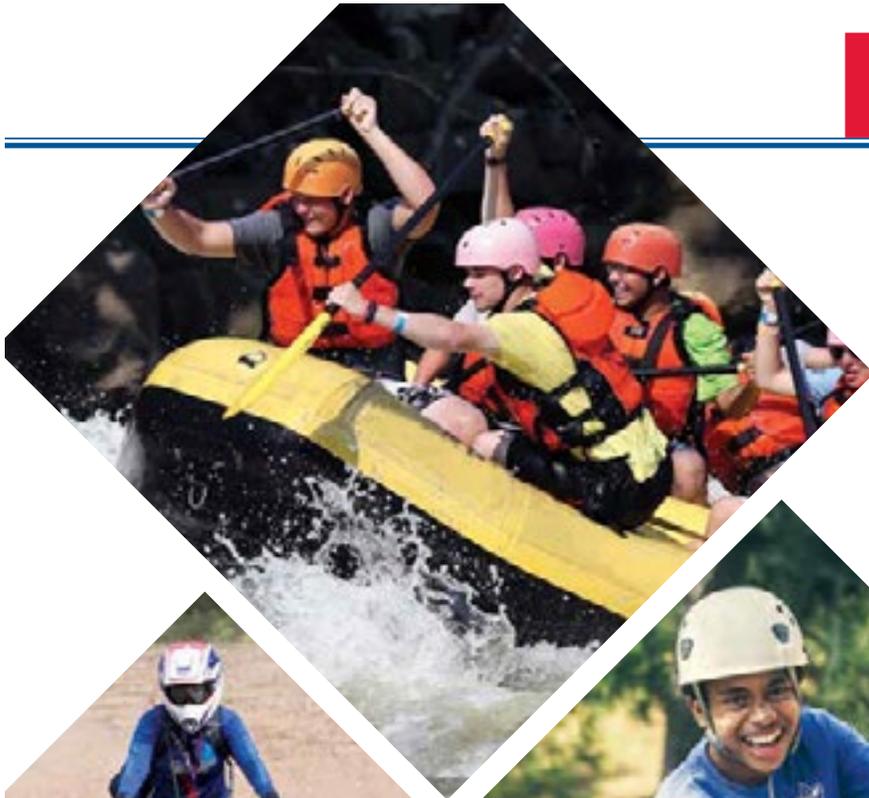


BOY SCOUT



**Roundtable Planning Guide
2017–2018**

BOY SCOUT

Roundtable Planning Guide

2017–2018

WHAT IS ROUNDTABLE?

Roundtable is a form of commissioner service and supplemental training for volunteers at the unit level. The objectives of roundtables are to provide leaders with program ideas; information on policy and events; and training opportunities. It is a forum for sharing experiences and enjoying fun and fellowship with other Scout leaders. When skillfully executed, the roundtable experience will inspire, motivate, and enable unit leaders to provide a stronger program for their Scouts.



BOY SCOUTS OF AMERICA®

Table of Contents

Roundtable Overview	5
Roundtable Leadership.....	5
Training and Recognition for Roundtable Team	6
The Boy Scout Roundtable Commissioner	6
Using the Boy Scout Roundtable Planning Guide.....	6
Length and Format of Roundtable	7
Technology and Roundtable Delivery	7
Roundtable Program Agendas	9
60-Minute Program Outline.....	9
90-Minute Program Outline	11
120-Minute Program Outline	13
180-Minute Program Outline	15
Parts of a Roundtable.....	17
Preopening	17
General Opening (All Scouting Programs).....	17
Boy Scout Leader Breakout Sessions	18
After the Meeting.....	20
BSA Materials and Internet References.....	21
Big Rock Topics	
20 Questions—What is a Commissioner	22
Adult Awards and Recognition	24
Advancement—Why We Do It	26
Chartered Organizations—Who Owns Your Unit?.....	28
Community Service—Why We Give Back	30
<i>Guide to Safe Scouting</i>	32
BSA Outdoor Ethics.....	35
Scoutbook	37
Social Media and Scouting	38
Supplemental Training Beyond Your Council.....	41

Uniforming: Why Do We Do It? Set the Example	43
Who Pays for Scouting?	45
Tips for Troop Meetings	48
Boy Scout Interest Topics	51
Camping Trip Activities	51
Exploring Explosion.....	52
National Honor Patrol.....	54
National Outdoor Awards	57
OA Elections: Just the Facts	62
Online Troop Leader Resources	64
Opportunities for High Adventure on an Individual Basis	65
Other High Adventure Opportunities	68
Supplemental Training	70
Webelos-to-Scout Transition.....	71
What to Do With an Eagle.....	73
Program Feature	75
Using the Program Features.....	75
Roundtable Mechanics	78
Troop Participation	78
Publicity and Promotion	78
Attendance Incentives	79
Attendance Awards.....	79
Roundtable Commissioner Notebook	80
Roundtable Team Members.....	80
Internet Resources.....	81
Getting to Know You.....	82
Roundtable Program Evaluation.....	83
Yearly Roundtable Planning Calendar	84
Monthly Planning Worksheet.....	88

Roundtable Overview

The *2017–2018 Roundtable Planning Guide* is designed to help you plan a successful roundtable program for your district. In this guide you will find:

- Program outlines that include the key elements for presentation of the Boy Scout roundtable with recommended times for each activity to help you maintain a reliable schedule.
- Big Rock topic plans that can be used flexibly to meet the needs of the combined roundtable group.
- Tips for troops that provide ideas to keep meetings effective and active.
- Boy Scout interest topic plans that can be used flexibly to meet the needs of Boy Scout leaders.
- Year-round and monthly roundtable planning calendars.
- Program breakout information.

Boy Scouting is a year-round program. This means that troops can meet and conduct activities all year, so roundtable may need to operate year-round as well. Of course, that is up to the council and districts to decide as part of the yearly planning process.

Some of the resources listed above may not have plans for all 12 months, and local councils and districts may have their own unique topics at certain times of the year. Councils and districts are encouraged to use the provided templates to create topics that meet any needs they identify. Topics from previous years are archived on the Roundtable Support page of the Commissioner website at www.scouting.org/scoutsources/Commissioners/roundtable.aspx.

Boy Scouts are free to plan and execute a diverse and widely varying program based on the unique abilities and interests of the young men in the troop. For this reason, flexibility has been built into the *Roundtable Planning Guide*.

ROUNDTABLE LEADERSHIP

Coordination of all roundtables held in the council is under the jurisdiction of the assistant council commissioner for roundtable. This person reports to the council commissioner and conducts an annual council-wide roundtable planning meeting followed by a midyear review. This process brings a level of standardization to district roundtable in terms of content by promoting the use of national roundtable guides and other resources while allowing local

flexibility for the districts. In some larger councils, there may be multiple assistant council commissioners for roundtable depending on the local needs.

The district roundtables fall under the guidance of the assistant district commissioner for roundtable. This individual oversees the district roundtables in all program areas, reports to the district commissioner, and works with the district structure. He or she should also work in cooperation with the assistant council commissioner for roundtable to see that annual planning and midyear review programs are well-attended by the district's program-specific unit roundtable commissioners. In addition, the assistant district commissioner should make sure the national roundtable guide materials are used so that the units will be getting proper program materials.

Roundtable programs are then implemented by the roundtable commissioners for Cub Scouts, Boy Scouts, Varsity Scouts, and Venturing crews. These individuals are responsible for coordinating and conducting the various parts of the roundtable meetings. They make their contributions with guidance and help from the assistant council and district commissioners.

Assistant roundtable commissioners conduct tasks directly for the program-specific unit commissioners, assisting in the development and delivery of the monthly meeting agendas and program items. Assistant roundtable commissioners replace the previous position of "roundtable staff" in facilitating the normal training and award structure for roundtable leaders. Each roundtable commissioner may have as many assistants as needed. For example, Cub Scout roundtables may need several assistants for their program breakouts while Boy Scout roundtables may not need as many.

The positions of assistant council commissioner for roundtable and assistant district commissioner for roundtable have specific role descriptions that are available online at www.scouting.org/scoutsources/Commissioners/roundtable/RoundtableChanges.aspx.

Assistant district commissioners for roundtable and/or roundtable program commissioners should be in attendance at all district commissioner meetings to report on roundtable attendance and program highlights for the next month. This gives unit commissioners important information for their units.

TRAINING AND RECOGNITION FOR ROUNDTABLE TEAM

Roundtable commissioners and assistants should all be trained so they will be fully qualified to present material and teach skills at roundtables in an interesting way.

Training opportunities include:

- Roundtable commissioner and team basic training
- Council commissioner colleges, conferences, and workshops
- Council trainer development conferences
- The Fundamentals of Training
- The Trainer's Edge
- Master Trainer
- Wood Badge courses
- Philmont training conferences
- Other local and special-topic training as available

All roundtable commissioners are eligible to strive for commissioner service awards including

- The Arrowhead Honor Award—www.scouting.org/filestore/commissioner/pdf/Awards_and_Recognition/AHPR_Roundtable_Commissioner.pdf
- Commissioner Key—www.scouting.org/filestore/commissioner/pdf/Awards_and_Recognition/CKPR_RTC_Assistant_Roundtable_Commissioner.pdf
- Doctorate of Commissioner Science Award
- Distinguished Commissioner Service Award (this is now a nominative award)—www.scouting.org/filestore/commissioner/pdf/Awards_and_Recognition/Distinguished_CSAwd_Nomination_Form.pdf

Earning these awards should be encouraged, and those who have fulfilled the requirements should be publicly recognized for their service and dedication to Scouting.

THE BOY SCOUT ROUNDTABLE COMMISSIONER

Roundtable commissioners should be knowledgeable Scouters who are able to pull together many different resources to create a high-quality learning and fellowship program. They need not be experts on all topics. Instead, they are willing to find interesting presenters who can add variety and excitement to roundtables for which the commissioner is not the best presenter.

Roundtable commissioners and assistants participate in the process of developing an annual plan for roundtable delivery in order to allocate resources, secure presenters, and ensure each meeting offers a high-quality experience

to the attendees. These may include local resources such as museums, outdoor associations, education centers, and many other community or special interest groups. The suggested program information in this guide offers both a good starting point and an entire annual roundtable plan. In the Roundtable Commissioner Notebook section of this guide, there is a calendar for mapping a yearly roundtable plan and a worksheet for formalizing each month's detailed plan.

Once an annual plan is adopted, it should be shared with the units. Sharing the plan in advance helps the units ensure the most appropriate attendees are at each roundtable based on the topic to be presented. For example, a roundtable featuring advancement would be very helpful to a unit advancement chair and new unit leaders who want to learn how the advancement program is administered.

Likewise, a program on backpacking would be very relevant to Scoutmasters and assistant Scoutmasters who may have a direct role in coaching the youth leaders who will be presenting that program to the unit or to those planning high-adventure events with these elements.

It is also important for roundtable commissioners and their assistants to be trained for their roles. They should take advantage of council-level roundtable commissioner training, as well as a broad variety of training in different topics that may be of interest to their attendees. This training can include classes on interesting topics at the council's University of Scouting.

USING THE ROUNDTABLE PLANNING GUIDE

Much of how the roundtable team chooses to use this planning guide will depend upon experience, direction of the council, and needs of the individual districts. Being flexible is the key to a successful roundtable, but keep in mind that while the program is flexible, policy is not. Roundtables should always accurately represent Boy Scouts of America policy to ensure units receive accurate information so they can present safe and compliant programs.

For those who have never planned a roundtable, the sample program outlines can serve as a great example. Many roundtable commissioners use the outline exactly as written, but each roundtable may be modified to suit the purposes and personalities of the team and the leaders who attend.

As commissioners gain confidence in their ability to plan roundtables, they can add extra features or substitute other topics or activities based on the local needs of those in attendance.

It is recommended that districts follow a similar schedule of activities based upon the annual council roundtable planning conference. This provides some continuity in program

and information, thus giving unit personnel the ability to attend any roundtable and find similar activities for helping units build strong programs.

To assist with the process of collecting and tracking information, several forms have been included in the Roundtable Commissioner Notebook section of this guide.

- The Yearly Roundtable Planning Calendar template is designed to support your annual planning process. In the same way that a unit plans for the year ahead, the roundtable year must be laid out to ensure all members of the team know what is expected of them. This also makes the monthly roundtable much easier to manage since everyone already knows the broad outline of what is going to happen.
- The Monthly Roundtable Planning Worksheet template allows you to detail each month's plan more completely. Giving each team member an outline of responsibilities helps all of them prepare for their assigned functions.

Of course, a plan that works in Florida in January may not work that same month in Minnesota. So feel free to customize the order in which you present the year, using the materials included in this guide. Tailor the year to fit your council and districts' particular needs and interests.

Just be sure to adhere to BSA policies, add the personality and interests of your roundtable team, and have FUN!

LENGTH AND FORMAT OF ROUNDTABLE

Experience has shown that although roundtable meetings for each of Scouting's programs (Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing) can be successfully conducted separately, a greater benefit is derived from the fellowship and unity that comes from holding these meetings on the same night and in the same location.

Roundtable commissioners will find that this guide allows for a great variety of roundtable configurations. Using these plans, your roundtable may be 60, 90, 120, or 180 minutes based on the district needs and frequency of meetings. The first section of each plan is designed for all program areas to share common interests and concerns in a joint meeting, and the second section separates participants into breakout groups by program.

Many districts choose to offer a time (often referred to as "cracker barrel") after the closing of the meeting to allow Scouters to mingle, share experiences and ideas, and enjoy fellowship with one another. Refreshments or other activities may be provided, but be mindful of time and budget constraints for the roundtable team and participants.

TECHNOLOGY AND ROUNDTABLE DELIVERY

When a local district is in a tightly contained geographic area, such as a suburban area of a major city, meeting in

person is usually both easy and convenient. But face-to-face roundtable meetings become more difficult when a district includes several counties and many of the roads are rural two-lane roads. The amount of time required to drive to the roundtable site from the farthest reaches of the district may discourage unit leaders from attending in person, especially in poor weather. Roundtable teams for such districts should consider alternative methods to reduce the geographic barriers to roundtable attendance.

One alternative might be a longer roundtable format (up to 180 minutes) that permits attendees to receive more training and better justifies the time required to travel to the roundtable site. This longer format may allow for not meeting every month, but rather on alternate months or even quarterly. Another alternative might be hosting roundtables in two or more locations on a rotating basis. If the district leadership is able to do so, the district could hold more than one roundtable per month, each in a different part of the district. Each of these alternatives has been used successfully in parts of the country.

If those alternatives aren't practical, the leadership of a geographically large district should consider whether it is preferable to deliver at least some portion of the roundtable using one or more of the commercially available telephonic or video services, including those over social media outlets. The availability of such services is constantly improving, so it may be time to take a look at what is new and available in your area. Some issues to consider and resolve include:

- Availability of suitable internet connectivity at the roundtable site
- Availability of the equipment necessary to record and transmit a roundtable from the host site, including cameras, quality microphones, and lighting
- Cost of the various telephone or video services for both the host and remote participants
- Limits imposed by the service provider on the number of simultaneous participants
- Whether to record and broadcast both the joint session and all the breakout sessions, or just the joint session, keeping in mind the need for more equipment if multiple breakout sessions are filmed simultaneously
- Whether to enable two-way communication so remote participants can ask questions and participate in group discussions, or whether the remote participants will only be able to listen to presentations
- Whether the remote participants have access to the necessary technical resources (equipment and bandwidth) to receive a particular type of telephonic or video feed

Another consideration is ensuring a sufficiently large in-person attendance to maintain the camaraderie which is the essence of most successful roundtables. The district leadership should determine whether the in-person attendance can be maintained if the roundtable is broadcast to everyone in the district in real time, or whether it would be better to limit access to recorded roundtables to leaders of selected units. YouTube videos and podcasts can be posted a few days after the actual roundtable to encourage in-person attendance. And it is possible to post “non-public” YouTube videos, for which the URL (web address) is given only to leaders of selected units that are considered to be “sufficiently remote” from the roundtable site.

When the usual roundtable location does not have Wi-Fi or other internet connections in the meeting room, or when the remote participants don't have access to high speed internet (either cable or wireless), it may not be possible to have an effective video roundtable. In such cases, if the meeting room has either a telephone jack or a high quality cellular signal, an alternative is for the remote participants to use a conference call service. A high quality speaker phone, possibly one with multiple microphones, should be used to ensure that remote participants can hear all the participants gathered in the meeting room. When such speaker phones are not available, a cell phone connected to an external speaker via an auxiliary cord or Bluetooth can serve the same purpose. Districts should email copies of handouts to the remote participants (or post the handouts on the district website) when using a conference call rather than streaming video.

Many of the free services (such as Skype, Google Voice, Google Chat, and Google Hangout) limit the number of simultaneous remote participants to as few as 10. When a district uses a service that restricts the number of free remote participants, the district should evaluate the possibility of having remote participants gather at satellite locations closer to their homes. Each satellite location can count as one participant, if several leaders use a single speaker phone or video monitor.

Also available is a relatively new video service called “Facebook Live.” Facebook Live permits an unlimited number of viewers to text questions and comments to the person filming the video. When the filming stops, Facebook Live archives a copy for sharing with viewers who did not see the video while it was being filmed. Some districts report good results using Facebook Live as a means of both conducting and archiving electronic roundtables. You can learn all about Facebook Live at <https://live.fb.com/about/>.

Other services (such as GoToMeeting, WebEx, and TeamViewer) support a larger number of remote participants but require the payment of either monthly or per-minute fees. Some services have tiered fees for different numbers of simultaneous participants.

FreeConferenceCall.com is an example of a service that does not charge to set up a call, but requires participants to pay their own telephone service for the call (such as long-distance charges or wireless-to-landline charges). Some councils choose to provide conference call services that are toll-free to remote participants and absorb the cost of the service, whereas other councils require the remote participants to pay for the call.

Some districts may choose to use a blend of in-person roundtables during certain months, real-time remote audio and/or video roundtables during other months, and YouTube videos or podcasts for selected presentations when the primary need is the dissemination of information rather than an interactive discussion. Examples of the latter could include recordings of presentations on Friends of Scouting, Internet Rechartering, or a topic that every new leader should hear as a supplement to available online training. Having these supplemental topics available via podcast or YouTube videos would enable new leaders to hear that information whenever they accept a position for which that information would be useful, without having to repeat basic information at roundtable.

For more information on technology and roundtable delivery, the quarterly newsletter, *The Commissioner*, has included numerous articles on technology options for roundtable delivery and will continue to do so in the future. The first such article was included in the Fall 2013 edition. The Winter 2014 edition included an article on one district's use of YouTube videos of roundtable sessions. The Fall 2015 edition included an article on the BSA's social media policy relative to YouTube videos and podcasts. Current and archived copies of *The Commissioner* can be found at www.scouting.org/scoutsources/Commissioners/newsletter.aspx.

Roundtable Program Agendas

Roundtable is designed to be a flexible delivery method suited to the local needs, availability, and time preferences of the audience. The following outlines represent best practices for a combined opening followed by separate breakout sessions for each Scouting program. Suggested times are provided for each portion of the program. It is important to start and finish on time out of respect for both the attendees and the presenters. Being timely also ensures that each portion of the program receives proper attention.

