Aragorn, a Ranger and a wanderer, who always knew where he was and the nature of his quest. But he could also have been talking about Scouts on a hike.

Hiking is a kind of wandering—but wandering without being lost. You can plan adventures or come upon adventures by surprise. You can follow marked trails through well-known parks, wilderness areas, or even large cities. You can learn about nature and the history that's all around you. No matter how or where you hike, you can always have an adventure and learn something new.

In fact, as you plan hikes, you may want to plan special activities to do along the way: nature study, orienteering, geocaching, or some other skill Scouts will enjoy. The destination of a hike can provide activities, too: fishing in a lake or stream, cooking a meal over a camp stove or open fire, or helping with a conservation project.

To wander without getting lost (or getting hurt), you need to have some skills. The wanderers in *The Lord of the Rings* all used a map. They also had a guide—sort of—in Gollum; they did not go without some guidance. The hikers also took things they needed to make the journey. They were prepared for the journey. In the end, they arrived back home safely. You can do the same after a day or weekend of hiking adventure.

Objectives

This month's activities should:

- Lead to improved physical fitness.
- Teach Scouts to understand, prevent, and mitigate hazards that may be encountered while hiking.
- Teach first aid for injuries that may occur while hiking.
- Help Scouts grow in skill and confidence in their ability to take care of themselves on the trail.
- Foster a sense of communion with nature and God.
- Lead to greater appreciation for the outdoors and a strong determination to follow the Outdoor Code.
- Build increased understanding of and commitment to no-trace methods for hiking.

RELATED ADVANCEMENT AND AWARDS

- Second Class requirement 2a
- First Class requirement 3
- American Heritage, Backpacking, Citizenship in the Community, Geocaching, Hiking, Orienteering, and Personal Fitness merit badges
- 50-Miler Award
- Historic Trails Award
- Leave No Trace Award
- Backpacking Varsity Scout activity pin
- Ranger: Leave No Trace core requirement 6

Leadership Planning

During your planning meetings, you and your leadership team may want to discuss the following items when choosing hiking as your program feature.

1. Where do we want to hike—where will our main event be?
2. What other activities do we want to do during our hike?
3. What type of program do we want, and which group should be in charge?
4. What equipment will we need?
5. Should we plan a meal or lunch in small groups or as one large unit?
6. Who needs to learn orienteering and map-and-compass skills?
7. Are permits or other forms of permission required to hike on public or private land?
8. Where can we acquire maps for the route of our hikes?
9. What should be changed on the sample meeting plans to meet our needs?

PARENTS CAN HELP WITH THE HIKING PROGRAM FEATURE BY:

1. Providing transportation to the starting point of the hike and home from the end point
2. Assisting in obtaining permits from public officials or owners of private property, if necessary
3. Helping with purchasing food before the hike
4. Making sure every Scout has appropriate equipment
5. Assisting in acquiring maps of hiking routes
6. Accompanying the group on its trek

TRIP PLANS

A trip plan prepares you for the challenges of a hike, a campout, or any other outdoor activity. Write down the five Ws of a trip plan:

- ***Where* are you going?** Decide on a route to your destination and back. For backcountry trips, include a copy of a map with your route marked in pencil.
- ***When* will you return?** If you are not back reasonably close to the time on your trip plan, Scout leaders and family members can take steps to locate you and, if necessary, provide assistance.
- ***Who* is hiking with you?** List the names of your partners. If you need a ride to or from a trail, write down who will do the driving.
- ***Why* are you going?** To fish in a lake? Climb a peak? Explore a new area? Write a sentence or two about the purpose of your journey.
- ***What* are you taking?** Always carry the Scout Basic Essentials. If you are camping out, you may need additional food, gear, and shelter.



HISTORIC TRAILS AWARD

Your unit can earn the Historic Trails Award if you locate and study a historic trail or site, hike or camp two days and one night along the trail, and help a group like a historical society with a project related to the trail or site.



Hiking Trip Plan

Name of this trip: _____

WHERE are we going and how will we get there? _____

_____

_____

WHEN will we go and return? _____

_____

_____

WHO is going with us? _____

Adult leaders: _____

_____

_____

Patrol members: _____

_____

_____

WHY are we going? (Write a sentence or two about the purpose of the hiking trip.) _____

_____

_____

WHAT do we need to take with us? _____

_____

_____

HOW will we respect the environment by using outdoor ethics and following the principles of Leave No Trace? _____

_____

KINDS OF HIKING

If you think hiking just means following a trail around your favorite Scout camp, think again. There are all sorts of hikes you can take.

Urban hiking. Of all Scouting adventures, city hikes can be among the most interesting and easiest to plan. Set a course that will take you through parts of town you would like to see, or to a zoo, an exhibit, a museum, or a historical site.



Back-roads hiking. America's quiet back roads can offer miles of wonderful hiking. They may lead through farm fields, hug riverbanks, drift along in a shady forest, or head out into open prairie.

Snow hiking. A winter hike can be a terrific way to enjoy cold-weather adventures. Remember that territory familiar in the summer can look very different when it is blanketed with snow.



Tundra hiking. Hike high enough in mountainous regions, and you will reach an elevation where conditions are too harsh for forests to survive. A tundra hike can take you up among the summits and surround you with tremendous scenery.

Desert hiking. Hiking across arid country will bring you close to remarkable vegetation, wildlife, and land formations. Consider doing desert hiking in the early morning and evening; spend the hottest part of the day relaxing in the shade.

Cross-country hiking. Cross-country hiking invites you to escape everything made by humans, trails included. You might cross a river or a lakeshore beach, or the crest of a hill. Or your way might be determined by a series of compass readings and a map to keep your bearings.

Night hiking. The world looks very different at night. Some animals are more active, and the sky can be ablaze with stars. Night hiking lets you explore this altered world.

Trail hiking. Scouts do much of their hiking on trails. They may choose pathways leading deep into the backcountry, or shorter routes connecting points of interest in a Scout camp or a city. A trail can lead to a mountaintop, a lake, a neighborhood park, or a prairie.

HIKING GAMES

Hot Isotope Transport

Equipment: A log, 6 to 8 inches in diameter and 10 inches long (the "radioactive isotope container"); a length of rope to mark a 20-foot circle; a 2- or 3-inch-wide rubber band cut from an inner tube (the "transporter"); several lengths of rope (tied to the rubber band)

Object: To pick up the radioactive isotope container with the transporter, lift it out of the circle, and place it on the ground outside of the circle

How to play: Set the radioactive isotope container in the center of the rope circle. Have each team, in turn, line up around the circle. Each Scout grasps a length of rope. Under the leader's guidance, the Scouts pull the rope to stretch the rubber band, then bring the expanded band down over the container, relax the band to fit tightly around the container, then lift and deposit the container upright outside of the circle.

Scoring: The team that completes the task in the shortest time wins.

Variation: Instead of having only one container, have several containers. The team to transport the most containers in a given time wins.

Ringleader

The group is seated in a circle. "It" leaves the room. While It is out, the Scouts select a ringleader and begin copying his motions. The ringleader must change motions at least every 15 seconds. When It returns, he tries to determine which Scout is the ringleader. The ringleader may clap his hands, rub his head, scratch his leg or his arm, pat his knee or his stomach, etc. If It can identify the ringleader in three guesses, he can play It again for the next round. If he fails, the ringleader becomes It.

Long, Short, Round

This is a good game to sharpen alertness, if the leader keeps it moving fast.

Equipment: For each team, two coffee cans or similar containers. Place three objects in a can for each team: a long one, such as a pencil; a short one, such as a toothpick; and a round one, such as a penny.

How to play: The teams line up single file, each Scout a good distance behind the one in front of him. Then they sit down, feet extended, and count off so that each Scout in the team has a number. There must be the same set of numbers in each team, so some Scouts might need to take two numbers.

Set the can with the objects in it at the front of the team line, and the empty can at the back end. The game leader signals with his arms to indicate long or short or round, then calls a number. The Scouts who share that number race to their can, pick out the appropriate object, transfer it to the can at the end of the team line, and return to their places.

Scoring: The first Scout back in place wins 1 point for his team. Keeping track of the location of the objects soon gets to be a mental challenge, and, of course, if a Scout heads for the wrong can he's bound to lose the race.

Human Obstacle Race

Equipment: Stopwatch or a watch with a second hand

How to play: This is a series of races in which team members form obstacles for the runner, who is one of their teammates. (One runner from each team competes at a time.) First race: The team members stand side by side in a straight line about 5 feet apart and clasp hands. The runner must zigzag through the chain, going under each pair of hands. Second race: The team members get down on their hands and knees; the runner hurdles the team members one at a time. Third race: The team members stand in a line with their feet spread apart; the runner scrambles under each pair of legs.

Scoring: Award 1 point per heat for the runner with the fastest time. When all Scouts have raced, the team with the highest score wins.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Tell about different kinds of hikes.
- Explain what should go in a trip plan.
- Introduce the Historic Trails Award.
- Review the rules for safe hiking.

DEMONSTRATE

- Demonstrate different types of hiking packs.
- Show Scouts walking techniques that help the hiker conserve energy.
- Demonstrate no trace hiking techniques.
- Show Scouts how to use trekking poles.

GUIDE

- Have Scouts brainstorm destinations for hikes.
- Guide Scouts in using maps and compasses.
- Help Scouts make trail mix or other trail foods.
- Have Scouts practice first-aid techniques for hiking.

ENABLE

- Have Scouts assemble the Scout Basic Essentials.
- Play a game that requires map and compass skills.
- Have Scouts plan hiking routes on topographic maps.
- Send teams out on separate hikes in a large urban park.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Overnight Activity
Ten-mile hike—Follow an established trail of 10 miles or so. Have Scouts complete hike plans so that the hike will count toward the Hiking merit badge.	Back-to-back 10-mile hikes—Take 10-mile hikes on consecutive days during a weekend campout.	Continuous 20-mile hike—Camp in a favorite spot and use part of the time to work on the Hiking merit badge. Be sure to take advantage of other activity and advancement options at the campsite.

HIKING

Meeting Plan: Hiking 101

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	If it is dark enough, practice following directions by using the North Star method (see the *Boy Scout Handbook*) or play Indian wrestling games (see the Games section of *Troop Program Resources*).		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Outdoor Code Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Have the group brainstorm as many types of hikes as they can. (See the *Hiking* merit badge pamphlet for ideas.) • Talk about unusual hikes the unit has done in the past (night hikes, urban hikes, etc.).		7:10 p.m.
Skills Instruction 35 minutes 	• Practice reading a compass and learn how to set a pace. • Review the rules and particular of trail, cross-country, and back-roads hiking. (See the *Hiking* merit badge pamphlet).		7:20 p.m.
	• Review the above skills. • Review the rules and particulars of night and urban hiking. (See the *Hiking* merit badge pamphlet).		
	• Review the above skills. • Review the rules and particulars of snow, tundra, and desert hiking.		
Breakout Groups 15 minutes	• Discuss plans for the hike this month and make sure everyone knows what his assignments are and what to bring for the outing. • If any members have not been hiking yet, make plans for a training hike. • Plan any meals that will be needed for the outing. If it is going to be an overnighter, begin to make plans for equipment distribution and tent needs.		7:55 p.m.
Game 15 minutes	Play Hot Isotope Transport (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Outdoor Code Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews the next meeting and plans for the main event. Begin work on next month's program feature.		

*All times are suggested.

HIKING

Meeting Plan: Stuff to Bring

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have Scouts arrive in the shoes or boots they plan to wear hiking. Inspect their shoes or boots and make recommendations (e.g., break in new boots, choose shoes with better ankle support, etc.).		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Demonstrate different types of packs for hiking: fanny packs, day packs, backpacks. • Point out advantages and disadvantages of each. • Explain features Scouts should look for, such as well-padded shoulder straps and accessible water bottle holster.		7:10 p.m.
Skills Instruction 35 minutes	• Practice figuring the heights and widths of objects (*Boy Scout Handbook*, "Navigation" chapter). • Review the Scout Basic Essentials.		7:20 p.m.
	• Work on packing up for a group hike; study maps of the hike route. • Review no-trace principles.		
	Review unit equipment needed for a group hike. Make plans to acquire any equipment needed.		
Breakout Groups 15 minutes	• Review assignments for the hike. • First-time hikers continue working on procedures for hiking. All other groups continue to work on activities for advancement on the outing.		7:55 p.m.
Game 15 minutes	Play Ringleader (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

HIKING

Meeting Plan: Hiking Techniques

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	• Display an array of hiking guidebooks and maps for your area. • Encourage Scouts to explore possible destinations for future hikes.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	Teach and practice these hiking techniques: • Slack-legging: As you walk, let your back leg go slack momentarily as you take weight off of it to reduce fatigue. • Caterpillar (for climbing steep trails): When the leader needs a break, he steps off the trail and lets the second hiker take over. The new leader does the same thing when he needs a break. Continue in this manner until the original leader is back at the front.		7:10 p.m.
Skills Instruction 35 minutes	Practice reading topographic maps and review what to do if lost (*Boy Scout Handbook*, "Navigation" chapter).		7:20 p.m.
	Plan a game for the troop to use during the hike. Use a topographic map of the hike's destination and lay out an area to play the game.		
	• Help younger Scouts with map-reading skills. • Review options for extra activities you can do during the hike (scenic overlooks, historic sites, recreational opportunities, etc.).		
Breakout Groups 15 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 and consider potential weather conditions and how to prepare for them.		7:55 p.m.
Game 15 minutes	Play Long, Short, Round (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event. Continue planning next month's program feature.		

*All times are suggested.

HIKING

Meeting Plan: Food, First Aid, and Outdoor Ethics

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	• Set up a station where Scouts can make trail mix from individual ingredients. • Have other kinds of trail foods available for Scouts to sample.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Review the principles of Leave No Trace		7:10 p.m.
Skills Instruction 40 minutes	• Learn how to prevent and treat blisters. • Learn how to treat a sprained ankle.		7:20 p.m.
	Review the above skills, along with the other first-aid techniques described in the *Hiking* merit badge pamphlet.		
	• Review the above skills. • Discuss how to avoid getting lost and how to get found if you are lost, including leaving a travel plan with someone at home, emergency signaling, and using GPS-based emergency locators.		
Breakout Groups 10 minutes	• Review plans and assignments for the hike. • Make sure everyone knows travel plans and equipment needs. • Practice any activities that will take place.		8 p.m.
Game 15 minutes	Play Human Obstacle Race (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

HIKING

Main Event: 10-Mile Hike

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 3 to 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Follow an established trail of 10 miles or so. Have Scouts complete hike plans so the hike will count toward the Hiking merit badge.

Equipment List	• Trail map • Hiking gear • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Research nearby parks or natural areas where you can hike on an established 10-mile trail (or multiple trails for a total of 10 miles). • Have Scouts develop hike plans for the trip. • Secure any permits or permissions needed. • Follow proper hiking and no-trace techniques. • During the hike, look for advancement and other program opportunities.
Safety	Use the buddy system; cell phones are a good idea as appropriate. Have a first-aid kit.

Notes

HIKING

Main Event: Back-to-Back 10-Mile Hikes

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Take 10-mile hikes on consecutive days during a weekend campout.

Equipment List	• Trail maps • Hiking gear • Camping gear (individual and group) • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Research nearby parks or natural areas where you can hike on two established 10-mile trails (or two combinations of trails, each totaling 10 miles). • To add interest, make one hike a night hike, cross-country hike, or another special kind of hike. • Find a place to camp that's convenient to both trailheads. • Have Scouts develop hike plans for the trip. • Secure any permits or permission needed. • Complete one hike on each day of a two-day campout. • After the first day's hike, reflect on the day and discuss ways to make the second day's hike better. • Follow proper hiking and no-trace techniques. • Plan related activities to do at the campsite.
Safety	Use the buddy system; cell phones are a good idea as appropriate. Have a first-aid kit.

Notes

HIKING

Main Event: Continuous 20-Mile Hike

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 9 to 10 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Complete the ultimate hiking adventure by hiking 20 miles in a single day.

Equipment List	• Trail map • Hiking gear • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Develop a hiking route of 20 miles. If your route is in a city, you might want to hike 10 miles to a destination like an ice cream shop and then back to your starting point. • Have Scouts develop hike plans for the trip. • Secure any permits or permissions needed. • Follow proper hiking and no-trace techniques. • During the hike, look for advancement and other program opportunities.
Safety	Use the buddy system; cell phones are a good idea as appropriate. Have a first-aid kit.

Notes

REFERENCES

Books

Backpacking, Camping, and *Hiking* merit badge pamphlets

Websites

Leave No Trace Center for Outdoor Ethics
Website: http://lnt.org

American Hiking Society
Website: http://www.americanhiking.org

Local Hikes
Local Hikes http://www.localhikes.com

Trails.com: http://www.trails.com

Sierra Club: http://www.sierraclub.org

Related Program Features

Backpacking, Camping, Nature and Environment, and Outdoor Ethics



Treading Lightly on the Land

Have you ever arrived at a campsite only to find that the people who used it before left it trashed? On a hike, have you ever come across trees that have been defaced by carvings, or meadows that have been trampled by careless campers?

Scouts know better than to do those things. We know to take nothing but pictures and leave nothing but footprints. But we can do more. As cities grow and populations encroach upon our wild lands and recreation areas, we must do more than just pick up litter and extinguish campfires. We must learn how to help maintain the integrity and character of the outdoors for all living things and other visitors, and we must set the example and teach other people to do the same.

Scouting has a long and distinguished tradition of conservation leadership and environmental protection, beliefs preserved in the Outdoor Code and Scouting's Wilderness Use Policy. The Outdoor Code guides our conduct in the outdoors, establishing our goals of a clean environment unaffected by our passage—and our goal of environmental stewardship. The BSA's outdoor ethics builds on that foundation by utilizing the seven principles of Leave No Trace and the five principles of Tread Lightly! Scouts and Scout leaders have a principled framework that helps them make proper, ethical decisions while enjoying the outdoors.

Leave No Trace and Tread Lightly! are not simply programs for camping. They are at the cutting edge of Scouting values. This month, you will learn how the BSA's outdoor ethics let you enjoy the outdoors while ensuring future generations can do the same.

Objectives

This month's activities should:

- Demonstrate the need for outdoor ethics
- Lead to greater appreciation for the outdoors and a strong determination to follow the Outdoor Code
- Teach the seven principles of Leave No Trace
- Introduce the principles of Tread Lightly!
- Help Scouts develop outdoor skills that minimize impacts
- Help Scouts grow in skill and confidence in their ability to enjoy the outdoors responsibly

RELATED ADVANCEMENT AND AWARDS

- Scout Badge requirement 7
- Second Class requirement 2
- First Class requirement 3
- *Backpacking*, *Camping*, *Climbing*, *Fishing*, *Fly-Fishing*, *Hiking*, and *Sustainability* merit badges
- Backpacking, Fishing, and Snow Camping Varsity Scout activity pins
- Ranger: Leave No Trace core requirement 6

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing outdoor ethics as your program feature during your planning meetings.

1. What is our unit's current skill level?
2. Which members of our unit have taken Leave No Trace or Tread Lightly! training?
3. Who in our unit has been on a backcountry adventure and practiced Leave No Trace?
4. Do we know any experts in outdoor ethics?
5. What will we do for our main event to practice outdoor ethics?
6. Has our unit experienced problems in the past related to outdoor ethics?
7. Where will we do our main event?
8. How can we involve the parents?
9. What should be changed on the sample meeting plans to meet our needs?

PARENTS CAN HELP WITH THE OUTDOOR ETHICS PROGRAM FEATURE BY:

1. Preparing materials for this month's games
2. Becoming Leave No Trace trainers or master educators
3. Becoming Tread Trainers or Tread Masters
4. Providing transportation for the main event
5. Assisting onsite with the main event

OUTDOOR ETHICS

Scouting provides many opportunities to plan and participate in rugged outdoor adventures. For more than 60 years, the Outdoor Code has served as an aspirational statement of everything that a Scout or Venturer seeks to achieve while in the outdoors.

The Outdoor Code

As an American, I will do my best to:

Be clean in my outdoor manners. I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

Be careful with fire. I will prevent wildfire. I will build my fires only when and where they are permitted and appropriate. When I have finished using 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 outdoors activities.

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

The Outdoor Code served as the roots of a more comprehensive wilderness ethic called Leave No Trace, which was developed by the National Park Service, the United States Forest Service, and the Bureau of Land Management. Leave No Trace is an awareness and an attitude rather than a set of rules. We should all practice Leave No Trace in our thinking and actions—wherever we go. Use your judgment and experience to tailor camping and hiking practices to the environment where the outing will occur. Forest, mountain, seashore, plains, freshwater, and wetland environments all require different minimum-impact practices.

The Principles of Leave No Trace:

1. **Plan Ahead and Prepare.** Proper trip planning and preparation help hikers and campers accomplish trip goals safely and enjoyably while minimizing damage to natural and cultural resources. Campers who plan ahead can minimize their impact by following area regulations such as observing limitations on group size. Schedule your trek to avoid times of high use. Obtain permits or permission to use the area for your trek. Proper planning helps ensure:

   - Low-risk adventures because campers obtained sufficient information to prepare for a safe visit
   - Properly sized and located campsites because enough time was allotted to reach the destination
   - Appropriate campfires and minimal trash because of careful meal planning and food repackaging
   - Comfortable and fun camping and hiking experiences because the outing matches the skill level of participants

2. **Travel and Camp on Durable Surfaces.** Damage to land occurs when visitors repeatedly trample vegetation and soils off-trail or near campsites. This can create undesirable informal trails, expand campsites, or erode soils.



"When you leave (camp), leave nothing but your thanks and a good name."

—Lord Baden-Powell

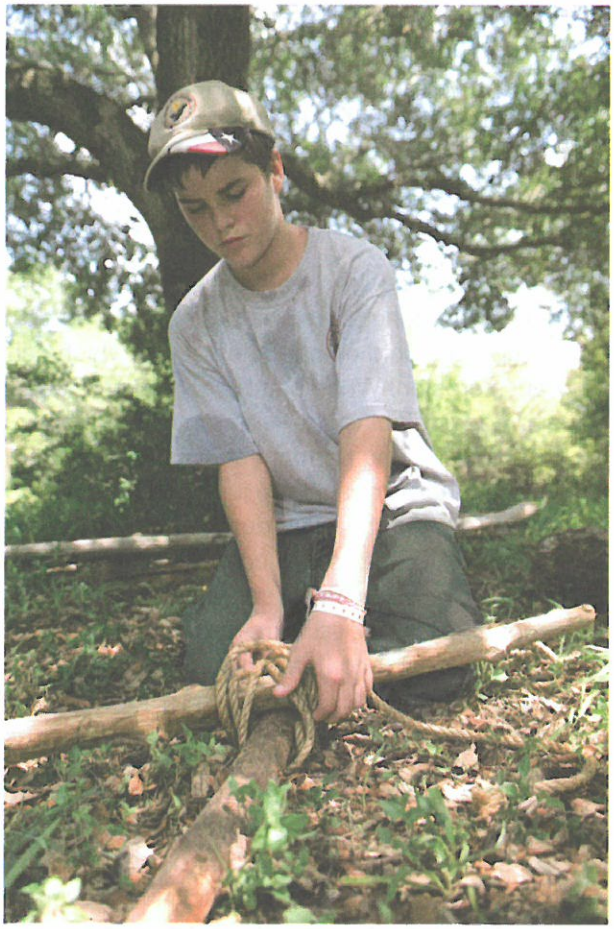
Should you concentrate activity or spread out? In high-use areas, campers should concentrate their activities where vegetation is already absent. Minimize resource damage by using existing formal trails and selecting designated or existing campsites. Keep campsites small by arranging tents in close proximity.

In more remote, less-traveled areas, campers should generally spread out and disperse trampling. Avoid creating new trails, which can cause erosion. When camping, disperse tents and cooking activities—and move camp daily to avoid creating permanent campsites. Avoid places where impacts are just beginning to show. Choose the most durable surfaces available: rock, gravel, sand, compacted soil, dry grasses, or snow. Practices vary by environment and activity, so learn and apply the ones most applicable to Leave No Trace for your group. Check with land managers for more specific guidance.

3. **Dispose of Waste Properly (Pack It In, Pack It Out).** Inspect and clean your lunch site or campsite of trash and spilled foods and carry them out. Accept the challenge of packing out all trash and leftover food, including any left by others.

   Use toilets when available, or be prepared to dig a cathole 6 to 8 inches deep and at least 200 feet (80 steps) from water, campsites, and trails. Cover and disguise the cathole with dead leaves, pine needles, or other ground cover. Pack out all hygiene products. Walk at least 100 feet (40 steps) away from water sources and campsites to dispose of urine, toothpaste, cooking water, and strained dishwater and to wash bodies, dishes, or clothing. (Dispose of soapy water at least 200 feet away.) Minimize the use of soap, or use hand sanitizer.

4. **Leave What You Find.** Allow others a sense of discovery and preserve the past. Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. Examine but do not touch cultural or historical structures and artifacts. It's illegal to damage or remove artifacts.



Minimize site alterations—good campsites are found, not made. Do not dig tent trenches or build lean-tos, tables, or chairs. Refrain from damaging trees with nails, axes, saws, or knives. On established campsites, dismantle user-built structures such as log seats or tables. On dispersed "pristine" sites, camouflage the site with rocks, organic litter, and branches to discourage others from reusing it.

5. **Minimize Campfire Impacts.** Some people would not think of camping without a campfire. Yet nature in many areas has been degraded by overuse of fires and increasing demand for firewood. Lightweight camp stoves make low-impact camping possible by encouraging a shift away from fires. Stoves are fast, eliminate the need for firewood, and make cleanup after meals easier. After dinner, enjoy a candle lantern instead of a fire.

   Choose not to have a fire in areas where wood is scarce—at higher elevations, in heavily used areas with limited wood, or in desert settings. If you build a fire, use an existing campfire ring, and conserve wood for others by keeping it small and burning it for a short time.

   Leave woods tools at home, and collect only dead and downed wood no bigger than your wrist that can be broken by hand. Refrain from burning trash or food, as these attract wildlife and can produce toxic fumes and ashes. When possible, burn all wood to ash, and be certain all wood and crushed coals are wet and dead out before cleaning the fire pit of trash and scattering the coals and ashes in offsite areas. Don't forget to clean out the fire ring of debris (paper, foil, etc.), which should be packed out with the rest of your trash.

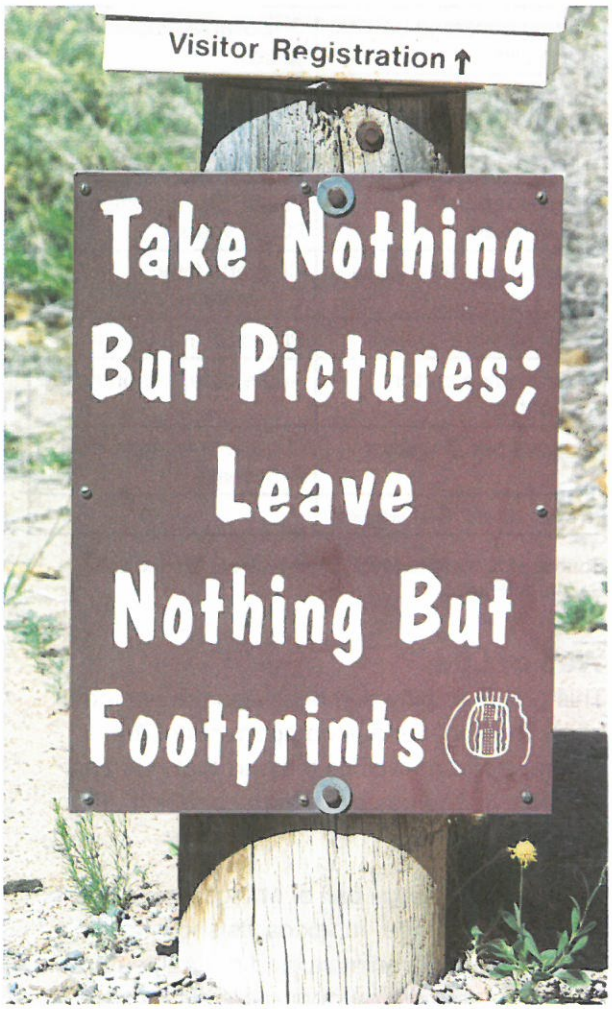
6. **Respect Wildlife.** Quick movements and loud noises are stressful to animals. You are too close if an animal alters its normal activities. Considerate campers:

   - Observe wildlife from a distance to avoid disturbing it.
   - Store food securely and keep all garbage and food scraps away from animals so they will not acquire bad habits. Never feed wildlife; keep wildlife wild.
   - In bear country, store all food, trash, and scented articles out of reach of animals using approved food storage devices, or hang 12 feet from the ground and 6 feet out from a limb or trunk.

7. **Be Considerate of Other Visitors.** Thoughtful campers respect other visitors and protect the quality of their experience.

   - Travel and camp in small groups (no more than the group size prescribed by land managers).
   - Let nature's sounds prevail. Keep the noise down and leave radios, electronic devices, and pets at home.

- Select campsites away from other groups to help preserve their solitude.
- Always travel and camp quietly to avoid disturbing other visitors.
- Avoid "taking over" vistas, attraction features, or camping areas; inconsiderate behaviors degrade the experiences of other visitors.
- Respect private property and leave gates (open or closed) as they were found.
- Take breaks off-trail on durable surfaces.



Did you know that Leave No Trace applies to frontcountry camping, too, such as a camping trip to a troop family's pasture? Imagine what would happen if it rained while your troop trailer was parked in the pasture far from a road. Removing it would tear up the pasture, causing damage that would take months to repair. It would be better to camp closer to the road, haul your gear in by hand, or drop off your gear and remove the trailer before rain sets in.

TREAD LIGHTLY!

Outdoor ethics draws guidance for many specialized outdoor activities from Tread Lightly! This organization's mission is to promote responsible outdoor recreation through ethics education and stewardship programs.

T	**T**ravel responsibly.
R	**R**espect the rights of others.
E	**E**ducate yourself.
A	**A**void sensitive areas.
D	**D**o your part.



OUTDOOR ETHICS GAMES

What Bothers You the Most?

Equipment: Set of 27 index cards; each card shows a negative impact often found when camping and hiking (trash on the trail, half-burned firewood, initials carved into a tree, etc.)

How to play: Lay out three cards and ask, "What bothers you the most?" Instruct players to stand next to that card. Each group should then defend its choice. Put the card with the most support in a winners' pile. Continue until all 27 cards have been used, then conduct subsequent rounds with the remaining cards. Play a final runoff round with the three remaining cards. Ask everyone which impact bothered them the most and why.

Surface Hopscotch

Equipment: A set of surface hopscotch cards per patrol (durable surfaces in bold), large enough to land on—**rock,** cryptobiotic soil, tree roots, **snow,** moss, **sand,** lichen, **dry grass, gravel,** leafy vegetation, **ice,** wetlands, wildflowers, **impacted trail**

How to play: Patrols line up facing away from the hopscotch course. Lay out the surface cards in a pattern for each patrol, with one durable and one nondurable surface card in each row. On the leader's signal, the players turn around one at a time and race through the hopscotch course, stepping only on durable surfaces. If a player correctly negotiates the course, the next player takes a turn. If a player incorrectly steps on a nondurable surface, he or she is sent to the end of the team's line. Continue until all members successfully complete the course.

Scoring: The first team to finish the course wins.

Trash Timeline

Equipment: As many items of trash as you can collect from the biodegradation chart (see box), sticky notes for each patrol

How to play: Line up the trash items in random order. Have each team place a sticky note next to each item that includes the team name and an estimate of the time (a couple of days to a million years) it takes for the item to biodegrade if left behind during an outing. Have each team defend its estimates. Lead a short discussion and reveal the actual biodegradation rates.

Biodegradation Rates	
Glass bottle: 1 million years	Monofilament fishing line: 600 years
Plastic beverage bottles: 450 years	Disposable diapers: 450 years
Aluminum can: 80–200 years	Styrofoam cup: 50 years
Tin can: 50 years	Leather: 50 years
Nylon fabric: 30–40 years	Plastic film canister: 20–30 years
Plastic bag: 10–20 years	Cigarette filter: 1–5 years
Wool sock: 1–5 years	Plywood: 1–3 years
Waxed juice carton: 3 months	Apple core: 2 months
Newspaper: 6 weeks	Orange or banana peel: 2–5 weeks
Paper towel: 2–4 weeks	

Source: U.S. National Park Service; Mote Marine Lab, Sarasota, Florida.

Web of Life

This group activity demonstrates the interconnectedness of various components of the natural world as well as the part that humans can play in adding stress to the balance of the system.

Equipment: A large ball of string; a series of 3-by-5 "web of life" index cards showing a variety of plants, animals, and natural features found at a favorite outdoor recreational area

OUTDOOR ETHICS GAMES

The web of life resource cards can include any variety of plants, animals, and natural features. Here are some examples: soil, downed log, standing dead tree (or "nurse log"), pine tree, oak tree, pond or stream, grass, wildflowers, fish, frog, snake, robin, blue jay, woodpecker, coyote, turtle, hawk, raccoon, ground squirrel, deer, dam, field mouse, lizard, cricket, butterfly, mosquito, ants, bees



How to play: One leader/moderator is needed to manage the activity as well as to assist in passing the string ball back and forth in the group. Arrange the group into a circle and hand a 3 x 5 card to each participant. Make certain to include the soil, a water feature, and at least one dead component in the cards that you hand out.

Begin the activity by starting with the soil, as that is the foundation for all forms of vegetation. Have the "soil person" hold one end of the string and then look at all of the available cards and determine who has a *direct* connection to the soil. A direct connection is defined as needing or using that particular organism or feature for food, shelter, habitat, support, or some other lifecycle need. As each of these persons (cards) is named, run the string ball to that person and back again. Repeat this for every direct connection as you work your way through all the participants/cards.

Then choose another person/card and repeat the process, again using only direct connections. Try to work up the food chain with the activity to help illustrate that a lot of the smaller or less glamorous creatures and organisms play a key role in the balance of the natural ecosystem and that those creatures/organisms at the higher end of the food chain have fewer, but more direct connections into the system balance.



Utilize the dead system components (dead logs, standing dead trees, etc.) relatively early on in the process to establish that the ecosystem's foundation is composed of both living and nonliving components.

Once the web has been woven and those creatures/organisms that reside at the top of the food chain have been incorporated, ask the group to evaluate who has the most connections (done by counting the number of strings in their hands) and who has the fewest connections. See if the group can generate any discussion about why that number of connections exists.

Start to walk into the middle of the string web, gently creating a tension on several of the string connections. The resulting pressure can be related to the presence of humankind's impact on the ecosystem. Ask the group who is feeling the stress or harder pull on their string from the action of the leader, and discuss why that part of the natural world might feel the stress.

Randomly select a member of the circle to leave, signifying the death or removal of that species/organism from the natural system; make note of how many direct linkages or connections are severed. Discuss the effects of this action from both a direct-effects viewpoint as well as an indirect-effects viewpoint.

Finally, relate the interconnectedness of the natural world to the principles of Leave No Trace as a foundation for further exploring each principle.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain how to dig a cathole. Explain why and when they are used.
- Explain low-impact techniques for building campfires.
- Explain why bear bags or boxes are necessary; show an Internet video of a bear destroying a cooler or tent.
- Show videos from the Leave No Trace and Tread Lightly! websites.

DEMONSTRATE

- Demonstrate how to dig a cathole.
- Demonstrate a mound fire and a pan fire using twigs.
- Demonstrate how to hang a bear bag.
- During planning meetings, walk through planning required for Leave No Trace camping.
- Set up a model campsite showing proper location of sleeping, cooking, and cleaning areas.

GUIDE

- Have Scouts practice pacing off 200 feet (the distance catholes should be from water, camp, and trails).
- Have Scouts practice digging a cathole.
- Have Scouts practice building a mound fire.
- Have Scouts practice hanging bear bags.
- Take a practice hike and discuss how to minimize trail impacts.
- On a campout, challenge groups to identify the most appropriate campsites.

ENABLE

- Provide patrols with trowels to dig catholes when needed.
- Provide patrols with materials to build a pan fire or a mound fire.
- Provide patrols with bear bag ropes for the next camping outing.
- Challenge Scouts to erase all traces of their campsites.
- Plan a trash cleanup service project during an outing.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Weekend Activity
BSA Leave No Trace 101 Course: Complete the BSA Leave No Trace 101 Course. (Note: This course is a general introduction to the Leave No Trace ethics and skills for those with little prior exposure to them. The course is designed to help youth and adults at all program levels understand the general principles of Leave No Trace and how to apply them in the general BSA outdoor program.)	Leave No Trace camping trip: Take an overnight camping trip where your unit practices the principles of Leave No Trace.	BSA Leave No Trace Trainer Course: As a group, complete the BSA Leave No Trace Trainer Course. (Note: Successful completion of this course entitles the participant to recognition as a Leave No Trace trainer. Trainers are specially commissioned to teach the BSA Leave No Trace 101 course and to qualify individuals for the BSA Leave No Trace Awareness Card. Completion of this course or another recognized Leave No Trace trainer course is required for a youth to hold the Boy Scout/Varsity Scout Leave No Trace trainer position of responsibility in his unit.)

OUTDOOR ETHICS

Meeting Plan: Outdoor Code

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Circle Ball. The players form a circle with the Scout who is "It" in the middle. A basketball is thrown from one to the other around the circle, and the Scout in the center tries to touch it. If he succeeds, the last Scout to touch the ball is now "It."		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	A youth leader recites the Outdoor Code. After each principle is stated, one of the other youth leaders reads the explanation of that principle: 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 permitted and appropriate. When I have finished using fire, I will make sure it is cold-out. I will leave a clean ring fire, 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 outdoors 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.		7:10 p.m.
Skills Instruction 45 minutes	• Plan a hiking activity • Identify the impacts the group might cause while on this activity. Try to organize these impacts into general categories.		7:15 p.m.
	• Plan a camping activity. • Identify the impacts the group might cause while on this activity. Try to organize these impacts into general categories.		
	• Plan a backpacking activity • Identify the impacts the group might cause while on this activity. Try to organize these impacts into general categories.		
Breakout Groups 15 minutes	Create breakout groups that include participants from each skill level, and have them compare the impact categories they identified.		8 p.m.
Game 10 minutes	Play What Bothers You Most? (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the big event.		

*All times are suggested.

OUTDOOR ETHICS

Meeting Plan: Leave No Trace

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Try group juggling. Groups of six to 10 form a circle and establish a tossing pattern that includes everyone in the circle. Additional items can be added as the group's success increases. Vary the shape and size of the objects to increase difficulty.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	Play the National Park Service Leave No Trace video (available in DVD format at http://lnt.org or online from the National Park Service at www.nps.gov/features/wilderness/leavenotrace/popup.html).		7:10 p.m.
Skills Instruction 35 minutes	Continue planning a hiking activity. Doing the following: • Make a list of what planning is needed for your activity. • Make a list of what preparations are needed. • Make a list of what personal equipment is needed. • Make a list of what group equipment is needed. • Discuss how the video should affect your planning.		7:20 p.m.
	Continue planning a camping activity. Do the following: • Make a list of what planning is needed for your activity. • Make a list of what preparations are needed. • Make a list of what personal equipment is needed. • Make a list of what group equipment is needed. • Discuss how the video should affect your planning.		
	Continue planning a hiking activity. Do the following: • Make a list of what planning is needed for your activity. • Make a list of what preparations are needed. • Make a list of what personal equipment is needed. • Make a list of what group equipment is needed. • Discuss how the video should affect your planning.		
Breakout Groups 15 minutes	• Create breakout groups that include participants from each skill level. • Create breakout groups that include participants from each skill level. • Have them compare what is needed to plan ahead and prepare for each activity.		7:55 p.m.
Game 15 minutes	Play Surface Hopscotch (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the big event.		

*All times are suggested.

OUTDOOR ETHICS

Meeting Plan: Leave No Trace Skills

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Last Piece of Trash. Place a pile of trash (roughly five pieces per Scout) in the middle of the room. Form two teams. Teams alternate sending one Scout forward to remove one, two, or three pieces of trash (whichever number he chooses). The goal is for your team to remove the last piece of trash, so strategy is required.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 5 minutes	Teach the Leave No Trace principle related to proper waste disposal.		7:10 p.m.
Skills Instruction 40 minutes	• Lay out a 200-foot course to demonstrate how far catholes should be from water, camp, and trails. • Have Scouts walk the course counting their steps. • Demonstrate how to dig a cathole. • Have Scouts practice digging catholes.		7:15 p.m.
	• Teach backcountry kitchen cleanup techniques. • Discuss how to wash and sterilize food service items. • Demonstrate filtering gray water with a nylon screen. • Demonstrate how to create a natural sump for filtering.		
	• Teach techniques for backcountry laundry and bathing for long treks. • Demonstrate how to make and use a plastic garbage bag bathtub. • Discuss pack-it-out techniques for human waste (and hygiene products for female Venturers).		
Breakout Groups 15 minutes	Create breakout groups that include participants from each skill level. Have them compare their waste management lessons.		7:55 p.m.
Game 15 minutes	Play Trash Timeline (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the big event.		

*All times are suggested.

OUTDOOR ETHICS

Meeting Plan: Tread Lightly!

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Leave No Trace Beach Ball. Prior to the meeting, write true/false or fill-in-the-blank statements about Leave No Trace principles all over a beach ball. Have the group form a circle and toss the ball around the circle. When a player catches the ball, he or she must answer the question closest to his or her right index finger.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 5 minutes	Review the principles of Tread Lightly!		7:10 p.m.
Skills Instruction 30 minutes	• Make a list of approved Scouting activities that apply to Tread Lightly! principles. • Review what the *Guide to Safe Scouting* says about these activities, who can participate in them, and what rules apply		7:15 p.m.
	• Discuss how the Tread Lightly! principles apply to motorboats, snowmobiles, personal watercraft (e.g., Jet Skis) and all-terrain vehicles (ATVs). • List any recent unit activities involving these devices, and discuss how well Tread Lightly! principles were followed.		
	• Discuss the Tread Lightly! principles for shooting sports. • Discuss how the principles of Leave No Trace and Tread Lightly! compare.		
Breakout Groups 15 minutes	Have groups finalize plans for the main event		7:45 p.m.
Game 25 minutes	Play Web of Life (described earlier).		8 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the big event.		

*All times are suggested.

OUTDOOR ETHICS

Main Event: BSA Leave No Trace 101 Course

Date(s)_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 3+ hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Complete the BSA Leave No Trace 101 Course. (Note: This course is a general introduction to Leave No Trace ethics and skills for those with little previous exposure to it. The course is designed to help youth and adults at all program levels understand the general principles of Leave No Trace and how to apply them in the general BSA outdoors program.)

Equipment List	• BSA Leave No Trace 101 Course guide • Teaching materials as outlined in the syllabus • BSA Leave No Trace Awareness card for each participant • Food • Water • Scout Basic Essentials (Review the list and take what you need.) • Other program materials as needed
Activity	• Recruit a Leave No Trace trainer or master educator to teach the course. • Plan a fun activity such as a day hike, mountain bike ride, or short canoe trip. • Plug the training into the activity.
Safety	Always use the buddy system, and have cell phone numbers of leaders in case you are separated. Have a first-aid kit on hand. Take other precautions as indicated for the activity type.

Notes

OUTDOOR ETHICS

Main Event: Leave No Trace Camping Trip

Date(s)_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

An overnight camping trip where your unit practices the principles of Leave No Trace.

Equipment List	• Hiking gear • Camping gear (individual and group) • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Plan a typical weekend campout for your group. • Incorporate these principles in the weekend: • Plan ahead and prepare. Fully develop your plan, know the rules and regulations, test all equipment, repackage all food. • Travel and camp on durable surfaces: Use an established campsite. Before setting up camp, have the group select the best options for tenting, cooking, and cleaning. • Dispose of waste properly. Have a plan to carry out trash and garbage. Discuss human waste disposal and practice digging catholes. After cleaning food service items, properly filter and dispose of gray water. • Minimize campfire impacts: Discuss the need for a campfire. Try a night gathering under the stars. • Develop plans that implement the other Leave No Trace principles.
Safety	Always use the buddy system, and have cell phone numbers of leaders in case you are separated. Bring a first-aid kit. Take other precautions as indicated for the activity type.

Notes

OUTDOOR ETHICS

Main Event: Leave No Trace Trainer Course

Date(s)_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

As a group, complete the BSA Leave No Trace Trainer course. (Note: Successful completion of this course entitles the participant to recognition as a Leave No Trace trainer. Trainers are specially commissioned to teach the BSA Leave No Trace 101 course and to qualify individuals for the BSA Leave No Trace Awareness card. Completion of this course or another recognized Leave No Trace trainer course is required for a youth to hold the Boy Scout/Varsity Scout Leave No Trace trainer position of responsibility in his unit.)

Equipment List	• BSA Leave No Trace Trainer course manual • Teaching materials as outlined in the syllabus • BSA Leave No Trace Trainer card for each participant • Leave No Trace Trainer Certificate for each participant • Food • Water • Scout Basic Essentials (Review the list and take what you need.) • Other program materials as needed
Activity	• Recruit a Leave No Trace master educator to teach the course. • Plan a backpacking or canoe trip that includes at least one overnight. • Plan for a morning educational session followed by a short backpacking or canoe trip to your wilderness campsite.
Safety	Always use the buddy system, and have cell phone numbers as appropriate. Have a first-aid kit. Take other precautions as indicated for the activity type.

Notes

RESOURCES AND REFERENCES

Books

Backpacking, Camping, Hiking, and *Sustainability* merit badge pamphlets

Cole, David. *NOLS Soft Paths: How to Enjoy the Wilderness Without Harming It*. NOLS, 2003.

Kaye, Cathryn Berger, and Philippe Cousteau. *Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands.* Free Spirit Publishing, 2010.

Kosseff, Alex. *AMC Guide to Outdoor Leadership.* Appalachian Mountain Club Books, 2010.

Petronis, Lexi. *47 Things You Can Do for the Environment.* Zest Books. 2012.

Savedge, Jenn. *The Green Teen: The Eco-Friendly Teen's Guide to Saving the Planet.* New Society Publishers, 2009.

Sivertsen, Linda, and Tosh Sivertsen. *Generation Green: The Ultimate Teen Guide to Living an Eco-Friendly Life.* Simon Pulse, 2008.

Websites

BSA Outdoor Ethics
Website: http://www.scouting.org/outdoorprogram/outdoorethics/training.aspx

Leave No Trace Center for Outdoor Ethics
Website: http://lnt.org

Tread Lightly!
Website: http://treadlightly.org

BSA Leave No Trace 101 Course
Website: http://www.scouting.org/filestore/Outdoor%20Program/OutdoorEthics/pdf/BSALeaveNOTrace101CourseGuide.pdf

BSA Leave No Trace Trainer Course
Website: http://www.scouting.org/filestore/Outdoor%20Program/OutdoorEthics/pdf/BSALNTTrainerCourseManual.pdf

Related Program Features

Backpacking, Camping, Ethics, Hiking, Nature and Environment, Sustainability, and Wildlife Management



PADDLE SPORTS

Make a Splash With Canoeing, Kayaking, and Stand Up Paddleboarding

Long before people voyaged across the oceans in ships powered by sails and engines, they began to cross the water using paddlecraft. Early in human history, what started off as swimming with something that floated turned into building rafts and using a device for paddling. Simple boats gradually became more refined and more efficient. For example, people in the north needed protection from the cold, so they created kayaks, which have covered decks and can be righted if capsized.

Even the paddle itself has changed through the years. With the popularity of stand up paddleboards (SUPs), the basic paddle has been extended to allow more comfort and better performance. Today, there is a wide variety of watercraft. Which type of paddlecraft your group chooses will likely be based on location, availability, and interest. Regardless, you will master the same skills as people from long ago. Whether you conquer whitewater or travel through the Boundary Waters with the Northern Tier National High Adventure Program, you will make a splash and have fun doing it.

Objectives

This month's activities should:

- Provide Scouts an understanding of basic paddle sport safety practices.
- Teach Scouts the key components of a canoe, kayak, and/or stand up paddleboard.
- Let Scouts learn and practice proper paddling behavior.
- Encourage Scouts to work as a team to plan an on-water outing.
- Emphasize the use of outdoor ethics to help protect the environment.
- Foster a sense of communion with nature and God.
- Build self-confidence by learning and demonstrating skills.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1
- Second Class requirement 3a
- First Aid requirement 3
- Canoeing, Kayaking, and Whitewater merit badges
- Kayaking BSA award
- BSA Stand Up Paddleboarding Award
- 50-Miler Award
- Canoe Camping and Whitewater Canoeing Varsity Scout activity pins
- Ranger: Watercraft elective
- Quest requirement 5

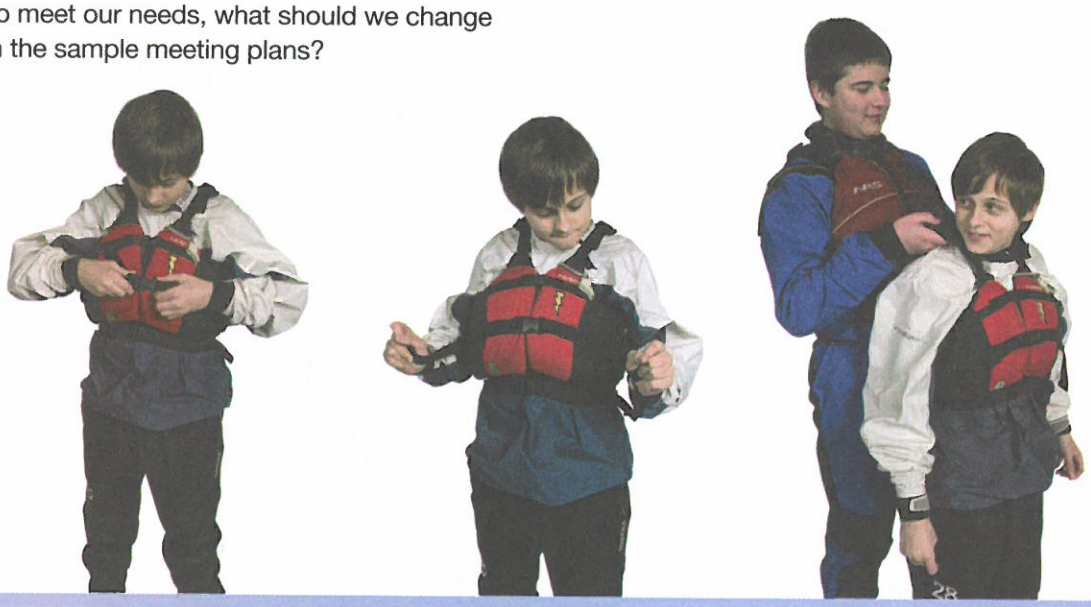
Leadership Planning

As a leadership team, you may want to discuss the following items when choosing paddle sports as your program feature during your planning meetings.

1. What is your unit's current skill level?
2. Do we know a canoeing expert or a certified instructor?
3. What equipment will we need? Where will we get it?
4. What will we do for the main event?
5. Do we know anyone who is Safety Afloat trained?
6. What additional subtopics would fit well with this feature?
7. How will we get access to canoes, kayaks, and/or SUPs?
8. How can we involve parents?
9. How can we incorporate Scout skills and advancement into the main event?
10. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE PADDLE SPORTS PROGRAM FEATURE BY:

1. Loaning equipment (canoes, paddles, life jackets, etc.)
2. Providing transportation and leadership for the main event
3. Hauling gear to the campsite if it can't be transported in boats
4. Providing expertise in canoeing, kayaking, or stand up paddleboarding
5. Researching places in your area to canoe, kayak, or paddleboard



SIZING YOUR LIFE JACKET

On land, have a buddy stand behind you and firmly pull up both shoulder straps. If the shoulder straps pull up to ear level, the life jacket doesn't fit snugly enough. Readjust the jacket or try a smaller size or different style.

In calm, shallow water, test the fit of a life jacket by relaxing your body and tilting your head back. It should keep your chin well above water. If it doesn't, readjust for a snugger fit or try a life jacket with a higher buoyancy rating. Check the label to find the rating.

TYPES OF PADDLE SPORTS

Paddlecraft refers to any human-powered watercraft that is propelled and maneuvered by a handheld paddle. This program feature focuses on canoes, kayaks, and stand up paddleboards.

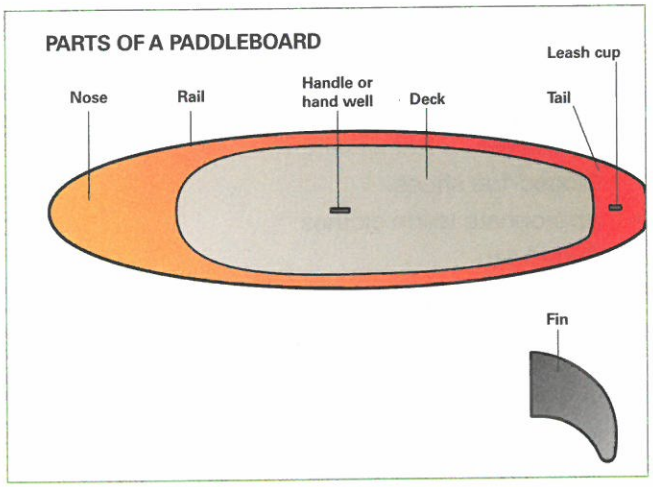
Canoe. The basic canoe is one of the oldest watercraft designs known to humankind. Throughout history, canoes have been made with whatever materials were found locally. Most early canoes were carved out of logs or made from bark stretched over a wooden frame. As new materials were developed, it became popular to make canoes out of fabric and aluminum. These materials allowed canoes to be both lighter and stronger. Modern canoes can be made of synthetic materials like plastic, fiberglass, and Kevlar® with carbon fiber.

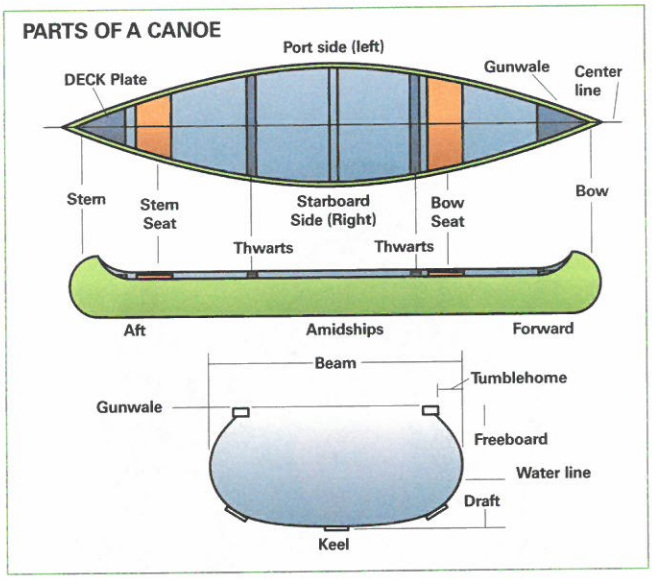
Kayak. Originally developed in the far north to enable native peoples to cross cold water safely, kayaks are designed to roll upright if they capsize. The original kayaks were created by stretching waterproof skins over a wooden frame. Today's kayaks are made with just as many diverse materials as canoes are, but they are also designed for very specific purposes. Your group should decide whether it will choose recreational, touring, whitewater, or sit-on-top kayaks.