60-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

General Session—60-Minute Format			
Time Allotted	Activity	Person Responsible	Explanation
20-30 minutes	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable team	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., <i>Scouting</i> magazine, <i>Boys' Life</i> , <i>Advancement News</i> , etc.). Be sure to have persons to share with participants.
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer	Assigned as needed	Activity to promote interaction as participants arrive
Start on Time			
20 minutes	Grand Opening		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, etc.
4 minutes	Introduction and announcements	ADC-RT	Include district and council activities and events. Introduce roundtable commissioners and team and appropriate district volunteers.
10 minutes	Big Rock training topic	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to points of the Scout Law, aims of Scouting, etc.
2 minutes	Move to reconvene in separate program areas		

BOY SCOUT ROUNDTABLE PLANNING SHEET—60-MINUTE FORMAT

Boy Scout Roundtable is a form of commissioner service and supplemental training for volunteers at the troop level. It is intended to give leaders examples for troop meeting ideas; information on policy, events, and training opportunities; and ideas for program. The Boy Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

General Session—60-Minute Format			
Time Allotted	Activity	Person Responsible	Explanation
20 minutes from start time	General Session		
2 minutes	<i>Travel from general session to Boy Scout session</i>		
38 minutes	Troop Leader Session	Under leadership of Boy Scout RT commissioner	
2-3 minutes	Icebreaker	Assign to assistants or participants	
2-3 minutes	Ceremony/skit	Assign to assistants or participants	
5 minutes	Tips for troop meetings	Assign to assistants or participants	Demonstration and explanation of hints or troop meeting organization and activities
10 minutes	Boy Scout interest topic	Use appropriate persons from district based on the topic	May be a training highlight, annual events, a timely topic, or focus on Scout Law, advancement, record keeping, JTE, etc.
12 minutes	Program feature for the month	Boy Scout RT commissioner	Should come directly from the Program Features books
5 minutes	Q&A		
1 minute	Closing/ Commissioner's Minute	Boy Scout RT commissioner, or assign to assistant or participant	Chance to encourage troop members to participate in future roundtables
End on Time			
After the Meeting			
	Refreshments and fellowship for all	Assign to assistants or participants	Time for fellowship before cleanup is emphasized.
	Team meeting	Boy Scout RT commissioner	May be conducted now or at another time preferred by the team. Evaluate the current meeting, review plans for next meeting and attendance.

90-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

General Session—90-Minute Format			
Time Allotted	Activity	Person Responsible	Explanation
20-30 minutes	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable team	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., <i>Scouting</i> magazine, <i>Boys' Life</i> , <i>Advancement News</i> , etc.). Be sure to have persons to share with participants.
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer	Assigned as needed	Activity to promote interaction as participants arrive
Start on Time			
20 minutes	Grand Opening		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, etc.
4 minutes	Introduction and announcements	ADC-RT	Include only major district and council activities and events. Introduce roundtable commissioners and team and appropriate district volunteers.
10 minutes	Big Rock training topic	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to points of the Scout Law, aims of Scouting, etc.
5 minutes	Move to reconvene in separate program areas		

BOY SCOUT ROUNDTABLE PLANNING SHEET—90-MINUTE FORMAT

Boy Scout Roundtable is a form of commissioner service and supplemental training for volunteers at the troop level. It is intended to give leaders examples for troop meeting ideas; information on policy, events, and training opportunities; and ideas for program. The Boy Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

General Session—90-Minute Format			
Time Allotted	Activity	Person Responsible	Explanation
20 minutes from start time	General Session		
5 minutes	<i>Travel from general session to Boy Scout session</i>		
52 minutes	Troop Leader Session	Under leadership of Boy Scout RT commissioner	
3–4 minutes	Icebreaker	Assign to assistants or participants	
3–4 minutes	Ceremony/skit	Assign to assistants or participants	
8 minutes	Tips for troop meetings	Assign to assistants or participants	Demonstration and explanation of hints or troop meeting organization and activities
10 minutes	Boy Scout interest topic	Use appropriate persons from district based on the topic	May be a training highlight, annual events, a timely topic, or focus on Scout Law, advancement, record keeping, JTE, etc.
20 minutes	Program feature for the month	Boy Scout RT commissioner	Should come directly from the Program Features books
5 minutes	Q&A		
1 minute	Closing/ Commissioner's Minute	Boy Scout RT commissioner, or assign to assistant or participant	Chance to encourage troop members to participate in future roundtables
End on Time			
After the Meeting			
	Refreshments and fellowship for all	Assign to assistants or participants	Time for fellowship before cleanup is emphasized.
	Team meeting	Boy Scout RT commissioner	May be conducted now or at another time preferred by the team. Evaluate the current meeting, review plans for next meeting and attendance.

120-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

General Session—120-Minute Format, designed primarily for alternate monthly meetings			
Time Allotted	Activity	Person Responsible	Explanation
15 minutes	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable team	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables		Set up for later in the meeting
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer	Assigned as needed	Activity to promote interaction as participants arrive
Start on Time			
30 minutes	Grand Opening		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, etc.
6 minutes	Introduction and announcements	ADC-RT	Include district and council activities and events. Introduce roundtable commissioners and team and appropriate district volunteers.
18 minutes	Big Rock training topic	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year. A 120-minute roundtable may present two training topics.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to points of the Scout Law, aims of Scouting, etc.
20 minutes	For displays and information tables, refreshments, and socializing. Then reconvene in separate program areas.	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., Scouting magazine, <i>Boys' Life</i> , <i>Advancement News</i> , etc.). Be sure to have persons to share with participants.

BOY SCOUT ROUNDTABLE PLANNING SHEET—120-MINUTE FORMAT

Boy Scout Roundtable is a form of commissioner service and supplemental training for volunteers at the troop level. It is intended to give leaders examples for troop meeting ideas; information on policy, events, and training opportunities; and ideas for program. The Boy Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

General Session—120-Minute Format			
Time Allotted	Activity	Person Responsible	Explanation
30 minutes from start time	General Session		
20 minutes	<i>Travel from general session to Boy Scout session</i>		Allow time for break, socializing, and disseminating information
70 minutes	Troop Leader Session	Under leadership of Boy Scout RT commissioner	
3–4 minutes	Icebreaker	Assign to assistants or participants	
3–4 minutes	Ceremony/skit	Assign to assistants or participants	
10 minutes	Tips for troop meetings	Assign to assistants or participants	Demonstration and explanation of hints or troop meeting organization and activities for two months
20 minutes	Boy Scout interest topic	Use appropriate persons from district based on the topic	May be a training highlight, annual events, a timely topic, or focus on Scout Law, advancement, record keeping, JTE, etc. for two months
25 minutes	Program feature for the month	Boy Scout RT commissioner	120-minute schedule may cover two months of program. Materials should come directly from the Program Features books.
5 minutes	Q&A		
5 minute	Closing/ Commissioner's Minute	Boy Scout RT commissioner, or assign to assistant or participant	Should be inspirational and encourage troop members to participate in future roundtables
End on Time			
After the Meeting			
	Team meeting	Boy Scout RT commissioner	May be conducted now or at another time preferred by the team. Evaluate the current meeting, review plans for next meeting and attendance.

180-MINUTE ROUNDTABLE PROGRAM OUTLINE

District Roundtable Planning Outline

District: _____ Location: _____ Date: _____

General Session—180-Minute Format, designed primarily for quarterly or less than monthly meetings			
Time Allotted	Activity	Person Responsible	Explanation
15 minutes	Preopening activity for combined Cub Scout and Boy Scout roundtables	Combined Cub Scout and Boy Scout roundtable team	May include setup details such as who is responsible for unlocking and locking up facility, setting up tables and chairs, picking up materials from Scout office.
	Displays and information tables		Set up for later in the meeting
	Registration	Assigned as needed	May include responsibility for mailbox for unit communications
	Icebreaker or mixer	Assigned as needed	Activity to promote interaction as participants arrive
Start on Time			
36 minutes	Grand Opening		
1 minute	Welcome	ADC-RT	
1 minute	Prayer	Assigned to assistants or participants	
2 minutes	Opening ceremony	Assigned to assistants or participants	Vary opening to provide experience in demonstrating flag etiquette, the Scout Law, etc.
10 minutes	Introduction and announcements	ADC-RT	Include district and council activities and events. Allow some extra time for announcements since they may need to cover several months of material. Introduce roundtable commissioners and team and appropriate district volunteers.
10 minutes	Big Rock training topic #1	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
10 minutes	Big Rock training topic #2	Use appropriate people from district based on the topic	Monthly training topic from choices available that can be used based on district's needs. All training topics should be covered during the program year.
2 minutes	Commissioner's Minute	ADC-RT	The Commissioner's Minute should be applicable to all program levels and all roundtable formats (e.g., same for a 60-minute roundtable or a 120-minute roundtable). May be related to points of the Scout Law, aims of Scouting, etc.
20 minutes	For displays and information tables, refreshments, and socializing. Then reconvene in separate program areas.	Assigned as needed	Displays may be of new BSA materials, information on local events, or items of general Scouting interest (e.g., Scouting magazine, <i>Boys' Life</i> , <i>Advancement News</i> , etc.). Be sure to have persons to share with participants.

BOY SCOUT ROUNDTABLE PLANNING SHEET—180-MINUTE FORMAT

Boy Scout Roundtable is a form of commissioner service and supplemental training for volunteers at the troop level. It is intended to give leaders examples for troop meeting ideas; information on policy, events, and training opportunities; and ideas for program. The Boy Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

General Session—180-Minute Format			
Time Allotted	Activity	Person Responsible	Explanation
44 minutes from start time	General Session		
20 minutes	<i>Refreshments and travel from general session to Boy Scout session</i>		Allow time for break, socializing, and disseminating information
120 minutes	Troop Leader Session	Under leadership of Boy Scout RT commissioner	
4–5 minutes	Icebreaker	Assign to assistants or participants	
4–5 minutes	Ceremony/skit	Assign to assistants or participants	
15 minutes	Tips for troop meetings	Assign to assistants or participants	Demonstration and explanation of hints or troop meeting organization and activities for two months
35 minutes	Boy Scout interest topic(s)	Use appropriate persons from district based on the topic	May be a training highlight, annual events, a timely topic, or focus on Scout Law, advancement, record keeping, JTE, etc. Allow time for two or three topics to be presented.
50 minutes	Program feature(s) for the month	Boy Scout RT commissioner	Should come directly from the Program Features books. Allow time for two or three topics to be presented.
5 minutes	Q&A		
5 minute	Closing/ Commissioner's Minute	Boy Scout RT commissioner, or assign to assistant or participant	Should be inspirational and encourage troop members to participate in future roundtables
End on Time			
After the Meeting			
	Team meeting	Boy Scout RT commissioner	May be conducted now or at another time preferred by the team. Evaluate the current meeting, review plans for next meeting and attendance.

Parts of a Roundtable

Roundtables have distinct program elements that help organize the event and manage time effectively. The parts listed below correlate with the program outlines provided in the 60-, 90-, 120-, and 180-minute roundtable program outlines. These may be adapted to fit local needs, but each program portion works together to build a diverse, useful, and relevant roundtable meeting that will engage the audience, convey important information, and add to the knowledge and skills of the attendees.

PREOPENING

The preopening is a definite part of the program, not just a time filler for early arrivals. Make your gathering time interesting and active. It's a way to get people to the meeting on time, and it sets the tone for the roundtable that follows.

Organize an interactive, easy-to-join opener such as a get-acquainted game. Ideas for these activities may be found in *Group Meeting Sparklers* (No. 33122) and Troop Program Resources (www.programresources.org).

Displays and Information Tables

Parking lot—There will be time later in the roundtable to answer any questions your participants may have. Make it easy for them to share their thoughts by creating a “parking lot”—a container, a bulletin board, or any method of collecting written suggestions or questions. Be sure to have plenty of blank cards or sticky notes and pens available.

Information table—The majority of interesting materials on district or council events and announcements are available here. Have copies of all relevant resources on hand, and if possible invite the appropriate persons representing that activity to discuss and share with your roundtable participants. When done properly, this should relieve the rest of the roundtable from the need for lengthy announcements.

Other displays—If the resources are available, set out displays that give leaders ideas for their meetings. Encourage leaders to use similar displays at parents' nights or special pack events. The possibilities are endless. Displays might include:

- Craft/activity ideas
- Outing destinations with pictures of boys having fun
- BSA programs such as World Friendship Fund, Messengers of Peace, Nova, Adopt-a-School, and religious emblems
- Local events such as details on camporees, day camps, council camp programs, district activities, and local service opportunities

- Neckerchief slide ideas
- Games that can be made and shared

Supplies—Keep a supply of commonly used forms and literature on hand. These could include recruiting fliers, handbooks, leader guides, registration forms, etc.

Registration

A roundtable team member or potential team member should be assigned to greet participants individually as they arrive, help them sign in at the registration table, give them a name tag, and get them involved in the gathering activity. Getting detailed contact information from attendees is important to following up and extending invitations to future roundtables.

Pay particular attention to newcomers. Perhaps you can identify them with a special name tag. Explain the format of your roundtable, including the use of the “parking lot,” and make them feel comfortable and welcomed.

GENERAL OPENING (ALL SCOUTING PROGRAMS)

Welcome

A program-specific roundtable commissioner or assistant district commissioner for roundtables calls the meeting to order and starts welcoming all participants to the meeting. Start on time. It is unfair to those who arrived on time to have to wait. Beginning with an enthusiastic greeting will set the tone for a fun evening of learning and fellowship.

Prayer

In keeping with the Scout's duty to God, include a nonsectarian prayer in the general opening session. As some people aren't comfortable praying in public, ensure success by asking a team member or participant in advance to offer the prayer. Begin with an appropriate introduction such as “prepare yourself for prayer as is your custom.”

Opening Ceremony

Use a simple opening ceremony that leaders will be able to duplicate in their units. You may wish to delegate this opportunity to a particular pack or group, or use participants if appropriate. Use the U.S. flag to emphasize citizenship, respect for the flag, and character development. Other options, such as reciting the Scout Oath, Baden-Powell words of wisdom, celebrating the birthday of Scouting, or demonstrating alternate flag ceremonies, will provide ideas that unit leaders can use to liven up their unit programs.

Introductions and Announcements

Although you have already welcomed those in attendance, extend a special welcome to newcomers. You may wish to present them with special recognition or a certificate. Make them feel welcome so they'll bring additional unit leaders with them to the next roundtable.

Be sure to explain the flow of the evening's activities. Point out the various program groups and where they will be gathering. Take care of housekeeping items such as the location of restrooms and any policies specific to the building in which you are meeting. This is especially important for your newcomers—do not assume everyone already knows.

Next, the chairs or committee members responsible for upcoming events give brief promotional announcements. Limit each announcement to a short introductory statement about the event and where more information can be found, such as fliers and websites. Make sure the spokespeople are available for questions and discussion at the preopening information table and assure participants that the handout information will also be available to pick up at the end of the meeting.

Do not let announcements hijack the time and program needs of units! Keep them to a minute or less and emphasize that the fliers contain detailed information.

Big Rock Training Topic

The Big Rock topic is information relevant to all Scout leaders across BSA programs. It is important to include a Big Rock topic as part of each month's opening activity. Big Rocks are aimed at reminding unit leaders of basic information that helps them execute a better program. While a number of Big Rocks are provided in this guide, their use is flexible based on the needs of the council or district. If a topic that is not covered needs to be addressed, use the template provided at the end of the Big Rock section to design a local Big Rock topic. Big Rocks from previous roundtable guides are archived at www.scouting.org/scoutsource/Commissioners/roundtable.aspx.

Commissioner's Minute

This is the chance for the assistant district commissioner for roundtable, or others as appropriate, to give a meaningful thought regarding a point of the Scout Law, or other significant and uplifting message. The Commissioner's Minute helps bring the general session to a close and transition to the program-specific breakouts. Explain that the next session will begin in a few minutes, and point out the locations.

BOY SCOUT LEADER BREAKOUT SESSIONS

Icebreaker

A brief exercise can help get people settled into the room and focused on the roundtable theme. It also provides a couple of minutes to ensure that everyone has made it to the breakout session and to start building excitement around the program topics.

Sample Ceremony/Skit

A sample ceremony or skit is presented to show leaders how Boy Scouting's purposes and ideals can be symbolized in a variety of fun activities. If some troops are noted for excellent ceremonies and skits, the roundtable commissioner might ask those leaders to perform one for the group. Be sure to involve as many participants as possible.

Tips for Troop Meetings

Unit leaders can always use a new idea or approach to keep troop meetings interesting, diverse, and exciting.

A roundtable is a great place to share these tips, whether they are pulled from training resources, shared among participants, or collected from commissioner observations during unit visits.

Many books and media resources developed by the BSA are listed in the Resource Highlights section of this guide. These resources may offer tips, or one or two of them could be introduced at this time. Explain how these materials can be obtained, and how they might help the units deliver a better program for Scouts. Often, leaders are looking for new resources but are simply unaware of where to find them.

Keep in mind that there are also many great books, periodicals, and other media tools produced by knowledgeable groups and experts outside the BSA. Feel free to highlight these as well, but remember to point out any BSA policies that may be in conflict with the materials referenced.

Boy Scout Interest Topic

The interest topic is a feature designed to add variety to roundtable programming. Examples might include a training highlight, a review of an upcoming annual event, advancement information, or any of a number of topics related to Boy Scouting issues.

Several interest topics are provided in this guide and can be used as appropriate, based on council or district priorities. The topics are written as suggested outlines for a discussion or presentation, and each may be customized if desired to fit the needs and interests of the local roundtable audience.

The interest topics include a number of recommended presentation styles designed to create more variety in how roundtable is presented. Varying the presentation style from month to month can encourage greater participation by units and help keep roundtable exciting.

Four basic presentation formats are used for the interest topics. Different formats can be used throughout the program year to create greater interaction and idea sharing among units. A good suggestion is to mix the topics in a way that provides a variety of roundtable formats and increases audience engagement.

- An **expert presentation** features a speaker, often someone with special training or from an outside group, who imparts knowledge to the audience.
- An **open forum** allows participants to share information or ideas, such as possible camping locations or program themes.
- A **directed discussion** blends a presentation and an open forum, as the presenter guides a conversation on the topic and interacts with the audience to achieve certain goals.
- A **roundtable fair** is a multistation event, such as a district program preview night, where participants move between various stations and topics.

Sometimes the interest topic itself and the participants' skill levels will suggest the style to use. For example, a back-packing interest topic directed toward leaders who are not experts might be best presented as a training session. If the participants are mostly experienced back-packers, an open forum sharing ideas and trails may be more valuable to them.

No matter what presentation format you select, look for ways to help everyone actively engage in the roundtable instead of just being an audience. As in a troop meeting, a fun activity, some hands-on experience, and a good Q&A will create a more enjoyable event and enhance the learning opportunity.

Several topics are provided in this guide as outlines that can be adapted for each roundtable environment.

Councils or districts should use the included template to design local topics for additional program needs. Interest topics from previous roundtable guides are archived at www.scouting.org/scoutsource/Commissioners/roundtable.aspx.

Program Feature of the Month

Scouts are looking for an action-packed program full of fun activities. In this section, roundtable commissioners delve into various program features for ideas to help units deliver quality programs.

Program Features for Troops, Teams, and Crews (volumes 1, 2, and 3) provides units with complete monthly meeting plans, outing ideas, and resources. Additional features include recommendations for related advancement and awards, leadership applications, and references to other materials and web resources.

The council roundtable plan should help establish the month in which to present each feature based upon what is most appropriate to the local area. Councils and roundtable commissioners may also choose to come up with program ideas of their own to meet the needs of local units.

Ensure that each feature is presented at roundtable at least three to six months before that program will be used at the unit level. This gives the unit leaders time to gather resources, get training, and work with the youth leaders to present the program in an effective manner.

Consider reaching out to local experts to present this portion of the roundtable. Many subject matter experts, whether or not they have a Scouting background, are eager to share their knowledge of a particular activity. Cultivating relationships with them will help in gaining community support for the Scouting program. Make sure to provide the experts with any BSA materials they may need in advance; for example, they should come to the roundtable knowing what the *Guide to Safe Scouting* says about their particular area of expertise.

Also, be sure to offer an appropriate thank you for their assistance. If possible, a gift of some sort that is personalized by the district can serve as an expression of gratitude to their time and effort on behalf of Scouting.

Open Forum (Q&A)

As time permits, roundtable personnel should answer questions posted on the "parking lot" or any other questions that have come up as a result of the roundtable discussions. For unique, unit-specific questions, ask for a way to get in touch with the individual after the meeting to provide the information needed.

Closing and Commissioner's Minute

This is done in each breakout group, so it is not necessary to reconvene all the Cub Scouting groups. The content should be thought-provoking and inspirational. It offers encouragement to the participants to use the skills they learned at the roundtable to provide a better program for their youth. The Commissioner's Minute can serve as a model for the Scoutmaster's Minute at the end of their unit meetings.

Be sure to end the roundtable program on time as a courtesy to your attendees and presenters.