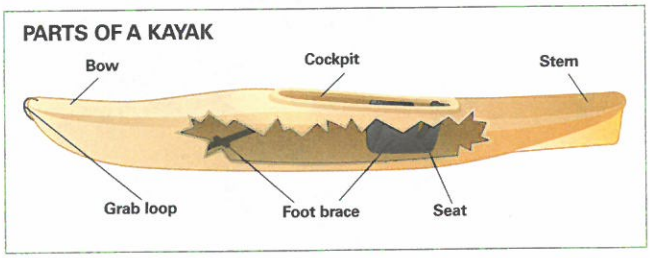
Stand up paddleboard. The fastest growing type of paddlecraft is the stand up paddleboard (SUP) in which a paddler stands atop a long, buoyant "surfboard" and uses a paddle with an extended shaft. Many of the paddle strokes are very similar to those used in canoeing, and SUPs have fins that allow tracking in a straight line. Modern-day stand up paddleboarding takes much of its terminology from the surfing culture. For example, the front and back of an SUP are called the nose and tail, rather than the boating terms "fore" and "aft."

Parts of Paddlecraft

While most paddlecraft have similar parts, there are differences between kayaks, canoes, and SUPs.







Paddle Sports Equipment

To participate safely in paddle sports, all participants need:

- Life jacket (also known as a personal flotation device, or PFD)
- Canoe, kayak, or SUP
- Paddle
- Swimwear
- Closed-toe shoes
- Appropriate warm clothes
- Sunscreen
- Whistle or other signaling device
- Water bottle and snacks

Also consider having:

- Wide-brimmed hat
- Sunglasses, preferably with a strap
- Waterproof camera
- Bilge pump and/or sponge (for kayaks and canoes only)



Paddlecraft Safety

For any BSA activity afloat, participants must understand and respect the Safety Afloat plan. For more detailed information about aquatics safety, see the *Guide to Safe Scouting* at http://www.scouting.org/scoutsource/HealthandSafety/GSS.aspx.

1. **Qualified supervision.** All paddle sports activities must be supervised by a mature and conscientious adult who understands and knowingly accepts responsibility for the well-being and safety of the youth and who is experienced with the type of paddlecraft and activity under consideration. One adult supervisor is required for every 10 participants, with a minimum of two for any one group. All supervisors must complete Safety Afloat and Safe Swim Defense training, and at least one must be trained in cardiopulmonary resuscitation (CPR).

Safety Afloat

2. **Personal Health Review.** The supervisor should review the health histories of all participants and adjust the activity to anticipate risks associated with individual health conditions.



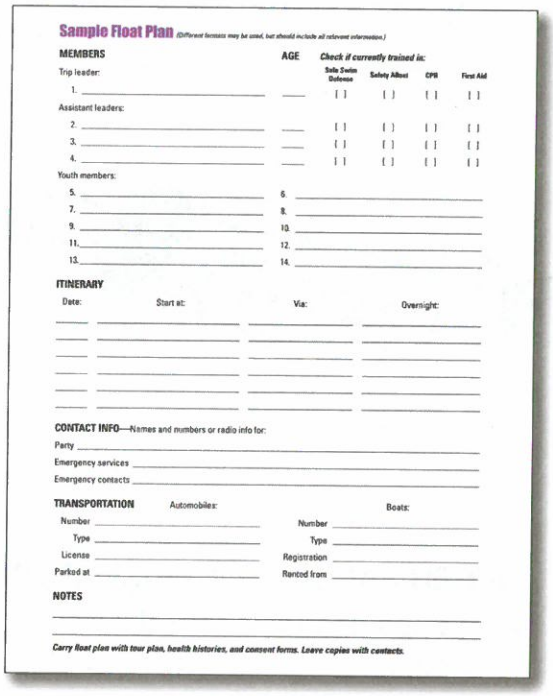
3. **Swimming ability.** Every participant who intends to train for or paddle a solo kayak, canoe, or SUP at a Scouting function must be classified as a swimmer by completing the 100-yard BSA swimmer classification test. For activity afloat, those not classified as swimmers are limited to multiperson craft during outings or float trips on calm water with little likelihood of capsizing or falling overboard. They may ride as a buddy in a tandem paddlecraft with an adult swimmer skilled in that craft.
4. **Life Jackets.** Properly fitted U.S. Coast Guard–approved life jackets must be worn by all persons engaged in paddle sports. Type III life jackets are recommended for general recreational use.
5. **Buddy system.** Scouts never go on the water alone. Every person must have a buddy, and every craft on the water must have a "buddy boat."
6. **Skill proficiency.** All persons participating in activity afloat must be trained and practiced in craft-handling skills, safety, and emergency procedures. Anyone classified as a swimmer may engage in paddle sports training provided by a qualified instructor. For unit recreational activities in calm, confined waters, participants need to be able to control their paddlecraft adequately to return to shore. Units taking day or overnight trips on calm water should have the skills required for the BSA award or merit badge for their chosen paddlecraft (e.g. canoe, kayak, or SUP). Paddle sports activities on rivers or the ocean require training beyond that obtained from the basic BSA awards.
7. **Planning.** Before Scouts go afloat, they develop a float plan detailing their route, time schedule, and contingency plans. The float plan considers all possible water and weather conditions and all applicable rules or regulations, and is shared with all who have an interest.
   - **Preparation.** Be sure you have the proper equipment and can safely transport gear and participants to the site. Follow state and local regulations, and be sure to obtain permission to use or cross private property. Select a route appropriate for the group, check water levels, and determine alternative pull-out locations. Consult those who have traveled the route recently.



OTHER SAFETY CONSIDERATIONS

All groups need to check the paddling location for fixed hazards (rocks, current, bottom conditions, fishing hooks, trees, etc.) and mobile hazards (other people, other watercraft, weather conditions). Be sure to choose protected sites. All paddlers must wear life jackets at all times. Ideally, life jackets should be worn anytime Scouts are within 10 feet of the water. Closed-toe shoes will protect feet from blisters in the boat and foot injuries outside the boat. Be sure that adequate instructor-to-student ratios are maintained and that groups aren't excessively separated.

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



Sample Float Plan *(Different formats may be used, but should include all relevant information.)*

MEMBERS **AGE** *Check if currently trained in:*

		Solo Swim Defense	Safety Afloat	CPR	First Aid
Trip leader:					
1. _____	____	[ ]	[ ]	[ ]	[ ]
Assistant leaders:					
2. _____	____	[ ]	[ ]	[ ]	[ ]
3. _____	____	[ ]	[ ]	[ ]	[ ]
4. _____	____	[ ]	[ ]	[ ]	[ ]
Youth members:					
5. _____	6. _____				
7. _____	8. _____				
9. _____	10. _____				
11. _____	12. _____				
13. _____	14. _____				

ITINERARY

Date:	Start at:	Via:	Overnight:
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____

CONTACT INFO—Names and numbers or radio info for:

Party _____

Emergency services _____

Emergency contacts _____

TRANSPORTATION

Automobiles:		Boats:	
Number	_____	Number	_____
Type	_____	Type	_____
License	_____	Registration	_____
Parked at	_____	Rented from	_____

NOTES

_____

_____

Carry float plan with tour plan, health histories, and consent forms. Leave copies with contacts.

- **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 prearranged 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 incidence 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's departments, or ranger stations. Check your primary communication system, and identify backups, 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 equipment must be suited to the craft, the water conditions, and the individual. Equipment must be in good repair and meet all applicable standards. Appropriate rescue equipment must be available. Whitewater paddling requires the use of safety helmets. During treks, safety gear such as navigation aids, weather radios, individual signal devices, throw bags, first-aid kits, spare paddles, and spare clothing should be carried in the kayaks, canoes, SUPs, and/or other support craft.
9. **Discipline.** Scouts must know and respect the rules, and always follow instructions from the adults supervising the activity afloat. Rules and safety procedures should be reviewed before each group launch.



PADDLE SPORTS GAMES

Life Jacket Relay

Equipment: One life jacket per team

How to play: This is a shuttle relay where teams compete to put on a life jacket properly. Half of each team lines up facing the other half of the team on the other side of the room. The first member of each team properly puts on the life jacket, runs across the room to the other half of the team. He or she then takes off the life jacket and passes it to the next team member, who repeats the process.

Scoring: First team to have all of its members wear the life jacket correctly wins.

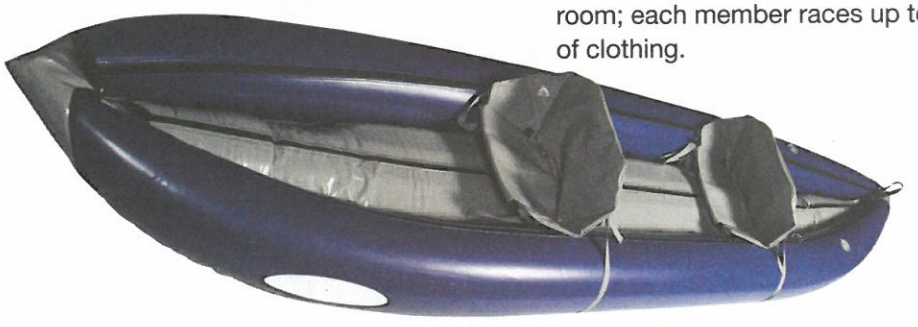
Mobile Boat

Equipment: One canoe and one dolly for each team, cones for the course

How to play: Fasten a canoe on a roller dolly. Position one team member at the bow and one at the stern, each holding on to an end line. A path is set up using cones. One or more paddlers in the canoe execute strokes that will move the boat through the course. Scouts at the bow and stern move the canoe in the direction of the strokes the paddler executes.

Scoring: This is a timed race. Five-second penalties are given for hitting cones or going off track, or when the motion of the canoe does not match the motion of the paddlers.

Notes: This game also can be played with inflatable kayaks, but you should avoid fiberglass boats. This is not a good exercise to do with stand up paddleboards.



Paddler Tug of War

Equipment: Two or more 20-foot ropes

How to play: Stretch out the rope and put half the group on each end to form two teams. Each team then selects a "paddler," who sits perpendicular to the middle of the other team's rope. The paddler then grabs the rope with both hands. When signaled to start, each team tries to get the other team's paddler off balance or make the paddler let go of the rope. Try from both a seated and kneeling position.

Scoring: Every time the paddler lets go of the rope or falls, the opposing team gets a point.

Note: Discuss how the "paddlers" kept their balance or lost their balance, and how that translates to canoeing or kayaking.

Dress for Success

Equipment: Duffel bag for each team, full of proper paddling apparel (including life jackets, footwear, etc.) and apparel not suitable for a paddling outing (flip flops, cutoff jeans, cotton hoodies, etc.); four cards identifying the type of paddling (coldwater, spring/fall, summer) and the worst outfit.

How to play: A card is drawn, and each team has 60 seconds to find the best outfit for that type of paddling and have one member put it on. Have the group debrief as to what they chose and why.

Scoring: Have a judge determine which group chose the best outfit.

Note: A modification of this game puts all the equipment in one big pile at the far end of the room; each member races up to get one piece of clothing.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the different types of life jackets.
- Discuss paddle sport safety and hazards.
- Review no-trace principles and their application to water activities.
- Explain proper paddling behavior.
- Explain how to properly select and size equipment (life jacket, paddle, and canoe).
- Explain how to dress properly for paddling in various weather conditions.

DEMONSTRATE

- Show how to properly fit a life jacket.
- Show how to properly size a canoe, kayak, or SUP paddle.
- Show how to properly carry a canoe, kayak, or SUP.
- Demonstrate different paddle strokes.
- Show Internet videos of Olympic paddle sports events.
- Distribute copies of a model float plan.

GUIDE

- Have Scouts select properly sized life jackets and paddles.
- Have Scouts practice transporting equipment from vehicle to water and back.
- Plan a race where Scouts demonstrate the proper use of knots for securing the canoe to a vehicle or rack.
- Conduct Safety Afloat training with youth leaders.
- Plan a game that requires Scouts to label the parts of a boat or paddle.

ENABLE

- Set up a slalom course on a lake to let Scouts practice strokes.
- Plan an on-water day trip.
- Have Scouts demonstrate proper use of paddling behavior when on the water.
- Compete in a canoe, kayak, or SUP race.
- Have Scouts teach others paddling techniques.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Day Activity
A day of paddling—Spend a day on the water learning and practicing basic paddling skills. Using local guidebooks and experienced paddlers, identify a location in your area for a flatwater, half-day canoe, kayak, or SUP trip. Be sure to pair more experienced paddlers with less experienced paddlers. This is a great activity to involve, especially with younger youth members.	Paddling trip—Plan, prepare, and execute an overnight canoeing campout. This outing should include paddling, camping, navigation, and possibly other activities like geocaching. Be sure to practice no-trace techniques.	Paddling competition—Participate in a canoe, kayak, or SUP race, or put on a race of your own.

PADDLE SPORTS

Meeting Plan: Safety Afloat and Equipment

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, show Internet videos of Olympic canoeing competitions.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Review Safety Afloat.		7:10 p.m.
Skills Instruction 45 minutes	• Review the buddy system. • Learn the purpose of a life jacket. • Learn the part of a canoe, kayak, or stand up paddleboard.		7:15 p.m.
	• Review the above skills. • Learn how to select a life jacket. • Identify potential hazards while paddling.		
	• Review the above skills. • Compare and contrast the different types of life jackets. • Make a list of first-aid supplies needed for a paddling trip.		
Breakout Groups 15 minutes	• Put on and properly fit a life jacket. • Using cards, properly identify the parts of a canoe. Label the parts by attaching preprinted cards.		8 p.m.
Game 10 minutes	• Play Life Jacket Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PADDLE SPORTS

Meeting Plan: Paddling Basics

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Dizzy Paddle Standoff. In pairs, Scouts run up to two paddles lying on the ground a short distance away. Each Scout stands a paddle on end, butts his nose against the tip, and spins seven times. The first player to return to the starting point wins.		6:45 p.m.
Opening Ceremony 15 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Provide an overview of how wind, weather, and waves affect paddlers. • Review hazards while paddling on rivers and in the ocean. • Describe basic on-water navigation rules.		7:10 p.m.
Skills Instruction 35 minutes	• Identify parts of a canoe paddle. • Learn proper sizing of canoe paddles. • Learn proper hand positioning. • Learn basic paddle stroke concepts. • Blade angle and position • Shaft angle and position • Learn basic paddle strokes: forward stroke, backstroke, draw stroke, pry stroke.		7:15 p.m.
	• Review the above skills. • Learn about different types of canoe paddles. • Learn additional paddle strokes: sweep (forward, reverse), rudder stroke.		
	• Review the above skills. • Compare the effects of strokes when paddling solo vs. tandem.		
Breakout Groups 15 minutes	• Plan group duty roster for the main event. • As a group, review and assist each other with proper paddle stroke technique.		8 p.m.
Game 10 minutes	Play Mobile Boat (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team review plans for the next meeting and for the main event.		

*All times are suggested.

PADDLE SPORTS

Meeting Plan: Emergencies and Rescues

Week 3 Date_____

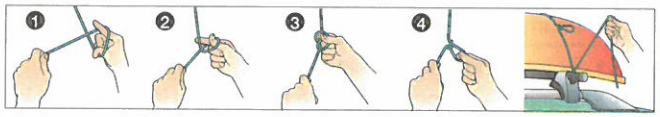
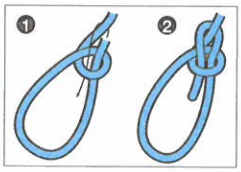
ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Demonstrate commercial and/or homemade versions of containers for keeping supplies dry in canoes.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	Discuss the most common injuries that occur while paddling and how to treat them.		7:10 p.m.
Skills Instruction 35 minutes	• Review the parts of a canoe. • Learn the proper technique for entering and exiting a canoe. • Learn the proper technique for loading a canoe.		7:25 p.m.
	• Review the above skills. • Learn the proper technique for re-entry into a canoe in deep water.		
	• Review the above skills. • Learn the proper technique for completing an assisted rescue.		
Breakout Groups 15 minutes	• Describe and demonstrate proper canoe loading and unloading (gear and paddlers). • Discuss what you should do with paddlers of significantly different sizes (e.g., young Scout and adult). • Continue planning for group participation in the main event.		8 p.m.
Game 10 minutes	Play Paddler's Tug of War (described earlier)		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event. Make plans for swim tests if members haven't had them within the past year.		

*All times are suggested.

PADDLE SPORTS

Meeting Plan: Transportation and Logistics

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Conduct a shakedown of personal gear for the main event.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	Explain and demonstrate the proper way to load a canoe, kayak, and stand up paddleboard on a cartop and trailer.		7:10 p.m.
Skills Instruction 40 minutes	• Learn the basic knots used for transporting a canoe: bowline, trucker's hitch **Trucker's hitch**  **Bowline knot**  **Use a bowline knot to attach ropes to the bow and stem of the boat, followed by two half hitches (shown here) to secure the rope to the bumpers.** • Learn proper canoe-carrying techniques.		7:20 p.m.
	• Review the above skills. • Learn how to properly load and unload paddlecraft on a vehicle. • Learn what equipment is needed for an overnight paddling trip. • Learn other safety considerations required for an overnight paddling trip.		
	• Review the above skills. • Learn what equipment is needed for a high-adventure paddling trip. • Learn about the safety considerations required for a high-adventure paddling trip.		
Breakout Groups 15 minutes	Complete a detailed trip plan for the upcoming main event.		8 p.m.
Game 10 minutes	Play Dress for Success (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PADDLE SPORTS

Main Event: A Day of Paddling

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Spend a day on the water learning and practicing basic paddling skills. Using local guidebooks and experienced paddlers, identify a location in your area for a flatwater, half-day canoe, kayak, or SUP trip. Be sure to pair more experienced paddlers with less experienced paddlers. This is a great activity to involve parents, especially with younger Scouts.

Equipment List	• Canoes, kayaks, or SUPs • Appropriate apparel, including footwear, for weather conditions and potential capsize • Paddles (one per Scout plus two spare paddles for leaders' boats) • Life jackets • First-aid kit • Water-protected cell phones (for adults) • Lunch (this can be a group lunch event) • Dry bags for extra gear while on the water • Water • Sunscreen • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Identify the local waterway for the activity. • Travel to put-in location with equipment. • Have members partner with others of different ability levels (parents accompany younger youth). • While on the water, set up a slalom course for paddlers to navigate boats through using various paddle strokes. • Go on a short paddling trip, practicing proper paddling etiquette and group management. • Return to the starting point and load up for the trip home.
Safety	Use the buddy system. Adult leaders should have dry bags and cell phones. Follow Safety Afloat policies, and take a first-aid kit.

Notes

PADDLE SPORTS

Main Event: Overnight Paddling Trip

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Plan, prepare, and execute an overnight canoeing campout. This outing should include paddling, camping, navigation, and possibly other activities like geocaching. Be sure to practice no-trace techniques.

Equipment List	• Canoes, kayaks, or SUPs • Water-protected cell phones (for adults) • Paddles (one per Scout plus two spare paddles for leaders' boats) • Dry bags for extra gear while on the water • Life jackets • First-aid kit • Group camping gear • Water • Sunscreen • Scout Basic Essentials (Review the list and take what you need.) • Personal camping gear • Food • Appropriate apparel, including footwear, for weather conditions and potential capsize
Activity	• Choose your on-water trip location, including the campsite, and plan a campout. • Review equipment needs and confirm all is available. • Meet and travel to put-in location. • Pack boats and equipment. • Paddle to camp, set up camp, prepare meals, have camp fire programs, etc. • Consider adding outdoor activities like geocaching. • Plan a service project to clean up part of the riverbank or campsite. • Pack up camp and equipment, and paddle to the take-out location.
Safety	Use the buddy system; adult leaders should have dry bags and cell phones. Follow Safety Afloat policies and track locations throughout the time on the water. Take a first-aid kit, map, and compass. Practice proper campsite safety.

Notes

Stand up paddleboards are difficult overnight outings unless the equipment can be transported by other means.

PADDLE SPORTS
Main Event: Paddling Competition

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Participate in a canoe, kayak, or SUP race or put on a race of your own.

Equipment List	• Canoes, kayaks, or SUPs • Paddles • Life jackets • First-aid kit • Appropriate racing clothing • Rescue equipment as appropriate • High-energy meals • Water • Sunscreen • Scout Basic Essentials (Review the list and take what you need.) • Overnight gear as appropriate
Activity	• Find a race appropriate to your skill level. If there is no race, consider putting on your own event. • Practice and train for the event. • Prepare equipment. • Transport to the race location. • Race. • Camp as appropriate. • Return home. • Clean and put away equipment.
Safety	Properly warm up and stretch before the race to avoid injury. Ensure paddlers' skill level is appropriate for the racecourse. Follow Safety Afloat policies, and use the buddy system. Take a first-aid kit.

Notes

A list of sanctioned paddling race events, as well as information for putting on your own race, can be found on the American Canoe Association website at www.americancanoe.org/?page=Competition

REFERENCES

Books

Canoeing, Kayaking, and *Whitewater* merit badge pamphlets

American Canoe Association. *Introduction to Paddling.* Menasha Ridge Press, 1996.

———. *Canoeing* (Outdoor Adventures). Human Kinetics, 2008.

———. *Kayaking* (Outdoor Adventures). Human Kinetics, 2008.

Boy Scouts of America. *Aquatics Supervision Guide* (SKU 616730). Boy Scouts of America, 2009.

Levin, Lon. *Basic Illustrated Canoe Paddling* (Basic Essentials Series). FalconGuides, 2008.

Marcus, Ben. *The Art of Stand Up Paddling: A Complete Guide to SUP on Lakes, Rivers, and Oceans* (How to Paddle Series). FalconGuides, 2012.

Websites

American Canoe Association
Website: www.americancanoe.org

BSA Aquatics
Website: www.scouting.org/scoutsource/outdoorprogram/aquatics

Paddling.net
Website: www.paddling.net

USA Canoe/Kayak
Website: www.teamusa.org/USA-Canoe-Kayak.aspx

Related Program Features

Camping, First Aid, Geocaching, Outdoor Ethics, and Swimming



Knots + Lashings = Fun

When you were younger, did you ever build a fort out of cardboard boxes or a spaceship out of plastic building bricks? Have you ever built a tree house or playhouse in your backyard? Have you ever built a survival shelter or quinzee (snow shelter)? If so, you know how much fun building things can be.

Pioneering is a special Scouting way of building things from nothing but wooden poles, stakes, and rope. With a little ingenuity, you can use those basic ingredients to build everything from campsite gateways, camp chairs, and patrol tables to monkey bridges. Along the way, you will have the chance to practice skills like planning, problem solving, and teamwork—and to put into use basic knot-tying skills.

Pioneering requires plenty of poles and rope, so you will need to make sure you have access to both. Some troops and camps keep pioneering materials on hand, or you may be able to find a landowner who wants a wooded lot thinned out. (In keeping with the BSA's outdoor ethics, that is the only situation in which you should cut trees for pioneering projects.) Another option is to make scale models of pioneering projects using dowels and cord.

Objectives

This month's activities should:

- Teach basic knot and lashing skills.
- Let Scouts put those skills to use.
- Introduce principles of engineering as Scouts build pioneering projects.
- Offer opportunities to practice planning, problem solving, and teamwork.
- Build self-confidence.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirements 2, 4a, 4b, and 4c
- Second Class requirement 3a, 3b
- First Class requirements 3, 7a, 7b, 8a, and 10
- Pioneering merit badge
- Totin' Chip
- Paul Bunyan Woodsman
- Frontiersman Varsity Scout activity pin
- Ranger: Outdoor Living History elective

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing pioneering as your program feature during your planning meetings.

1. What will our main event be?
2. Where will we do our main event?
3. Do we have enough rope to teach knot tying?
4. Do we have access to pioneering poles?
5. Do we need to transport pioneering poles and other equipment to the site of our main event? If so, how will we do that?
6. How proficient are our Scouts and leaders in pioneering skills?
7. How can we involve parents?
8. What parts of the Pioneering merit badge can we focus on?
9. How can we use pioneering activities to promote team building?
10. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE PIONEERING PROGRAM FEATURE BY:

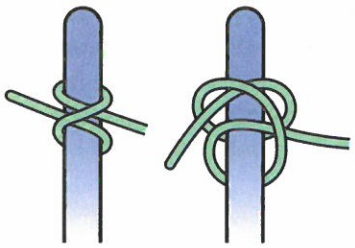
1. Sharing their expertise
2. Providing transportation to and from the main event for Scouts and equipment
3. Supplying pioneering materials and equipment (poles, stakes, ropes, mallets, etc.)
4. Providing storage for pioneering materials

Projects that exceed the 6-foot height limitation can be done in a Scout camp setting as long as each project has the proper safety features and fall protection, such as belay lines. Consult the *Guide to Safe Scouting.* All pioneering projects are temporary in nature. Towers, bridges, and other structures that have been lashed together must be dismantled when they are no longer being used. This is both a matter of safety and a part of the BSA's "no trace" ethic.

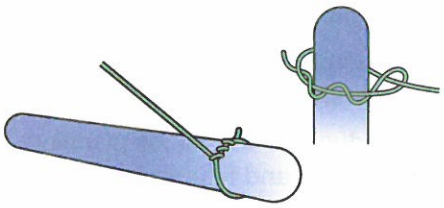
PIONEERING PRINCIPLES

To build pioneering projects, you need to master a few basic skills.

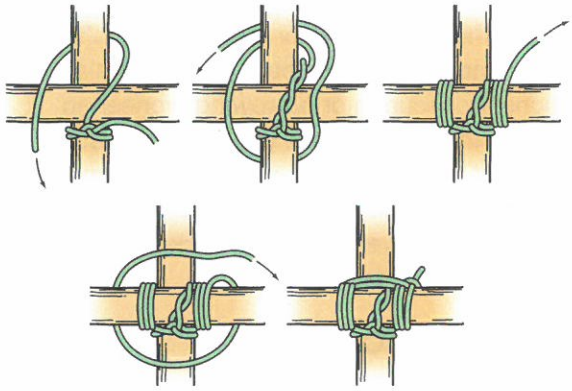
Clove hitch: used to begin and end most lashings



Timber hitch: used to begin the diagonal lashing



Square lashing: used to connect two poles at right angles



Step 1—Place the spars in position.

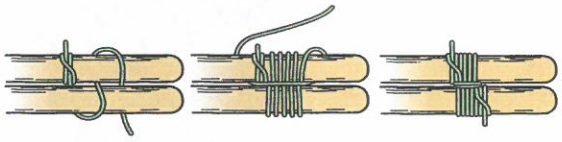
Step 2—Tie a clove hitch around the bottom spar near the crosspiece.

Step 3—Make three tight wraps around both spars, securing the end of the clove hitch as you would a timber hitch. As you form the wraps, lay the rope on the outside of each previous turn around the top spar, and on the inside of each previous turn around the bottom spar.

Step 4—Make two fraps around the wraps, pulling the rope very tight.

Step 5—Finish with a clove hitch around the top spar.

Shear lashing: used to connect two poles to create an A-frame

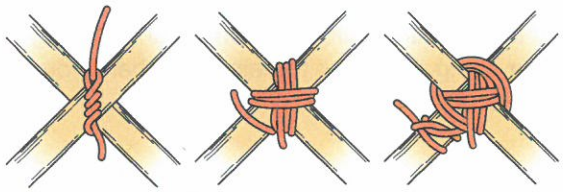


Step 1—Lay two spars side by side and tie a clove hitch to one of them.

Step 2—Make three or four loose wraps around the spars, and then put two loose fraps between them.

Step 3—Finish with a clove hitch around the other spar, then spread the ends of the spars to form the shape you need. Redo the lashing if it is too tight or too loose.

Diagonal lashing: used to connect two poles at angles other than right angles



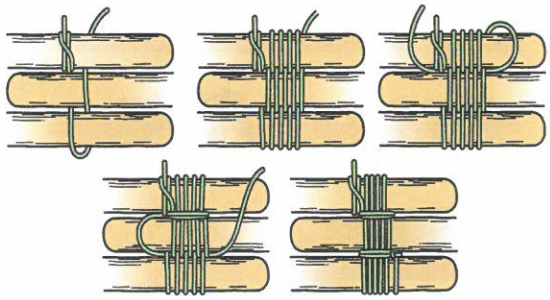
Step 1—Tie a timber hitch around both spars and pull in snug

Step 2—Make three tight vertical wraps around the spars, laying the wraps neatly alongside the timber hitch, then make three horizontal wraps across the spars.

Step 3—Cinch down the wraps with two fraps around the lashing, pulling the rope tight.

Step 4—Tie off the rope with a clove hitch.

Tripod lashing: used to create a tripod out of three poles



Step 1—Lay three poles alongside each other with the top of the center pole pointing the direction opposite that of the outside poles.

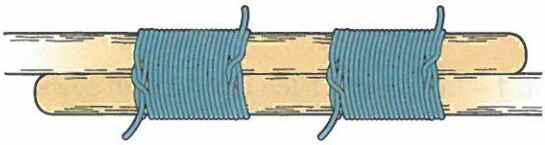
Step 2—Tie a clove hitch around one outside pole.

Step 3—Loosely wrap the poles five or six times, laying the turns of rope neatly alongside one another.

Step 4—Make two loose fraps on both sides of the center pole.

Step 5—End with a clove hitch around an outside pole. Spread the legs of the tripod into position. If you have made the wraps or fraps too tight, you may need to start over.

Round lashing: Used to connect two poles to make a longer pole, a round lashing has no fraps. The wraps must do all the work, so pull them as tight as you can. Make a second round lashing farther along the spars to help keep them from twisting out of line.

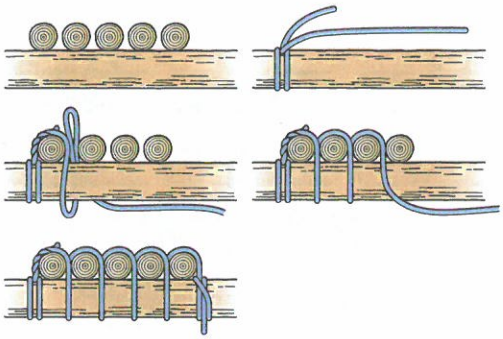


Step 1—Position the spars alongside each other and tie them together with a clove hitch.

Step 2—Make seven or eight very tight, neat wraps around the spars.

Step 3—Finish the lashing with another clove hitch around both spars.

Floor lashing: used to create a floor, tabletop or raft deck.



Step 1—Lay the poles side by side on top of the stringers—the logs or poles on which your platform will rest.

Step 2—Tie a clove hitch around one stringer.

Step 3—Bend the standing part of the rope over the first pole. Pull the bend of rope under the stringer and cast it over the second pole. You may need to lift the end of the pole to get the rope over it.

Step 4—Pull the rope tight, then bend it over the third pole. Continue until all the poles are bound to the stringer.

Step 5—Finish with a clove hitch, then repeat the procedure to lash the other ends of the poles to the other stringer.

Being Conservation-Minded

Decades ago, Scouts would cut down small trees on campouts to build pioneering projects. In keeping with the BSA's outdoor ethics, we don't do that anymore. Talk with your adult leaders about options for securing or borrowing pioneering poles. If none is available, you can make scale models of pioneering projects or use downed branches for small projects that don't need to bear significant weight. Hiking sticks can be used for smaller projects.

Being Safety-Conscious

Building pioneering projects is fun—as long as no one gets hurt. The Guide to Safe Scouting requires that pioneering projects have a maximum height of 6 feet. The poles may extend higher, but 6 feet is as high as Scouts can climb. Even then, be sure spotters are in place.

See the Pioneering merit badge pamphlet for additional safety information.



Note: Construct pioneering projects only with rope that is safe to use. Before using rope for pioneering projects, someone who is knowledgeable about rope should inspect it to make sure it is safe to use. The Pioneering merit badge pamphlet has more information about the breaking strength and safe working load of rope. See also Scouting Safely online at http://www.scouting.org/scoutsource/HealthandSafety.aspx.

PIONEERING GAMES

Crossing the Alligator Pit

Equipment: For each team, three spars 6 to 8 feet long, three 6-foot lashing ropes, four guy ropes

How to play: Mark the "alligator pit" on the ground, 20 feet across and as wide as necessary to accommodate your teams. Teams line up on one side of the pit. On signal, they lash together a triangular "walker," using a shear lashing at the top and diagonal lashings for the crossbar. Near the top, they attach four guy lines, using two half hitches. The team then stands the walker upright and one member climbs on the crossbar. One or two Scouts guide each guy line and "walk" the walker across the pit by tipping it from side to side and moving it forward.

Scoring: The first team to finish wins.

Note: This can be a timed contest if there aren't enough spars for all teams.

Heave the Lightweight

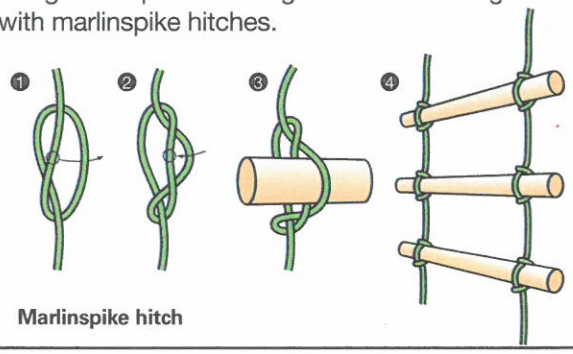
Equipment: For each team, three poles, 10 feet long; one lashing rope, 20 feet long; ½-inch heaving rope, 30 feet long

How to play: Each team assembles a tripod 9 to 10 feet high using a tripod lashing. The team then heaves a half-inch rope over the top and makes a bowline on a bight in the end hanging from the tripod. The team's lightest member stands in the bowline and the other members raise him 3 feet off the ground. The first team achieving this wins.

Fireman, Save That Child!

Equipment: Two ½-inch ropes, 20 feet long; four or five 4-foot poles with ½-to 2-inch butts; two 2-foot stakes

How to play: Each team makes a rope ladder using 4-foot poles as rungs. Secure the rungs with marlinspike hitches.



Marlinspike hitch

Rungs should be 1 foot apart. The team then secures the ladder to a tree limb not more than 10 feet above the ground. If desired, the team can stake the bottom to the ground. When the ladder is secure, all members climb, one by one, and touch the tree limb. The team with all members up and down the ladder in the fastest time wins.

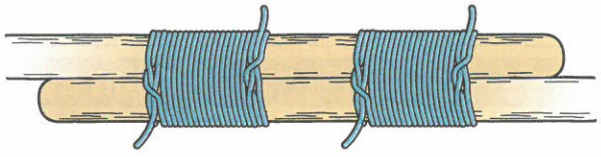
Move the Weight

If the campsite has a very heavy weight on the ground that a team can't lift (a huge log, perhaps), have a timed contest in which teams try to move it using rope tackle, as shown in the Pioneering merit badge pamphlet. The first team to move the weight 6 feet is the winner.

Flagpole Raising

Equipment: For each team, five Scout staves (or hoe handles), one flag, eight pieces of sash cord, three wooden stakes, one mallet for driving stakes, and three guylines about 18 feet long

How to play: The teams line up, each with four staves and their flag attached to the fifth stave. On signal, the Scouts use the sash cord to lash their five staves together using round lashes. Next, they attach the three guy lines about two-thirds of the way to the top, raise the pole, and stake down the guy lines so the pole stands vertically. When finished, the team forms a single line at the base of the pole and stands at attention.



Round lashing

Scoring: The first team to finish wins. In the event of a tie, the team with the tallest pole wins.

For other good games and contests, see the Games section of *Troop Program Resources* for Knot Hoop Relay, Knot-Tying Relay, Bow-Saw Relay, and Remote Clove-Hitch Tying.

E.D.G.E. Ideas

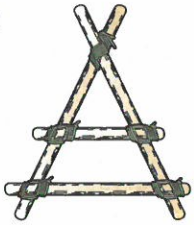
***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Show pictures and videos of pioneering projects.
- Explain the steps in building pioneering projects.
- Discuss project safety requirements.
- Explain how to do pioneering projects while following Leave No Trace principles.
- Teach the mnemonic device "Wrap thrice, frap twice."

DEMONSTRATE

- Demonstrate knot-tying by using large ropes of different colors.
- Demonstrate how to whip rope by whipping a large log with nylon cord.
- Build an A-trestle while other Scouts watch.



A-trestle

- Show techniques for coiling and throwing rope.

GUIDE

- Work one-on-one with Scouts as they learn knots and lashings. (Stand beside them rather than facing them.)
- Have Scouts build simple pioneering projects while you watch.
- Give feedback as Scouts tie knots and make lashings.
- After Scouts complete a pioneering project, encourage them to evaluate their own work. Are the lashings tight? Is the project sufficiently anchored? How much does it look like the model?

ENABLE

- Distribute diagrams or models of pioneering projects and have Scouts replicate them.
- Challenge Scouts to invent their own projects.
- Pair learners with new Scouts so that they can practice the EDGE method to teach the skills they've just learned.
- Play games that let Scouts put the skills they've learned into practice.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity	Weekend Activity
Pioneering boot camp—Spend a morning practicing pioneering skills, then test those skills in a catapult competition.	Pioneering field day—Spend the day building one or more major pioneering projects.	"Pionengineering" weekend—Spend the weekend creating innovative pioneering projects.

PIONEERING
Meeting Plan: Knots and Trestles

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Require each participant to tie a square knot in order to enter the meeting room. Teach the knot to those who don't know it.		
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Explain what pioneering is, and brainstorm types of pioneering projects.		7:10 p.m.
Skills Instruction 45 minutes	• Practice tying the square knot, clove hitch, two half hitches, and taut-line hitch. • Practice setting up a tarp using two half hitches and taut-line hitches.		7:20 p.m.
	• Practice square and diagonal lashings. • Build a trestle frame (a square frame with two diagonal supports, all lashed with square lashings except for a diagonal lashing in the center.)		
	• Inventory the unit's supply of pioneering poles and ropes. • Sort ropes by size and whip the ends of any that are fraying.		
Breakout Groups 10 minutes	• Discuss plans for the main event. • Review what personal and group equipment will be needed.		8:05 p.m.
Game 10 minutes	Play Knot Trail. (See *Troop Program Resources*.)		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PIONEERING
Meeting Plan: Tripods and Towers

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Using the EDGE method, demonstrate how to whip a piece of rope.		
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Show YouTube videos of one or two impressive pioneering projects.		7:10 p.m.
Skills Instruction 40 minutes	• Practice tying the timber hitch, bowline, and sheet bend. • Do Rescue-Carry Relay from *Troop Program Resources.*		7:20 p.m.
	• Practice shear, tripod, and round lashings. • Form teams and see which one can build a tripod fastest.		
	• Divide into teams and give each team an equal number of dowels and string. • See which team can build the tallest tower.		
Breakout Groups 15 minutes	• Begin meal planning and create a duty roster for the main event. • Practice for the game.		8 p.m.
Game 10 minutes	Play Log-Raising Relay. (See *Troop Program Resources.*)		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PIONEERING

Meeting Plan: Advanced Lashing, Part 1

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Challenge each arriving Scout to tie any three knots behind his back.		
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Have the group vote on which pioneering project(s) to build during the main event.		7:10 p.m.
Skills Instruction 45 minutes	• Learn how to do square lashings and diagonal lashings. • Experiment to discover how tight frapping and triangular shapes make structures stronger.		7:15 p.m.
	• Practice floor lashing. • Plan and begin building a camp table using floor lashing as the tabletop.		
	• Determine what pioneering materials will be needed for the main event. (See the *Pioneering* merit badge pamphlet.) • Make plans to secure the materials you don't have.		
Breakout Groups 15 minutes	• Finalize meal planning for the main event. • Practice for the game.		8 p.m.
Game 10 minutes	Play Knot Step Relay. Scouts line up against one wall of the meeting room. Leader calls out a knot, and Scouts try to tie it. Those who are successful move two steps forward. Continue until one Scout reaches the far wall.		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PIONEERING

Meeting Plan: Advanced Lashing, Part 2

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Challenge each arriving Scout to tie a one-handed bowline.		
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	• Demonstrate how to make rope. (See the *Pioneering* merit badge pamphlet.) • Brainstorm types of pioneering projects.		7:10 p.m.
Skills Instruction 35 minutes	• Learn shear, tripod, and round lashings. • Make a simple camp gadget such as a hand washing station.		7:25 p.m.
	Finish building the camp table begun last week.		
	• Using dowel rods and string, build a scale model pioneering merry-go-round. • Check the Internet for ideas.		
Breakout Groups 15 minutes	• Review plans for the main event. • Build trestle frames for the game.		8 p.m.
Game 10 minutes	Play Roman Chariot Race. (See *Troop Program Resources*.)		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 5 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PIONEERING

Main Event: Pioneering Boot Camp

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Spend a morning practicing pioneering skills, then test those skills in a catapult competition.

Equipment List	• Pioneering poles and rope • Plans for catapults • Water balloons • Buckets to hold water balloons • Work gloves • Lunch (decide on individual or group) • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find and reserve a location with plenty of open space. • Plan round-robin stations to review knots, lashings, and construction techniques. • Form teams or divide into patrols. Morning: Conduct round-robin to review skills. Afternoon: Build catapults and compete to see which team's catapult can send water balloons the longest distance. • Hold a reflection to discuss what went right, when went wrong, and what the Scouts learned.
Safety	Cell phones are a good idea as appropriate, and have a first-aid kit handy. Use the buddy system. Special concerns in pioneering include avoiding blisters and being careful carrying heavy poles.

Notes

PIONEERING

Main Event: Pioneering Field Day

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Spend the day building one or more major pioneering projects.

Equipment List	• Pioneering poles and rope • Plans for one or more pioneering projects • Work gloves • Lunch (decide on individual or group) • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find and reserve a location with plenty of open space. • Research plans for various pioneering projects (e.g., monkey bridge, signal tower, hourglass tower) and decide which one(s) to build. • Spend the day building the project(s) you chose. • Hold a reflection to discuss what went right, when went wrong, and what the Scouts learned.
Safety	Cell phones are a good idea as appropriate, and have a first-aid kit handy. Use the buddy system. Special concerns in pioneering include avoiding blisters and being careful carrying heavy poles.

Notes

PIONEERING

Main Event: "Pionengineering" Weekend

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self _____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Spend the weekend creating innovative pioneering projects.

Equipment List	• Pioneering poles and rope • Work gloves • Camping gear (individual and group) • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find and reserve a location with plenty of open space. • Form teams or divide into patrols • To practice pioneering skills, build camp gadgets (e.g., wash stands, shoe racks, gateways). • Provide teams a set amount of time to build the most creative pioneering project they can with the materials provided. • Hold reflection to discuss what went right, when went wrong, and what the Scouts learned.
Safety	Cell phones are a good idea as appropriate, and have a first-aid kit handy. Use the buddy system. Special concerns in pioneering include avoiding blisters and being careful carrying heavy poles.

Notes

RESOURCES AND REFERENCES

Books

Climbing and Rappelling and *Pioneering* merit badge pamphlets

Boy Scout Handbook

Troop Program Resources

Knots and How to Tie Them

Websites

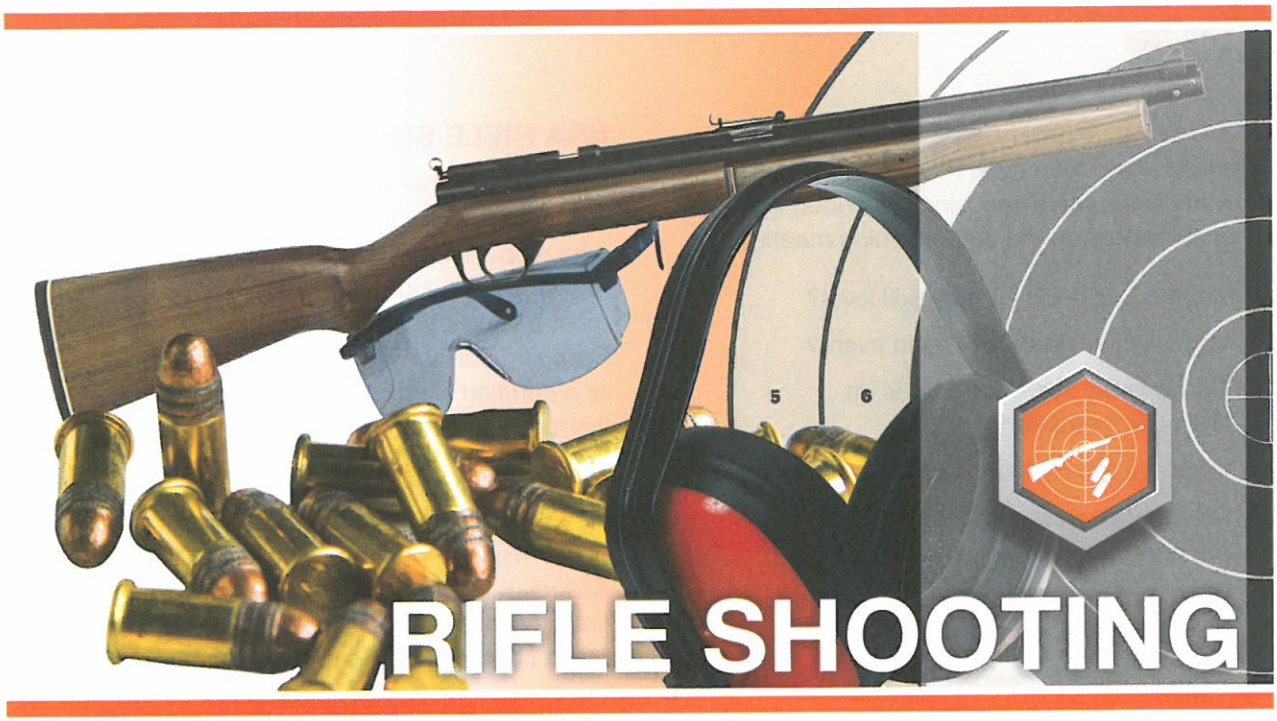
PioneeringProjects.org
Website: www.pioneeringprojects.org

Scout Pioneering
Website: scoutpioneering.com

Pioneering Made Easy
Website: www.pioneeringmadeeasy.co.uk

Related Program Features

Climbing and Rappelling, Engineering, and Project COPE



Ready, Aim, Fire

What does it take to be a great marksman? Have you ever given thought as to the many different choices of rifle shooting that are available? Do you know that rifle shooting is a recognized sport in the Olympics? Do you know that you, too, can earn awards and medals in rifle shooting with the Winchester/NRA Marksmanship Qualification Program along with the Rifle Shooting merit badge?

Rifle shooting offers you the ability to increase your skills and enjoy the exciting sport over a lifetime. The choices for different levels of rifle target shooting are endless. This program feature lets you and fellow Scouts learn how to become marksmen and enjoy the exciting sport of rifle shooting.

First you will need to understand the importance of how to safely handle a rifle by learning what the different parts of a rifle are and how they operate. As you master the fundamentals of shooting, your excitement will grow as your accuracy improves. Let's get started.

Objectives

This month's activities should:

- Teach Scouts how to handle guns safely.
- Help Scouts understand the parts of a rifle and different types of ammunition.
- Emphasize the importance of properly caring for firearms.
- Help Scouts build their self-confidence by learning new skills.
- Introduce Scouts to a potential lifelong hobby.

RELATED ADVANCEMENT AND AWARDS

- Rifle Shooting merit badge
- BSA Shooting Sports Outstanding Achievement Award
- NRA Outstanding Youth Achievement Award
- Winchester/NRA Marksmanship Qualification Program awards
- Shooting Sports Varsity Scout activity pin
- Ranger: Hunter elective and Shooting Sports elective
- Quest requirement 5

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing rifle shooting as your program feature during your planning meetings.

1. What is our unit's current skill level?
2. What will we do for our main event?
3. Do we know someone who is an NRA rifle instructor?
4. What are the BSA rules for handling firearms?
5. Do we have a copy of the current *BSA National Shooting Sports Manual* for reference?
6. What materials, firearms, and other equipment do we need for our demonstrations?
7. What location is needed for meetings—our normal meeting place or a shooting range?
8. Is there any cost factor involved?

THE SCOUT MARKSMAN'S CODE

In marksmanship, nothing is more important than safety. It is critically important to learn, practice, and respect *all* of the rifle safety rules.

A Scout:

- Always follows the rules for firearms safety.
- Accepts the responsibility that goes with the use and possession of firearms.
- Follows the laws that govern the use and possession of firearms in his community.
- Practices wildlife conservation.
- Follows the spirit and the letter of the game laws.
- Is especially careful to be a true sportsman when using firearms.

BSA RIFLE SHOOTING POLICIES

Unlike most other program features, rifle shooting requires certified instructors. The unit leader must take responsibility to assure that all instruction involving any handling of firearms or live ammunition must be supervised by a certified BSA National Camping School (NCS) shooting sports director or a certified National Rifle Association (NRA) rifle instructor or coach.

Instruction involving muzzleloaders must be supervised by an NCS shooting sports director or an NRA/National Muzzleloader Rifle Association (NMLRA)–certified muzzleloader firearms instructor. Shooting must be supervised by an NRA-certified range safety officer (RSO).

If instruction and shooting are to occur at the same time, both the RSO and qualified instructor must be present. The supervisor and instructor may not be the same person. Note that commercial shooting ranges may provide RSOs. See the Guide to Safe Scouting and the BSA National Shooting Sports Manual, No. 30931, for further details on shooting sports.

Boy Scouts are permitted to fire .22 caliber bolt-action, single-shot rifles; air rifles; shotguns; and muzzleloading long guns. Venturers and Sea Scouts may also shoot rifles, pistols, and revolvers of any caliber or action. An exception is they may not shoot fully automatic firearms.

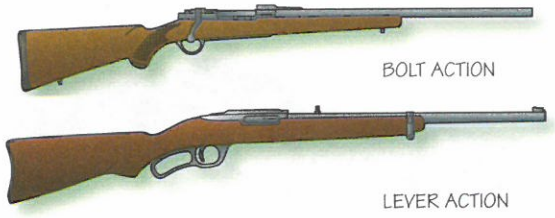
PARENTS CAN HELP WITH THE RIFLE SHOOTING PROGRAM FEATURE BY:

1. Teaching the safe handling of rifles (if they are NRA instructors)
2. Identifying a location for the main event
3. Providing transportation for the main event

Rifles

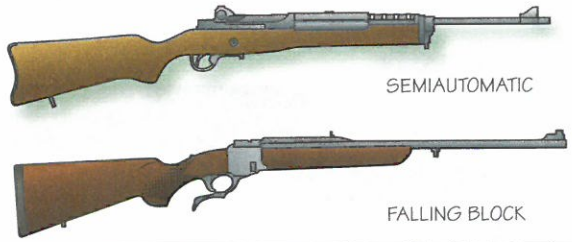
The following are standards established for rifles used in Boy Scouting.

1. Breech-loading rifles will be .22 caliber bolt-action, single-shot with removable magazines only. Tubular magazines are not permitted. They may be chambered for the .22 short, .22 long, or .22 long rifle, but not for the .22 WRF, which is a more powerful cartridge. Air rifles using pellets or BBs are also permitted.
2. Semiautomatic rifles are not permitted.
3. Rifles must meet the requirements for the conventional and international rifle shooting competitive programs. The trigger pull will be determined by the course of competition.



Common types of actions

4. Repeating rifles with a removable clip-type magazine are permitted but must be used as single-loaders.
5. All rifles used in BSA shooting sports must have a minimum trigger pull of 3 pounds and must be tested with a 3-pound weight or scale at least once a week while in use. If the trigger mechanism is activated by the 3-pound pull, the rifle must be removed from service.
6. Shooting safety glasses and hearing protection must be worn on rifle ranges.
7. Care must be taken to comply with federal, state, and local laws.



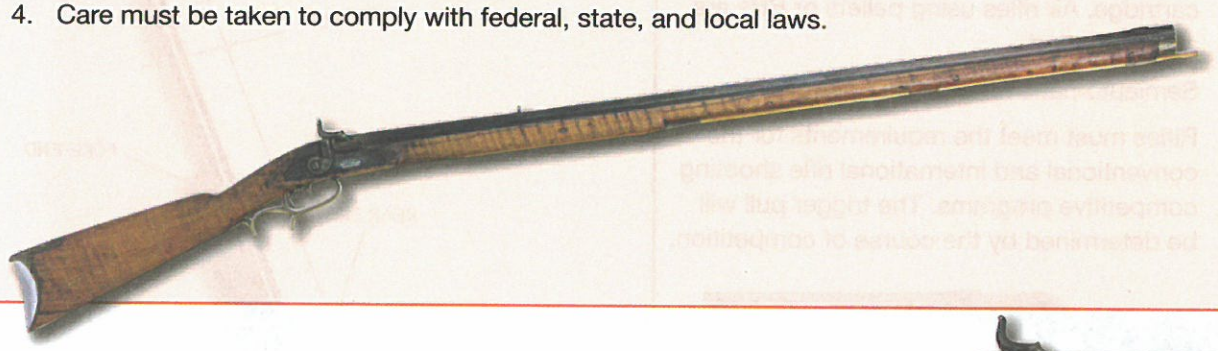
Parts of a Rifle



Muzzleloaders

The following standards for muzzleloading long guns are to be used by members of the BSA.

1. Muzzleloading rifles, including in-line rifles, must be recently manufactured, percussion-lock only. The BSA recommends .45 or .50 caliber. Rifles made by kits must be checked by a qualified gunsmith.
2. Recommended loads of black powder or Pyrodex® are not to exceed 1 grain per caliber; 35 grains is frequently sufficient for target shooting at close range.
3. Shooting safety glasses and hearing protection must be worn.
4. Care must be taken to comply with federal, state, and local laws.



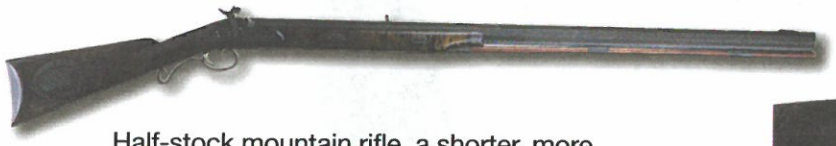


Pennsylvania long rifle, a full-stock firearm also known as the Kentucky rifle





A musket, a military-style firearm





Half-stock mountain rifle, a shorter, more easily portable design. The ever-popular Hawken-type rifles are included in this category.