AFTER THE MEETING

Fellowship (Cracker Barrel)

Knowing that a healthy snack or refreshing beverage awaits may be just the incentive one needs to attend

the roundtable. Sometimes simple is best. This fellowship time following the scheduled portion of the roundtable meeting is often a super opportunity for Scouters to connect with each other. However, time constraints must be respected for those needing to clean up. Checking with the venue ahead of time that no food restrictions exist on use of the facility is critical. Scouters should feel free to leave at their convenience.

This is a good time to collect Getting to Know You surveys or Roundtable Program Evaluation forms. These completed forms may give you ideas for planning next month's program and help ensure you are addressing the needs of the leaders in your district.

Note: In some of the planning outlines, this function is slated for a different time, rather than the end of the meeting.

Team Meeting

At the close of each roundtable, conduct a short team session to evaluate the meeting, and review the plans for next month's meeting. Make sure everyone involved is ready, and ensure the availability of all necessary materials.

The roundtable commissioner and assistant roundtable commissioners should brainstorm and discuss ideas for a follow-up plan for units whose leaders are not attending roundtable. Read and review the Getting to Know You surveys and the Roundtable Program Evaluations. The key to new ideas that will pull in new units and maintain leaders' attendance may be found in these forms.

It is acceptable to perform this function another day to better serve the roundtable team as long as these after-meeting functions take place.

BSA MATERIALS

- 100 Years of Scouting* (DVD), No. 36105
- A Guide for Merit Badge Counseling, No. 34532
- A Scout Is Reverent, No. 609269
- A Time To Tell* (DVD), No. 605696
- Advancement Resources, www.scouting.org/advancement.aspx
- America the Beautiful* (Video), No. 8022
- Baden-Powell and Bugle Calls* (CD), No. 605688
- Baden-Powell: The Two Lives of a Hero*, No. 34366
- Belay On*, No. 430-500
- Boy Scout Handbook*, No. 34554
- Boy Scout Journal, No. 34437
- Boy Scout Nova Awards Guidebook*, No. 614936
- Boy Scout Requirements* (current year), No. 616334
- Boy Scout Songbook*, No. 33224
- Bryan on Scouting, blog.scoutingmagazine.org
- Camp Cookery for Small Groups*, No. 33592
- Communicating Well* (DVD), No. 605646
- Conservation Handbook*, No. 33570
- COPE and Climbing, www.scouting.org/Home/OutdoorProgram/COPE.aspx
- Craftstrip Braiding Projects, No. 33169
- Fieldbook*, No. 34006
- Group Meeting Sparklers*, No. 33122
- Guide to Advancement 2017*, No. 33088
- Guide to Awards and Insignia*, No. 614937
- Guide to Safe Scouting*, No. 610138
- Health forms, www.scouting.org/scoutsourc/HealthandSafety/Forms.aspx
- Knots and How to Tie Them*, No. 33170
- Membership Inventory, www.scouting.org/Media/forms.aspx
- Okpik Cold-Weather Camping*, No. 34040
- Passport to High Adventure*, No. 34245
- Patrol Leader Handbook*, No. 32502
- Patrol Record Book, No. 34516
- Planning and Preparing for Hazardous Weather* (CD), No. 610642
- Program Features for Troops, Teams, and Crews*, Vol. 1, No. 33110
- Program Features for Troops, Teams, and Crews*, Vol. 2, No. 33111
- Program Features for Troops, Teams, and Crews*, Vol. 3, No. 33112
- Program Updates, www.scouting.org/scoutsourc/programupdates.aspx
- Roundtable Support, www.scouting.org/scoutsourc/Commissioners/roundtable.aspx
- Senior Patrol Leader Handbook*, No. 32501
- Serving Scouts With Disabilities, www.scouting.org/disabilitiesawareness.aspx
- The Constitution of the United States, No. 30529
- This Is Scouting* (DVD), No. 610460
- Top videos, www.scouting.org/Home/Marketing/Downloads/PFL_Videos.aspx
- Trail and Campfire Stories*, No. 33529
- Training for Adults, www.scouting.org/Training/Adult.aspx
- Troop Committee Guidebook*, No. 34505
- Troop Leader Guidebook*, Vol. 1, No. 33009
- Troop Program Resources, www.programresources.org
- Troop/Team Record Book*, No. 34508
- Uniform Inspection Sheet Adult Leaders, No. 34048
- Uniform Inspection Sheet Boy Scout/Varsity Scout, No. 34283
- Your Flag*, No. 33188
- Youth Protection, www.scouting.org/Training/YouthProtection.aspx

Roundtable Big Rocks

21 QUESTIONS—WHAT IS A COMMISSIONER

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Explain the role of a commissioner
2. Explain the roles of administrative commissioners vs. unit commissioners
3. Understand how commissioners can help their units succeed

Suggested Presenter(s)

Council commissioner, assistant council commissioner, district commissioner, roundtable commissioner, and/or unit commissioner

Presentation Method

- Takeoff on the old TV game show *20 Questions*
- Q&A session

BSA Reference Materials

- www.scouting.org/Commissioners/Manuals.aspx
 - Commissioner Fieldbook for Unit Service
 - Administration of Commissioner Service
- www.scouting.org/Commissioners/Manuals/33618.aspx
 - Commissioner Helps for Packs, Troops, and Crews
- www.scouting.org/Commissioners/CommissionerLogos.aspx
 - Display of commissioner patches using a PowerPoint slide, or a printout of commissioner patches (unit, assistant district commissioner, assistant roundtable, roundtable, district, assistant council, and council).

Presentation Content

We are going to take a pop quiz regarding commissioners. Ask the following questions and, after a brief pause, state the answer.

- **Question 1**—*What distinguishes the commissioner position from other volunteer Scouting positions?*

Answer: It is the only volunteer position in Scouting that requires commissioning. The only other commissioned

positions are for professionals who help deliver Scouting. All commissioners wear the wreath of service, also known as a position patch, as part of their badge of office. This tradition dates from the earliest days of Scouting's history.

- **Question 2**—*What Scouters are eligible to wear the Arrowhead Honor on their uniform?*

Answer: Any commissioner who has completed the requirements and is currently serving in a commissioner position. If you are dual registered in positions in Scouting, you only wear the Arrowhead Honor with the commissioner badge of office.

- **Question 3**—*What are the three types of commissioners and their primary roles?*

Answer: **Administrative commissioners** (council, assistant council, district, assistant district) are primarily responsible for recruiting, training, guiding, and evaluating the commissioner staff. **Unit commissioners** coach and mentor to ensure unit success. **Roundtable commissioners** provide resources such as program skills and other help for unit personnel at regularly scheduled roundtables.

- **Question 4**—*Which Scouter meetings are uniform meetings?*

Answer: All commissioner meetings.

- **Question 5**—*Who represents all of the uniformed Scouters in the council?*

Answer: The council commissioner.

- **Question 6**—*Who is the liaison between the local council and the unit?*

Answer: The unit commissioner.

- **Question 7**—*True or false: The commissioner's specific mission is to keep units operating at maximum efficiency so that they can deliver a good program to a growing youth membership.*

Answer: True.

- **Question 8**—*Who recruits, trains, and directs the team of commissioners to assure all packs, troops, teams, and crews in the district have quality program to keep youth in the Scouting program?*

Answer: The district commissioner.

- **Question 9**—*True or false: The only reason for having commissioners is to help units succeed.*

Answer: True.

- **Question 10**—*True or False: There is only one service to a unit that is constant—and that is the friendly, personal help given by the unit commissioner.*

Answer: True.

- **Question 11**—*True or false: It is OK for commissioners to be registered as unit key leaders.*

Answer: False. It is generally recommended that commissioners do not dual register as key leaders in a unit. They may, and often do, register in a unit as another unit committee member or assistant leader.

- **Question 12**—*True or false: Unit commissioners operate by persuasion rather than legislation.*

Answer: True.

- **Question 13**—*True or false: The unit commissioner reports the strengths and needs of their units on Commissioner Tools.*

Answer: True.

- **Question 14**—*Which commissioner supports timely charter renewal?*

Answer: The unit commissioner.

- **Question 15**—*What training must a Scouter have taken to be considered a commissioner?*

Answer: Youth Protection Training, commissioner position-specific training, and prescribed orientation for their position.

- **Question 16**—*Which two commissioners have the most direct contact with the unit?*

Answer: The unit commissioner and the roundtable commissioner (roundtable team).

- **Question 17**—*Which commissioner is considered a friend, doctor, teacher, and counselor of the unit?*

Answer: The unit commissioner. The commissioner is also a representative of the Boy Scouts of America.

- **Question 18**—*Which commissioner aids the unit in completing their JTE and encourages them to “go for the GOLD”?*

Answer: The unit commissioner.

- **Question 19**—*Which commissioner has all the Scouting answers?*

Answer: None of them do, but they will recommend where to find the answer.

- **Question 20**—*Do you know the name of your unit commissioner?*

Response: If yes, please stand.

- **Question 21**—*Has your unit had contact with the unit commissioner (visiting the unit, electronic means, or conversation at roundtable) within the past month?*

Response: If yes, please stand.

If you answered 80 percent or more of these questions correctly, great. If you did not, then hopefully after this presentation you will have a better understanding of the commissioner team.

Conclusion

- The unit commissioner is the foundation of the commissioner team.
- Without the commissioner team, Scouting would not be the youth program it is today.
- Next time you see a Scouter wearing the wreath of service, thank them. They are doing all they can to keep the units strong, healthy, and presenting the best program to the youth in their units.

Pass around a paper and have the units list their unit number if they do not know or have not had contact with their unit commissioner within the last month. At the end of this presentation, give the list(s) to the district commissioner.

ADULT AWARDS AND RECOGNITION

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Explain why we recognize adults for their roles in the program
2. Explain that awards can reflect unit performance and quality programs
3. Submit unit leaders for the appropriate recognition

Suggested Presenter(s)

The ideal presenter would be the district training chair. The assistant district commissioner for training and recognition could also be a presenter.

Presentation Method

Paper copies of the award or recognition applications could be available as handouts or, if used, in the unit's mailbox. Set up a display area where unit leaders can ask questions or to submit completed applications.

Clickable links to applications could be provided on the district or council web page along with contact information for the training team or district training chair.

BSA Reference Materials

- Awards Central: www.scouting.org/home/awards_central.aspx
- Guide to Awards and Insignia: www.scouting.org/Home/Media/InsigniaGuide.aspx
- Award forms: www.scouting.org/forms.aspx

Online Resources

- Selecting Quality Leaders, www.scouting.org/Training/Adult/Supplemental/SelectingQualityLeaders.aspx
- Membership Recruitment, www.scouting.org/Home/Membership/Youth_Recruitment.aspx
- Recruiting Ideas for Cub Scout Leaders, www.scouting.org/filestore/membership/pdf/RecruitingIdeas.pdf
- Year Round Guide to Scout Recruiting, www.scouting.org/scoutsource/BoyScouts/YearRoundGuide.aspx

Presentation Content

- Start by asking why we recognize adults for their participation in Scouting.
 - It is a lot more than simply saying “thank you.” There are a fair number of folks who think an altruistic “I don’t need to be recognized or thanked” or “I do it for the boys” attitude is a good thing, which isn’t true. It

allows others to see that someone cares enough about the program to strive to meet the requirements of an award or recognition.

- Wearing of awards, or knots, is like wearing your Scouting résumé. It lets other leaders see what you have done.
- Recognition can inspire others to step up and assist or take over when leaders move on to other challenges or opportunities in Scouting.
- Recognition has been a fundamental part of Scouting from its beginning.
 - Recognizing, and thus thanking, those who stepped forward to help other people is a way of showing our appreciation for all that they have done and will continue to do.
 - Recognition is a critical part of how we pass on a legacy of excellence from one generation of volunteer leaders to another. We call out and hold up excellent service as a beacon to new leaders so they know what excellence looks like and have something to aspire to in delivering excellent program for the future.
- Some people may feel intimidated by someone with all that “bling” when they have none yet.
 - There is nothing in the *Guide to Awards and Insignia* that says you must, or that you cannot, wear everything you have earned. However, the guide does recommend that the number of knots be limited to three rows of three for a total of nine knots.
 - Ask yourself honestly, “For which of these items am I really prepared to be a source of excellence?” and wear those.
 - If you are in a district or council position of leadership, consider wearing the awards to which you wish others to aspire. In other words, consider modeling the awards you want others to earn.
- Awards and recognition fall into two broad categories: those given for fulfilling requirements and those which require nomination and selection.
 - Recognition for fulfilling requirements: These awards define a level of excellence for each leadership position to which all leaders should aspire. No volunteer signs up to do a mediocre job for their children; rather, we strive to give everyone in Scouting the best experience possible. Every single volunteer should either have or be working toward the appropriate training award and/or the Scouters Key performance award for their position.

—Awards for which a volunteer is nominated by others:

If you know someone who might be deserving, it is important that you take the time to nominate them.

Even being nominated can make an impact, as district and council volunteers get a chance to learn about up-and-coming volunteers who might play an expanded role in Scouting.

- Briefly name the awards that can be earned, taking care to distinguish between training awards and Scouters Key at appropriate levels.
- Briefly mention the awards for which nomination is required: Unit Leader Award of Merit, District Award of Merit, Silver Beaver, and heroism awards.
- Note that there is a right way to wear a knot—that is, the square knot has a definite orientation, and it can be embarrassing to discover you have it sewn upside down on your uniform. Pictures are available in the *Guide to Awards and Insignia* that show the correct placement on your uniform.
- Successful units have leaders who are working on and tracking their progress toward recognition of their performance in Scouting.
- Successful districts and councils are seeking worthy candidates that best represent outstanding commitment, development, and impact to be recognized for their performance in Scouting and in the community.
- Since the awards that fall into the first category do not have to be signed by the leader receiving the award, the progress form could be submitted on their behalf when the leader has met all the requirements and the form is signed by the appropriate approval authority.
- When done well, adult recognition is a powerful tool that can help leaders set goals, define accomplishments, encourage skill development, celebrate commitment and achievement, and inspire others to strive for similar success.

ADVANCEMENT—WHY WE DO IT

Time Available

10 minutes

Learning Objectives

At the conclusion of this training session, participants will be able to:

1. Identify who has the authority to change advancement requirements
2. Explain how advancement is one of the methods used to meet the aims of the Boy Scouts of America
3. Explain the importance of advancement in Scout retention

Suggested Presenters(s)

Council advancement chair, member of the council advancement committee, district advancement chairperson, member of the district advancement committee

Presentation Method

Verbal overview and interactive discussion

BSA Reference Materials

- *Boy Scout Handbook*, 13th edition (No. 34554)
- *Guide to Advancement*, www.scouting.org/filestore/pdf/33088.pdf
- Advancement and Awards, www.scouting.org/BoyScouts/AdvancementandAwards.aspx
- Mechanics of Advancement: In Cub Scouting, www.scouting.org/GuideToAdvancement/MechanicsofAdvancement/CubScouting.aspx
- Mechanics of Advancement: In Boy Scouting and Varsity Scouting, www.scouting.org/GuideToAdvancement/MechanicsofAdvancement/BoyandVarsity.aspx
- Mechanics of Advancement: In Venturing, www.scouting.org/GuideToAdvancement/MechanicsofAdvancement/Venturing.aspx
- Internet Advancement Reporting, www.scouting.org/GuideToAdvancement/InternetAdvancement.aspx
- Advancement for Members With Special Needs, www.scouting.org/GuideToAdvancement/SpecialNeeds.aspx
- Advancement News, www.scouting.org/boyscouts/advancementandawards/advancement_news.aspx
- Advancement Report, www.scouting.org/filestore/pdf/34403.pdf
- Advancement Educational Presentations, www.scouting.org/BoyScouts/Resources/advancement_presentations.aspx

- Guidelines for Advancement and Recognition Committees, www.scouting.org/Home/GuideToAdvancement/GuidelinesForAdvancement.aspx
- Advancement Resources, www.scouting.org/BoyScouts/AdvancementandAwards/resources.aspx
- The Aims and Methods of Boy Scouting, www.scouting.org/filestore/hispanic/pdf/521-042.pdf
- Pearls of Wisdom—Quotes From Baden-Powell, www.scouting.org/filestore/pdf/Quotes.pdf

Presentation Content

- From the *Guide to Advancement*, Boy Scouts of America, 2017:
 - “No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to members with special needs. For details see section 10, ‘Advancement for Members With Special Needs.’”
 - “This publication clearly identifies mandated procedures with words such as ‘must’ and ‘shall.’ Where such language is used, no council, committee, district, unit, or individual has the authority to deviate from the procedures covered, without the written permission of the National Advancement Program Team. Recommended best practices are offered using words like ‘should,’ while other options and guidelines are indicated with terms such as ‘may’ or ‘can.’ Refer questions on these to your local district or council advancement chairs or staff advisors. They, in turn, may request interpretations and assistance from the National Advancement Program Team.”
 - Ask a new Scout if he wants to become an Eagle, he will probably answer “yes.” Telling him that he must earn 21 merit badges, hold leadership positions in the troop, and complete an approved service project would overwhelm him, and he might decide to quit Scouting because he couldn’t possibly reach his goal to become an Eagle.
 - Ask him how does one eat an elephant? One bite at a time. On the trail to becoming an Eagle, he will earn age-appropriate ranks: Scout, Tenderfoot, Second Class, First Class, Star, and Life.

- Advancement is one of the methods units use to meet the aims of Scouting: character development and personal fitness. The others are
 - Ideals
 - Patrol method
 - Outdoor program
 - Association with adults
 - Personal growth
 - Leadership development
 - Uniform
- Units using advancement as the primary method to meet the aims of Scouting create a classroom situation with the Scouts listening to a lecture.
 - Scouts have to attend school but they don't have to join or remain a Scout.
 - Emphasizing outdoor program and not advancement will likely produce Scouts that only achieve the rank of Tenderfoot after they have been with the troop for two or more years.
 - For a unit to succeed, advancement must follow program, not the other way around.
 - With a balanced and exciting program, units will not have to worry about Scout retention or advancement.
- Advancement is more than teaching a boy new skills; it involves learning how to use these skills in meeting life's challenges. "A Scout is never taken by surprise; he knows exactly what to do when anything unexpected happens." Lord Baden-Powell
 - No one has learned a skill until they can teach it to someone else. (Tenderfoot requirement 8 states, "Using the EDGE method, teach another person how to tie the square knot.")
 - Advancement is not competitive. While members of the same or different patrols may compete to complete a rank, this should not be encouraged or used to pressure another Scout into obtaining rank.
 - Rushing a Scout to complete the requirements to obtain a rank for the upcoming court of honor will only come back to haunt him when he has to apply this knowledge on an outing or teach the skill to younger Scouts.
 - "The Scoutmaster must be alert to check badge hunting as compared to badge earning."
Lord Baden-Powell

CHARTERED ORGANIZATIONS— WHO OWNS YOUR UNIT?

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Review the chartered organization concept and why it exists
2. Encourage increased unit interaction with their chartered organizations
3. Encourage chartered organizations to be more involved in district and council activities

Suggested Presenter(s)

The ideal presenter could be an experienced and active chartered organization representative in your district. The district chair or the district membership chair could also be a presenter.

Presentation Method

Slides that show the district organizational chart and where the chartered organization is on the chart are useful. Slides showing where the chartered organization is on the unit leadership charts are also useful. It is recommended that the slides also be available in the unit's mailbox in the midway or downloadable online after roundtable is finished.

BSA Reference Materials

- Training the Chartered Organization Representative, www.scouting.org/media/relationships/trainingthecor.aspx
- Chartered Organization Representative Guidebook, [www.scouting.org/filestore/pdf/511-421\(16\)_WEB.pdf](http://www.scouting.org/filestore/pdf/511-421(16)_WEB.pdf)
- Chartered Organization Representative Fast Start Training is available through the my.scouting.org website.
- Chartered Organizations Resource Guide, http://scoutingwire.org/wp-content/uploads/2016/05/Chartered-Organization-Resource-Guide_522-925_wb.pdf
- Training should be available through the district or council training teams.
- Annual Charter Agreement, www.scouting.org/filestore/membership/pdf/524-182_web.pdf

Presentation Content

- Start by asking if any unit can identify their chartered organization.