In-line percussion muzzleloading rifle

RIFLE SHOOTING GAMES

Rifle Parts Relay

Equipment: NRA posters showing different parts of rifles for different action types or, if there is an NRA instructor available and the location permits, different rifles for the different skill levels

How to play: Teams line up relay-style at the opposite end of the room from the posters or rifles. On a signal, the first player on each team runs forward. The instructor or leader points to a specific part of a rifle and asks the Scout to name it or tell what it is used for. After the Scout answers, he runs back and tags the next player. Continue until time is called.

Scoring: Each correct answer is worth 1 point. The team with the most points at the end of the game wins.

Note: After the game, review any terms that Scouts seemed to have trouble remembering or understanding.

Kim's Game, Ammunition Edition

Equipment: Fifteen to 20 pieces of ammunition (pellets, BBs, .22 caliber dummy ammunition); there can be several of each type; paper and pencil for each team.

How to play: Ahead of time, put each piece of ammunition in a paper cup and line the cups up along a table. The Scouts walk along the table in single file and try to memorize the items they see in order without speaking or taking notes. Afterward, each team meets and writes down the list of items they saw. The team with the most accurate list wins.

Rifle Terms Matching

Equipment: For each team, two sets of 20 to 25 index cards—one set of rifle-shooting terms (one per card) and one set of definitions for those terms (one per card); see the *Rifle Shooting* merit badges pamphlet for possibilities.

How to play: Assign one judge to each team. Have each team shuffle all its cards together. On a signal, each team tries to sort its cards into matching term/definition pairs. When a team thinks it has succeeded, it asks its judge to check its work. The judge either confirms that the team has won or points out one (and only one) incorrect pair. Play continues until one team wins.

Note: The other teams can continue to work while a judge is checking his team's work. This should discourage teams from too quickly declaring that they are finished since they will lose valuable time while their judge is checking their work.

Catapults

Equipment: A toy catapult, slingshot, or balloon launcher for each team or Scout; see the *BSA National Shooting Sports Manual* for instructions on building a simple catapult.

How to play: Set up targets and take turns aiming at the targets.

Scoring: Award 1 point for each target hit or give points for shooting a projectile the longest distance.

Notes: Do not aim any shooting device at a person. Never shoot any projectile—even if it is soft or seems to be harmless—at or near people, animals, or personal property. This includes water balloons.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain three rules of gun safety.
- Explain why BB and pellet air guns must be treated with the same respect as other firearms.
- Discuss the need for eye and hearing protection.
- Give the main points of local laws for owning and using guns.
- Explain how hunting is related to the wise use of renewable wildlife resources.

DEMONSTRATE

- Show the different parts of the rifles.
- Display different ammunition types and show how to determine what is used for the different firearms.
- Demonstrate the different shooting positions.
- Show how to safely clean and store a firearm.

GUIDE

- Help Scouts determine their dominant eye for shooting.
- Have Scouts demonstrate the different shooting positions.
- At a shooting range, walk Scouts through the shooting process.
- Have Scouts clean firearms and explain how to properly store them.

ENABLE

- Have Scouts use the EDGE method to teach rifle terminology to a friend.
- Create coach/pupil teams where Scouts can help each other learn to get into different shooting positions.
- Have Scouts (under supervision) prepare a shooting range for use.
- Hold an open shoot where Scouts can practice the skills they've learned.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity	Weekend Activity
Open shoot: Spend a day at a shooting range working on basic technique or participating in the Winchester/NRA Marksmanship Qualification Program.	Marksmanship tournament: Compete to see who can earn the highest score in .22 rifle shooting.	NRA postal match and campout: Camp in a favorite spot and use part of the time working on the Rifle Shooting merit badge and shooting targets to be entered in an NRA postal match.

RIFLE SHOOTING

Meeting Plan: Safe Gun Handling

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, have them determine their dominant eye as follows: 1. Extend arms forward and form an opening between your hands. 2. With both eyes open, look at a distant object through the opening. 3. Bring hands to face while looking at the object. The opening will be aligned with your dominant eye.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	• Have an NRA instructor teach the fundamentals of safe gun handling. • Discuss the importance and uses and types of eye and hearing protection.		7:10 p.m.
Skills Instruction 25 minutes	Learn the parts of bolt-action rifles.		7:30 p.m.
	Learn the parts of bolt-action and semi-automatic rifles.		
	Learn the parts of multiple-action rifles.		
Breakout Groups 15 minutes	• Discuss plans for the main event. • Review what personal and group equipment will be needed.		7:55 p.m.
Game 15 minutes	Play Rifle Parts Relay (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plan for the next meeting and for the main event.		

*All times are suggested.

RIFLE SHOOTING
Meeting Plan: Ammunition

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite a local rifle enthusiast to set up a show-and-tell display of his or her equipment.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 30 minutes	• Have an NRA instructor teach about various types of ammunition, including pellets, BBs, and .22 caliber bullets. • Discuss the uses, advantages, and disadvantages of each type of ammunition, and discuss ammunition malfunctions.		7:10 p.m.
Skills Instruction 20 minutes	Learn how to properly load and unload a bolt-action rifle using dummy ammunition.		7:40 p.m.
	Review how to properly load and unload two types of rifles using dummy ammunition, BBs, or pellets.		
	Review how to properly load and unload two types of rifles using dummy ammunition, BBs, or pellets. Discuss the Rifle Shooting merit badge requirements related to misfires and failures.		
Breakout Groups 15 minutes	• Plan a cooking menu. • Begin meal planning and create a duty roster for the main event.		8 p.m.
Game 10 minutes	Play Kim's Game, Ammunition Edition (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

RIFLE SHOOTING

Meeting Plan: Shooting Skills

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, show Internet videos of trick-rifle shooting or Olympic rifle competition. Point out the different shooting positions shooters are using and ask how they might affect accuracy.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 20 minutes	Have an NRA instructor do the following: • Briefly explain the different types of shooting positions and how and when they are used. • Teach the commands used by a range officer.		7:10 p.m.
Skills Instruction 30 minutes	• Learn how to properly get into the bench rest position and when to use it. • Learn the five fundamentals of shooting a rifle safely.		7:30 p.m.
	• Learn how to properly get into the bench rest and prone positions and when to use them. • Learn the five fundamentals of shooting a rifle safely.		
	• Learn how to properly get into all shooting positions and when to use each. • Learn the five fundamentals of shooting a rifle safely.		
Breakout Groups 15 minutes	• Each group fills out a duty roster for upcoming campout. • Collect any permission slips required for shooting activities.		8 p.m.
Game 10 minutes	Play Rifle Terms Matching (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plan for the next meeting and for the main event.		

*All times are suggested.

RIFLE SHOOTING

Meeting Plan: Gun Care

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, have a gun enthusiast show rifles that have been mistreated or poorly cared for or that are otherwise unsafe to use.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	Have an NRA instructor discuss general principles of cleaning and properly storing firearms.		7:10 p.m.
Skills Instruction 30 minutes	Practice cleaning BB and pellet guns.		7:30 p.m.
	Practice cleaning .22 rifles.		
	Practice cleaning multiple-action rifles.		
Breakout Groups 15 minutes	Finalize plans for the main event.		8 p.m.
Game 10 minutes	Play Catapults (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plan for the next meeting and for the main event.		

*All times are suggested.

RIFLE SHOOTING

Main Event: Open Shoot

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 5 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Spend a day at a shooting range working on basic technique or participating in the Winchester/NRA Marksmanship Qualification Program.

Equipment List	• Proper firearms and ammunition • Hearing and eye protection • Targets • Cleaning supplies • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Identify a nearby rifle range the unit can visit (If it's not local, the field trip could easily be combined with a campout.) • Make arrangements to use the range. • Recruit a qualified range officer, as described in the *BSA National Shooting Sports Manual*. • Show the 30-minute safety briefing that is required for Level 2 rifle shooting. • Review the requirements for the Winchester NRA Qualification Program and challenge Scouts to pursue the 4-Position Rifle Qualification.
Safety	Follow regulations outlined in the *BSA National Shooting Sports Manual.* Cell phones are a good idea as appropriate, and have a first-aid kit. Use the buddy system.

Notes

An NRA rifle instructor and NRA range safety officer must be used for pellet gun shooting. A BB gun range master can be used for BB gun shooting only. Refer to the *BSA National Shooting Sports Manual* for detailed information on range supervision.

RIFLE SHOOTING

Main Event: Marksmanship Tournament

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 8 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Compete to see who can earn the highest score in .22 rifle shooting.

Equipment List	• Proper firearms and ammunition • Hearing and eye protection • Targets • Cleaning supplies • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Identify a nearby rifle range the unit can visit. (If it's not local, the field trip could easily be combined with a campout.) • Make arrangements to use the range. • Recruit a qualified range officer, as described in the *BSA National Shooting Sports Manual*. • Show the 30-minute safety briefing that is required for Level 2 rifle shooting. • Set up a tournament structure to allow Scouts to compete and see who is the best marksman. • Review the requirements for the Winchester/NRA Qualification Program and challenge Scouts to pursue the Light Rifle Qualification.
Safety	Follow regulations outlined in the *BSA National Shooting Sports Manual.* Cell phones are a good idea as appropriate, and have a first-aid kit. Use the buddy system.

Notes

An NRA rifle instructor and NRA range safety officer must be used for pellet gun shooting. A BB gun range master can be used for BB gun shooting only. Refer to the *BSA National Shooting Sports Manual* for detailed information on range supervision.

RIFLE SHOOTING

Main Event: NRA Postal Match and Campout

Dates_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Camp in a favorite spot and use part of the time working on the Rifle Shooting merit badge and shooting targets to be entered in an NRA postal match.

Equipment List	• Proper firearms and ammunition • Hearing and eye protection • Targets • Cleaning supplies • Food • Water • Camping gear (individual and group) • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find and reserve a campsite near a shooting range. • Set up a schedule that allows some Scouts to shoot while others work on requirement 1 for the Rifle Shooting merit badge. Rotate Scouts through the stations. • Designate a time for Scouts to shoot targets to be entered in a postal match. • Choose and cover a selection of Rifle Shooting merit badge requirements. • Take time during the day for hiking or other activities.
Safety	Follow regulations outlined in the *BSA National Shooting Sports Manual.* Have a first-aid kit. Cell phones are a good idea, and use the buddy system.

Notes

An NRA rifle instructor and NRA range safety officer must be used for pellet gun shooting. A BB gun range master can be used for BB gun shooting only. Refer to the *BSA National Shooting Sports Manual* for detailed information on range supervision. A postal match is one in which competitors fire on their home ranges using targets that have been marked for identification. The fired targets are then sent to the NRA for scoring and ranking for awards.

RESOURCES AND REFERENCES

Books

Archery, Rifle Shooting, and *Shotgun Shooting* merit badge pamphlets

BSA National Shooting Sports Manual

Websites

National Rifle Association
Website: http://www.nra.org

NRA Postal Matches
Website: http://postalmatches.nra.org

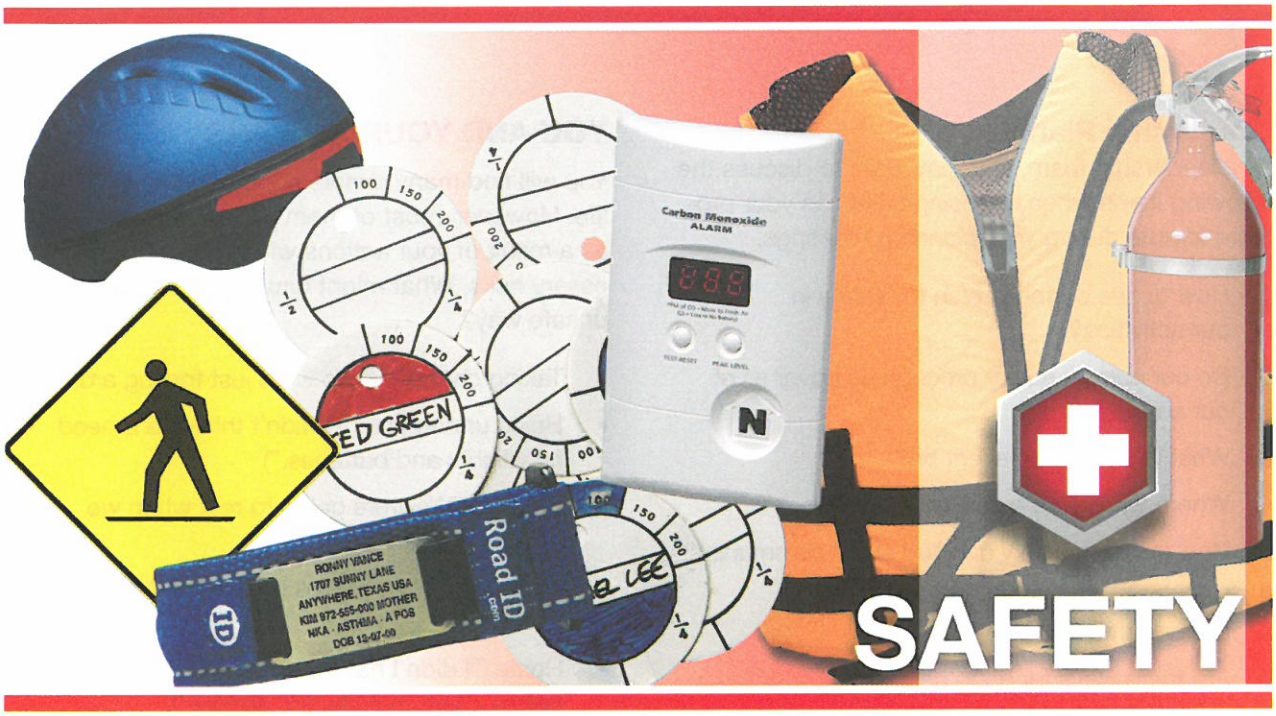
International Hunters Education Association
Website: http://www.ihea-usa.org

National Muzzleloading Rifle Association
Website: http://www.nmlra.org

National Shooting Sports Foundation
Website: http://www.nssf.org

Related Program Features

Archery and Shotgun Shooting



Be Safe, Have Fun

Somebody once asked Robert Baden-Powell, the founder of Scouting, what exactly Scouts should "be prepared" for. "Why, for any old thing," B-P replied. Safety is a way you can be prepared for any old thing that comes your way.

Safety is more than a set of rules. It's an attitude that makes you aware of potential problems so that you can prevent them. A police officer notices something suspicious about a car. A Scoutmaster sees that a pot of boiling water is close to tipping over. A Scout realizes that his family doesn't have an escape plan at home. Those little acts can help prevent major catastrophes—all because someone was prepared.

This month's meetings and main event will introduce you to several aspects of safety. You'll learn about safety in the home, on outings, and in public. You'll make the places safer where you spend time. And you'll connect with professionals who help make your community a safer place to live.

Objectives

This month's activities should:

- Teach Scouts that the pledge to "help other people at all times" requires skill as well as goodwill.
- Instill a good grasp of the fundamentals of public safety.
- Introduce Scouts to public safety professionals.
- Increase self-confidence in Scouts so they will be able to act rationally in emergencies.
- Teach the ability to evaluate a situation for safety.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 2
- Second Class requirements 3a, 7a, 7b, 7c, and 8a
- First Class requirements 3, 9a, 9b, and 9c
- Crime Prevention, Emergency Preparedness, Fire Safety, Public Health, Safety, Search and Rescue, and Traffic Safety merit badges
- Ranger: Emergency Preparedness core requirement 4

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing safety as your program feature during your planning meetings.

1. How do we currently plan for safety in our activities?
2. Do our current safety procedures cover all of our activities?
3. What will our main event be?
4. Where will we do our main event?
5. How is public safety handled in our community?
6. What agencies are concerned with public safety?
7. Are there ways for us to help?
8. How do businesses and organizations handle safety?
9. Which safety-related merit badges could we focus on this month?
10. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE SAFETY PROGRAM FEATURE BY:

1. Assisting in instruction
2. Providing transportation for the main event
3. Connecting us with safety agencies
4. Assisting in organizing a neighborhood watch

YOU AND YOUR ACTIONS

You will find many unsafe conditions in your daily life. However, most of them become hazards only as a result of your actions when you take unnecessary risks. What might cause you to act in an unsafe way?

- Taking chances ("We were just fooling around.")
- Being unprepared ("I didn't think we'd need flashlights and batteries.")
- Fatigue ("We were going to rest when we got there.")
- Overconfidence ("I was sure I could swim a mile.")
- Haste ("I didn't have time to find my goggles before using that electric sander.")
- Fear ("I was so scared, I couldn't move.")
- Excitement ("I was in a rush, so I forgot to buckle up.")
- Ignoring the rules or signs ("I didn't think the buddy system was all that important for swimming.")
- Not using common sense ("I didn't realize I had to know how to swim to use a canoe.")
- The lure of the forbidden ("I didn't know the gun was loaded.")
- Not taking responsibility ("No one ever told me that could happen.")



Accident Facts and Statistics

Do you feel safer riding in a car or flying in a plane? If you picked riding in a car, think again. Recent statistics show that passengers were 40 times more likely to die in a car crash than in a plane crash. This fact shows the importance of safety every time you ride in a car. Facts and statistics reveal potential risks and the importance of certain safety practices.

On average, there are 12 accidental deaths and about 1,000 disabling injuries every hour of every day. (A disabling injury is one that results in lost time in the victim's place of employment or that leaves the victim too injured to return to work.) About half of these deaths occur in motor vehicle accidents. More than a third of the injuries occur in the home.

Safety experts classify accidents in four broad categories: motor vehicle, work, home, and public. The public category includes accidents involving sports and recreation, swimming, and hunting. This category also includes air, water, and land transportation (such as planes, boats, and trains). It excludes motor vehicles and accidents in public buildings.



HAAP Media Ltd., courtesy



Attention, All Drivers

Drivers today face all kinds of distractions, from listening to music, sipping a soda, and mobile phones, to GPS devices and conversations with fellow passengers. All of these interfere and compete with a driver's attention and ability to respond to changing situations that could lead to an accident. Be safe by staying focused and concentrating on driving whenever you are behind the wheel. Be respectful of the driver when you are the passenger.

Mobile phones are a particularly widespread problem. Many states have now outlawed the use of a mobile phone and texting while driving. Even if your state or local area has no such law, make it a habit now to refrain from using your phone while driving, whether for talking or texting. It's one habit you will never regret.

Here are statistics given by the National Safety Council for 2007. Notice the differences in the numbers of deaths among the various causes.

DEATHS IN 2007 DUE TO EXTERNAL CAUSES*	
Cause	**No. of Deaths**
Motor vehicles	43,945
Poisoning	29,846
Falls	22,631
Choking	4,344
Drowning	3,443
Fires, flames, smoke	3,286
Mechanical suffocation	1,653
Natural heat/cold	1,020

***Source: National Safety Council. This table is simplified for clarity. Complete information is available at http://www.nsc.org/Documents/Injury_Facts/Injury_Facts_2011_w.pdf.**



Firearms Safety Awareness

If your family is among the 47 percent of households in the United States that keeps firearms in the home, help make sure all guns are kept secured, inaccessible to those who should not use them—especially young children and your friends who visit. Any ammunition also should be securely and separately stored. If you encounter a firearm, do not touch it. Report it to a responsible adult or law enforcement agent.



Prevent Poisoning

Many accidental deaths are due to poisoning. According to Safe Kids Worldwide, 9 out of 10 poisonings happen at home. Especially if you have younger siblings, Safe Kids Worldwide offers these precautions.

- Store all household products out of children's sight (eye level) and reach (low cabinets and shelves).
- Keep poisonous items in locked cabinets. This includes pods for the laundry and dishwasher that are often kept within easy reach for quick access.
- Store all medications—including vitamins and other supplements—out of children's reach and sight.
- Post the toll-free number for the Poison Control Center near phones and on your refrigerator. Put the number in your home and mobile phones. That number is 800-222-1222.
- If your house was built before 1978, there is a possibility lead paint was used. Ask your parent. Never attempt to remove lead-based paint; this is a job only a professional can do.

POISON CONTROL CENTER
Toll-Free 800-222-1222

SAFETY GAMES AND ACTIVITIES

Safety Skits

Equipment: None, although some props may improve interaction.

How to play: Split the group into teams and have each team develop a skit that outlines a safety principle. The skits can depict the right way or the wrong way to act in a given situation as long as the safety principle is clearly demonstrated. Teams should be encouraged to use as much creativity as possible.

Safety Trivia Game

Equipment: A Jeopardy-style game board with category names and cards of varying values; a flyswatter for each team; a projector and screen (optional). On the back of each card should be a safety-related question drawn from the previous week's meeting or from one of the safety-related merit badges you are working on.

How to play: Split the group into teams and give each team captain a flyswatter. The captains sit around a table within arm's length of each other. On your signal, the captains "swat in" by hitting a designated spot on the table with their flyswatters. The team whose flyswatter is on the bottom controls the board and chooses a category and point value. If the team can answer the chosen question correctly, it earns the points shown on the card and chooses another question. If not, the other teams swat in and try to answer. Play continues until time is called or all questions have been answered.

Variation: To increase fun and learning potential, throw in a few bonus questions that lead to the host showing a picture or video and giving all teams a chance to answer by writing responses on paper.

Safety Charades

Equipment: None, although some props may improve interaction.

How to play: Split the group into teams and have each team develop a scenario that outlines a safety principle. Have the other teams try to figure out what principle is being demonstrated or violated in the scenario.

Fire! Drill

Equipment: Paper and pencil to sketch out an escape plan.

How to play: As a group, create a fire drill plan from your meeting place. Sketch a floor plan; include and label all the nearby rooms, doors, and windows, as well as what is under the outside windows. Include notes on things like flower boxes attached to windows, roof overhangs, and bushes. Decide on the primary exits (doors, hallways) that would normally be used. Draw a solid line from the meeting room to the nearest and most direct outside door. Next, draw a dotted line for the secondary exit—the nearest opening that goes directly to the outside. This might be a window. If it's a window high above the ground, you will need to plan to use an escape ladder or find a way to climb out safely onto a roof and then down to the ground, or wait for firefighters to rescue you. Next, decide on a meeting place outside, away from the structure and near the road but not in it. It can be a landmark, like a tree. Choose a calling place from which the fire department can safely be called, such as a neighbor's phone. Even though many people now carry a mobile phone wherever they go, in an emergency you will not have time to grab it.

It's now time to practice your escape plan! Pretend your group is having a meeting. Have someone set off the "alarm" (use your mobile phone if you have one) or yell, "Fire!" These are the signals for everyone to get moving. Get down on your hands and knees and crawl as if there were smoke or fire. Have drills using both the primary and secondary exits. After the drills, evaluate the plan. Find out whether anyone had problems using the secondary exits, if everyone arrived at the meeting spot, and if the calling place was available. If any part of the plan did not work well, test and implement other methods until everything goes smoothly.

Variation: Surprise participants by having an unannounced fire drill at a future meeting.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain what safety is.
- Introduce the Guide to Safe Scouting.
- Explain the buddy system.
- Discuss Internet safety and BSA Youth Protection online.
- Invite someone from your chartered organization to explain BSA safety policies and procedures.

DEMONSTRATE

- Set up scenarios of unsafe practices around the home.
- Have a show-and-tell with a police car, fire truck, or ambulance.
- Arrange a behind-the-scenes tour of a public safety agency.
- Show internet videos on topics like escaping from a burning building.
- Invite a police or fire Explorer to demonstrate some of the skills he or she has learned.

GUIDE

- Have Scouts discuss areas of the home where accidents can occur.
- Have Scouts research safety topics online.
- Quiz scouts on public safety topics.
- Guide a discussion on ways to protect yourself from crime.
- Help Scouts research careers in safety.

ENABLE

- Have Scouts set up safety displays at a mall or shopping center.
- Have Scouts act out safety situations.
- Encourage Scouts to conduct safety surveys of their homes or your meeting place.
- Find roles that Scouts can play in enhancing public safety, such as painting house numbers on curbs or making sure fire hydrants are visible.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day or Overnight Activity	Overnight Activity
Safety fair—Create a safety display at a mall or shopping center. Show a floor plan of the building, point out exits, and discuss evacuation procedures. Display safety and crime prevention information.	Behind-the-scenes safety weekend—Tour one or more public safety agencies, attend an emergency response festival, or participate in a citizen-training program offered by a public safety agency. Add a night or two of camping to round out the weekend.	Go big safety weekend—Plan a trip to a major sporting event or community festival. Arrange for a behind-the-scenes look at how safety is handled for a large event. If possible, find ways that Scouts can serve as part of the safety team.

SAFETY

Meeting Plan: Safety in the Unit and the Home

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set up scenarios demonstrating common unsafe practices around the home (such as electric cords strung across a hallway, a rake lying on the ground with its tines up, and a ladder propped precariously against a wall). As Scouts arrive, have them evaluate and correct the problems they see.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Have different youth instructors give five-minute overviews on: • Definition of safety • How safety is currently handled in your unit • Where Scouts can get more information on unit safety (especially the *Guide to Safe Scouting*)		7:10 p.m.
Skills Instruction 30 minutes 	• Review the buddy system. • Discuss common areas of the home where accidents can occur and their prevention.		7:25 p.m.
	• Review the skills above. • Identify potential hazards for an overnight outing. • Discuss transportation safety for outings.		
	• Review the skills above. • Identify potential hazards for trips that leave the country and how those hazards can be reduced.		
Breakout Groups 10 minutes	• Younger Scouts work on basic Scout skills related to safety. • Older Scouts work on a safety-related merit badge • Review the last main event and discuss what would have made it better.		7:55 p.m.
Game 20 minutes	Play Safety Skits (described earlier).		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SAFETY
Meeting Plan: Areas for Public Safety

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Arrange for a fire truck or patrol car to come to the meeting place. Ask a firefighter or police officer to explain safety procedures for home or car.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 20 minutes	Have a guest expert discuss the following: • The importance of public safety in the community and nation • How public safety is handled through the coordination of individuals and agencies		7:10 p.m.
Skills Instruction 15 minutes	• Discuss the role of citizens, including youth, in crime prevention. • Discuss Internet safety and youth protection online, including email and social media.		7:30 p.m.
	• Review the above skills, and identify potential risks involved in outings to public events. • Discuss how to protect yourself from crime at home, at school, in your community, and while traveling.		
	Review the above skills. Study the U.S. Department of Homeland Security's advisory system and the appropriate actions to take for each threat level.		
Breakout Groups 15 minutes	• Continue advancement work from last week. • Begin meal planning and create a duty roster for the main event.		7:45 p.m.
Game 25 minutes	Play Safety Trivia Game (described earlier).		8 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SAFETY
Meeting Plan: Safety Planning

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, have them work together to create lists of essential, important, and optional safety items that should be in every home. Write the lists on a dry erase board.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	Give instruction on the importance of safety planning, including ways a Scout can be prepared in the home.		7:10 p.m.
Skills Instruction 20 minutes	• Discuss the importance of illness prevention and health. • Discuss the five most common work-related injuries and their prevention.		7:25 p.m.
	• Review the above skills. • Teach the unit's event/trip safety parameters and planning process. • Talk with a police officer or city leader about how to develop a neighborhood watch program for your neighborhood.		
	• Review the above skills. • Discuss the logistics involved in providing safety for hotels, large public gatherings, and sporting events.		
Breakout Groups 15 minutes	• Continue advancement work from last week. • Finalize meal planning for the main event.		7:55 p.m.
Game 25 minutes	Play Safety Charades (described earlier).		8 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SAFETY

Meeting Plan: Public Safety Agencies

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Do one of these activities: • As Scouts arrive, show one of the instructional videos from www.Ready.gov or another safety website. • Have Scouts make a safety bulletin board by cutting out newspaper articles or printing out online articles dealing with public safety.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 20 minutes	• Have a guest speaker discuss public safety from the perspective of his or her agency. The focus could be on fire, police, water systems, transportation, or another area. • If possible, hold the meeting at that agency or arrange for a tour at a later date.		7:10 p.m.
Skills Instruction 20 minutes ●	• Discuss at least three career opportunities in the field of safety. • Go over the education, training, and experience required for these professions. • Discuss the role of police agencies in preventing crime (as opposed to investigating crime).		7:30 p.m.
■	• Review the above skills. • Pick a local company or agency that is dedicated to public safety. Do an in-depth analysis of how it contributes to public safety and what challenges it faces.		
◆	• Review the above skills. • Identify high-risk areas in national or local security (such as ports, airports, and high-rise buildings). Discuss the potential threats as well as the protocols in place to protect those facilities.		
Breakout Groups 10 minutes	• Finalize plans for the main event. • Give each group an assignment for the combined activity and have them prepare for their role.		7:50 p.m.
Activity 25 minutes	Hold a fire or tornado drill in your meeting place. If other groups are also meeting in the facility, try to coordinate the drill with them.		8 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SAFETY

Main Event: Safety Fair

Date(s)_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential Essential (Tier I)

Create a safety display at a mall or shopping center. Show a floor plan of the building, point out exits, and discuss evacuation procedures. Display safety and crime prevention information.