- Ask if anyone knows who their unit's chartered organization representative (COR) is.
- Ask if any unit can mention a service project or activity they performed for their chartered organization.
 - Point out that a chartered organization is much more than someone who signs paperwork each year and provides a place for the unit to meet.
- Chartered organizations sign up to use Scouting as an outreach program for youth in the communities where they are located.
 - The chartered organization has selected Scouting as a key part of how it achieves its purposes and mission in the local community.
 - The chartered organization may be a church, civic group, school, or other such organization that works in conjunction with the BSA to provide an outreach program for youth.
 - The chartered organization is effectively a “franchisee” or “owner-operator” of the Scouting program.
- By receiving a charter from the Boy Scouts of America, the chartered organization agrees to do several things:
 - Conduct Scouting in accordance with its own policies and guidelines as well as those of the BSA.
 - Include Scouting as part of its overall program for youth and families.
 - Appoint a chartered organization representative (COR) who is a member of the organization and will represent it to Scouting as a voting member of the district and council.
 - Select a unit committee of parents and members of the organization who will screen and select unit leaders who meet the organization's leadership standards as well as the BSA's standards.
 - Provide adequate and secure facilities for Scouting units to meet on a regular schedule with time and place reserved.
 - Encourage the units to participate in outdoor experiences.
- Building this relationship can be a richly rewarding opportunity for both the chartered organization and the Scouting unit, but it requires effort by both parties.
 - The unit encourages greater support from its chartered organization.
 - The unit can show its appreciation of the chartered organization's generous support through service and other events important to the chartered organization.

- Begin by working closely with your chartered organization representative.
 - Every BSA unit should ensure the chartered organization representative is kept informed about unit events and plans.
 - The chartered organization representative should be invited to committee meetings; better yet, he or she should be an active part of the unit committee.
 - Encouraging open communication and seeking the advice of your chartered organization representative helps the unit become an integral part of the chartered organization.
- It is also an opportunity for the chartered organization to use Scouting to further its goals.
 - For a religious institution, Scouting may be a part of its youth program.
 - A parent organization, such as a local PTA or homeschooling organization, may use Scouting to serve educational aims with a high-quality values-based program.
 - Local civic groups often sponsor Scouting units as part of their community service initiatives.
- Data collected from surveys, as well as direct conversation with chartered organizations, indicate that the organizations that choose to continue chartering Scouting units believe strongly in the program, but they frequently comment that they wish the units did more for and with their institutions.
- How might a Scouting unit show its gratitude through increased support of its chartered organization?
 - Assist the chartered organization as part of an annual service day that includes grounds and facilities maintenance.
 - Support decorating for special occasions such as religious holidays or for community activities such as Veterans Day or Independence Day events, depending on the chartered organization's interests.
 - Help at fundraising events with volunteer service, such as helping with a pancake breakfast or chili dinner that benefits a chartered organization program.
 - Participate in Scout Sunday or Scout Sabbath in uniform.
 - Participate in community parades, rallies, or special events along with the chartered organization.
 - Other special service opportunities and projects are good ways to show the unit's appreciation.
- If the unit is not currently engaged in providing service to its chartered organization a few times a year, it may be wise to sit down with your chartered organization representative and ask how your unit can more actively give back to the organization.
- Conversations with the chartered organization are not just at recharter time! In fact, conversations between members of the unit key three (unit leader, unit committee chair, and the COR) should be held on a frequent basis. This helps the unit key three to ensure that unit is meeting the goals of the chartered organization and the mission of the BSA.
- Building a healthy relationship based on mutual support allows both organizations to maximize the benefits of Scouting in our communities.

COMMUNITY SERVICE—WHY WE GIVE BACK

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand community service as a core part of the Scouting program
2. Name reasons why we do community service projects
3. See opportunities for Scouts to engage in community service
4. Recognize steps in planning a service project

Suggested Presenter(s)

The council or district Scouting for Food chair, the Order of the Arrow chapter advisor, and Scouters who volunteer for other community service organizations make ideal presenters. A chartered organization representative can discuss the benefits of Scout service projects to the chartered organization.

Presentation Method

The presentation should include a discussion of the objectives and also offer unit leaders the opportunity to share some of the community service projects.

BSA Reference Materials

- Journey to Excellence, www.scouting.org/Awards/JourneyToExcellence.aspx
- Unit Tips for Success, www.scouting.org/Awards/JourneyToExcellence/unit_tips.aspx
- Service Hours Reporting, servicehours.scouting.org/UI/Security/Login.aspx
- *Boy Scout Handbook*, 13th edition (No. 34554)

Presentation Content

What is community service?

- It is voluntary work intended to help people in a particular area.
- It's not just giving money. It is a donated service or activity (in other words, with nothing in return) performed by someone or a group of people for the benefit of the public or its institutions—usually not for personal benefit.
- It can benefit someone directly, such as raking leaves for an elderly person or the family of a deployed soldier. It can also benefit a BSA camp. (Note: An Eagle Scout service project has different stipulations.)

- A unit fundraising event, such as a car wash or bagging groceries at a store, is not community service because the Scouts are getting paid.

Why do community service?

- Nothing your Scout unit can do raises community awareness more than a service project.
- These good turns are some of our best marketing tools.
- They send the message that Scouts are here, making life better for others.
- Community service is one of the activities families look for when they sign up to participate in Scouting.
- Scouting was founded on the premise of doing a Good Turn daily. Community service is very important in the character-building process and, as Scouts, we have made the commitment to give back to our communities.
- Community service projects are one the best ways to continue relationships with the community at large and organizations in particular, such as schools, local governments, and chartered organizations.
- Doing service projects together is one way that Scouts keep their promise “to help other people.” While a Scout should do his best to help other people every day, a group service project is a bigger way to help people. While you're giving service, you're learning to work together with others to do something that's good for your community.
- The Scout Oath, Scout Law, and Scout slogan include commitments to community service:
 - “On my honor, I will do my best ... to help other people at all times.”
 - “A Scout is ... helpful, friendly, courteous, kind ...”
 - “Do a Good Turn Daily.”
- The BSA collects service project hours to demonstrate the value that Scouting provides to the nation. These hours are reported to the states and to Congress.
- The BSA and local councils receive grants and foundation donations based on the amount of community service provided by Scouts.
- Journey to Excellence scorecards require service projects by all Scouting units.
 - Journey to Excellence requires at least one annual service project to benefit each unit's chartered organization, but why stop at one per year? Ask the chartered organization what your unit can do for it. The organization's needs might change from year to year.

—Journey to Excellence requires units to record projects and hours on the service hours reporting website in order to get credit for the projects for their JTE score.

- Rank advancement requires community service in most Scouting programs.

—However, a Scout should NOT just do community service when service hours are needed for advancement.

Who should do community service?

- All Scouts of all ages.
- Adult Scout leaders and parents: They set a good example for the Scouts to follow.
- Siblings: Some will become Scouts, and everyone should be taught this valuable ethic of helping others.
- If your council or district has a planned civic service project, such as Scouting for Food, each unit should participate to the best of its abilities.

Want to plan a service project?

- The Scout Oath includes the phrase “to help other people at all times,” which reminds us to always be of service to others. Begin planning your project by discussing various service ideas with your Scouts. Adult leaders, your chartered organization, and the local government are also good resources for ideas. Projects will be more meaningful and fun if they are well-planned.
- Your service project should
 - Be significant.** The project should be something important. When it’s done, everyone should be able to look back with satisfaction on an effort that has made a difference in your community.
 - Be democratic.** Scouts are more likely to buy into the project if they have taken an active part in selecting, planning, and organizing it.
 - Be clearly defined.** A project must have definite beginning and end points, with logical steps in between. A clear goal allows everyone to measure the progress along the way, and increases everyone’s sense of participation and pride in a job well done.
 - Be prepared well.** This begins long before the project starts. Ask these questions: What is the project’s purpose? Who should be contacted as resources? How many Scouts must be involved to complete the work in the allotted time? What tools or resources are needed? What safety issues must be addressed?

—**Be promoted.** Promote the project within your community. This will not only provide additional workers, but will increase the visibility of Scouting and the impact it has on your community. Create a yard sign that says “Pack/Troop/Team/Post/Group No. ___ Service Project” or “Scouting Supports Our Community.”

—**Include reflection.** When the project is complete, spend 10 or 15 minutes discussing it. At the end of your project, a discussion will help make the experience meaningful to all of those involved. This last step is important to help the Scouts realize the impact they can have in the world by volunteering and participating in community service projects.

Note to presenter: Ask unit leaders to share service project ideas. Allow a few minutes for verbal suggestions.

GUIDE TO SAFE SCOUTING

Time Available

10 minutes

Learning Objectives

At the conclusion of this training session, participants will be able to:

1. Understand that the *Guide to Safe Scouting* is the go-to resource for what Scout units can and cannot do in order to adhere to the BSA's safety directives
2. Become acquainted with the categories that are comprehensively covered in *Guide to Safe Scouting*

Suggested Presenter(s)

A roundtable commissioner or other Scouter

Presentation Method

An enthusiastic verbal presentation combined with reading aloud portions of the *Guide to Safe Scouting* preface

BSA Reference Materials

- *Guide to Safe Scouting*, www.scouting.org/filestore/pdf/34416.pdf
- The BSA's Commitment to Safety, www.scouting.org/filestore/HealthSafety/pdf/SafetyStatement_6.28.2016.pdf

Presentation Content

Have a couple of participants read the following paragraphs aloud from the *Guide to Safe Scouting* preface, as an introduction:

All participants in official Scouting activities should become familiar with the Guide to Safe Scouting and applicable program literature or manuals, and be aware of state or local government regulations that supersede Boy Scouts of America practices, policies, and guidelines. The Guide to Safe Scouting is an overview of Scouting policies and procedures gleaned from a variety of sources. For some items, the policy statements are complete. For others, unit leaders are expected to review the additional reference material cited prior to conducting such activities.

In situations not specifically covered in this guide, activity planners should evaluate the risk or potential risk of harm, and respond with action plans based on common sense, community standards, the Boy Scout motto, and safety policies and practices commonly prescribed for the activity by experienced providers and practitioners. . . .

Distribute printed copies of "The BSA's Commitment to Safety" by Chief Scout Executive Michael Surbaugh, which is posted at www.scouting.org (see reference materials above) and also included in the current edition of the *Guide to Safe Scouting*. Read aloud:

We want you to know that the safety of our youth, volunteers, staff, and employees is an important part of the Scouting experience. Youth develop traits of citizenship, character, fitness, and leadership during age-appropriate events when challenged to move beyond their normal comfort level and discover their abilities. This is appropriate when risks are identified and mitigated.

The Scouting program, as contained in our handbooks and literature, integrates many safety features. However, no policy or procedure will replace the review and vigilance of trusted adults and leaders at the point of program execution.

Commit yourself to creating a safe and healthy environment by:

- *Knowing and executing the BSA program as contained in our publications*
- *Planning tours, activities, and events with vigilance using the tools provided*
- *Setting the example for safe behavior and equipment use during program*
- *Engaging and educating all participants in discussions about hazards and risks*
- *Reporting incidents in a timely manner*

Hand out a copy of the *Guide to Safe Scouting* table of contents (on the following two pages) and inform participants that a complete copy of the guide can be downloaded at www.scouting.org/filestore/pdf/34416.pdf.

Remind participants that all Scout leaders should be aware of the reporting instructions for their local council. Copies of the local requirements should be provided when distributing the *Guide to Safe Scouting* to each unit.

Contents

I. Youth Protection and Adult Leadership	1	Local Council Membership/ Participation Guidelines	
Scouting's Barriers to Abuse	1	Regarding Life-Threatening Communicable Diseases	34
II. Aquatics Safety	5	First Aid and CPR Training	34
Resource Material	5	VI. Chemical Fuels and Equipment	35
Aquatics Leadership Training Programs	5	Purpose	35
Responsibilities of Supervisory Personnel	5	Definitions	35
Safe Swim Defense	6	Storing, Handling, and Using Chemical Fuels and Equipment	36
BSA Aquatics Play Structure Policy	10	Why Is This Important?	36
Classification of Swimming Ability	11	VII. Shooting Sports	37
Distance Swimming in Open Water	11	Cannons and Large-Bore Artillery	37
Snorkeling in Open Water	12	Knife and Tomahawk Throwing	37
BSA Scuba Policy	12	VIII. Sports and Activities	38
Safety Afloat	16	Activity Planning and Risk Assessment	38
Tow Sports	20	The Sweet 16 of BSA Safety	39
III. Camping	21	Caving	41
Age Guidelines	21	Canyoneering	41
Family Camping	22	Climbing and Rappelling	42
Cub Scout Overnight Opportunities	22	COPE Activities	43
Boy Scout/ Varsity Scout Camping	23	Slacklining	44
Venturing Camping	25	Unauthorized and Restricted Activities	45
Trek Safely	25	Knives	47
Lightning Risk Reduction	25	Parade Floats and Hayrides	47
Treated Drinking Water	27	Unit Fundraisers	48
IV. Alcohol, Tobacco, and Drugs	29	Bicycle Safety	48
V. Medical Information and First Aid	30	Skating Safety	49
Personal Health and the Annual Health and Medical Record	30	Horsemanship Activities	50
Medication Use in Scouting	32	IX. Insurance	51
Immunizations	33	Comprehensive General Liability Insurance	51
Protection Consideration for Blood and Bodily Fluids (Universal Precautions)	33	Automobile Liability Insurance	51
		Chartered Organizations for Scouting Units	52
		Accident and Sickness Coverage	52

Contents

Coverage for Non-Owned Boats Used in Scouting Activities	53	Unit Money-Earning Application	72
Unauthorized and Restricted Activities	53	Incident Descriptions and Reporting Instructions	74
X. Transportation	54	Incident Definitions	75
Automobiles, SUVs, and Vans	54	Incident Information Report	76
Campers, Trailers, and Trucks	55	Service Project Planning Guidelines	78
Buses	56	Age Guidelines for Tool Use and Work at Elevations or Excavations	83
Commercial Driver's License Compliance	56	Campout Safety Checklist	86
For-Hire Motor Carriers of Passengers (Charter Buses)	57	Event Safety Checklist	88
XI. Winter Activities	58	Youth Protection/Membership Incident Information Form	92
Winter Camping Safety	58		
Winter Sports Safety	59		
XII. Animal and Insect Hazards	61		
Hantavirus	61		
Rabies Prevention	61		
Lyme Disease	62		
Mosquito Borne Illnesses	62		
XIII. Incident Reporting	63		
BSA Incident Reporting Policy	63		
Incident Reviews	64		
Appendix	65		
Motor Vehicle and Driver Checklist	66		
Meeting Place Inspection Checklist	67		
Flying Plan Checklist	69		

BSA OUTDOOR ETHICS

Time Available

10 minutes

Learning Objectives

At the conclusion of this training session, participants will be able to:

1. Understand why the BSA practices outdoor ethics, with a general understanding of the Outdoor Code, Leave No Trace, Tread Lightly!, and the Land Ethic
2. Direct Scouters to in-depth and age-appropriate resources for the units they work with

Suggested Presenters

- Invite a Leave No Trace trainer or master educator and/or a Tread Lightly! tread trainer or master tread trainer.
- It would be nice to set up a display for more questions and information on attending outdoor ethics training.

Presentation Method

- General information about outdoor ethics can be provided as a handout or in unit mailboxes, if used, to be picked up before the roundtable begins.
- Further information could also be obtained at a display outside of roundtable.
- Discussion should drive leaders to seek additional awareness and training. This roundtable is not designed to be a full course.

BSA Reference Materials

- BSA Outdoor Ethics Information, www.scouting.org/OutdoorProgram/OutdoorEthics.aspx
- BSA Land Ethic, www.scouting.org/OutdoorProgram/OutdoorEthics/LandEthic.aspx
- BSA Outdoor Ethics Award (for Boy Scouts, Varsity Scouts, Venturers, and their Scouters), www.scouting.org/OutdoorProgram/OutdoorEthics/Awards.aspx
- Leave No Trace, www.scouting.org/OutdoorProgram/LeaveNoTrace.aspx
- Tread Lightly!, www.scouting.org/OutdoorProgram/OutdoorEthics/TreadLightly.aspx

—Dates of upcoming council-sponsored Tread Lightly! Tread Trainer or Master Tread Trainer courses

Other Reference Materials

- Leave No Trace online awareness course, Int.org/learn/online-awareness-course
- Tread Lightly! online awareness course, www.treadlightly.org/education/learn/online-awareness-course

- Aldo Leopold Foundation, www.aldoleopold.org

Presentation Content

- Outdoor ethics is deeply ingrained in the BSA program. Editions of the *Boy Scout Handbook* have had a conservation pledge as far back as 1948. The current Outdoor Code has been in place since 1955 and is now covered at all levels of Scouting.
- The Outdoor Code
 - As an American, I will do my best to—
 - Be clean in my outdoor manners.
 - Be careful with fire.
 - Be considerate in the outdoors.
 - Be conservation-minded.
- Sadly, Scouts often get the blame when other groups are out in the wilderness and cause damage. All Scout leaders should be vigilant in helping to maintain the BSA's legacy as a good steward of the outdoors. By practicing outdoor ethics at all times, we can save our reputation as well as save the outdoors for future generations.

Leave No Trace

- The Leave No Trace principles might seem unimportant until you consider the combined effects of millions of outdoor visitors. One poorly located campsite or campfire may have little significance, but thousands of such instances seriously degrade the outdoor experience for all. Leaving no trace is everyone's responsibility.
- Leave No Trace is an awareness and an attitude rather than a set of rules. It applies in your backyard or local park as much as in the backcountry. We should all practice Leave No Trace in our thinking and actions—wherever we go.
- BSA Leave No Trace Achievement Award: If you are prepared to venture down the path of really becoming aware of your surroundings, of building the skills that will allow you to leave no trace on the land, then the Outdoor Ethics Awareness and Action Awards are for you. These awards are currently available for
 - Boy Scout and Scouter, www.scouting.org/scout-source/OutdoorProgram/OutdoorEthics/Awards/BoyScout.aspx
 - Varsity Scout and Scouter, www.scouting.org/scout-source/OutdoorProgram/OutdoorEthics/Awards/Varsity.aspx
 - Venturer and Scouter, www.scouting.org/scoutsource/OutdoorProgram/OutdoorEthics/Awards/Venturing.aspx

—Note: The Outdoor Ethics Awareness and Action awards for Cub Scouts and their leaders were retired in June 2016.

- The Seven Principles of Leave No Trace (not just trash pick-up at the end of a campout!)
 - 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

Tread Lightly! is a Scouting partner. It is a national nonprofit organization with a mission to promote responsible outdoor recreation through ethics education and stewardship. The organization's goal is to balance the needs of the people who enjoy outdoor recreation with our need to maintain a healthy environment.

- From www.treadlightly.org: "The scope of our work includes both land and water, and is representative of nearly every form of outdoor recreation including, but not limited to hunting, recreational shooting, fishing and boating. ..."
- The five basic TREAD principles are
 - T: Travel responsibly.
 - R: Respect the rights of others.
 - E: Educate yourself.
 - A: Avoid sensitive areas.
 - D: Do your part.

What is the Land Ethic?

- From www.aldoleopold.org: The idea of the Land Ethic is attributed to Aldo Leopold who is considered the father of wildlife ecology and the United States wilderness system. Leopold graduated from the Yale Forest School in 1909 and worked in the newly created National Forest Service. He went on to be the supervisor of Carson National Forest in New Mexico and helped to create the first designated wilderness reservation in the U.S.—New Mexico's Gila National Forest.
- The three concepts of Aldo Leopold's Land Ethic are:
 - That land is not merely soil
 - That the native plants and animals keep the energy circuit open; others may or may not
 - That man-made changes are of a different order than evolutionary changes, and have effects more comprehensive than intended or foreseen
- These ideas, collectively, raise two issues:
 - Can the land adjust itself to the new order?
 - Can the desired alterations be accomplished with less violence (impact)?
- We understand the Land Ethic when we think of "right" and "wrong" in relation to the land as follows:
 - A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community. It is wrong when it tends otherwise.

SCOUTBOOK

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Explain what Scoutbook is and why it is used
2. Explain how units can still put information in the system if they are not yet Scoutbook users
3. Refer leaders to where they can learn more about how to use the program

Suggested Presenter(s)

The ideal presenter would be an experienced user of the platform. Your district or council may have dedicated volunteers who can be approached to deliver the topic.

Presentation Method

- Information on how to obtain Scoutbook can be distributed as a handout or, if used, in the unit mailboxes.
- If internet is available, set up a suitable display and demonstrate features of the program for unit leaders to approach with questions.
- The challenge is to maintain the proper time frame and scope of the presentation. Longer, separate training can be arranged as a follow-up. This roundtable is designed to be a general information session.

BSA Reference Materials

- Scoutbook, www.scoutbook.com
- Your district or council may already have dedicated instructional videos available.

Presentation Content

- Why is it so hard to keep adequate records in Scouting?
 - Youth and families move.
 - Cub Scout records are separate from Boy Scout records, so there is no one file on a young man from Tiger to, say, the Summit Award in Venturing.
 - And speaking of young men, Joseph P. Smith may be in different Scouting records as Joey, Joe, and Joseph. Merging that information may require help from your council office to create an accurate record of Mr. Smith in the system.
 - Most of the earlier attempts at automation in Scouting are not compatible with each other.
- Members and their families are often quite experienced in using computers and cell phones to capture and record data.

—Scoutbook was launched because there needed to be an easier way for units to do the “paperwork” of the program.

—Making it easier to enter and keep information allows volunteers to spend more time doing what they signed up to do: helping young men and women in their community.

—Making the process easier will encourage units to enter their information regularly.

- Scoutbook gives us one common interface and system that will make it easier to

—Track advancement within the unit

—Enter advancement in the national system (commonly called “internet advancement”)

—Make internet rechartering go faster

—Stay in touch with parents

—Help unit leaders organize activities and events

—Upload pictures and video of unit activities

—Follow youth members as they move from Cub Scouts to Boy Scouts to Venturing and/or relocate geographically

—Access data anywhere there is connectivity to the internet

- While there are other record-keeping systems on the market, Scoutbook is the one program built to work directly with the improving computer infrastructure at the National Service Center. It is not guaranteed that other programs will continue to work.

—There are plans to allow porting of data from some programs, but details are still being addressed.

- Pricing is set so that units can easily afford to use the program and make it available to unit leaders and members.

SOCIAL MEDIA AND SCOUTING

Time Available

10 minutes

Learning Objectives

At the conclusion of this training session, participants will be able to:

1. Understand the role of social media in Scouting
2. Understand the BSA social media policy
3. Understand the benefits of using social media in district and unit promotion

Suggested Presenter(s)

The district or council webmaster or the social media coordinator from a unit with a robust social media program

Presentation Method

An overview of the pros and cons of social media in Scouting and a review of the BSA social media guidelines

BSA Reference Materials

- BSA Social Media Guidelines, www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx
- Unit Website Guidelines, www.scouting.org/Home/Marketing/Resources/UnitWeb.aspx
- Cyber Chip, www.scouting.org/training/youthprotection/cyberchip.aspx

Presentation Content

Overview

- The BSA acknowledges that social media is here to stay and embraces its proper use to promote Scouting.
 - Facebook
 - Twitter
 - YouTube
- Social media vehicles enable current and past Scouts and Scouters—and those who are interested in participating or are just interested in Scouting in general—to communicate directly with each other about Scouting.
- Using social media to connect with others interested in Scouting can create very positive messages about your unit and Scouting in general.
- However, the creation and maintenance of these channels requires forethought, care, and responsibility.
- Remember also that the chartered organization may have its own policies about social media. Units should work with the chartered organization so that their social media presence does not conflict with existing policies.

- For that reason, the Boy Scouts of America has developed guidelines to help you navigate the use of social media channels.
- These guidelines are in addition to the BSA's existing Youth Protection policies and training. That includes the practice of no one-one-one communication between adults and youth. Any form of communication between them should always involve a second adult.

Follow Terms of Service for the Channel

- Review and strictly adhere to the terms of service and existing guidelines created by each individual social media channel (e.g., Facebook, Twitter, YouTube, etc.).
 - Always post according to the rules of the channel so your account won't be blocked.

Follow the Scout Oath and Law

- Media inquiries coming through social media should be referred to the Scout executive or a designee for an official response.
- All Scouts and adult leaders should abide by the guidelines outlined in the Scout Oath and Law when participating in social networking.
 - Content contrary to the Scout Oath and Law reflect badly on the unit, the poster, and Scouting as a whole.
 - Comments on social media “live forever” on the internet, sometimes even if the post and/or the account have been deleted.

Rules for Specific Social Media Channels

The BSA social media guidelines give specific guidance on use of the three most common social media platforms: Facebook, Twitter, and YouTube. Find the guidelines at www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx.

Other Social Media Considerations for Units

- Include a notice that the site is not an official BSA site.
 - In your social media communications, you must be clear that you are not on an official BSA social media channel but instead your own personal/unit channel. You can use the following template as an example:
 - “This site is the personal [specific social media channel] of [your name or organization] and is reflective only of my personal views, thoughts, and opinions. This site does not have the endorsement of the Boy Scouts of America, and it is not an official communication channel of the Boy Scouts of America.”

- Respect copyrights.
 - Photos, music, and video are commonly reused on the web without permission. Plagiarism is also common.
 - Such practices violate the ethics of Scouting. They are also violations of law, and could expose the publishers legally.
- No ads on unit social media sites.
 - “Free” web services used to create unit-level sites often contain advertising. This practice may reflect poorly on the Scouting brand, and should be avoided.
- Of more serious concern are unit sites that engage in fundraising activities not previously approved by the local council.
 - Any independent sales, solicitation, or collection of donations is prohibited by the Bylaws of the Boy Scouts of America and charter agreements.
- Social media must be monitored. A qualified person should have the responsibility of monitoring social media channels daily, and backup administrators/monitors should be designated so there is no gap in the monitoring.
- Integrate your communications by creating and using a strategy that surrounds your intended audience with your key message(s) through print, the web, email, social media, and word of mouth.
- Talk to your audiences and let them talk to and about you.
- Post content on a consistent schedule.
- Stale sites cause people to lose interest. They lead the public to believe your unit isn’t exciting or viable.

- Administrators must be able to monitor all communication to help ensure there is no inappropriate communication between adult leaders and Scouts or between Scouts themselves.
- All communication between adults and youth should take place in a public forum such as the Facebook wall.
- At least one additional, authorized adult must be openly “copied” (included) in the message or message thread of any electronic communication between adults and youth.
- If you feel the information you want to share should not be shared in public, you should not share that information via social media either!
- As you and members of your group create personal social media profiles, the information on these profiles should be kept private (i.e., do not display your phone number, address, or personal email address on these profiles).
- Any Scouts with personal profiles for social media should make those profiles private so their personal information cannot be accessed by the public.
- Everyone should familiarize themselves with and abide by the terms of service of the sites where they create and maintain personal profiles.

Follow Youth Protection Policies

- Safety and youth protection should be a key focus.
 - Private channels and private communication put both the youth and you at risk.
 - Keeping children and their privacy safe, both online and off, should always be at the forefront of social media usage.
 - The channels must be public, and all communication on or through them must be public.
 - No private messages and no one-on-one direct contact through email, Facebook messages, Twitter direct messaging, chats, instant messaging (Google Messenger, AIM, etc.), or other similar messaging features is allowed.

Other Internet Safety Considerations for Scouts

- Do not give anyone online your real last name, phone numbers at home or school, parents’ workplaces, the name or location of your school, or your home address without parental permission.
- Never give your password to anyone but a parent or other trusted adult in the family.
- If someone sends or shows you email or any type of direct message/wall post with sayings that make you feel uncomfortable, trust your instincts. You are probably right to be wary. Do not respond. Tell a parent or trusted adult what happened.
- If somebody tells you to keep what’s going on “a secret between the two of us,” tell a parent or guardian immediately.
- Anyone who starts talking about subjects that make you feel uncomfortable is probably an adult posing as a kid.
- Pay attention if someone tells you things that don’t fit together. If an online “friend” says he or she is 12, and another time says he or she is 14, that is a warning that this person is lying and may be an adult posing as a kid.

- Never talk to anybody by phone if you know that person only online. If someone asks you to call—even if it's collect or a toll-free 800 number—that's a warning. That person can get your phone number this way, either from a phone bill or from caller ID.
- Never agree to meet in the "real world" someone you have met only online.
- Watch out if someone online starts talking about hacking or breaking into other people's or companies' computer systems; phreaking (the "ph" sounds like an "f"), the illegal use of long-distance services or cellular phones; or viruses (online programs that destroy or damage data when other people download these onto their computers).
- Honor any rules about how much time you are allowed to spend online and what you do and where you go online.

SUPPLEMENTAL TRAINING BEYOND YOUR COUNCIL

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand the opportunities for training and family programs at the four national high-adventure bases
2. Be able to get other leaders in their units excited about the training opportunities
3. Know where to obtain the needed information for themselves and members of their units to sign up for training at all four national high-adventure bases

Suggested Presenter(s)

Scouters who have participated in training and family programs at one or more national high-adventure bases, national high-adventure base ambassadors, staff members who have worked at a national high-adventure base training center, members of the council training committee, recent attendees of any program at a national high-adventure bases, or representatives of the national high-adventure bases

Presentation Method

- If a computer and screen are available, have a recent participant present a few pictures of their experience at a national high-adventure base training center, followed by a slide show with information on all four national high-adventure bases.
- If a computer is not available, the presenter can tell about his or her experience and talk about each of the four national high-adventure bases.

BSA Reference Materials

- Philmont Training Center, www.philmontscoutranch.org/ptc.aspx
 - 2017 PTC conferences, www.philmontscoutranch.org/PTC/conferencesO.aspx
 - 2017 Family Brochure, www.philmontscoutranch.org/filestore/philmont/pdf/PTCFamily.pdf
- John D. Tickle National Training and Leadership Center at Summit Bechtel Reserve, www.summitbsa.org/programs/training
 - 2017 Summit Training Brochure, www.summitbsa.org/wp-content/uploads/2016/04/Summit2016TrainingCoursesv31816FINALs.pdf
- Sea Base Training, www.bsaseabase.org/ConferenceCenter.aspx

—Sea Base Conference Center brochure, <http://bsaseabase.org/filestore/seabase/pdf/442-001.pdf>

- Northern Tier Training, www.ntier.org/TrainingCenter.aspx

Presentation Content

- Download appropriate information on training opportunities and family programs from the high-adventure base websites and use it to prepare handouts and/or slides. Philmont, Sea Base, and the Summit have PDF training brochures posted online. Philmont also has a family programs brochure.
- Review a list of the opportunities and the basic requirements. If time allows, have people who have visited the bases talk about their training and time there.
- **Philmont Training Opportunities**
 - Make a slide from the brochure. Have a list of 2017 training opportunities.
 - The Philmont Training Center (PTC) is the national volunteer training center for the Boy Scouts of America. Since 1950, the PTC has provided a unique environment for training volunteers, creating leaders, and hosting family friendly experiences and adventures. Each year, more than 6,000 Scouters and their families attend the PTC.
 - Courses cover all aspects of Scouting from those working with our youngest members (in 2017 there are two weeks of Cub Scout Extravaganza to help our Cub Scout leaders) to Venturing leaders and district, council, regional, and national Scouters.
 - The Philmont Training Center offers a full, organized program for every member of the family, including children from infants (two months) to age 21 and your spouses. Family members will be joined by others in their age group and will participate in a carefully designed, age- and ability-specific program under the leadership of trained, experienced staff. Groups will get to enjoy hiking, tours, handicrafts, games, campfires, and outdoor activities.
 - Every conference at the PTC features tools, techniques, audiovisuals, discussions, idea sharing, and activities led by a faculty of experienced Scouters.
 - All registered Scouters are invited to attend training center courses; council approval is not required.
 - Philmont Training Center hosts a fall conference each year in September to provide leaders with more opportunities to learn and grow their skills.

—Philmont Leadership Challenge: Adult Scouters learn to internalize and practice their leadership skills in an action-packed backcountry course. This course is based on the skills taught in Wood Badge for the 21st Century, and gives its participants the opportunity to work with others to further develop and hone these skills in the field.

—The PTC is also available for councils to run retreats, Wood Badge courses and other events.

- **Northern Tier Training Opportunities:**

—Northern Tier is the site of the Boy Scouts of America's National Cold Weather Camping Development Center. The Cold Weather Leadership Training program combines an on-base seminar curriculum with a hands-on, on-ice training (including two nights on the trail). This five-day course (a condensed version of the staff training) is fun, informative, and an excellent preparation for designing and leading your own troop and council level winter camping adventures. The program is offered in January.

—Leave No Trace Master Educator courses occur throughout the year. This five-day course features a day of lectures before a four-day immersive wilderness experience. The class is designed to teach LN trainers the pedagogical methods necessary to instruct others in Leave No Trace ethics.

—Wilderness First Aid (WFA) and Wilderness First Responder (WFR): Wilderness medicine classes are offered throughout the year. These classes are meant to teach participants first aid applicable to wilderness scenarios, where help may be delayed, inclement environmental situations may complicate care, and first-aid resources may be limited and/or improvised.

—The Charles L. Sommers Wilderness Canoe Base offers a unique and rustic conference facility on Moose Lake 20 miles east of Ely, Minnesota. It is adjacent to the Boundary Waters Canoe Area Wilderness and Quetico Provincial Park, which encompasses more than 3 million acres of pristine lakes and streams. During the fall, spring, and winter weekdays, the facility is available for your conferences, so if you would like to host a rustic conference or gathering in a beautiful wilderness setting, consider holding it at the Charles L. Sommers Wilderness Canoe Base.

- **The Sea Base Training Opportunities**

—Established in 1993, the Florida Sea Base Conference and Retreat Center is a premier location for planning conferences, training courses, and group retreats. With two locations in the Florida Keys, this is an ideal location to get away from it all. Both facilities offer a wide array of meeting spaces, housing options, and

room configurations, and a full complement of multi-media visual aids and wireless internet. The Sea Base Conference Center serves only BSA organizations and nonprofit and governmental agencies.

—Sea Base is unique in that they usually only offer training in the winter. Spend a January week in the Florida Keys. There are usually two weeks of training organized by Scouting U covering a wide range of topics including a course for each program level (Cub Scouts, Boy Scouts, and Venturing) as well as commissioners and other district and council personnel. There is a program for spouses during the training weeks in January.

—Many organizations have begun holding winter conferences at Sea Base, including BSA Risk Management, United Methodist Scouters, the Catholic Committee on Scouting, and the STEM Marine Conference.

- **Summit Bechtel Reserve Opportunities**

—The new John D. Tickle National Training and Leadership Center provides courses that support adult volunteers and commissioned professionals, as well as youth participants, who want to enhance leadership and program delivery skills.

—Like the Philmont Training Center, the Tickle NTLC uses outstanding volunteer staff members with specific expertise to teach courses and coach participants to develop knowledge and skills that they can take home to make a positive impact on their local unit, district, and council.

—The Tickle NTLC offers weekend and seven-day conferences. The actual list varies from year to year. In jamboree years, the list is shortened to prevent interfering with the National Scout Jamboree.

—Participants and staff will be able to utilize the facilities in the Summit Center (e.g., zip lines, skateboarding, and more).

—Housing for staff and participants is temporarily in Camp C of the Jamboree Area. The Tickle NTLC facility (classrooms and lodging) will be completed in 2020.

—Until the Tickle NTLC facilities are complete, there is no provision for family programs.

UNIFORMING: WHY DO WE DO IT?

SET THE EXAMPLE

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand the importance of wearing a full uniform
2. Understand what constitutes a complete uniform

Suggested Presenter(s)

A member of the roundtable team or other Scouter who wears their uniform with pride

Presentation Method

Discussion with handouts or slides as appropriate to the setting

BSA Reference Materials

- The Aims and Methods of Scouting, www.scouting.org/filestore/hispanic/pdf/521-042.pdf
- BSA Uniforms website, bsauniforms.org
- *Guide to Awards and Insignia*, www.scouting.org/scoutsource/Media/InsigniaGuide.aspx
- Official BSA retail website, www.scoutstuff.org

Presentation Content

- Pass out—or show a slide of—the uniform inspection sheet. Ask how many think they could pass a uniform inspection. Would a member of a sports team show up on game day without their complete uniform?
- The uniform is one of the eight Methods of Scouting.
 - “The uniform makes the Scout troop visible as a force for good and creates a positive youth image in the community. Boy Scouting is an action program, and wearing the uniform is an action that shows each Scout’s commitment to the aims and purposes of Scouting. The uniform gives the Scout identity in a world brotherhood of youth who believe in the same ideals.
 - The uniform is practical attire for Scout activities and provides a way for Scouts to wear the badges that show what they have accomplished.

Our founder, Lord Baden-Powell, said: “Show me a poorly uniformed troop and I’ll show you a poorly uniformed leader.”

- What does a full uniform include?
 - Shirt
 - Pants or shorts
 - Web belt
 - Belt buckle
 - Cap
 - Socks
- So what does it cost to be a fully uniformed leader?
 - According to Scoutstuff.org, a basic adult uniform starts at \$117.92 (assuming shorts) plus your council shoulder patch, which will cost between \$2 and \$6, and your unit numbers at \$1.49 a number. So if we figure the most expensive council patch and a three-digit unit, you are looking at \$128.39.
 - Now let’s assume you wear your uniform once a week. That means your uniform will cost you \$2.47 per week over a five-year period or a mere 50 cents per week.
 - Lord Baden-Powell also said, “The uniform makes for brotherhood, since when universally adopted it covers up all differences of class and country.” In other words, wearing the uniform erases the lines that define and separate us. We become “one,” all of us on the same playing field.
- What does a fully uniformed Scouting youth look like?
 - Shirt
 - Pants or shorts
 - Cap
 - Socks
 - Belt
 - Neckerchief slide
 - Neckerchief
- What does it cost to uniform a Cub Scout?
 - If your youth starts as a Tiger, Scoutstuff.org has the cost for a complete Tiger uniform at \$97.92 plus the council shoulder patch (\$2 to \$6), the unit numbers (\$1.49 each), and the den numbers (\$1.49 each)
 - Assuming you buy the uniform to allow for growth, one blue shirt can take him all the way to Webelos Scouts when he can transition to the tan uniform. The pants with a large enough hem might also take him all the way to Webelos.
 - The hat, neckerchief, and neckerchief slide will need to be updated each year at a cost of \$29.97.

- Packs can economize by having boys in each age pass down their neckerchiefs and slides as they move up.
- What does it cost to uniform a Boy Scout? You have more choices here:
 - Polyester microfiber versus cotton poplin
 - Youth sizes versus adult sizes
 - Shorts versus pants
 - Customized troop neckerchiefs versus standard BSA issue
 - The most basic youth-sized option costs \$104.92 plus the council shoulder patch (\$2 to \$6) and unit numbers (\$1.49 each). That comes to \$2.22 per week for one year.
 - The “all the bells and whistles” adult sizes option costs \$154.92 plus the council shoulder patch (\$2 to \$6) and unit numbers (\$1.49 each). That comes to \$3.18 per week for one year.
- Why this matters:
 - Unlike many other activities, such as sports, Scouting will let a youth who lacks a uniform participate without penalty. However, adult and youth participants can be shown that the investment in uniforming is both economical and a source of pride.
 - Pride in wearing a full uniform enhances participation, and participation enhances the desire to wear the complete and correct uniform.
 - Scouts and Scouters behave better and live up to the example when they are in full uniform.
 - While the initial outlay for a complete uniform can seem daunting, the longevity of the uniform and the sense of pride one has when wearing it is well worth the price.
 - Many councils have a “uniform closet” where for little to no fee you can find some of the items you need.
 - Some units have even started their own closets to cut down on the expense. As your youth outgrows his uniform, you exchange it for one that fits or donate it to someone who needs one.
 - On rare occasions, you might find a used uniform at a thrift store.