Equipment List	• Unit flag and American flag • Display boards • Literature to hand out • Floor plan for building • Lunch (decide on individual or group) • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Contact a local mall or shopping center and get permission to set up a display. • Collect literature from police and fire departments to distribute. • Obtain a floor plan of the building and find out about evacuation procedures. • Plan demonstrations or activities that will attract attention. • Create a schedule for staffing the display throughout the designated time period. • Put up posters at entrances to promote the display.
Safety	Follow the rules of the mall or shopping center. Cell phones are a good idea as appropriate, and have a first-aid kit. Use the buddy system.

Notes

SAFETY

Main Event: Behind-the-Scenes Safety Weekend

Date(s)_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day or overnight activity

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging Essential (Tier II)

Tour one or more public safety agencies, attend an emergency response festival, or participate in a citizen-training program offered by a public safety agency. Add a night or two of camping to round out the weekend.

Equipment List	• Pens and notebooks • Cameras • Camping gear as needed • Meal plan • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	Contact one or more public safety agencies to arrange tours or participation in citizen-training events. (Note that many police and fire departments have Explorer posts, which are part of the Boy Scouts of America and serve teens interested in public safety careers.) • Research other opportunities to go behind the scenes in public safety. • Set up a schedule that maximizes your time. • Encourage Scouts to do research ahead of time and prepare questions to ask during tours or programs. • If possible, add a camping component to the weekend and do activities like hiking or fishing.
Safety	Follow the direction of the agency to avoid interfering with operations. Cell phones are a good idea as appropriate, and have a first-aid kit. Use the buddy system.

Notes

SAFETY

Main Event: Go Big Safety Weekend

Date(s)_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced Essential (Tier III)

Plan a trip to a major sporting event or community festival. Arrange for a behind-the-scenes look at how safety is handled for a large event. If possible, find ways that Scouts can serve as part of the safety team.

Equipment List	• Camping gear • Meal plan • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Research sporting events and festivals that will take place in the coming weeks. • Contact the event organizers to find out who is responsible for safety. • Arrange behind-the-scenes tours before or during the event. Find out if Scouts can participate in the safety effort. • Find a campsite near where the event will occur. • Set up a schedule that includes time for fun activities and for working on safety-related merit badges.
Safety	Have a first-aid kit. Cell phones are a good idea., and use the buddy system.

Notes

RESOURCES AND REFERENCES

Books

Crime Prevention, Emergency Preparedness, Fire Safety, First Aid, Public Health, Safety, Search and Rescue, Traffic Safety, and *Wilderness Survival* merit badge pamphlets

Boy Scout Handbook

Websites

Federal Emergency Management Agency
Website: www.ready.gov

National Safety Council
Website: www.nsc.org

American Red Cross
Website: www.redcross.org

National Crime Prevention Council
Website: www.ncpc.org

U.S. Fire Administration
Website: www.usfa.fema.gov

Related Program Features

First Aid, Emergency Preparedness, and Wilderness Survival



Reasoning, Hypothesis, Experimentation

Some kids know that one of the best ways to irritate their parents is to ask a bunch of questions: What is air? How does electricity work? Why do balls bounce? Why can't I fly? Why can't dogs talk? How does gravity work? Why is snow white when water isn't? What is lightning? What is thunder?

Scientists are a lot like those little kids. They are curious, and they ask hard questions that have been perplexing people for years. But then they do something else: They find answers. They develop hypotheses (possible answers) and then set out to prove those hypotheses through observation and experimentation. Their answers might just add to humanity's knowledge base, but on occasion, their answers lead to breakthroughs in medicine, technology, space travel, and many other fields.

This month, Scouts will get a taste of what it's like to be a scientist. The unit's weekly meetings will be full of engaging experiments, while the main event will take the unit out into the world of science. Who knows? Some Scouts may even decide that asking—and answering—questions is something they want to do for the rest of their life.

Objectives

This month's activities should:

- Define what science is
- Help Scouts understand careers that use science
- Help Scouts understand and demonstrate the scientific method
- Help Scouts understand the different sciences, or "-ologies"
- Relate science to science fiction
- Encourage Scouts to earn the Nova and Supernova awards

RELATED ADVANCEMENT AND AWARDS

- Merit badges: Animal Science, Chemistry, Energy, Environmental Science, Geology, Insect Study, Mammal Study, Medicine, Nature, Nuclear Science, Oceanography, Plant Science, Reptile and Amphibian Study, Soil and Water Conservation, Space Exploration, Veterinary Medicine, Weather
- Nova and Supernova awards

LEADERSHIP PLANNING

As a leadership team, you may want to discuss the following items when choosing science as your program feature during your planning meetings.

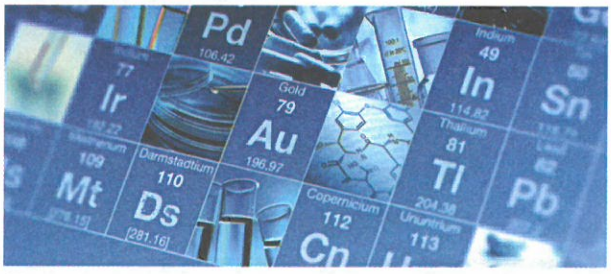
1. Choose a main event.
2. Is there a science museum nearby?
3. Is there a science fair in the near future?
4. What are the travel demands for the main event?
5. Will the main event be an overnighter?
6. What science fiction movie/show will we watch?
7. Who will present the instruction portions?
8. Where will we do our main event?
9. How can we involve parents?
10. What science-related merit badge should we focus on?
11. To meet our needs, what should we change in the sample meeting plans?

Parents can help with the Science program feature by:

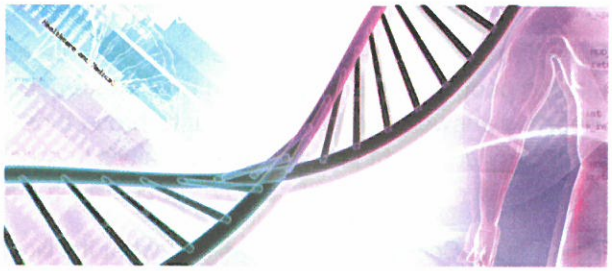
1. Sharing their expertise
2. Providing transportation for the main event
3. Providing materials for the chemistry, biology, and physics experiments
4. Supplying catapult materials (such as Tinkertoys®)

THREE AREAS OF SCIENCE

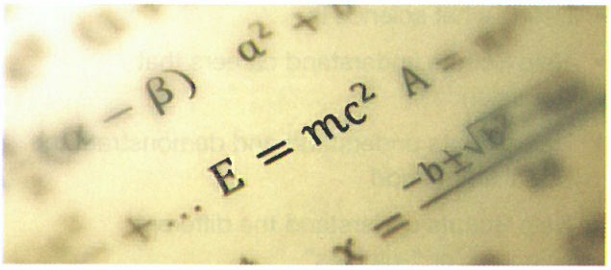
Science is the study of the structure and behavior of the physical and natural world through observation and experimentation. Because science studies literally everything, scientists specialize in many areas. Although some specialties overlap, all sciences tend to focus on one area of the chemical, living, or physical world.



Chemistry deals with the identification of the substances of which matter is composed, the investigation of their properties, and the ways in which they interact, combine, and change.



Biology is the study of living organisms, divided into many specialized fields that cover their morphology (form and structure), anatomy (the branch of morphology that deals with structure), physiology (function and activities), behavior, origin, and distribution.



Physics is the scientific study of matter and energy and how they interact with each other. Physics often explains the fundamental mechanisms of other sciences.

SCIENCE GAMES

Match the "-ology"

Equipment: 5-by-7 cards with one word on each to make science pairs: geology/rocks, biology/living things, cardiology/heart, zoology/animals, etc. (See "Scientific Specialties" below for ideas.)

How to play: Shuffle the cards; have each player take one without looking at it. When told to begin, each player tries to find the person with the corresponding card. Points can be awarded individually or by teams; 1 point per correct match.

Sci-fi Trivia

Equipment: A list of sci-fi trivia questions and answers. Find questions and answers through an Internet search or create your own.

How to play: Two options—teams take turns answering questions OR players write the answers on their own sheet of paper. The winner is the team or player with the most correct answers.

Variations: 1. Create a "Jeopardy!"-style game with multiple categories and escalating point values; 2. Let teams create and ask their own trivia questions, and award points when they stump the other teams.

Human Knot

Equipment: None

How to play: The group stands shoulder to shoulder in a circle. Players reach into the middle with both hands and grab two other hands at random, making sure they don't belong to the same person. Without letting go, the group untangles the "knot." Afterward, discuss what hypothesis, theories, and facts players used to get untangled.

Blind Cannon

Equipment: Blindfolds and large, heavy sponges (dampen them to give them more weight)

How to play: Two teams face each other across "no man's land," about 15 feet apart. (Determine a distance based on how far a sponge can be thrown.) Each team has one general and one or two "cannons"—blindfolded players who throw sponges. The generals stand still on their respective sides of the playing field and give direction to their cannons. The cannons try to strike the opposing generals with their sponges. Other players collect sponges and return them to the cannons. The last general standing wins.

Marshmallow Catapult Contest

Equipment: Materials to make a catapult, a bucket for a target, and marshmallows as ammo. Tinkertoys work well for catapults, but with a little imagination other materials can be used.

How to play: Each player or team creates a catapult that can shoot marshmallows at a bucket placed across the room. The person or team to get the most marshmallows in the bucket wins.



SCIENTIFIC SPECIALTIES

The suffix "-ology" means "the study of." Words formed with this suffix describe the study of a particular subject. The areas of scientific studies are almost endless. Here are a few of the "ologies" and other scientific specialties.

Anthropology—the study of humans

Archeology—study of prehistoric peoples and cultures

Astronomy—the study of celestial bodies

Biology—the study of life

Cardiology—the study of the heart

Dermatology—the study of skin

Entomology—the study of insects

Ethnology—the study of cultures

Geology—the study of rocks and minerals

Hematology—the study of blood

Hydrology—the study of water

Ichthyology—the study of fish

Microbiology—the study of microscopic organisms

Oncology—the study of cancer

Neurology—the study of the nervous system

Paleontology—the study of fossils

Psychology—the study of the human mind

Radiology—the study of X-rays and their medical application

Seismology—the study of earthquakes

Toxicology—the study of toxins

Volcanology—the study of volcanoes

Zoology—the study of animals

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Define science.
- Discuss the three main areas of science.
- Define "-ology" and give examples.
- Discuss the scientific method and the difference between a hypothesis, a theory, and a law.
- Show a science video from the Internet that discusses a scientific principle.

DEMONSTRATE

- Conduct a live chemistry, biology, or physics experiment.
- Show a YouTube or other Internet video of a science experiment.
- Show why certain science fiction "facts" are impossible or implausible.
- Demonstrate a simple catapult.
- Show a sample science fair project.

GUIDE

- Have Scouts conduct a simple science experiment while you supervise.
- Lead a reflection on an experiment the Scouts have conducted.
- Watch as Scouts design and built catapults, offering guidance throughout the process.
- Have Scouts work through a step in developing a science fair project.
- Help Scouts identify scientists or groups the unit could work with for the main event.

ENABLE

- Challenge Scouts to develop science fair projects.
- Have Scouts watch a science fiction show and critique the false science principles it embraces.
- Encourage Scouts to pursue a Nova or Supernova award.
- Have older Scouts lead younger Scouts in science experiments.
- Have Scouts teach a Cub Scout belt loop like Astronomy or Science.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity	Overnight Activity
Science museum visit—Visit a science museum or aviation museum. Arrange ahead of time to talk with a docent or staff member about a science topic related to the museum's exhibits.	Science fair—Create tabletop displays that highlight a scientific topic and present it at a local science fair. Decide what prizes you would give if you were in charge. If you can't find a local science fair, hold your own within your unit.	Research project—Contact a local college or environmental agency and volunteer to assist in a research project. Possibilities include participating in a fish count or bird count, identifying trees, or assisting in a geological or archeological dig.

SCIENCE
Meeting Plan: What Is Science?

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show short science videos as Scouts arrive.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Discuss the following: • The definition of science • The suffix "-ology" and some specific "ologies" • The three main branches of science: chemistry, biology, physics		7:10 p.m.
Skills Instruction 45 minutes	Conduct these experiments and discuss the scientific principles involved.		7:15 p.m.
●	Chemistry: Combine baking soda and vinegar. Biology: Grow bean sprouts. Physics: Use levers and pulleys to move weights.		
■	Chemistry: Combine Mentos and diet soda. Biology: Chart each Scout's height and shoe size and look for correlations. Physics: Ricochet marbles off one another.		
◆	Chemistry: Make a battery. Biology: Breed fruit flies and discuss genetics. Physics: Create a dominoes chain reaction and measure how long it takes dominoes in different configurations to fall		
Breakout Groups 15 minutes	• New members practice basic Scout skills. • Older members choose a science-related merit badge or Nova award to work on together. • Review the last main event and discuss what could have made it better.		8 p.m.
Game 10 minutes	Play Match the "-ology" (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SCIENCE
Meeting Plan: Potential Energy

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Blind Cannon (described earlier).		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	• Teach the basics of projectile motion. • Explain how angle and force combine to launch projectiles. • Define projectile and projectile motion. • Discuss the difference between forward velocity and acceleration due to gravity.		7:10 p.m.
Skills Instruction 20 minutes	• On paper, design a basic catapult.		7:30 p.m.
	• Build the catapult you designed using material like Tinkertoys. • Practice loading and firing the catapult. • Keep a record of distance.		
	• On paper, design a catapult with adjustable elevation and force. • Using household items, build the catapult you designed. • Practice loading and firing the catapult. • Keep a record of angle, force, and distance.		
	• On paper, design a catapult with adjustable elevation and force. • Build the catapult you designed using dowels and lashings of string. • Practice loading and firing the catapult. • Keep a record of angle, force, and distance.		
Breakout Groups 15 minutes	• New members practice basic Scout skills. • Older members choose a science-related merit badge or Nova award to work on together. • Make plans for participation in main event.		7:50 p.m.
Game 20 minutes	Play Marshmallow Catapult Contest (described earlier).		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SCIENCE
Meeting Plan: Scientific Method

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Three-Person Tug-of-War (see *Troop Program Resources*).		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	• Define the scientific method. • Explain the difference between hypotheses, theories, and laws. • Compare and contrast experimentation and observation.		7:10 p.m.
Skills Instruction 30 minutes	• Design an inhabited base located on the moon or Mars.		7:30 p.m.
	• Discuss what theories and laws you need to consider. • Discuss sources of energy, construction process, life support, and purpose. • Draw or make a model of your base.		
	• Make a theory of how gravity works. • Discuss what scientific laws are involved in your theory. • Devise experiments that could test your theory. • Repeat this process for other topics.		
	• Research a modern scientific subject. • Find two competing theories and defend one of them in a debate. (This could be done in an ethical controversy format.)		
Breakout Groups 15 minutes	• New members practice basic Scout skills. • Older members choose a science-related merit badge or Nova award to work on together. • Make plans for participation in main event.		8 p.m.
Game 10 minutes	Play Human Knot (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SCIENCE

Meeting Plan: Science vs. Science Fiction

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Science Fiction Charades: Take turns acting out scenes from sci-fi movies or portraying familiar sci-fi characters.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 30 minutes	• Discuss how science fiction is often rooted in science fact. • Watch an episode of a sci-fi series like "Star Trek," "Doctor Who," "Stargate," or "Battlestar Galactica" (or part of a sci-fi movie).		7:10 p.m.
Skills Instruction 30 minutes	• Give examples of science fact in the show you just watched.		7:40 p.m.
	• Give examples of science fiction in the show you just watched. • What advances in science would be required to make the examples of science fiction into science fact?		
	• What scientific laws were used in the show you just watched? • Name something that was impossible. • Identify two examples of technological or scientific advances in the chosen show and discuss how they could come to pass.		
	• After watching the show, explain what was possible and impossible in the show. Share with the group what you learned. If you were a scientific consultant on this show, tell what changes you would suggest to make it more scientifically accurate.		
Breakout Groups 15 minutes	• New members practice basic Scout skills. • Older members choose a science-related merit badge or Nova award to work on together. • Confirm assignments for main event.		8 p.m.
Game 10 minutes	Play Sci-Fi Trivia (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SCIENCE

Main Event: Science Museum Visit

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Visit a science museum or aviation museum. Arrange ahead of time to talk with a docent or staff member about a science topic related to the museum's exhibits.

Equipment List	• Decided-upon uniform • Pad and paper for taking notes • Camera • Lunch (decide on individual or group) • Cell phones as appropriate • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Choose a science or aviation museum near you. • Research the hours of operation and cost. • Contact the museum to arrange to talk to a docent. • Explore the museum. • Select one exhibit that interests you and learn all you can about it. • After the group reassembles at a designated time, report to the others on what you learned.
Safety	Use the buddy system. Have a first-aid kit. Cell phones are a good idea.

Notes

SCIENCE

Main Event: Science Fair

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 8 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Create tabletop displays that highlight a scientific topic and present it at a local science fair. Decide what prizes you would give if you were in charge. If you can't find a local science fair, hold your own within your unit.

Equipment List	• Your science fair entry • Decided-upon uniform • Pad and paper for taking notes • Camera • Lunch (decide on individual or group) • Cell phones as appropriate • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find a science fair or contest in your area. • Determine the entry requirements. • Enter your group/individual project. • Set up and present your topic at the science fair. • Explore the other exhibits. • Decide who you would give awards to. • Participate in the awards ceremony. • After the group reassembles at the designated time, report to the others on what interested you the most.
Safety	Use the buddy system. Have a first-aid kit. Cell phones are a good idea.

Notes

SCIENCE
Main Event: Research Project

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Contact a local college or environmental agency and volunteer to assist in a research project. Possibilities include participating in a fish count or bird count, identifying trees, or assisting in a geological or archeological dig.

Equipment List	• Appropriate clothing • Equipment needed for research • Cell phones or two-way radios as appropriate • Computers, if needed • Power source, if needed • Camping gear as needed • First-aid kit • Meal plan • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Decide on an area of interest for the research project. • Contact colleges, universities, or environmental agencies for research opportunities. • Invite a researcher to visit with group. • Determine how your group will assist with the research. • Make appropriate assignments. • Consider safety needs. • Make plans to camp near the research site. • Work on research project as planned. • Submit research results and/or observations. • Follow up to find out when the research is published.
Safety	Identify possible risks of research activity. Have a first-aid kit and develop a plan in case a researcher needs medical assistance. Consider using two-way radios.

Notes



RESOURCES AND REFERENCES

Books

Animal Science, Chemistry, Nuclear Science, Plant Science, and *Space Exploration* merit badge pamphlets

Nova Awards pamphlets

Organizations and Websites

Chem4Kids.com
Website: http://chem4kids.com

***Science* journal**
Website: http://www.sciencemag.org

ItsNotMagicItsScience.com
Website: http://www.itsnotmagicitsscience.com

Science Friday
Website: http://www.sciencefriday.com

Related Program Features

Technology, Engineering, and Mathematics



SNOWBOARDING AND SKIING

Let's Go for a Ride!

How can you not be inspired by watching a skiing or snowboarding professional ripping a line of fresh powder across a snow-covered mountainside? When done properly, skiing and snowboarding allow a freedom and exhilaration not found with summer activities. As filmmaker Warren Miller has said, reaching the higher ground in life is looking inside yourself and pushing the limits to accomplish something you never thought was possible.

Skiing has long allowed people in northern countries the ability to get about in deep snow by staying on top of it rather than floundering in it. Skiing and snowboarding allow maximum progress in the winter with minimal exertion. Whether you use Nordic skis for a cross-country trek, snowboard and Alpine skis for downhill fun, or mountaineering skis for a backcountry adventure, snow sports are the best and most fun ways to get around in the snow.

Objectives

This month's activities should:

- Demonstrate the first-aid skills Scouts might need for injuries that could occur while skiing or snowboarding.
- Introduce the Your Responsibility Code for skiers and snowboarders.
- Help Scouts develop a fitness plan for winter sports.
- Teach Scouts what clothing is appropriate for winter conditions.
- Show Scouts how to fit and care for skiing and snowboarding equipment.
- Enable Scouts to plan and carry out a safe skiing/snowboarding main event.

RELATED ADVANCEMENT AND AWARDS

- Second Class requirement 2
- First Class requirement 3
- Camping and Snow Sports merit badges
- Cross-Country Skiing and Snow Camping Varsity Scout activity pins
- Ranger: Winter Sports elective
- Quest requirement 5

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing snow sports as your program feature during your planning meetings.

1. Which snow sports movie should we watch?
2. What should we do as our main event?
3. Where should we go for our main event?
4. What is our unit's skill level?
5. Where will we get equipment?
6. What costs will be involved (equipment rental, lift tickets, etc.)?
7. How can we involve parents?
8. Which parents can drive in the snow?
9. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE SNOW SPORTS PROGRAM FEATURE BY:

1. Sharing their skiing and snowboarding experience
2. Identifying consultants who can teach skiing/snowboarding skills
3. Providing transportation for the main event
4. Providing lunch and warm drinks

SNOW SPORTS INFORMATION

Your Responsibility Code

- Always stay in control, and be able to stop or avoid other people or objects.
- People ahead of you have the right of way. It is your responsibility to avoid them.
- You must not stop where you obstruct a trail or are not visible from above.
- Whenever starting downhill or merging into a trail, look uphill and yield to others.
- Always use devices to help prevent runaway equipment.
- Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
- Prior to using any lift, you must have the knowledge and ability to load, ride, and unload safely.

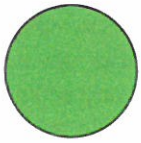
This code has been officially endorsed by the National Ski Areas Association, National Ski Patrol, Professional Ski Instructors of America, and the American Association of Snowboard Instructors.



Sticking to trails that are appropriate for your level of skill will help keep the slopes safe and enjoyable for all users.

Ski Signs

Like many outdoor activities, snow sports have their own set of signs and symbols. While the exact signs may vary from location to location, most of them will look like these.



The easiest trails at a particular ski area



Trails that are more difficult than easy ones



Trails that are the most difficult



Trails for experts only



Freestyle terrain

Avalanche Dangers

The possibility of avalanches causes serious concern for skiers or riders whose outings take them into snowy, mountainous regions. An avalanche occurs when snow breaks loose on a slope or when a cornice of snow collapses and tumbles down. Often the sliding snow carries debris such as rocks and tree branches with it.

Your greatest protection against avalanches is knowing where, how, and when they are likely to occur and then planning routes that avoid these danger spots. Indicators of danger include the following.

Steep terrain. Avalanches usually happen on slopes of 40 to 60 degrees.

Accumulations of new snow. Avalanches generally occur during or after a heavy winter storm. The danger of an avalanche remains high until the new snow settles, consolidates, and becomes stable.

Variations in the quality of snow layers, especially if one or more layers are airy, granular, or in slabs. A weak layer of snowpack can allow layers above to break loose and slide.

Be aware of sounds that suggest cracking or settling of the snowpack.

If, despite your preparations and judgment, you see an avalanche roaring toward you and you cannot get out of its path, jettison (ditch) your pack and your skis or snowboard. When the snow hits, move your arms and legs in a swimming motion to keep yourself upright, and try to keep your head above the surface. As the avalanches settles, push away any accumulation of snow from your face to form an air pocket that will allow you to breathe.

Should others in your party be caught in an avalanche, keep your eye on them as long as you can, and note the exact place you saw them last. Hopefully, they will be wearing avalanche beacons—battery-powered lights that emit a radio signal that can be picked up by the beacons of other group members—that will help you find them quickly. If not, listen for their voices and use your ski poles (grip side down) or a ski to probe the snow.

Search quickly. Your chances of saving a person decrease rapidly as the snow settles. When you find victims, use a sturdy short-handled shovel to free them, and then provide first aid for shock, hypothermia, and any injuries.

If you must cross the path of an avalanche, close up your clothing and put on your hat and gloves. Your chances of survival are much better if you stay warm. Wear a bright-colored avalanche cord. Tie one end to yourself and let the other end trail behind you. If your group has avalanche beacons, make sure you know how to use them and they are working properly.

Ski Lifts

Downhill skiers and snowboarders need a way to get to the top of the hill in order to come down. While this can be done by Sno-Cat, gondola, bus, and even helicopter, the most common method at most resorts is the ski lift. Rope tows, handle tows, T-bars, platter lifts, and chair lifts are all devices used to get riders to the top of the hill. The *Snow Sports* merit badge pamphlet is a great resource for learning more about these types of lifts.



Mountaineering and Backcountry Skiing

Mountaineering skiing combines the skills of downhill skiing with cross-country touring, while adding some of the skills found in mountain climbing. The skis used often employ attachable "skins" that allow them to grip the snow when hiking uphill. Mountaineering skis also may have convertible bindings that allow mobility while hiking but then lock down to allow the skier to ski downhill like an Alpine skier. While this type of skiing has been around for a long time, "split-snowboards" have been introduced recently that allow a rider to climb like a skier but come down as a snowboarder.

Backcountry skiing is considered to be skiing in remote regions outside ski area boundaries. You won't see a ski patrol, marked ski runs, grooming, snowmaking, or ski lifts. Backcountry skiing can be hazardous due to avalanche, exhaustion, weather, cliffs, rock fall, and tree wells, so advanced skills for handling these hazards are required.



SKIING/SNOWBOARDING GAMES

Ski Trail Signs Relay

Equipment: Two sets of index cards for each group. Each card in the first set should show a drawing of a trail sign; each card in the second set should show the meaning of a trail sign.

How to play: The teams line up in relay formation. The two sets of cards are placed about 25 feet in front of each patrol. The cards with the pictured trail signs are placed facedown; the cards with the definitions are spread out faceup. On a signal, the first Scout from each team runs to their sets of cards and draws one of the facedown cards. He then places it on the correct definition card, runs back, and tags the next Scout. Continue until all cards are matched.

Scoring: The first team to match all cards correctly wins.

Slalom Hop Relay

Equipment: Twenty feet of rope for each team

How to play: Lay the ropes in straight lines in front of the teams. Team members go down their rope by hopping from side to side over the rope, with legs and feet together. This action simulates the motion a slalom skier uses when racing through gates. After some practice, have a relay race.

Scoring: First team to complete the challenge wins.

Helmet Overtake

Equipment: Two skiing/snowboarding helmets

How to play: The members form one circle and count off. You must have an even number of players. All even-numbered Scouts in the circle form one team and all odd-numbered Scouts form the other team. Hand a helmet to Scout No. 1 and the other helmet to an even-numbered Scout on the exact opposite side of the circle. On signal, Scouts must pass—not throw—the helmets clockwise only to members of their own team (every other Scout). Both helmets will be traveling in the same direction.

Scoring: The object of the game is for one team to pass their helmet faster than the other team and eventually overtake the other team's helmet.

Ski Jacket Stretcher Relay

Equipment: Two staves, two winter jackets, and one inflated balloon for each group

How to play: This is not a speed relay. The groups line up in relay formation, with two "victims" in front of each. On signal, two members of each group run up with the blanket and two staves, make a stretcher, and put one victim on it. When the stretcher carriers are ready to lift the stretcher, the youth leader (or judge) places the inflated balloon on the victim. The carriers take the victim to the starting line without letting the balloon fall off. The victim may not hold on to the balloon. (The balloon ensures care rather than speed.) At the starting line, the carriers lift the victim off, and two other Scouts run up to make a stretcher for transporting the second victim.

Scoring: The team that most carefully transports both victims (without letting the balloon fall off) to the starting



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the importance of the buddy system while on the slopes.
- Explain why cotton clothing should be avoided.
- Discuss why layers of clothes are best.
- Explain the different skill levels for skiing and snowboarding.
- Describe how to transport skis and snowboards on a car.
- Explain how rope-tows and ski lifts work.
- Discuss the dangers of avalanches and what warning signs to look for; show a video of an avalanche.
- Describe common snow sports injuries.

DEMONSTRATE

- Show how to safely carry skis and snowboards.
- Demonstrate proper fit of boots, skis, and snowboards.
- Show warm-up stretches and fitness exercises.
- Show how to stand up with skis/snowboard on.
- Show an Internet video of how avalanche beacons work.
- Demonstrate care of fractures and sprains.

GUIDE

- Set up the buddy system for the main event.
- Guide Scouts through proper fitting of goggles and helmet.
- Have Scouts practice stretching and fitness exercises.
- Monitor Scouts as they put on equipment.
- Have Scouts practice getting on and off a lift.
- Watch Scouts as they practice turns and stops.
- Have Scouts practice making splints for injuries.

ENABLE

- Have experienced Scouts teach skiing/snowboarding skills to less experienced Scouts.
- Encourage Scouts to pursue an ongoing fitness program.
- Give youth leaders the tools needed to plan a skiing/snowboarding main event.
- Conduct a main event that lets Scouts choose their own difficulty levels.
- Let Scouts have fun while skiing or snowboarding.
- Encourage Scouts to pursue the Snow Sports merit badge.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity (possibly longer)	Back country Overnight Trip
Cross-country skiing day trip—Spend a day cross-country (Nordic) skiing on easy groomed trails. This activity is good for beginner skiers and is often less expensive than downhill skiing.	Downhill (Alpine) skiing and snowboarding—Travel to a downhill ski/snowboarding resort. Depending on the distance traveled, your group may want to consider a multiday excursion. Work on demonstrating and improving your skills. It is highly recommended that first-time skiers take lessons.	Mountaineering ski trip—Take a backcountry ski trip with mountaineering skis and skins. Use extreme caution in avalanche-prone areas. This activity should be combined with work on winter camping skills.

SNOWBOARDING AND SKIING

Meeting Plan: Snow Sports Overview

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play All Aboard: Scouts try to get on a 2-foot-square platform (or piece of poster board) without anyone touching the ground around it.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Introduce upcoming skiing/snowboarding activity. Show an appropriate video, such as a Warren Miller film (www.skinet.com/warrenmiller). • Introduce ski trail signs. • Discuss and determine each member's skill level.		7:10 p.m.
Skills Instruction 40 minutes ●	Cover the following skills: • Putting on equipment • Sidestepping • Getting up off the ground • Using rope tows		7:20 p.m.
■	• Review essential skills above. • Cover the following skills: techniques for parallel turns on skis; techniques for heel-to-toe turns on snowboard; getting on and off chairlifts		
◆	• Review essential and challenging skills above. • Cover the following skills: mogul techniques; christie turns on skis; riding fakie on a snowboard		
Breakout Groups 15 minutes	• Plan an upcoming snow sports activity. • Review the buddy system and ski trail signs.		8 p.m.
Game 10 minutes	Play Ski Trail Signs Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SNOWBOARDING AND SKIING

Meeting Plan: Winter Sports Skills and Fitness

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Balloon Battle Royale: Each player attaches an inflated balloon to his ankle with a 2-foot length of twine. The object is to stomp on other players' balloons while protecting your own.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Discuss the different types of ski lifts and rope tows that are used at the resort you are going to visit. • Learn how to get on and off the lift, and discuss lift-line etiquette.		7:10 p.m.
Skills Instruction 40 minutes ●	Learn and practice the following stretches: • Calf stretch • Hamstring stretch • Quad stretch • Lower back stretch		7:20 p.m.
■	• Review the essential warm-up stretches above. • Learn and practice the following strength-building exercises: leg squats, lunges, running in place, stair-step up		
◆	• Review essential stretches and challenging exercises above. • Plan and develop a fitness endurance program that might include running, cycling, and swimming.		
Breakout Groups 15 minutes	• Work on Scouts' skills as needed for next rank. • Plan the menu/meals for the main event.		8 p.m.
Game 10 minutes	Play Skip Hop Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team review plans for the next meeting and for the main event.		

*All times are suggested.

SNOWBOARDING AND SKIING

Meeting Plan: Care and Fitting of Equipment

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	If possible, meet at a local ski shop and spend preopening time browsing the merchandise.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Present and discuss the clothing, equipment, and other gear needed for winter sports. • Explain why clothes should be in layers and why cotton should be avoided. • Demonstrate how to safely carry the gear. • Discuss the importance of a helmet for preventing injuries.		7:10 p.m.
Skills Instruction 40 minutes	Learn how to properly fit boots, skis, and snowboards.		7:20 p.m.
	• Review fitting equipment. • Learn how to wax skis.		
	• Review fitting equipment. • With the help of a certified ski technician, learn the process of mounting and adjusting bindings.		
Breakout Groups 15 minutes	• Practice Scouts' skills as needed for next rank. • Determine specific equipment needs of group for main event.		8 p.m.
Game 10 minutes	Play Helmet Overtake (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SNOWBOARDING AND SKIING
Meeting Plan: Avalanche and First Aid

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show Internet videos of avalanches.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 10 minutes	Discuss the dangers of avalanches, including: • What to look for and how to avoid them. • What to do if you are caught in an avalanche • How to search for someone caught in an avalanche.		7:10 p.m.
Skills Instruction 40 minutes	Learn the first-aid procedures for: • Shivering • Sprains and strains		7:20 p.m.
	• Review the essential skills above. • Learn first-aid procedures for: hypothermia, fractures and splinting		
	• Review the essential and challenging skills above. • Learn the first-aid procedures for: severe hypothermia, fractures requiring traction splints, multiple casualties		
Breakout Groups 15 minutes	Complete final preparations for the main event.		8 p.m.
Game 10 minutes	Play Ski Jacket Stretcher Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SNOWBOARDING AND SKIING
Main Event: Nordic Skiing Day Trip

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 8 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Spend a day cross-country (Nordic) skiing on easy, groomed trails. This activity is good for beginning skiers and often is less expensive than downhill skiing.

Equipment List	• Proper layered clothing • Hat and sunglasses • Sunscreen • Skis, boots, and poles • Food • Water • Cell phone for emergencies • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Meet in a place appropriate for transportation to the ski site. • Arrive at the ski area with appropriate clothing and equipment. • Initiate the buddy system. • Enjoy a fun day on the trails. • Have a plan for emergencies. • Take time to enjoy lunch. • Return home.
Safety	For beginners, choose an easy terrain area. Avoid places with avalanche danger. Make sure drivers are comfortable with winter driving. Be aware of limits of cell phone coverage. Be sure to establish and maintain the buddy system.

Notes

SNOWBOARDING AND SKIING

Main Event: A Day (or More) of Downhill Skiing and Snowboarding

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Travel to a downhill ski/snowboarding resort. Depending on the distance traveled, your group may want to consider multiple days. Work on demonstrating and improving your skills. It is highly recommended that first-time skiers take lessons.

Equipment List	• Proper layered clothing • Helmet and goggles • Sunscreen • Skis/snowboards, boots, and poles • Food • Water • Money for lift tickets and lessons • Cell phones in case of emergency • Buddy list • If staying overnight, appropriate sleeping bag, sleeping pad, toiletries, extra clothes • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Determine the resort you will be visiting. • Decide if this requires overnight travel. • Arrive at the mountain with appropriate clothing and gear (or rent on arrival). • Initiate the buddy system. • Enjoy a fun day on the slopes. • Have a plan in case of injuries. • Have a designated time and location for meeting at the end of the day. • Transportation home.
Safety	Make sure drivers are comfortable driving in winter conditions. Establish and maintain the buddy system. Make sure everyone has a list of numbers to call in an emergency (in areas that have phone coverage). To avoid hypothermia, do not wear cotton clothing. Use only properly fitted equipment. Always wear a helmet.

Notes

SNOWBOARDING AND SKIING

Main Event: Backcountry Overnight Trip on Mountaineering Skis

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Take a backcountry ski trip with mountaineering skis and skins. Extreme caution needs to be used in avalanche-prone areas. This activity should be combined with work on winter camping skills.

Equipment List

- Avalanche beacons and probes
- Appropriate winter clothing
- Properly fitted boots and mountaineering skis
- Sunscreen
- Internal frame backpacks
- Winter sleeping bag and pad
- Camping gear (individual and group)
- Food
- Water
- Winter tents (unless using a snow cave)
- Cell phone or satellite phone for emergency communication
- Scout Basic Essentials (Review the list and take what you need.)

Activity

- Properly preplan the location.
- Research avalanche conditions.
- Check weather conditions before leaving (cancel or postpone the trip if not optimal).
- Transport to the snow zone.
- Trek into the camp area.
- Do other activities in the area as appropriate.
- Return to vehicle at designated times.
- Clean and put away equipment.

Safety

Acquire the assistance of an experienced consultant in the area of backcountry skiing and camping. Make sure everyone has appropriate clothing and winter camping equipment. Establish and maintain the buddy system. Monitor weather conditions before the trip. Cancel or postpone camping if not optimal. Be aware of avalanche danger—use avalanche beacons if available.

Notes

Start with easy, nearby locations at first. As skills increase, venture farther into the backcountry.

RESOURCES AND REFERENCES

Books

Snow Sports, Search and Rescue, and *Wilderness Survival* merit badge pamphlets

Bartelski, Konrad, and Robin Neillands. *Learn Downhill Skiing in a Weekend.* Knopf, 1992.

Bennett, Jeff, and Scott Downey. *The Complete Snowboarder.* McGraw-Hill, 1994.

Cook, Charles. *The Essential Guide to Cross-Country Skiing & Snow-Shoeing in the United States.* Henry Holt, 1997.

Endestad, Audun, and John Teaford. *Skating for Cross-Country Skiers.* Leisure Press, 1987.

Fellows, Chris. *Total Skiing.* Human Kinetics, 2010.

Gordon, Herb. *Essential Skiing: A Bible for Beginning Skiers.* Lyons & Burford, 1996.

Harb, Harald. *Harald Harb's Essentials of Skiing: The Fastest Way to Master the Slopes.* Hatherleigh Press, 2010.

LeMaster, Ron. *Ultimate Skiing.* Human Kinetics, 2009.

Sullivan, George. *Snowboarding: A Complete Guide for Beginners.* Cobblehill, 1997.

Teter, Hannah, and Tawnya Schultz. *Mastering Snowboarding.* Human Kinetics, 2012.

Vives, Jean. *The Alpine Ski Touring Handbook: Essential Skills for Backcountry Skiers.* Falcon Guides, 2013.

Volken, Martin, Scott Schell, and Margaret Wheeler. *Backcountry Skiing: Skills for Ski Touring and Ski Mountaineering (Mountaineers Outdoor Expert Series).* Mountaineers Books, 2007

Websites

American Association of Snowboard Instructors
Website: www.thesnowpros.org

Cross Country Ski Areas Association
Website: www.xcski.org

National Ski Areas Association
Website: www.nsaa.org

National Ski Patrol
Website: www.nsp.org

Professional Ski Instructors of America
Website: www.thesnowpros.org

Snowsports Industries America
Website: www.snowlink.com

United States Ski and Snowboard Association
Website: http://ussa.org

Related Program Features

Emergency Preparedness, First Aid, Wilderness Survival, and Winter Camping



Go Defense!

At some time in our lives, we all get a chance to participate in sports. Through hard work and talent, a few people get to be really good and end up on professional teams. What could be more fun than to go watch them play?

People have long gathered in large groups to watch key athletes compete. In Roman times, gladiators battled in the Coliseum. The Ancient Greeks' competitions inspired the Olympics. Today's professional athletes compete in giant stadiums and arenas to show off their athletic skills.

This module leads up to a trip to a sporting event. You'll learn about the sport, raise money for your trip, and explore safety and other issues. But most of all, you'll have fun and be inspired by the performance of great athletes.

Although this module focuses on a going as a group to a sporting event, its principles can be used to plan a trip to a rock concert, a political rally, or any other event where your unit will meet crowds of people.

Objectives

This month's activities should:

- Introduce Scouts to sports they may not know.
- Teach Scouts about the sport they are going to watch.
- Show Scouts how to stay safe in crowds.
- Reinforce first-aid skills useful in public settings.
- Teach Scouts what to do when they get lost.
- Teach Scouts about fundraising.

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1
- Second Class requirement 3a
- First Aid requirement 3
- Emergency Preparedness, Safety, and Sports merit badges
- Basketball, Soccer, Softball, Tennis, and Volleyball Varsity Scout activity pins
- Quest requirement 5

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing spectator sports as your program feature during your planning meetings.

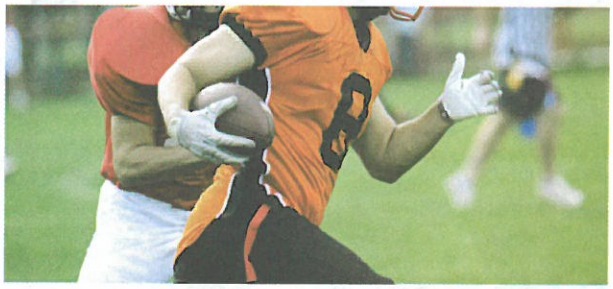
1. Which sport are we going to see?
2. Where are we going to go?
3. Who will get the tickets?
4. How much will the trip cost?
5. If someone gets separated from the group at the event, where will we meet?
6. Who has cell phones?
7. What uniform (if any) will we wear?
8. What special travel and housing arrangements should we make?
9. How can we incorporate Scout skills and advancement into the trip?
10. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE SPECTATOR SPORTS PROGRAM FEATURE BY:

1. Providing information on sports
2. Being a resource for tickets
3. Providing transportation for the main event
4. Funding this event for individual members

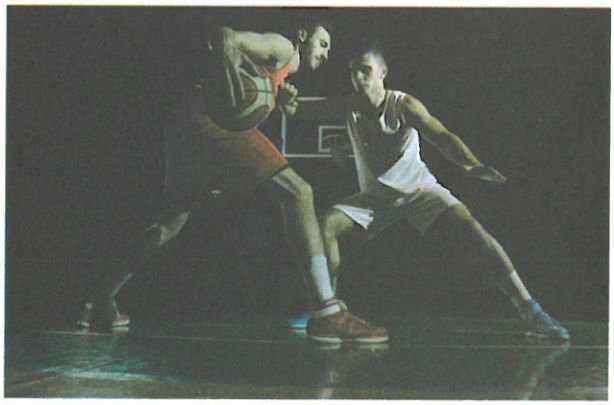
SPECTATOR SPORTS INFORMATION

Football



There are 11 players to a side, one team advancing an oval ball over a rectangular field while the other team tries to keep them from doing so. Touchdowns, field goals, passes, and penalties are all part of the fun. Don't get caught offsides or the penalty will cost you. This game combines well-thought-out plays with brute force.

Basketball



The object of this game is for a team to get a ball through a basket 10 feet off the ground, one, two, or three points at a time, while the opposition tries to keep them from scoring and will attempt to score themselves. If you want hustle, this the game for you. Five players on each side run up and down a wooden court, testing both skill and endurance. It's no wonder why this is one of the world's most popular sports.

Baseball



What begins with a head-to-head battle between the pitcher and the batter becomes an amazing, choreographed display of teamwork the second the ball comes into contact with the bat. Nine players on the field try to keep a handful of rotating players from running home. Watching a baseball game is as American as apple pie. Just wait for the seventh-inning stretch.

Hockey



The scores may not get very high, but the action is nonstop. As if trying to put a rubber puck with a wooden stick through a defended goal isn't hard enough, try doing it on ice skates. Two teams of six (five players and a goalie) provide one of the fastest-played games today. Hockey is a very physical sport, and referees are a little more lenient than other sports as tussles can occur. (Perhaps you have heard someone say they went to a fight and a hockey game broke out.) Just don't get sent to the penalty box.

Soccer



What Americans call soccer, the rest of the world calls football. And unlike in American football, soccer players use their feet all the time to advance the ball (along with their elbows, their heads, and any body part but their hands). Soccer is something like hockey played on grass, but without sticks. (Keep the grass and add sticks, and you have lacrosse or field hockey.) Don't get a red card, or you'll be out of the game.

Olympic Sports



Held every four years, the summer and winter Olympics bring together the top athletes from more than 200 nations to compete in a huge array of team and individual sports. The Olympic Games are considered to be the world's foremost sports competition. If you are lucky to view any of these events, you are sure to remember them for the rest of your life.

Leading up to the Olympics are the Olympic trials that determine who will represent their countries; these competitions offer more accessible alternatives to the Games themselves. Also, some Olympic sports have their own regional, national, and world championships.

Performing Arts

While sporting events are the struggles of the here and now, the performances of the arts are ones that endure over time. Performing arts include dance, music, opera, theater, magic, spoken word, circus arts, and musical theater. While it's all about showmanship, these performers train every bit as hard as the most elite athletes. For them, the world is a stage, and the show must go on.



Class Act

These rules of etiquette apply to all kinds of events and venues.

- When the national anthem plays before a game, show your respect by standing, removing your hat, and placing your hand over your heart. If you are walking when the anthem begins, face the flag and stand still until the completion of the anthem.
- Spectators should refrain from talking and using mobile phones while in the stands. If you must keep your phone turned on, put it in "vibrate" mode so you won't disturb others.
- Treat the opposing team and fans of the opposing team with respect; refrain from jeering and from throwing objects in the stands.

SAFETY IN PUBLIC SETTINGS

- Keep your eyes open for unattended packages and bags, and report them to authorities.
- Watch your bags, and don't accept packages from strangers.
- Always use the buddy system.
- Identify times and places for the group to reconvene.
- Be sure everyone has a list of cell phone numbers for the group.
- When you arrive at the venue, identify locations of emergency exits and first-aid stations.



SPECTATOR SPORTS GAMES

Can It

Equipment: Two No. 10 cans or coffee cans for each team; various objects, such as nails, sticks, pieces of string, stones, etc.

How to play: The teams line up in extended relay formation. The players sit down and extend their feet in front of them. Each team counts off with the same set of numbers, so that each Scout will share a number with one Scout from each of the other teams. One can is placed at each end of the team lines. Three objects are placed in one can of each team. The leader calls out a number and the name of an object. All Scouts who share that number race to the can, pick out the object named, transfer it to the can at the other end of the team line, and return to their places. An object can be called more than once, so when their number is called, the Scouts must know where to find the object. Scouts must keep track of objects as they are transferred from can to can.

Scoring: The first Scout back in his place with the object transferred wins 1 point for his team.

Blindfold Soccer

Equipment: Two soccer balls, blindfolds (one for every other player)

Object: Each team tries to kick the ball past the opponent's end zone as many times as possible.

How to play: Divide the Scouts into two teams. Each team then divides into pairs. One member of each pair is blindfolded. The game starts when the referee throws or kicks two soccer balls into the middle of the soccer field or playing area.

Rules:

1. Only the blindfolded Scout may kick the ball; the sighted Scout can only offer verbal directions to his partner.
2. Team members may not intentionally touch one another. Normal game contact is allowed as long as the touching is not used to direct a blindfolded participant.
3. There are no goalies.
4. If a ball is kicked out of bounds, the referee will throw the ball into the middle of the field and play resumes.
5. Any additional rules are at the discretion of the referee.

Scoring: Each successful kick earns 1 point for the team. The team with the most points at the end of the game wins.

Count Off

How to play: After you have determined your method for taking roll call, have the groups count off. Make sure that you not only practice lining up, but also practice with your eyes closed without getting in line. Work on counting off as fast as you can. Then try to do it backward. Remember that the most important thing is being accurate. A quick competition can be made by judging which group is the fastest and most accurate.

First-Aid Baseball

Equipment: Ten numbered cards (1 through 10), list of questions based on Tenderfoot, Second Class, and First Class first-aid requirements, piece of chalk

How to play: Draw a miniature baseball diamond on the floor with chalk. Line up one team behind home plate. The "umpire" (game leader) holds the cards in his hands. In turn, each Scout tries to answer a question given to him by the umpire. If the Scout gives the correct answer, he draws a card. He scores whatever hit is indicated on the card and becomes a base runner as in regular baseball. If he does not answer the question correctly, he is out. After three outs, the next team comes to bat.

Rules:

1. Card 2 is a double.
2. Card 6 is a triple.
3. Card 10 is a home run.
4. All other cards are singles.

Scoring: The team with the most runs after two innings is the winner.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the rules of each sport.
- Discuss the importance of the buddy system.
- Talk about what a suspicious package might look like.
- Explain the rules for fundraising.
- Show Internet videos of the teams or sports you're going to watch.

DEMONSTRATE

- Show hand signals the referees use.
- Show the steps in performing CPR.
- Show how to call for help. (Tip: Put a phone in speakerphone mode and call someone in another room who is playing the role of a 911 operator.)
- Invite a police officer to a meeting to demonstrate crowd-control techniques.

GUIDE

- Guide Scouts as they practice counting off.
- Help Scouts research ticket options for the main event.
- Facilitate a discussion of the importance of individual performance vs. teamwork in sports.
- Have Scouts come up with a plan for staying together as a group in a public setting.
- Have Scouts work together to collect cell phone numbers of those going on the main event.

ENABLE

- Have Scouts plan a fundraiser for the main event.
- Encourage Scouts to bring appropriate first-aid supplies to the main event.
- Invite a Scout who plays the sport you're going to watch to display his equipment or teach the group how to play.
- Encourage Scouts working on the Communication or Public Speaking merit badges to give their required speeches during the group instruction time.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day or Evening Activity	Multi-Day Activity
High school or local sports club game—Choose a local high school or club sporting event in your community. Football, basketball, baseball, and soccer are often good first events to visit as a group. Focus on the buddy system, and be prepared for emergencies as you enjoy the game with fellow troop, team, or crew members.	Professional sports event—Attend a professional sporting event. Learn the rules of the game, follow the careers of the stars, and see how your team is doing in the rankings. These venues are in big cities and may require overnight lodging. This type of event will very likely require fundraising. For an alternative to a sporting event, consider seeing a major concert, musical, or play.	Major sports tournament—Attend a multiday sporting event such as a college basketball tournament, national gymnastics championship, or the Olympics. This activity will require extensive planning and likely involve considerable fundraising. These are also the types of activities that will be remembered for a lifetime.

Note: As an alternative, these same skills can be used to go to a national jamboree, to a high-adventure base, or on an extended tour of a city like Washington, D.C.

SPECTATOR SPORTS

Meeting Plan: Rules of the Game

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show Internet videos of the teams or sports you're going to watch.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Have an introductory discussion about the sports event you are going to see. • Discuss which teams are playing, each team's standings in the rankings, and key players to watch.		7:10 p.m.
Skills Instruction 40 minutes	Review the basic rules of the sport including: • How each team scores • Who referees the game • What the penalties are • Hand signals and what they mean.		7:20 p.m.
	Discuss the strategies of the sport, including: • The role of coaches • Which plays they choose and why • How to plan a defense		
	Discuss the evolution of the sport, including: • How equipment has changed • The direction current players are taking the game • What the sport will look like in 20 years		
Breakout Groups 15 minutes	• Discuss what is needed for the upcoming main event. • Plan to use the buddy system.		8 p.m.
Game 10 minutes	Play Can It (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SPECTATOR SPORTS

Meeting Plan: Fundraising

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite someone who plays the sport you'll be watching (ideally a member of your unit) to display his equipment and discuss how it keeps him safe and helps him play better.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 5 minutes	Discuss what costs will be incurred for the event you are going to see. Include the following areas: tickets, transportation, lodging, and food. Make sure all participants understand how much the event will cost.		7:10 p.m.
Skills Instruction 45 minutes 	• Plan an easy fundraising activity such as participating in a council popcorn and camp-card sale. • Discuss who you will sell to and how to do it safely. • Identify the products and how to turn in the money.		7:15 p.m.
	• Plan a complex fundraising activity such as a Christmas tree sale, yard work parties, garage sale, etc. • Divide the activity into several tasks and make assignments. • Discuss the procedures and how the money is going to be divided.		
	Events that require extraordinary costs will require extraordinary fundraising, which may mean multiple fundraising events plus personal efforts. • Discuss each person's individual talents and how those can best be used to achieve the financial goal. • Make a plan to help each member succeed.		
Breakout Groups 15 minutes	• Identify the resources and needs each member of the group must be responsible for obtaining and making arrangements. • Begin planning for any group assignments for the main event, such as menus.		8 p.m.
Game 10 minutes	Play Blindfold Soccer (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event. If you haven't done so already, finalize the event budget so Scouts will know how much they need to raise and/or pay themselves.		

*All times are suggested.

Note: This week's plan can be used any time fundraising is needed during the year.