WHO PAYS FOR SCOUTING

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand sources for funding your council
2. Understand what the unit leadership can do
3. Understand what unit families can do

Suggested Presenter(s)

Presenters could include the district chair, the district Friends of Scouting (FOS) coordinator, the district executive, or a member of the council finance committee.

Presentation Method

Review the various ways your council is financed, and how unit leadership can foster a well-financed Scouting experience for the Scouts in the unit.

BSA Reference Materials

Your council's "Give" or "Donate" web page

Presentation Content

Who Gives to Scouting?

- United Way, which allocates money among many charities, although the priority placed on Scouting changes from time to time
- The Combined Federal Campaign for U.S. government and military employees, similar to United Way
- Charitable foundation grants to local councils, usually to support a special initiative like STEM
- Corporations and local businesses (Community Friends of Scouting)
- Scout alumni or families of former Scouts or leaders
- Friends and neighbors through product sales
- Unit families through Family Friends of Scouting

Why do they give?

- Supporting the values that Scouting offers youth and the community
- Providing council program support
- Honoring a Scout's achievements
- Honoring their own Scouting memories
- As memorials for deceased friends in Scouting

- Providing a scholarship to camp
- Leaving a legacy

Ways to give to your council

- Annual giving campaign ("Friends of Scouting")
 - This is the biggest single source of funding for most councils.
- Buying your council's official product (such as Boy Scout popcorn)
- Special council fundraising events (golf tournament, bowl-a-thon, etc.)
 - Consult your council for a list of these special events.
- Workplace giving (United Way, etc.)
- Endowment gifts (James E. West Fellowship)
- Special capital campaigns to fund new buildings
- As memorials for deceased friends in Scouting
- Donating tangible personal property
 - Used vehicles or boats in good shape for use at camp
 - Office supplies or lumber and tools for camp repairs, etc.
 - Used Scout uniforms
- Donating stocks or bonds
- Through your will
- Life insurance 401(k) beneficiary designation

Role of Friends of Scouting

- The largest source of funding for most councils is the annual Friends of Scouting campaign.
- The percentage varies from council to council, often being as high as 40 percent of total annual funding.
- In most councils and districts, Family FOS donations exceed Community FOS by a wide margin.

Role of Unit Leaders

- Remind unit families they are supporting the values Scouting offers their youth and the community.
- Ask every unit family to make an FOS donation in some amount.
 - Ask your Council finance department for a list of companies that match FOS donations, and let unit families know.
- Make a donation yourself, and do so publicly.

- Unit families will follow your lead because you are the face of Scouting to most of them.
- When you publicly give your FOS donation to the presenter, others are likely to follow your example.
- When you don't hand an FOS donation to the presenter, they are likely to follow that example instead.
- Encourage unit families to sell the official council fundraising product.
 - Offer it as an alternative to an unofficial unit product (Christmas wreaths, etc.), to give buyers more reasons to say "yes."
 - Christmas wreaths and trees, beef jerky, etc., help fund unit operations, but none of that money supports your council.
 - Make a unit FOS donation from nonofficial product sale profits as a goodwill gesture.
 - Using "other people's money" can lessen the demands on unit families.

Role of Unit Families

- Sell the council fundraising product.
- Every family should give to FOS as they are able.
- Grandparents often support their grandchild's Scouting, if they are asked for an FOS donation.
- FOS gifts can be made in any size.
 - Most councils allow monthly giving. Families can give small monthly amounts that add up to more than they could give in a one-time donation.
- Gifts can be made in cash, or stocks and bonds.
- Many employers have programs that match gifts, including FOS donations.
 - Unit members should ask their HR department if their employer does, and how to participate.
- Some local United Way chapters allow supporters to designate their gift to their local Scout council.
 - Unit members should ask their employer's United Way coordinator if this is possible, and how to do it.

This may not count toward your unit Friends of Scouting goal, but every donation helps.

- Many employers sponsor programs that recognize volunteer hours, or designate funding to organizations chosen by their employees.

- Unit members should ask their HR department if their employer does, what they match, and how to participate.
- This might qualify for FOS participation.

Where does the money go?

- Some items you may not know about:
 - Staff and volunteer training
 - Insurance coverage to protect staff, members, and council properties
 - Support staff for registration, publications, and other program support
 - Camp promotion materials for Cub Scout day camps, Boy Scout summer camps, high-adventure bases, and more
 - Camp ranger salary to keep council camps up to date and ready for Scouts and families
 - Camp needs such as tents, cooking equipment, camp vehicles, building repairs, canoes, equipment replacement and repair, and general upkeep
 - Recognitions for leaders who complete training, volunteer for special projects, and help in many Scouting roles
 - Professional staff that work with volunteers to organize new units, manage fundraising programs, conduct training, assist membership recruitment, and provide counsel and direct support for the district camps and programs
 - Administrative needs, including computers, heat and electricity for Scout offices, links to the national BSA computer system, copy machines, and mailer folding machines
 - Service centers (Scout offices) that provide additional support to volunteers
 - Audio-visual supplies used in training at camps and in volunteer meetings
 - Postage to mail materials to leaders, parents, and youth members
 - A council website to keep you informed
 - Camp scholarships, uniforms, and registration fees for disadvantaged Scouting youth

BIG ROCK TEMPLATE

Brief Topic Title

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Choose two or three objectives.
2. State them briefly and with specific action outcomes.
3. Keep each objective statement short—just one or two brief sentences.

Suggested Presenter(s)

Describe characteristics of an ideal presenter and appropriate BSA roles or other experience that is relevant. The goal is to encourage a diverse range of presenters based on best experiences.

Presentation Method

Describe the ideal way to present the topic (e.g., open discussion, slides, persons involved, etc.).

BSA Reference Materials

- Title (and URL, if possible) of a web reference
- BSA publication title and catalog number
- Dates of upcoming council-sponsored training sessions, or contact information for the trainer if no dates are set

Presentation Content

Use this format with bullets for the main points in the presentation and dashes for related points.

— Keep the information comprehensive but concise.

Tips for Troop Meetings

1. **Troop meeting plan:** The BSA has developed a troop meeting plan that lays out the major segments of a troop meeting. By using a troop meeting plan, troops can avoid unstructured meetings that leave Scouts feeling like they didn't get anything by attending the meeting and didn't miss anything by staying home.
 - a. The Scoutmaster may need to train his senior patrol leader (SPL) in the use of the troop meeting plan using the EDGE Method, and then let the SPL implement the plan.
 - b. The Scoutmaster should assist the SPL in completing a troop meeting plan for every meeting to prevent confusion over the order of activities and who leads them.
 - c. In an effort to improve planning in all aspects of Scouting, the BSA has released the Scout Planning Worksheet, a new tool that Scouts can use to plan patrol or troop activities and that may be helpful in planning troop meetings as well. The goal is to build project-planning practice that will benefit Scouts in their Eagle projects, at school, and in life. The more often Scouts use this planning tool the better they will become at planning. The worksheet is available at www.scouting.org/filestore/boyscouts/pdf/512-505-2016-Scout-Planning-Worksheet.pdf
2. **Senior patrol leader involvement:** Adults should remember Baden-Powell's teaching that adults should never do for a boy what he can do for himself. The SPL should use a troop meeting plan worksheet to help him as a reminder of what will take place during the meeting.
 - a. The SPL should be the person who brings unruly Scouts back into order, not an adult, and should do so with the patrol leader.
 - b. Adults should refrain from stepping in to run things if the SPL falters, and coach the SPL instead.
 - c. When asked questions by boys other than the SPL, adults should urge the boys to ask their patrol leader or their SPL, depending on the question.
3. **Patrol method in troop meetings:** Since the backbone of Boy Scouting is the patrol rather than the troop, all troop meetings should involve the boys operating as patrols as much as possible.
 - a. Each part of the troop meeting plan should be conducted with boys clustered with their patrol mates.
 - b. If older boys tend to abandon the rest of their patrol members to hang out with each other, the senior patrol leader and Scoutmaster need to assess whether those boys should be a patrol of their own, or reinforce to them the need to be active within their respective patrols as part of their "Scout spirit" obligation.
 - c. If older Scouts who are patrol leaders start abandoning their patrols to hang out with each other, the SPL and Scoutmaster should remind them of their duties to their patrol. The Scoutmaster also should have a Scoutmaster conference at which these patrol leaders individually are coached that tenure in their leadership position requires that they lead the patrol.
4. **Troop meeting activities:** Scouts often need to burn off extra energy at some point during the meeting. Activities and games that involve inter-patrol competition will reinforce the patrol method.
 - a. Patrol competition activities involving Scout skills will help younger Scouts become proficient while reinforcing the same skills in older Scouts who learned them years ago.
 - b. Time can be allotted during the troop meeting to learn and/or practice the Scout skill before the activity.
 - c. See the troop meeting activities section of the Troop Program Resources. Counsel the patrol leaders' council to select an activity from Scout Skill Challenges that will put various Scout skills into action, or to select one from Team Building Activities that will help patrol members work together as a patrol.
5. **Every Scout with a purpose:** How often are meetings disrupted by Scouts who seem bored or without a purpose? Part of the solution is the rigorous use of a troop meeting plan that doesn't leave time for Scouts to "fool around." Another part of the solution is making sure every Scout has a role at every meeting.
 - a. If an older Scout isn't learning a particular skill because he already knows it, he should be challenged to teach another Scout in his patrol and ensure that Scout becomes proficient in the skill.
 - b. For troops that use the new-Scout patrol method—with all first-year Scouts in their own patrol—older boys from other patrols can be assigned to them as instructors.

- c. An instructor may be assigned to mentor a new Scout to First Class, or he may be assigned only to teach a few skills at which he excels.
6. **Role of committee members at troop meetings:** In keeping with the premise that boys should lead troop meetings rather than the adults and that boys should be guided by the Scoutmaster and his assistants, what role exists for committee members at troop meetings? Boards of review, of course.
 - a. Wise committee chairs and Scoutmasters will ensure that there are at least three committee members at every troop meeting to hold a board of review on the spot if a Scout has completed the requirements for his rank.
 - b. Troops should consider making sure that all committee members are trained on that part of the Guide to Advancement, so that any of them can be part of a board of review when a Scout needs one.
 7. **Dead time:** Sometimes there are "open spaces" in meetings by accident or due to poor planning. These can be covered in the following ways:
 - a. Have materials ready for a "hunker down" activity appropriate for indoor use, and use the activity to fill in moments between meeting segments.
 - b. Have materials ready for an indoor "hitching race" and use this activity for the same purpose.
 8. **Feed the troop:** If you have the resources, assign one of the troop camp cooks to cook a choice Dutch oven recipe. After that meeting's activity session and before the closing ceremony, serve up a taste for patrols to sample, along with a copy of the recipe.
 9. **Gathering time activity:** As boys gather for the troop meeting there should be something prepared for them to do to prevent "unexpected exuberance."
 - a. Procure a supply of charred cloth, flint rock, and steel strikers, and provide opportunities to learn and practice igniting a tinder bundle during pre-ceremony gathering periods.
 - b. Ensure that the SPL has a rewarding gathering activity prepared for each meeting.
 10. **Monthly patrol contest:** Assign an assistant Scoutmaster to keep track of patrol points in various categories (e.g., attendance, uniforming, responsiveness, spirit, ability to complete challenges). At the end of each month, give the winning patrol a pizza or other reward.
 11. **Troop practice:** This is a simple activity that can be done at any time during a meeting.
 - a. Present the "Class A clap" (Class B and C, too) and feature it periodically at a meeting so the troop can perform it with finesse.
 - b. Periodically practice some "silent Scout signals" until the troopwide response time is awesome.
 12. **Ceremonies:** Provide the opportunity for patrols to come up with, practice, and present impressive opening or closing ceremonies to represent the troop.
 13. **Plan B activities:** Organize and have ready a repertoire of Plan B activities that may substitute for cancelled activities and require only a few materials to set up.
 14. **Assign duties to patrols:** The SPL and Scoutmaster should review the routine duties inherent in every troop meeting and assign them to patrols on a rotating basis. A patrol may be assigned a specific duty for one week or an entire month, but each patrol should have a turn at each duty during the troop's program year. Examples include:
 - a. Service patrol: Before the meeting starts, the service patrol for the week (or month) is responsible for arranging the room for the meeting, including the proper number of chairs for Scouts to sit on, and doing so by patrol. At the end of the meeting, the service patrol should return chairs and other furnishings to their normal place.
 - b. Serving as flag detail: A patrol is assigned to the flag ceremony for the week or month. Don't forget the closing flag ceremony, which should serve as the official end of the meeting. The SPL should plan time at the end of the meeting, ideally just after the Scoutmaster minute, for the closing flag ceremony.
 - c. Leading games: A patrol is assigned to choose and lead a game. The game could be related to the monthly outing, or could be just for fun. The goal is two-fold: reinforcing the patrol method by having the patrol work together to choose and lead a game, and introducing new games to the troop members. This website has a wide variety of Scout games from which to choose: www.programresources.org.
 15. **Wrap-up meeting with PLC:** At the end of each troop meeting, the Scoutmaster, SPL, and patrol leaders should have a brief, five-to-10-minute meeting to review the next meeting, make sure patrol assignments are understood, and perhaps review aspects of the just-ended meeting that should be improved at the next meeting.
 16. **Scoutmaster conferences:** By allowing the Scouts to conduct their meeting, the Scoutmaster should have time at every meeting to conduct Scoutmaster

conferences for rank advancement or to have a discussion with a Scout who seems to need coaching.

- a. After the opening session, the SPL could ask, "Who needs a Scoutmaster conference for rank advancement? Raise your hands." The Scoutmaster could make note and ask to speak with each of the boys during the meeting.
- b. If a youth leader is not performing his duties adequately, the Scoutmaster should have a brief conference (or two) with that Scout to review the position duties and provide coaching to the Scout. No Scout should be surprised at his Scoutmaster conference for rank advancement with the statement, "You haven't performed well enough in your leadership position so you can't advance."

Boy Scout Interest Topics

CAMPING TRIP ACTIVITIES

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. List a variety of activities for making a successful camping trip
2. Understand the importance of having several activities planned out

Suggested Presenter(s)

District camping chair

Presentation Method

- Discussion, brainstorming, and sharing of ideas
- If internet is available, show the two clips. If it is not, discuss where to find the clips.

BSA Reference Materials

- Troop Leader Program Feature, <http://troopleader.org/program-feature-camping>
- *Program Features for Troops, Teams, and Crews*, www.scoutstuff.org/catalogsearch/result/?q=troop+program+features
- Categorized Activities Index, www.programresources.org/categorized-activities-index

Presentation Content

Besides setting up camp, carrying out duty roster responsibilities, and just hanging out, what can patrols DO on a camping trip? How are plans made to include additional camping trip activities? (View the “Scouting Is Outing” and “Program Feature: Camping” videos.)

- **Program features:** During the troop’s annual planning conference, choose from 48 program features. There are provisions to go camping in conjunction with each of these, especially those in the outdoor category. If a troop has chosen and followed one of these monthly themes in preparation for an outing, the theme’s focus gives rise to a host of relevant and involving camping trip activities.

—Discussion

- **Troop program resources:** Almost any challenge or game that is fun at a troop meeting can be presented outdoors during a camping trip. Go to www.programresources.org/categorized-activities-index and review the libraries of Scout Skill Challenges, Team Building, Patrol Games, and Troop Games opportunities. Plan on scheduling activities chosen by the Patrol Leaders’ Council between mealtimes as desired.

—Discussion

- **Location attractions:** Plan to take advantage of a location’s built-in attractions, e.g., canoe and kayak rentals, hiking trails, fishing ponds, etc.

—Discussion

- **The campsite:** On many camping trips, meaningful activities are centered around the campsite itself, where Scouts are cheerfully pulling together toward the common goal of making and keeping their camp comfortable and organized—everyone doing their part and helping one another. There’s fun inherent in using the timeless Scout skills they’ve acquired to create a campsite that works well and is enjoyable. The Scouts’ camp can be considered their very own, personalized outdoor home away from home, and they can take pride in what they’ve accomplished, reflected by their ability to function as a well-working Scout patrol.

—Discussion

- *“My ideal camp is where everyone is cheery and busy, where the patrols are kept intact under all circumstances, and where every patrol leader and Scout takes a genuine pride in his camp and his gadgets.”—Lord Baden-Powell*

EXPLORING EXPLOSION

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand the position of Exploring as part of the Learning for Life program
2. Understand how youth can participate in both Boy Scouting and Exploring
3. Understand the differences between the programs
4. Work with the more experienced youth to keep them interested

Suggested Presenter(s)

Advisors of Explorer posts in your district or council would be ideal facilitators for this interest topic. Your council may have Learning for Life executives or an Exploring executive who could also present this discussion.

Presentation Method

The presentation should start with a general explanation of what Exploring is and how it currently functions. Discuss how the methods of Exploring differ from Boy Scouting. Discuss how adult leaders interact with the youth. Emphasize that youth participants in Exploring are looking for potential career opportunities and adult mentoring. Point out and explain the obvious differences, namely that Exploring is coed and uses experiential learning in its design and implementation. Exploring has a unique appeal for youth of that age.

BSA Reference Materials

The Exploring website at www.exploring.org has all the manuals and materials that any adult or youth would need to find out more about Exploring.

Presentation Content

What Is Exploring?

Exploring is a work site-based career exploration program of Learning for Life, an affiliated program of the Boy Scouts of America.

- Exploring serves two different age groups, both of them coed. Explorer Clubs serve middle-schoolers, aged 10–13, in sixth through eighth grades. Explorer posts serve older youth 14–20 years old. The program model is the same for both age groups: Hands-on, interactive character and career activities are facilitated by trained business leaders in your local community.

- Exploring's purpose is to provide experiences to help young people mature and to prepare them to become responsible and caring adults. Explorers are ready to investigate the meaning of interdependence in their personal relationships and communities.
- Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate an Explorer post by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, develop leadership skills, and become good citizens.
- Exploring programs are based on five areas of emphasis:
 - Career opportunities
 - Leadership experiences
 - Life skills
 - Citizenship
 - Character education
- Under those areas of emphasis, Exploring provides opportunities for posts in
 - Arts & Humanities
 - Aviation
 - Business
 - Communications
 - Engineering & Technology
 - Fire & EMS
 - Health Care
 - Law & Government
 - Law Enforcement
 - Science
 - Skilled trades
 - Social services
- Exploring is NOT Venturing or Scouting in a different shirt and with girls.

The Methods of Exploring

The methods of Exploring differ from Boy Scouting, just like the methods of Boy Scouting differ from Cub Scouting. They are age and stage appropriate, emphasizing the growth and potential of the young men and women in Explorer posts.

Leadership and mentoring. Explorers get together with adult business and community members to develop and apply proven leadership skills. An Explorer post is led by elected post officers. Adult post Advisors and club Sponsors mentor Explorers to guide and encourage the youth in the post or club. The officers and activity chairs work closely with adult Advisors and Sponsors in a spirit of partnership. The adults serve in a “shadow” leader capacity.

Group activities. Post and club activities are interdependent group experiences in which success is dependent on the cooperation of all. “Learning by doing” in a group setting provides opportunities for developing new career and life skills. Exploring’s emphasis on hands-on opportunities helps provide new and meaningful experiences, practical leadership application, and lifelong memories to young adults.

Recognition of achievement. Explorers can earn recognition by the Explorer Recognition program that records community service as well as skill improvement during the year.

Democratic processes. Post officers and activity chairs are elected to fill the roles rather than appointed. They serve for a year-long term.

- How does an adult Advisor or Sponsor work with Explorers?
 - Sets a good example and cares about the success of each club or post member, which for some Explorers may be a new concept
 - Explorers will be looking to get real-world knowledge and experience from the adults involved. Adults should find others to help serve as consultants to provide such real-world skills if they themselves do not have the particular knowledge set.
- How do youth lead the post or club?
 - Post or club officers work with the adult leaders to plan the program year and select activity chairs to lead activities that all members will enjoy.
- Exploring is a coed program.
 - Just as young men are looking for the next challenge, young women are also looking to grow and develop in a quality program.

- Young men and young women develop at different rates, and it is often the case that young women take the lead in planning and running post activities once they become comfortable with the program.
- Having a place where young men and young women can work together on activities they plan is a selling point of the program.
- A Boy Scout can be in a troop AND a post.
 - While Learning for Life is an affiliated program of the BSA, it is a separate registration.
 - Work done in a post does not directly count toward Scouting advancement, but there are some cases where work done in a post activity may be used for a merit badge.
- “You’re stealing my boys!”
 - A concern for many Scoutmasters is that anything that is outside of the troop meeting is a threat to take boys from Scouting.
 - Boys that are Explorer age are often looking for those opportunities that may allow them to figure out what they want to do when they grow up, and thus age out of Boy Scouting. Career-related interests do not have to conflict with Scouting.
- One of the situations that Boy Scouting and Exploring can help young people with is the ability to manage and prioritize activities, as well as advocate for their own likes and interests. A good Scout leader will encourage a young man to stretch his potential and let them try other opportunities, including Exploring.
- Remember what the mission of Scouting is:
 - To help young people to be able to make ethical choices using the principles of the Scout Oath and Law in their daily lives.
 - It is not necessarily to keep your troop numbers up.
 - Keeping a young man in Exploring helps him to continue developing the ability to make those ethical choices using the values of the Scout Oath and Law.

NATIONAL HONOR PATROL

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Learn why the patrol method is important
2. Learn how to use the National Honor Patrol Award for better patrol operation

Suggested Presenter(s)

- A Boy Scout roundtable commissioner or unit leader who has used the National Honor Patrol Award to enhance their unit's program
- A Scout whose patrol has earned the award and can explain how doing so has improved his patrol

Presentation Method

- Begin with an overview of the aims and methods of Scouting.
- Share Baden-Powell's thoughts on the patrol method.
- Discuss the elements of the National Honor Patrol Award.

BSA Reference Materials

- *Patrol Leader Handbook*, No. 32502
- The Aims and Methods of Scouting, www.scouting.org/filestore/hispanic/pdf/521-042.pdf
- National Honor Patrol Award: www.scouting.org/Home/Awards_Central/NationalHonorPatrol.aspx
- *2016–17 Boy Scout Roundtable Planning Guide*, Patrol Method interest topic

Other Materials

Hand out for participants: National Honor Patrol Form (fillable PDF), www.scouting.org/filestore/boyscouts/pdf/512-021_WB.pdf

Presentation Content

Aims and methods of Scouting related to the patrol method:

- The second aim of Scouting is participating citizenship:
—“Used broadly, citizenship means the boy's relationship to others. He comes to learn his obligations to other people, to the society he lives in, and to the government that presides over that society.”

- The patrol method is one of the eight methods of Scouting:
—“The patrol method gives Scouts an experience in group living and participating citizenship. It places a certain amount of responsibility on young shoulders and teaches boys how to accept it. The patrol method allows Scouts to act in small groups where they can easily relate to each other. These small groups determine troop activities through their elected representatives.”
- Baden-Powell believed that the patrol method is the cornerstone of Scouting, as shown by these statements:
—“The patrol (method) is the one essential feature in which Scout training differs from that of all other organizations ...”
—“The patrol system is not one method in which Scouting for boys can be carried on; it is the only method.”
—“Unless the patrol method is in operation, you don't really have a Boy Scout troop.”

Benefits of the Patrol Method

- Patrols offer boys four critical things:
—Every boy has a say in the patrol's activities;
—Boys learn to work together to do things well;
—They get a chance to learn and to practice both leadership and membership skills; and
—They learn to take care of each other. All boys help with camp chores; no one gets more (or less) to do than others and the buddy system can be used to spread the work on outings by assigning pairs to do each task.
- When those things occur, it's due to boy leadership and participatory citizenship, one of the aims of Scouting.
- When they happen, the patrol gets the job done and stays together—on its own, under its own leadership.
- Other benefits of a fully functioning patrol method:
—If the patrols are working well, the patrol leaders are probably being good leaders.
—If the patrol leaders are good leaders, the PLC should be working well to develop an exciting troop program that aids retention by keeping all the Scouts interested in Scouting.

National Honor Patrol Award purpose and use

- The National Honor Patrol Award was created to encourage patrols meet the objectives described above.
- It is not a once-and-done award.
 - The award can be earned every three months.
- Ask by show of hands: Does your troop encourage each patrol to earn the National Honor Patrol Award as often as possible?
 - If anyone says yes, ask them to share some benefits it brings to their troop when patrols earn the award.

The requirements:

1. Have a patrol name, flag, and yell. Put the patrol design on equipment and use the patrol yell. Keep patrol records up to date.
 - This requirement reinforces patrol spirit, like the patrol yell and flag used at Wood Badge.
 - For more on patrol spirit, see chapter 2 of the *Patrol Leader Handbook*
 - The patrol members should all wear the same patrol medallion on their uniforms, of course.
 - Unless the patrol changes its name or yell, that part is likely to be met every three months without extra effort.
 - Keeping patrol records of attendance, personal advancement, and dues payment up to date requires constant effort by the patrol scribe.
2. Hold two patrol meetings each month.
 - This requirement reinforces the notion that troops consist of patrols.
 - For more on patrol meetings, see chapter 4 of the *Patrol Leader Handbook*
 - Patrols can't function as patrols without patrol meetings to discuss important issues, plan patrol participation in troop activities and meetings, and plan separate patrol activities.
3. Take part in at least one hike, outdoor activity, or other Scouting event.
 - For more on patrol activities, see chapter 5 of the *Patrol Leader Handbook*
 - This isn't intended to be the monthly troop activity. It is intended to be a separate event planned and conducted by the patrol to reinforce the identity of the patrol as an entity.

—Ask the troop leaders if patrols conduct activities. If yes, ask for examples.

4. Complete two Good Turns or service projects approved by the patrol leaders' council.
 - Ask the troop leaders for examples.

Note: The BSA says that patrols may conduct day hikes and service projects independent of the troop, as long as they follow two rules:

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

Youth Protection consideration for patrol events:

The BSA says that on patrol activities, the presence of adult leaders is not required and adult leadership may be limited to patrol leadership training and guidance. With proper training, guidance, and approval by troop leaders, the patrol can conduct day hikes and service projects.

- The Scoutmaster's approval of the activity should include the proper coaching on safety and a review of the patrol's outing plan.
5. Help two patrol members advance in rank.
 - This is easiest when the patrol includes Scouts below the rank of First Class.
 - An older Scout patrol may not get the award quarterly if all the Scouts are First Class or above due to position-of-responsibility tenure requirements for advancement. However, they should still try.
 - Peer-to-peer encouragement may help Scouts advance regularly so they don't feel left behind and drop out of Scouting.
 6. Have at least 75 percent of members in full uniform at troop activities.
 - Uniforming is one of the eight methods of Scouting, and is supported by this requirement.
 - Note that the requirement is full uniform, not sports shorts or jeans with the Scout shirt.
 - Scouts will model their adult leaders, so the adults should be in full uniform as an example. Scouts should not be asked to be in full uniform to earn the award when the adults aren't.
 7. Have a representative attend at least three Patrol Leaders' Council meetings.
 - The PLC is composed of a representative of each patrol.

—This requirement requires perfect attendance at PLC meetings, but allows for another Scout to attend when the patrol leader can't.

—That Scout helps the PLC understand the wants and needs of his patrol. He learns about patrol assignments for upcoming meetings and activities, such as which patrol is the service patrol for the month, which one is the ceremony patrol, etc. The Scout takes that information back to the patrol members.

8. Have eight members in the patrol or experience an increase in patrol membership.

—“At Eight We're Great.”

—This is an either/or requirement.

—A patrol with eight members meets the requirement.

—A patrol with fewer than eight members, or one that loses a member, is required to add a Scout until there are eight members in the patrol.

Why Eight Patrol Members?

- Eight members will allow every Scout to have one role in patrol operation.
- These jobs allow distributed responsibilities so each Scout has a role in the patrol's success, and the patrol can do activities on its own and as part of the troop.
- If everyone has a role to play, they'll be more active and also less inclined to skip meetings or outings because they'll cause hardship for the others when they don't fulfill their roles.
- The patrol leader is elected by the patrol members, and appoints the others based on their skills and desires.
- The eight patrol positions are:
 1. Patrol leader
 2. Assistant patrol leader, to lead the patrol when the patrol leader is sick and to lend a hand at other times
 3. Scribe, to take attendance and patrol meeting notes, and keep a patrol logbook (like the troop historian)
 4. Quartermaster, to keep an inventory of patrol equipment and make sure the boys take care of their patrol equipment
 5. Grubmaster, to buy food for the patrol, including the right types and quantities of ingredients for the meals the patrol plans, and make sure it gets to the campout

6. Cheerleader, to lead patrol cheers and yells, and plan the patrol's part of the campfire program

7. Treasurer, to budget for patrol outings, keep dues, etc.

8. Hikemaster or campmaster, to help plan the details of an outing, using a trip plan as a guide/checklist.

Wrap-up

- Give attendees the requirements via handout.
- Encourage them to implement the Honor Patrol Award in their units so as to more effectively use the patrol method.

NATIONAL OUTDOOR AWARDS

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Identify the National Outdoor Awards that Boy Scouts can earn
2. Provide ideas for enhanced unit programming through these awards
3. Find resources for award requirements

Suggested Presenter(s)

A member of the district advancement committee or an experienced unit leader whose unit actively promotes earning some of these awards should present this topic. The presenter should review the resource materials and be able to answer questions about the awards.

Presentation Method

- Conduct a brief discussion with the attendees about the National Outdoor Awards that Boy Scouts can earn. A forum discussion would be ideal in which unit leaders are asked which of these awards their units have worked on and provide comments about the awards.
- Discuss ways these awards might fit into existing unit program plans or encourage Scouts to go above and beyond existing plans.

BSA Reference Materials

- National Outdoor Awards Program, www.scouting.org/BoyScouts/Youth/Awards/NOA.aspx
- National Outdoor Awards handout, included at the end of this interest topic
- Application for National Medal for Outdoor Achievement, www.scouting.org/filestore/Outdoor%20Program/pdf/430-041_WB.pdf

Presentation Content

Do you enjoy camping under the stars, rafting a whitewater river, or hitting the trail afoot, on a bike, or even on a horse? Can you pitch a tent, find your way, and bandage an ankle using only materials in your pack? Are you prepared to do any of these in rain, snow, sleet, or heat?

If so, the National Outdoor Awards are for you. There is nothing virtual about these awards—you can earn them only by demonstrating knowledge and experience in the outdoors. So if you are a Boy Scout, Varsity Scout, Sea Scout, or Venturer, and think you are tough and disciplined enough to hike or ride the miles, camp the nights, run the rivers or lakes, or do the work to conserve the land, then

read on and see if the National Outdoor badges or possibly the National Medal for Outdoor Achievement could be for you and your troop, team, or crew!

National Outdoor Awards for Camping, Aquatics, Conservation, Hiking, Riding, and Adventure

- When a Scout excels in outdoor participation, there are awards to show for it! This program, conceived by the BSA's National Camping Task Force, includes a series of six badges designed to recognize a Boy Scout, Varsity Scout, Sea Scout, or Venturer who has exemplary knowledge and experience in performing high-level outdoor activities.
- The award consists of up to six emblem segments positioned around the perimeter of a beautiful center emblem. All are embroidered in full color. The segments represent six areas of emphasis: Camping, Aquatics, Conservation, Hiking, Riding, and Adventure, with rigorous requirements to earn each segment. The center emblem features an outdoor scene with fleur-de-lis and the words "National Outdoor Awards."
- The six National Outdoor Awards badges recognize a Boy Scout, Varsity Scout, Sea Scout, or Venturer who demonstrates knowledge and experience in camping, aquatics, conservation, hiking, riding, or adventure. Youth earning the National Outdoor Awards badges have demonstrated that they are knowledgeable, safe, and comfortable in the outdoor activity covered by the badge. National Outdoor Awards badges may be earned in the following areas:
 - **Camping.** A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Camping upon successfully completing the Camping requirements outlined in the National Outdoor Awards handout.
 - In addition, a gold device may be earned for each additional 25 nights of camping. A silver device is earned for each additional 100 nights of camping. The youth may wear any combination of devices totaling his or her current number of nights camping.
 - **Hiking.** A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Hiking upon successfully completing the Hiking requirements outlined in the National Outdoor Awards handout.
 - A gold device may be earned for each additional 50 miles hiked, backpacked, snowshoed, or skied as outlined in requirements 2 and 3 as stated in the National Outdoor Awards handout. A silver device is earned for each additional 200 miles of hiking.

The youth may wear any combination of devices totaling his or her current number of miles hiking.

- **Aquatics.** A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Aquatics upon successfully completing the Aquatics requirements outlined in the National Outdoor Awards handout.
 - A gold device may be earned for each additional 25 hours of aquatics activity listed in requirement 5. A silver device is earned for each additional 100 hours of aquatics activity. The youth may wear any combination of devices totaling his or her current number of hours of aquatics activity.
- **Conservation.** A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Conservation upon successfully completing the Conservation requirements outlined in the National Outdoor Awards handout.
 - A gold device may be earned for each additional 25 hours of conservation work. A silver device is earned for each additional 100 hours of conservation work (for example, the first silver device is earned at 125 total hours of conservation work). Youth may wear any combination of devices totaling his or her current number of hours of conservation work.
- **Riding.** A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for

Riding upon successfully completing the Riding requirements outlined in the National Outdoor Awards handout.

- A gold device may be earned for each additional 100 miles of riding set forth in requirement 3. A silver device is earned for each additional 400 miles of riding. The youth may wear any combination of devices totaling his or her current number of miles of riding.
- **Adventure.** A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Adventure upon successfully completing the Adventure requirements outlined in the National Outdoor Awards handout.
 - A gold device may be earned for each additional five activities. A silver device is earned for each additional 20 activities. The Scout may wear any combination of devices totaling his current number of activities.
- **National Medal for Outdoor Achievement.** The National Medal for Outdoor Achievement is the highest recognition that a Boy Scout, Varsity Scout, Sea Scout, or Venturer can earn for exemplary achievement, experience, and skill in multiple areas of outdoor endeavor. In order for a youth to earn the National Medal for Outdoor Achievement, he or she must complete the requirements outlined in the National Outdoor Awards handout.

NATIONAL OUTDOOR AWARDS FOR CAMPING, AQUATICS, CONSERVATION, HIKING, RIDING, AND ADVENTURE



When a Scout excels in outdoor participation, there are awards to show for it! This program, conceived by the BSA's National Camping Task Force, includes a series of six badges designed to recognize a Boy Scout, Varsity Scout, Sea Scout, or Venturer who has exemplary knowledge and experience in performing high-level outdoor activities.

The award consists of up to six emblem segments positioned around the perimeter of a beautiful center emblem. All are embroidered in full color. The segments represent six areas of emphasis: Camping, Aquatics, Conservation, Hiking, Riding, and Adventure, with rigorous requirements to earn each segment. The center emblem features an outdoor scene with fleur-de-lis and the words "National Outdoor Awards."

The six National Outdoor Awards badges recognize a Boy Scout, Varsity Scout, Sea Scout, or Venturer who demonstrates knowledge and experience in camping, aquatics, conservation, hiking, riding, or adventure. Youth earning the National Outdoor Awards badges have demonstrated that they are knowledgeable, safe, and comfortable in the outdoor activity covered by the badge.

National Outdoor Awards badges may be earned in the following areas:

Camping

A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Camping upon successfully completing the following requirements:

1. Earn the Boy Scout First Class rank, Sea Scout Apprentice rank, or complete Venturing Ranger Award requirements 1–6.
2. Complete the Camping merit badge requirements.
3. Complete the requirements for two of the following three: Cooking merit badge or Ranger Cooking core; First Aid merit badge or Ranger First Aid core; Pioneering merit badge.

4. Complete 25 days and nights of camping—including six consecutive days (five nights) of camping (Sea Scouts may be on a boat), approved and under the auspices and standards of the Boy Scouts of America—including nights camped as part of requirements 1 through 3 above. Boy Scouts and Varsity Scouts must complete six consecutive days (five nights) of the 25 nights at a BSA accredited resident camp. A gold device may be earned for each additional 25 nights of camping. A silver device is earned for each additional 100 nights of camping. The youth may wear any combination of devices totaling his or her current number of nights camping.

A gold device may be earned for each additional 25 nights of camping. A silver device is earned for each additional 100 nights of camping. The youth may wear any combination of devices totaling his or her current number of nights camping.

Hiking

A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Hiking upon successfully completing the following requirements:

1. Earn the Boy Scout First Class rank, Sea Scout Apprentice rank, or complete Venturing Ranger Award requirements 1–6.
2. Complete the requirements for one of the following: Hiking merit badge, Backpacking merit badge, or Venturing Ranger Backpacking elective.
3. Complete the requirements for one of the following: Orienteering merit badge, Geocaching merit badge, *Pathfinding merit badge, or Venturing Ranger Land Navigation core requirement.
4. Complete 100 miles of hiking, backpacking, snowshoeing, or cross-country skiing under the auspices of the Boy Scouts of America, including miles hiked as part of requirements 2 and 3.

A gold device may be earned for each additional 50 miles hiked, backpacked, snowshoed, or skied as outlined in requirements 2 and 3. A silver device is earned for each additional 200 miles of hiking. The youth may wear any combination of devices totaling his or her current number of miles hiking.

**Only the Scouts who have already earned the Pathfinding merit badge during Scouting's centennial celebration in 2010 and first quarter of 2011 can receive credit for this requirement. This badge has been discontinued since then, and can no longer be earned.*

Aquatics

A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Aquatics upon successfully completing the following requirements:

1. Earn the Boy Scout First Class rank, Sea Scout Apprentice rank, *or* complete Venturing Ranger Award requirements 1–6.
2. Complete the requirements for the Swimming merit badge and either Lifesaving merit badge or Venturing Ranger Lifesaver elective. (For Sea Scouts, Swimming merit badge requirements are an Ordinary rank requirement, and Lifesaving merit badge requirements are an Able rank requirement).
3. Complete the requirements for the Mile Swim BSA Award.
4. Complete the requirements for at least one of the following: Canoeing, Fishing, Fly-Fishing, Kayaking, Rowing, Scuba Diving, Small-Boat Sailing, Water Sports, or Whitewater merit badges or Ranger Award Fishing, Scuba, or Watercraft electives. Complete at least 25 hours of on-the-water time, applying the skills that you learned in the merit badge or Ranger elective.
5. Complete at least 50 hours of any combination of swimming, canoeing, fishing, fly-fishing, kayaking, rowing, scuba, small-boat sailing, stand up paddle boarding, water sports, or whitewater activity under the auspices of the Boy Scouts of America, including time spent in requirements 2 through 4.

A gold device may be earned for each additional 25 hours of aquatics activity listed in requirement 5. A silver device is earned for each additional 100 hours of aquatics activity. The youth may wear any combination of devices totaling his or her current number of hours of aquatics activity.

Conservation

A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Conservation upon successfully completing the following requirements:

1. Earn the Boy Scout First Class rank, Sea Scout Apprentice rank, *or* complete Venturing Ranger Award requirements 1–6.
2. Demonstrate the safe use of five of the following conservation tools: pick or pickax; shovel or spade; ax; bow saw; cross-cut saw; pry bar; sledge hammer; loppers or shears; fire rake or McLeod; and/or Pulaski. Discuss the ethical use of the tools you chose.
3. Complete the requirements for the following:
 - a. Environmental Science merit badge *or* Sustainability merit badge *or* both Venturing Ranger Conservation core and Ecology elective
 - b. Soil and Water Conservation merit badge
 - c. One of the following merit badges: Fish and Wildlife Management, Forestry, or Mammals

4. Complete 25 hours of conservation work under the auspices and standards of the Boy Scouts of America, including hours worked as part of requirements 1 through 3.

A gold device may be earned for each additional 25 hours of conservation work. A silver device is earned for each additional 100 hours of conservation work (for example, the first silver device is earned at 125 total hours of conservation work). Youth may wear any combination of devices totaling his or her current number of hours of conservation work.