SPECTATOR SPORTS

Meeting Plan: Venue/Crowd Control

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Provide resources to help Scouts learn more about the event you'll be attending (sports columns, media guides, magazines, website). Hold an informal debate to determine which team will prevail.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	• Discuss the importance of the buddy system. • Discuss what issues can arise from large crowds. • Counting off is an easy way to know if everyone in your group is present. Discuss how that will be done. • Identify meeting locations and how to contact each other if you become separated.		7:10 p.m.
Skills Instruction 35 minutes ●	• Discuss the buddy system, and emphasize why you should never be left alone. • Discuss what you should do if you are separated from your group or buddy.		7:25 p.m.
■	• Discuss watching out for others and issues that can arise from large crowds. • Talk about how older members can watch out for younger ones.		
◆	• Discuss how you would keep your group together in case of a venue evacuation. Discuss where you would meet if the location you have chosen were no longer available. • Discuss venues in other cities and how plans would need to change if transportation arrangements fell through.		
Breakout Groups 15 minutes	• Assign each member a number to be used during roll calls at the event. • Update the event roster with cellphone numbers. • Continue plans for group participation in the main event.		8 p.m.
Game 10 minutes	Play Count Off (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SPECTATOR SPORTS

Meeting Plan: What to Do When Things Go Wrong

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show vintage Internet videos of the sport you're going to watch. Discuss how the sport has changed and how it has remained the same.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law		7 p.m.
Group Instruction 15 minutes	• Discuss as a group what dangers to look for in large crowds and how to deal with them. • Talk about what you would do in these cases: a suspicious or unattended package, severe weather, power outage, fire in a trash can.		7:10 p.m.
Skills Instruction 35 minutes 	• Discuss what basic first-aid skills might be needed when attending a sporting event and what first-aid supplies you might take with you. • Discuss where to get help at the venue.		7:25 p.m.
	• Discuss what you would do if someone had a heart attack. • Practice CPR skills.		
	• Imagine a major disaster (extreme weather, earthquake, terrorism) happening at the venue you are visiting. • List what could happen and discuss what you would do for each situation.		
Breakout Groups 10 minutes	• Decide on buddies for the main event. • Finalize details of group participation.		8 p.m.
Game 15 minutes	Play First-Aid Baseball (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SPECTATOR SPORTS

Main Event: High School or Local Sports Club Game

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Choose a local high school or club sporting event in your community. Football, basketball, baseball, and soccer are often good first events to visit as a group. Focus on the buddy system and be prepared for emergencies as you enjoy the game with fellow troop, team, or crew members.

Equipment List	• Group roster with cell phone numbers • Cell phones • Ticket to event • Spending money for food and souvenirs
Activity	• Meet at a designated place. • Transport to the venue via carpool. • Count off outside the venue. • Link into the buddy system. • Identify a meeting place. • Enjoy the event. • Meet at the designated place after the event and count off. • Return home. • Write thank-you notes as appropriate.
Safety	Always use the buddy system, and have cell phone numbers of leaders in case you are separated. Know the meeting place outside the venue. Be prepared with appropriate first-aid skills and supplies.

Notes

While it can be tempting to choose a familiar sport or popular team, Scouts may learn more by seeking out the unfamiliar. Less familiar sports may also be less expensive or even free. Some teams offer Scouts special deals and access during certain games. Research these opportunities before finalizing a date.

SPECTATOR SPORTS

Main Event: Professional Sports Event

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4+ hours (potential overnight if out of town)

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Attend a professional sporting event. Learn the rules of the game, follow the careers of the stars, and see how your team is doing in the rankings. These venues are in big cities and may require overnight lodging. This type of event will very likely require fundraising.

For an alternative to a sporting event, consider seeing a major concert, musical, or play.

Equipment List	• Cell phones • Food as appropriate • Roster of group with key leaders' numbers • Spending money for souvenirs • Tickets • Overnight bedding and clothes
Activity	• Raise money as needed. • Secure tickets. • Meet and transport to the venue. • Count off outside the venue. • Link into the buddy system. • Identify a meeting place. • Enjoy the event. • Meet at the designated place after the event and count off. • Return home. • Write thank-you notes as appropriate.
Safety	Always use the buddy system, and know the meeting place outside the venue. Have cell phone numbers of leaders in case you are separated. Be prepared with appropriate first-aid skills and supplies.

Notes

Ticket prices for sporting events can vary greatly depending on proximity to the field and other factors. Involve Scouts in selecting the tickets and discuss with them the relative worth of different tickets. Help them find the sweet spot between quality and cost. If possible, arrange to meet with a security official at the venue to learn how health and safety are handled.

SPECTATOR SPORTS

Main Event: Major Sports Tournament

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Multinight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Attend a multiday sporting event such as a college basketball tournament, National Gymnastics Championships, or the Olympics. This activity will require extensive planning and likely involve considerable fundraising. It could involve international travel. These are also the types of activities that will be remembered for a lifetime. Note that, as an alternative, these same skills can be used to go to a world jamboree, to a high-adventure base, or on an extended tour of a city like Washington, D.C.

Equipment List	• Cell phones • Food as appropriate • Roster of group with key leaders' numbers • Spending money for souvenirs • Tickets • Overnight bedding and clothes as needed
Activity	• Fundraise. • Meet and transport to the venue. • If air travel is required, have an airport plan. • Count off individuals. • Set up camp or arrive and check in at lodging. • Determine meeting places and times for various venues. • Use the buddy system and count off groups. • Watch the various events. • Return home. • Write thank-you notes as appropriate.
Safety	Always be aware of your surroundings, and always use the buddy system. Have cell phone numbers of leaders in case you are separated. If traveling internationally, be aware of appropriate customs and laws.

Notes

You are likely to have considerable downtime during multiday sporting events. Make plans to fill the time with touring, adventure, sports, and advancement activities.

RESOURCES AND REFERENCES

Books

Athletics, Emergency Preparedness, First Aid, Safety, and *Sports* merit badge pamphlets

Fischer, David. *The 50 Coolest Jobs in Sports.* Macmillan Reference, 1997.

Fortin, Francois. *Sports: The Complete Visual Reference.* Firefly Books, 2000.

Hammond, Tim. *Sports.* Dorling Kindersley Eyewitness Books, 2000.

Websites

American Sport Education Program
Website: www.asep.com

Institute for International Sport
Website: www.internationalsport.org

Major League Baseball
Website: www.mlb.com

Major League Soccer
Website: www.mlssoccer.com

National Basketball Association
Website: www.nba.com

National Football League
Website: www.nfl.com

National Hockey League
Website: www.nhl.com

U.S. Olympic Committee
Website: www.teamusa.org

Related Program Features

Cycling, Emergency Preparedness, First Aid, Safety, Skateboarding, Snowboarding and Skiing, and Soccer

APPENDIX

18-3 Blank meeting plan

18-4 Blank main event

If your unit has special interests, create a program feature using the blank meeting plan and main event.

18-5 Venturing Program Planning Chart

18-6 Budget Worksheet

Use this budget sheet to help plan the cost of a program feature.

18-7 Tour and Activity Plan

The tour plan is a checklist for best practices to be prepared for safe and fun adventure. Completing the tour plan may not address all possible challenges but can help ensure that appropriate planning has been conducted, that qualified and trained leadership is in place, and that the right equipment is available for the activity.

18-9 Acknowledgments

18-10 Photo and Illustration Credits

ANNUAL HEALTH AND MEDICAL RECORD

All participants must complete parts A and B of the Annual Health and Medical Record, No. 680-001, each year. Doing so will help ensure that the minimum standards for participation in various activities are met. Some activities will call for completion of the longer form. For the latest form and information, go to http://www.scouting.org/scoutsource/HealthandSafety/ahmr.aspx.

Meeting Plan: _____

Week __ Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening __ minutes before meeting			_____
Opening Ceremony __ minutes	Flag presentation Oath and Law Uniform inspection		_____
Group Instruction __ minutes	•		_____
Skills Instruction __ minutes 	•		_____
	•		
	•		
Breakout Groups __ minutes			_____
Game __ minutes			_____
Closing __ minutes	Announcements Leader's minute Closing		_____
Total 90 minutes of meeting			
After the Meeting __ minutes	Leadership team review plans for the next meeting and for the main event.		

*All times are suggested.

Main Event: _____

Date _____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity:

Budget: Completed _____ Approved _____

Camping: Duty roster _____ Menu _____

Transportation: Group _____ Self _____

Tour and activity plan: Completed _____ Submitted _____



Essential | Challenging | Advanced

Equipment List	•
Activity	•
Safety	

Notes

Crew _____

VENTURING PROGRAM PLANNING CHART

Charter Expiration Date _____

Month	Program Features				District/Council Activity	Special Events/ Holidays	Board of Review / Court of Honor	Crew Committee	District/Council Program Forum	Venturing Officers' Association (VOA)	Miscellaneous and Program Planning Date(s)
	Meeting 1	Meeting 2	Meeting 3	Weekend Activity							
Sept. 2011											
Oct. 2011											
Nov. 2011											
Dec. 2011											
Jan. 2012											
Feb. 2012											
Mar. 2012											
Apr. 2012											
May 2012											
June 2012											
July 2012											
Aug. 2012											

VENTURING PROGRAM PLANNING CHART (A program package item)

BOY SCOUTS OF AMERICA®

Boys' Life subscriptions expire two months after unit charter expiration.

331-019
2011 Printing

Budget Worksheet

Item	*Total Cost*	*Per-Person Cost*
Transportation This may or may not include meals. Check insurance coverage on packs and luggage if traveling by commercial carrier.		
Lodging Include cost of overnight stops to and from your activity, includinguser fees for public campgrounds.		
Meals Each individual can pay for his or her own meals en route, or meal expenses can be pooled. Include tips and snacks.		
Training Determine cost of meals and other costs for weekend training.		
Use or Participation Fees Many public areas may charge a use fee. Include fees such as tickets for ski lifts and sporting events. Find out how much these fees are and include them here.		
Insurance Include vehicle insurance and accident and sickness insurance if not already covered.		
Equipment Purchase or Rental Include purchase or rental of equipment such as tents, snowboards and boots, paddleboards, and life jackets.		
Side Trips and Tours Include costs of any special side trips or activities that are planned.		
Promotion Include costs of mailings, postage, special hats, or T-shirts.		
Contingency Allow for any unexpected expenditures, such as a vehicle breakdown necessitating another overnight stay. Refund at the end of trip if not used.		
Total		

TOUR AND ACTIVITY PLAN

Date _____

❑ Pack ❑ Troop/team ❑ Crew/Ship ❑ Contingent unit/crew
Unit No. _____ Chartered organization _____

Council name/No. _____/_____

District _____

Description of tour or activity _____

From (city and state) _____ to _____

Dates _____ to _____ Total days _____

Itinerary: It is required that the following information be provided for *each day* of the tour. (Note: Speed or excessive daily mileage increases the possibility of accidents.) Attach an additional page if more space is required. Include detailed information on campsites, routes, and float plans, and include maps for wilderness travel as required by the local council.

For office use
Tour and activity plan No. _____
Date received _____
Date reviewed _____

Council stamp/signatures

Date	Travel		Mileage	Overnight stopping place (Check if reservations are cleared.)	✔
	From	To			

Type of trip: ❑ Day trip ❑ Short-term camp (less than 72 hours) ❑ Other (OA Weekend, etc.) _____
❑ Long-term camp (longer than 72 hours) ❑ High-adventure activities ❑ High-adventure base _____

Party will consist of (number):	Party will travel by (check all that apply):
____ Youth—male ____ Youth—female	❑ Car ❑ Bus ❑ Train ❑ Plane ❑ Van ❑ Boat
____ Adults—male ____ Adults—female	❑ Other _____

Leadership and Youth Protection Training: Boy Scouts of America policy requires at least two adult leaders on all BSA activities. Coed Venturing crews must have both male and female leaders older than 21 for overnight activities. All registered adults must have completed **BSA Youth Protection training**. At least one registered adult who has completed BSA Youth Protection training must be present at all events and activities. Youth Protection training is valid for two years from the date completed.

Adult leader responsible for this group (must be at least 21 years old):

Name _____ Age _____ Scouting position _____

Address _____ Member No. _____

City _____ State _____ Zip code _____

Phone _____ Email _____ Youth Protection training date _____

Assistant adult leader name(s) (minimum age 18, or 21 for Venturing crews):

Name _____ Age _____ Scouting position _____

Address _____ Member No. _____

City _____ State _____ Zip code _____

Phone _____ Email _____ Youth Protection training date _____

Attach a list with additional names and information as outlined above.

❑ Our travel equipment will include a first-aid kit and a roadside emergency kit.

❑ The group will have in possession an **Annual Health and Medical Record** for every participant.

We certify that appropriate planning has been conducted using the **Sweet 16 of BSA Safety**, qualified and trained supervision is in place, **permissions** are secured, health records have been reviewed, and adult leaders have read and are in possession of a current copy of ***Guide to Safe Scouting*** and other appropriate resources. Any items needing attention will be resolved before the tour or activity date.

_____ Signature: Committee chair or chartered organization representative

_____ Signature: Adult leader

Unit single point of contact (not on tour)

Name _____ Phone _____ Email _____

Tour involves: ❑ Swimming ❑ Boating ❑ Climbing ❑ Orientation flights (attach **Flying Plan** required)
❑ Wilderness or backcountry (must carry **Wilderness Use Policy** and follow principles of **Leave No Trace**)
❑ Shooting ❑ Other (specify) _____

Activity Standards: Where swimming or boating is included in the program, **Safe Swim Defense** and/or **Safety Afloat** are to be followed. If climbing/rappelling is included, then **Climb On Safely** must be followed. At least one person must be current in CPR/AED from any recognized agency to meet **Safety Afloat** and **Climb On Safely** guidelines. At least one adult on a pack overnighter must have completed **Basic Adult Leader Outdoor Orientation (BALOO)**. At least one adult must have completed **Planning and Preparing for Hazardous Weather** training for all tours and activities. **Trek Safely** and Basic First Aid are recommended for all tours, and **Wilderness First Aid** is recommended for all backcountry tours.

Expiration date of commitment card/training (two years from completion date)							
Name	Age	Youth Protection	Planning and Preparing for Hazardous Weather	BALOO (no expiration)	Climb On Safely	Safe Swim Defense	Safety Afloat

Name	Age	CPR Certification/Agency	CPR Expiration Date	First-Aid Certification/Agency	First Aid Expiration Date

Name	Age	NRA Instructor and/or RSO	
		No. _____	❑ Rifle ❑ Shotgun ❑ Pistol (Venturing only) ❑ Range Safety Officer ❑ Muzzle-loading rifle ❑ Muzzle-loading shotgun
		No. _____	❑ Rifle ❑ Shotgun ❑ Pistol (Venturing only) ❑ Range Safety Officer ❑ Muzzle-loading rifle ❑ Muzzle-loading shotgun

Unauthorized and Restricted Activities: The BSA's general liability insurance policy provides coverage for bodily injury or property damage that arises out of an official Scouting activity as defined by the ***Guide to Safe Scouting.*** Volunteers, units, chartered organizations, and local councils that engage in unauthorized activities are jeopardizing their insurance coverage. PLEASE DO NOT PUT YOURSELF AT RISK.

INSURANCE

All vehicles MUST be covered by a liability and property damage insurance policy. The amount of this coverage must meet or exceed the insurance requirement of the state in which the vehicle is licensed and comply with or exceed the requirements of the country of destination for travel outside the United States. It is recommended, however, that coverage limits are a $100,000 combined single limit. Any vehicle designed to carry 10 or more passengers is required to have a $500,000 combined single limit. In the case of rented vehicles, the requirement of coverage limits can be met by combining the limits of personal coverage carried by the driver with coverage carried by the owner of the rented vehicle.

If the vehicle to be used is designed to carry more than 15 people (including the driver), the driver must have a valid commercial driver's license (CDL). In some states (California, for example), this policy applies to drivers of vehicles designed to carry 10 or more people.

All vehicles used in travel outside the United States must carry a public liability and property damage liability insurance policy that complies with or exceeds the requirements of that country. Attach an additional page if more space is required.

Name _____ CDL expires _____

Name _____ CDL expires _____

MAKE	MODEL	YEAR	NUMBER OF SAFETY BELTS	DRIVER/OWNER	VALID DRIVER'S LICENSE (Y or N)	LIABILITY INSURANCE COVERAGE
						Combined Single Limit

Acknowledgments

Many people were responsible for helping to develop and create these new program features. In particular, the Boy Scouts of America is grateful to the Program Features Task Force:

Chairman Jim Virgin, Vancouver, Washington, instructor, Northwest Adventure Education

Maggie Belli, Gastonia, North Carolina, 2006–2007 national Venturing president

Mathew McGroaty, Las Vegas, Nevada, 2009–2010 national Venturing president

John Washburn, Atlanta, Georgia, 2008–2009 Southern Region Venturing president

Brent Uberty, Salt Lake City, Utah, 2011–2012 Western Region Venturing president

Josh Kirby, Casper, Wyoming, national BSA Youth Development Committee

Wayne Huddleston, Papillion, Nebraska, national BSA Youth Development Committee

Tom Mann, Tampa, Florida, Southern Region Venturing coordinator, Area 4

Mark Ray, Louisville, Kentucky, freelance writer and editor

We are grateful to the following content providers, who helped develop the individual program features.

Camping: Jim Virgin, Vancouver, Washington, instructor, Northwest Adventure Education

Climbing and Rappelling: Annaliese Parker, Saratoga, California, 2013–2014 national Venturing president; Eric Hillyard, Portland, Oregon, SPRAT Rope Technician

Communication: Mark Ray, Louisville, Kentucky

Cycling: Gene Grant, Portland, Oregon

First Aid: Robin Virgin, M.D., FAAFP, Vancouver, Washington

Games: Mark Ray, Louisville, Kentucky

Geocaching: Jim Virgin, Vancouver, Washington, instructor, Northwest Adventure Education

Hiking: Tom Mann, Tampa, Florida

Outdoor Ethics: Scott Anderson, Westfield, New Jersey, Leave No Trace Master Educator

Paddle Sports: Robin Pope, Sylva, North Carolina, president and advanced whitewater kayak instructor trainer educator, American Canoe Association; Jim Virgin, Vancouver, Washington, vice president and whitewater kayak instructor, American Canoe Association; Jeremy Oyen, Renton, Washington, program manager, Outdoor Programs, REI Inc., and canoe instructor trainer

Pioneering: Mark Ray, Louisville, Kentucky

Rifle Shooting: Mark Belli, Gastonia, North Carolina, national Youth Program coordinator, National Rifle Association; Connie Elliot, Temperance, Michigan, chairman, BSA Central Region Shooting Sports

Safety: Mathew McGroaty, Las Vegas, Nevada, firefighter engineer and 2009–2010 national Venturing president

Science: Jim Virgin, Vancouver, Washington

Snowboarding and Skiing: Jim Virgin, Vancouver, Washington, instructor, Northwest Adventure Education

Spectator Sports: Jim Virgin, Vancouver, Washington

Photo and Illustration Credits

Cover: *Cycling,* BSA file; *paddleboarding,* BSA/Trey Spivey; *ga-ga ball,* BSA/Edward Bronson; *climbing,* BSA/Tom Copeland

Camping: pages 2-1 (*compass,* BSA/Roy Jansen; *GPS receiver,* BSA/Daniel Giles; *knife,* ©Photos.com; *flat sleeping bag,* Omega Studios; *all others,* BSA file), 2-2 (BSA file), 2-3 (*all illustrations,* BSA/John McDearmon; *campsite,* BSA/Christian Michaels), 2-4 (BSA/Randy Piland), and 2-5 (*coffee beans,* ©MIGUEL GARCIA SAAVEDRA/Shutterstock, courtesy; *onion slices,* ©Hong Vo/Shutterstock, courtesy; *orange peel,* ©wavebreakmedia/Shutterstock, courtesy; *licorice,* ©Stocksnapper/Shutterstock, courtesy)

Climbing and Rappelling: pages 3-1 (*all,* BSA file), 3-2 (BSA file), 3-3 (*two climbers,* BSA/Randy Piland; *single climber,* BSA/Tom Copeland), 3-4 (*circle view,* BSA/Tom Copeland; *young woman,* BSA/Randy Piland), and 3-5 (BSA file)

Communication: pages 4-1 (*teenagers,* ©Mike Flippo/Shutterstock, courtesy; *smartphone,* ©Umberto Shtanzman/Shutterstock, courtesy; microphone, camera, and pen and pad, ©Jupiterimages.com; laptop, BSA file), 4-2 (©Luis Molinero/Shutterstock, courtesy), 4-3 (*teenagers,* ©Rido/Shutterstock, courtesy; *language,* ©IMG_191 LLC/Shutterstock, courtesy; *young woman,* ©Joana Lopes/Shutterstock, courtesy), 4-4 (*handshake,* ©Alexander Mak/Shutterstock, courtesy; *ALS alphabet,* ©Ryan Carter/Shutterstock, courtesy; *ASL numbers,* ©wckiww/Shutterstock, courtesy; *teenagers,* ©Christine Langer-Pueschel/Shutterstock, courtesy), and 4-5 (©Pixel Embargo/Shutterstock, courtesy)

Cycling: pages 5-1 (*road bike,* ©steamroller_blues/Shutterstock, courtesy; *crank set,* ©cristi180884/Shutterstock, courtesy; *pump,* ©Andrey Savin/Shutterstock, courtesy; *patch kit,* BSA file), 5-2 (*cyclist,* ©Jacek Chabraszewski/Shutterstock, courtesy; *helmet illustrations,* BSA/John McDearmon), 5-3 (*energy bar,* ©chuckstock/Shutterstock, courtesy; *granola,* ©Yeko Photo Studio/Shutterstock, courtesy), 5-4 (*sunscreen,* BSA file; *illustration,* BSA/John McDearmon), and 5-5 (BSA file)

First Aid: pages 6-1 (*first-aid kit contents,* ©Africa Studio/Shutterstock, courtesy; *screened background,* ©everything possible/Shutterstock, courtesy), 6-2 (©CandyBox Images/Shutterstock, courtesy), 6-3 (*first-aid objects,* ©Africa Studio/Shutterstock, courtesy; *AED,* ©Baloncici/Shutterstock, courtesy; *broken heart,* BSA file), 6-4 (Philmont Search and Rescue Team, courtesy), and 6-5 (BSA file)

Games: pages 7-1 (*soccer ball,* ©irin-k/Shutterstock, courtesy; *cards,* ©Brian A Jackson/Shutterstock, courtesy; *white die,* BSA file; *game board,* ©Elena Schweitzer/Shutterstock, courtesy; *controller,* ©Ralko/Shutterstock, courtesy; *Ludo game board and pieces,* ©Jiri Hera/Shutterstock, courtesy), 7-2 (BSA file), and 7-3 (*ball game and board game,* BSA file; *charades,* ©Shots Studio/Shutterstock, courtesy; *video game players,* ©CREATISTA/Shutterstock, courtesy)

Geocaching: pages 8-1 (*global satellite illustration,* BSA/John McDearmon; *all others,* BSA file), 8-2 (*all,* BSA file), and 8-3 (*geocoin,* BSA file; *hikers,* BSA/Randy Piland)

Hiking: pages 9-1 (*all,* BSA file), 9-2 *(BSA file),* and 9-4 (*bridge,* BSA/Randy Piland; *rocky mountain,* BSA/Brian Payne; *tundra,* ©Photos.com)

Outdoor Ethics: pages 10-1 (*flower,* ©Photos.com; *recycle logo,* ©GraphEGO/Shutterstock, courtesy; *fish,* U.S. Fish and Wildlife Service, courtesy; *all others,* BSA file), 10-3 (*all,* BSA file), 10-4 (BSA/Mark Humphries), 10-5 (*sign,* BSA file; *leaves,* ©Jupiterimages.com; *camp stove,* BSA/Daniel Giles), and 10-7 (*rodent,* ©Piotr Krzeslak/Shutterstock, courtesy; *tree stump,* ©Yuriy Kulik/Shutterstock, courtesy)

Paddle Sports: pages 11-1 (*stand-up paddleboard and black paddle,* ©lazyllama/Shutterstock, courtesy; *outfitted canoe,* BSA/Randy Piland; *dry bag and throw bag,* BSA/Dan Bryant), 11-2 (*all,* BSA file), 11-3 (*all,* BSA/John McDearmon), 11-4 (*yellow life jacket,* ©Jupiterimages.com; *paddleboarder,* BSA/Mark Humphries; *all others,* BSA file), 11-5 (BSA file), 11-6 (*throw bag,* BSA/Dan Bryant), 11-7 (BSA file), and 11-12 (*trucker's hitch and bowline knot,* BSA/John McDearmon)

Pioneering: pages 12-1 (*all,* BSA file), 12-2 through 12-6 (*all illustrations,* BSA/John McDearmon), and 12-4 (*photos,* BSA file)

Rifle Shooting: pages 13-1 (*bullets,* ©Thinkstock.com; *all others,* BSA file), 13-3 (*large rifle,* BSA file; *all illustrations,* BSA/John McDearmon), 13-4 (*all,* BSA file), and 13-5 (BSA file)

Safety: pages 14-1 (*helmet,* ©Comstock Inc.; *buddy tags, carbon monoxide detector, and Road ID,* BSA file; *pedestrian sign and fire extinguisher,* ©Photos.com; *life jacket,* ©Jupiterimages.com), 14-2 (*both,* BSA file), 14-3 (*car,* HAAP Media Ltd., courtesy; *no mobile phones sign,* ©stockernumber2/Shutterstock, courtesy), and 14-4 (*seat belt,* ©Photos.com; *medicine bottle,* ©iQoncept/Shutterstock, courtesy)

Science: pages 15-1 (©Andrii Muzyka/Shutterstock, courtesy), 15-2 (*periodic table of elements,* ©isak55/Shutterstock, courtesy; *DNA,* ©Shutterstock, courtesy; *formula of relativity,* ©Fernando Batista/Shutterstock, courtesy), and 15-3 (©Dani Simmonds/Shutterstock, courtesy)

Snowboarding and Skiing: pages 16-1 (*downhill skis and poles,* ©gorillaimages/Shutterstock, courtesy; *snowboards,* BSA/Brian Payne; *cross-country skiis,* ©Coprid/Shutterstock, courtesy; *helmet,* ©Olinchuk/Shutterstock, courtesy; *boot,* BSA file; *goggles,* ©Lizard/Shutterstock, courtesy), 16-2 (BSA file); 16-4 (*ski lift,* BSA file; *cross-country skiers,* ©Roberto Caucino/Shutterstock, courtesy), and 16-5 (BSA file)

Spectator Sports: pages 17-1 (*background,* ©Give Me Your Hands/Shutterstock, courtesy; *sports equipment,* ©Mike Flippo/Shutterstock, courtesy), 17-2 (*football,* ©melis/Shutterstock, courtesy; *basketball,* ©dotshock/Shutterstock, courtesy), 17-3 (*baseball,* ©Will Hughes/Shutterstock, courtesy; *hockey,* ©Isantilli/Shutterstock, courtesy; *soccer,* ©Maxisport/Shutterstock, courtesy; *track,* ©Pete Saloutos/Shutterstock, courtesy), and 17-4 (*performing arts,* ©gnomeandi/Shutterstock, courtesy; *spectators,* ©William Perugini/Shutterstock, courtesy)

NOTES

NOTES

PROGRAM FEATURES FOR TROOPS, TEAMS AND CREWS

A Guide to Program Planning

Volume 1
- Camping
- Climbing and Rappelling
- Communication
- Cycling
- First Aid
- Games
- Geocaching
- Hiking
- Outdoor Ethics
- Paddle Sports
- Pioneering
- Rifle Shooting
- Safety
- Science
- Snowboarding and Skiing
- Spectator Sports

Volume 2
- Archery
- Backpacking
- Citizenship
- Engineering
- Fishing
- Fitness and Nutrition
- Living History
- Mathematics
- Mentoring
- Music
- Orienteering
- Scuba Diving
- Soccer
- Special Needs Awareness
- Wilderness Survival
- Wildlife Management

Volume 3
- Caving
- Cooking
- Duty to God
- Emergency Preparedness
- Ethics
- Financial Management
- Multimedia
- Nature and Environment
- Project COPE
- Project Planning
- Shotgun Shooting
- Skateboarding
- Sustainability
- Swimming
- Technology
- Winter Camping

Key

- = Outdoor program features
- = Sports program features
- = Health and safety program features
- = Citizenship and personal development program features
- = STEM program features
- = Arts and hobbies program features

Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
http://www.scouting.org

SKU 616351

7 30176 32282 7

33110 2014 Printing