Riding

A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Riding upon successfully completing the following requirements:

1. Earn the Boy Scout First Class rank, Sea Scout Apprentice rank, *or* complete Venturing Ranger Award requirements 1–6.
2. Complete the requirements for at least one of the following:
 - a. Cycling merit badge or Ranger Cycling/Mountain Biking elective and 100 miles of cycling
 - b. Horsemanship merit badge or Ranger Equestrian elective and 20 miles of horseback riding
 - c. Motorboating merit badge or Ranger Watercraft elective and 100 miles of motor boating
 - d. Skating merit badge or Ranger Winter Sports elective and 20 miles of skating
3. Complete 200 miles of riding activities, including cycling, stock riding, skating, motor boating, mountain boarding, snowmobiling (including ATV or PWC riding at an approved council program), under the auspices of the Boy Scouts of America, including the miles in requirement 2.

A gold device may be earned for each additional 100 miles of riding set forth in requirement 3. A silver device is earned for each additional 400 miles of riding. The youth may wear any combination of devices totaling his or her current number of miles of riding.

Adventure

A Boy Scout, Varsity Scout, Sea Scout, or Venturer may earn the National Outdoor Badge for Adventure upon successfully completing the following requirements:

1. Earn the Boy Scout First Class rank, Sea Scout Apprentice rank, *or* complete Venturing Ranger Award requirements 1–6.

2. Complete the requirements for one of the following: Wilderness Survival, Search and Rescue, or Emergency Preparedness merit badges or Ranger Wilderness Survival core, Ranger Emergency Preparedness core, or Ranger First Aid elective.
3. Complete 10 of any combination or repetition of the following adventure activities under the auspices of the Boy Scouts of America:
 - a. A backpacking trip lasting three or more days and covering more than 20 miles without food resupply
 - b. A canoeing, rowing, or sailing trip lasting three or more days and covering more than 50 miles without food resupply
 - c. A whitewater trip lasting two or more days and covering more than 20 miles without food resupply
 - d. A climbing activity on open rock, following Climb on Safely principles, that includes camping overnight
 - e. Earn the National Historic Trails Award.
 - f. Earn the 50-Miler Award.
 - g. Attend any national high-adventure base or any nationally recognized local high-adventure or specialty-adventure program.

Items 3a–g may be repeated as desired. A single activity that satisfies multiple items in 3a–g may be counted as separate activities at the discretion of the unit leader. Similarly, a single activity that doubles an item in 3a–d may be counted as two activities at the discretion of the unit leader. A gold device may be earned for each additional five activities. A silver device is earned for each additional 20 activities. The Scout may wear any combination of devices totaling his current number of activities.



National Outdoor Awards Devices

As defined in the requirements for the National Outdoor Awards Program, placing a gold- or silver-finish device on the appropriate activity segment can recognize additional achievements in any of the six areas.

National Medal for Outdoor Achievement

The National Medal for Outdoor Achievement is the highest recognition that a Boy Scout, Varsity Scout, Sea Scout, or Venturer can earn for exemplary achievement,

experience, and skill in multiple areas of outdoor endeavor. In order for a youth to earn the National Medal for Outdoor Achievement, he or she must complete the following requirements:

1. Earn the Boy Scout First Class rank, Sea Scout Apprentice rank, or complete Venturing Ranger Award requirements 1–6 and hold the Venturing Discovery Award.
2. Earn the National Outdoor Badge for Camping with a silver device.
3. Earn any two additional National Outdoor Badges, each with two gold devices.
4. Complete the requirements for all of the following: Backpacking merit badge or Ranger Backpacking elective; Emergency Preparedness merit badge or Ranger Emergency Preparedness core; Nature merit badge; and Wilderness Survival merit badge or Ranger Wilderness Survival core.
5. Complete a 16-hour course in Wilderness First Aid from the American Red Cross, Wilderness Medical Institute, or other recognized provider.
6. Become a Leave No Trace Trainer by completing the 16-hour training course from a recognized Leave No Trace Master Educator.
7. Plan and lead, with the approval of your unit leader, an outing for your troop, team, ship, crew patrol, or squad in two of the following activity areas: hiking and backpacking, aquatics activities, or riding. Include in each outing a service element addressing recreational impacts resulting from that type of activity. With the approval of your unit leader, you may plan and lead the outings for another Cub Scout pack, Boy Scout troop, Varsity Scout team, Sea Scout ship, or Venturing crew.
8. Complete at least one of the following:
 - a. Plan and lead, with the approval of your unit leader, an adventure activity identified in the National Outdoor Badge for Adventure for your troop, team, ship, crew, patrol, or squad.
 - b. Successfully complete a season on a council summer camp staff in an outdoor area, such as aquatics, Scoutcraft, nature/environment, climbing, or COPE.



OA ELECTIONS: JUST THE FACTS

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Explain the requirements for being elected to the Order of the Arrow
2. Explain the ins and outs of an OA election

Suggested Presenter(s)

District lodge chief or other member of the Order of the Arrow

Presentation Method

Discussion with slides, if possible

BSA Reference Materials

- *Guide to Unit Elections*, www.oa-bsa.org/uploads/publications/GuideToUnitElections2015.pdf

Presentation Content

Each year lodges visit individual troops and hold unit elections, the process through which Scouts elect their peers to membership in the Order of the Arrow.

- **To be eligible for election to the OA, a Scout must**
 - Be a registered member of the Boy Scouts of America
 - Have attained at least the rank of First Class
 - Have the approval of his Scoutmaster
 - Have experienced 15 nights of Boy Scout camping while registered with a troop or team within the two years immediately prior to the election. The 15 nights must include one, but no more than one, long-term camp consisting of at least five consecutive nights of overnight camping, approved and under the auspices and standards of the Boy Scouts of America. Only five nights of the long-term camp may be credited toward the 15-night camping requirement; the balance of the camping (10 nights) must be overnight, weekend, or other short-term camps of, at most, three nights each. This requirement applies to all candidates for youth and adult membership in the Order of the Arrow, but is subject to waiver for district/council Scouters as set forth in the National Order of the Arrow Committee's *Guide for Officers and Advisers*.

- **Are the requirements the same for adults?**

—Adults must follow most of the same requirements for eligibility as the youth. However, they must be at least 21 years of age, exempt from the First Class requirement, and approved by an adult selection committee after an eligibility form has been turned in by the troop committee chairman.

- **What percentage of the troop must be present in order to carry out the election?**

—It is required that at least 50 percent of the registered active unit membership is present at the unit election. A registered active member is a youth who carries a current national membership card and participates in unit activities. A youth who moves away or drops out of the unit is not an active member and would not be counted in the registered active membership figure.

- **Can eligible Scouts turn in a ballot?**

—Eligible Scouts can vote for those they feel are worthy to become members of the Order of the Arrow, including themselves.

- **How is the voting carried out?**

—Voting is anonymous by secret ballot. Open voting or campaigning of any kind is not permitted.

- **How many eligible Scouts can a Scout vote for?**

—A Scout may put as many or as few names as he wishes on his ballot. If he feels nobody is ready, he is free to turn in a blank ballot.

- **What if a Scout doesn't know any of the eligible Scouts?**

—Abstaining from voting is allowed for any new members of the troop who feel they don't know the eligible Scouts well enough. For a Scout to abstain, they should not turn in a ballot at all, which will not affect the final result of the election. However, do not confuse an abstention with a no-vote! A blank ballot turned in counts against those who are eligible.

- **How many votes must an eligible Scout receive in order to become a candidate?**

—Eligible Scouts must receive at least half of the votes cast to be elected. If there are an odd number of ballots cast, round up. If none of those eligible are elected, the election team will give the unit another chance to vote. This second vote will be final even if no one is elected.

- **If an eligible Scout receives at least 50 percent of the votes, is he a member of the Order of the Arrow?**

—Being elected is only the first step in the induction process. Those elected have first to go through their Ordeal before becoming members of the Order of the Arrow.

ONLINE TROOP LEADER RESOURCES

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to identify and explain the two newest online resources for troop leaders.

Suggested Presenter(s)

A member of the roundtable team, or other troop leader, who is familiar with the websites

Presentation Method

If an internet connection is available, the websites can be projected on a screen. As alternatives, the sites can be viewed on laptops or mobile devices depending on wireless availability and local bandwidth.

Presentation Content

Two of the newest BSA websites are designed to make it easier for youth and adult troop leaders to plan meetings that are fun with positive outcomes.

Troop Leader Resources (www.troopleader.org) is designed to do this in a colorful and informative way, aided by videos and photos of real Scouts in real troops that are engaged, involved, and obviously having a great time.

- From the outset, the web developers' vision was to provide an online one-stop shop for troop leaders, both new and experienced, that was accessible, friendly, and would make planning effective meetings easier.
- The website contains the following sections:
 - Troop Meeting Agenda.** This section breaks down each segment of the troop meeting plan with 11 short videos from actual troop meetings along with a description of each part of the agenda. There's also a fillable troop meeting planning sheet, if the patrol leaders' council chooses to fill out meeting plans online.
 - Program Features.** This is the website's major section, presenting each of the 48 program features with explanatory information as well as ideas for troop meetings and monthly main events. Each program feature has its own navigation bar linking to corresponding subsections.
 - Program Resources.** This section provides a gateway to the Program Resources website (see below) which contains the following:
 - a. Scout meeting activities including Scout skill challenges, troop and patrol games, and team-building opportunities

- b. A learning library of campcraft skill videos
- c. An assortment of troop ceremonies
- d. A large compilation of leader's minutes

- **Planning.** This gateway offers information pertaining to annual and monthly planning, including an illustrative video of a real patrol leaders' council in action.
- **Training.** This is a gateway of information for both adult and youth troop leaders.
- **Outings.** General information is provided here along with sections for camping equipment, troop site setup, and camping trip activities.
- **General Troop Information.** This repository features topics that are relevant to running a troop. Each topic has its own page with links to subsections on troop positions, the patrol, boards of review, courts of honor, fundraisers, and the Scoutmaster conference.
- **Troop Program Resources** (www.programresources.org) is designed to serve as a planning tool for troop leaders. Its aim is to provide resources that contribute to making parts of the troop meeting more meaningful, engaging, and fun. These resources include
 - Troop Meeting Activities.** This is the ideal place for the Patrol Leaders' Council to plan Scout skill challenges, team-building opportunities, patrol games, and troop games that fit well with a specific theme and add a lot of fun to the meeting. There's also an extensive collection of troop meeting activity videos.
 - Campcraft Skill Videos.** This reference library has videos demonstrating general campcraft skills, fire-building skills, woods tools skills, basic knots, pioneering knots, lashings, and pioneering skills. These videos can assist Scoutmasters, assistant Scoutmasters, and junior leaders who want to become more confident in their ability to present campcraft skills.
 - Troop Meeting Ceremonies.** For the Scoutmaster, senior patrol leader, and individual patrols, there's information about presenting impressive ceremonies along with a collection of ideas and examples.
 - Leader's Minutes.** This extensive library of thought-provoking sample minutes will help the Scoutmaster and adult leaders capture and hold the troop's attention near the meeting's end.

OPPORTUNITIES FOR HIGH ADVENTURE ON AN INDIVIDUAL BASIS

Time Available

10 minutes

Learning Objectives

1. Identify opportunities available for individuals at the four national high-adventure bases
2. Tell their units about opportunities for individual members to attend a national high-adventure base alone or with a few friends
3. Obtain the needed information for members of their units to sign up for individual opportunities at the four national high-adventure bases

Suggested Presenter(s)

Scouts who have participated in individual opportunities at one or more of the national high-adventure bases, national high-adventure base ambassadors and representatives, and members of the council High Adventure Committee

Presentation Method

- The handout included with this interest topic provides sufficient information for a short presentation. If possible, local council contacts should be added to the handout. In addition, Philmont Scout Ranch has a PDF brochure for individual opportunities (see link in the handout).
- If your prep time allows and you want more information on individual opportunities, it can be found on the websites for the high-adventures bases (links provided in the handout). You may want to create additional handouts with this info and /or prepare slides tailored to your roundtable.

Presentation Content

- Quickly comment that all national high-adventure bases have opportunities for individuals who are not able to attend with a crew to experience their bases. These opportunities include OA service teams, NAYLE, staff, Ranch Hands at Philmont, conservation, STEM trips, and more. Go through a list of the opportunities and the basic requirements.
- Councils often have opportunities to send contingents of individual Scouts and Venturers as one council unit to participate at the bases. Your council High Adventure Committee will have information on how to participate in a contingent unit opportunity.

- Have a recent participant present pictures of their experience. Then distribute information on individual opportunities at all four bases. The intent is that the presenter's excitement about his or her experience will get a lot of attendees excited about the opportunities.
- Ask if anyone else has participated in an individual opportunity at a high-adventure base.
- As time allows, read about some of the opportunities available.
- Take questions.

HANDOUT FOR HIGH ADVENTURE BASE INDIVIDUAL OPPORTUNITIES

BSA Reference Materials

- Northern Tier programs for individuals, www.ntier.org/About/Summer%20Canoe%20Trips/programs%20for%20individuals.aspx
- Florida Sea Base opportunities, www.bsaseabase.org/ScoutConnections.aspx
- Philmont Individual Opportunities, www.philmontscoutranch.org/filestore/philmont/pdf/IndividualProgramsBro.pdf
- Summit Bechtel Reserve Individual Opportunities, www.summitbsa.org/programs/national-high-adventure-base/summit-experience

Individual Opportunities Offered at All High Adventure Bases

NAYLE

- National Advanced Youth Leadership Experience is an exciting program that enhances leadership skills and expands upon the team-building and ethical decision-making skills learned in National Youth Leadership Training. NAYLE emphasizes leadership, teamwork, and selfless service, using the core elements of NYLT to help youth strengthen these skills.
- The NAYLE course is now available at all four national high-adventure bases. The material presented is basically the same at all four venues but is specific to the unique environment of each site.
- Learn about opportunities at all four bases at www.scouting.org/scoutsources/BoyScouts/Resources/NAYLE.aspx
- Provide contact information for your council's NYLT coordinator or other person responsible for arranging to send youth to NAYLE.

OA Service Team Adventures

- These adventures involve a period of service followed by a hike/paddle/sail of equal duration.
- Start with an OA Trail Crew at Philmont, www.philmontscoutranch.org/oatc.aspx. This is usually the least expensive way to go to a high-adventure base.
- Learn about OA high-adventure at all four bases at adventure.oa-bsa.org/index.php
- Florida Sea Base—OA Ocean Adventure, adventure.oa-bsa.org/oaoa.php

- Northern Tier—OA Wilderness Voyage & OA Canadian Odyssey, www.nlcbsa.org/files/d/usr/2/Northern%20Tier%20OA%20Programs.pdf

- Summit Bechtel Reserve—Summit Experience, adventure.oa-bsa.org/oase.php

- Local Lodge Contact Information:

Name: _____

Phone Number: _____

Email Address: _____

Staff

- All four national high-adventure bases hire staff for the summer and off-seasons—from Philmont with 11,000-plus summer staffers to the several hundred at the other three bases.
- How can spending a summer with several hundred college-age people not be FUN?
- A wide variety of skills is needed in the positions available at each high-adventure base. An individual need only qualify for one position.
- Requirements vary depending on the base and the position.

Unique Offerings

Philmont Scout Ranch

- **Ranch Hands (coed)**—Spend eight days working at a horse camp and eight days riding around Philmont on a horse.
- **Rayado**—The ultimate wilderness challenge, Rayado will challenge you to build the advanced outdoor skills and confidence you need to lead groups in the backcountry. There are separate crews for males and females.
- **STEM (coed)**—Ranger guided treks that take a close look at how science, technology, engineering, and math are integrated in Philmont's most popular programs.
- **Roving Outdoor Conservation School (ROCS)**—For those interested in learning more about conservation, resource management, and environmental science, and possibly pursuing a career in one of these fields.
- **Trail Crew Trek (coed)**—14-day educational trek focusing on conservation and leadership development. TCT involves seven days of trail-building, a seven-day trek through Philmont.

Northern Tier

- Join a crew already signed up for Northern Tier that has space for additional crew members. NT has a program to help individuals link up with crews that have openings. This works for both summer canoe trips and winter Okpik trips.
- **Lone Voyageur**—This program allows Scouts 14 and older to attend Northern Tier as part of a provisional crew.
- **Forest Corps**—A leadership training course for outdoor enthusiasts. It is a 14-day program focusing on wilderness canoeing/camping, ecology/conservation education, and Leave No Trace.

Sea Base

- **Individual Scout Connections**—Join a crew already signed up for Sea Base that has space for additional members. Sea Base has a program to help individuals link up with crews that have openings.
- **Divemaster Training Academy**—This program gives Venturers and Boy Scouts the opportunity to further their dive training by becoming a certified PADI Divemaster. This course is free but requires a commitment to either work at Sea Base or with Scuba BSA in your home council.

Summit Bechtel Reserve (SBR)

- All high-adventure programs at SBR are available on a provisional basis.
- Boy Scouts and Venturers may join a crew already signed up that has space for additional crew members. SBR has a program to help individuals link up with crews that have openings. This is available for the High Adventure and Summit Experience programs. Making a phone call to SBR is the best way to initiate the process to join an existing crew.
- **High Adventure**—One week each summer is designated as a provisional week for the High Adventure program. During that week, Boy Scouts and Venturers are encouraged to come to the Summit to take part in the high-adventure activities of their choice. Provisional leadership is provided by the camp.

OTHER HIGH ADVENTURE OPPORTUNITIES

Time Available

10 minutes

Learning Objectives

1. Recognize why high adventure is important for retaining older Scouts
2. Identify high-adventure opportunities other than the four national high-adventure bases

Suggested Presenter(s)

Ideal presenters include a unit leader, or leaders, who have used high-adventure outings to enhance their unit's program. A Scout whose troop conducts high-adventure activities may help explain how doing so has improved retention of older Scouts in his unit.

Presentation Method

- Begin with an overview of the aims and methods of Scouting that relate to high-adventure outings.
- Discuss high-adventure opportunities.

BSA Reference Materials

- Aims and Methods of Scouting, <http://www.scouting.org/filestore/hispanic/pdf/521-042.pdf>
- *Passport to High Adventure*, No. 34245
- Far East Council website, www.fareastcouncil.org
- Transatlantic Council website, www.tac-bsa.org

Presentation Content

Aims and Methods of Scouting Related to High Adventure Outings

- The third aim of Scouting is fitness:
 - “A third aim of Boy Scouting is development of physical, mental, and emotional fitness. Fitness includes the body (well-tuned and healthy), the mind (able to think and solve problems) . . .”
- The outdoors is one of the eight methods of Scouting:
 - “Boy Scouting is designed to take place outdoors. It is in the outdoors that Scouts share responsibilities and learn to live with each other.”
- Leadership development is another of the eight methods of Scouting:
 - “Boy Scouting encourages boys to learn and practice leadership skills. . . . Understanding the concepts of leadership helps a boy accept the leadership roles of others and guides him toward the citizenship aim of Scouting.”

- Baden-Powell believed that adventure is one of the cornerstones of Scouting:

—“Many boys join Scouting because of a lack of adventure in their lives, but many leave Scouting for the same reason.”

Roles of High Adventure Outings in Older Scout Retention

- Ask the attendees for reasons that high adventure appeals to older Scouts. Expect to hear these:
 - They want to experience something new.
 - They want more challenges.
- Share the following from the *BSA Passport to High Adventure*:
 - Young adults today seek greater challenges to their physical and mental abilities.
 - High-adventure activities entice them to “stretch” to attain a goal.
 - In meeting these challenges, young people gain confidence, humility, and self-reliance.
 - High adventure develops critical thinking, judgment, and decision-making skills.
 - High adventure stimulates good citizenship through teamwork and opportunities for leadership.
 - High adventure inspires young people to undertake worthy challenges and to work together to meet common team objectives.
 - It offers a meaningful and lasting experience in their lives.

The BSA's National High Adventure Bases

- Philmont Scout Ranch
- Florida Sea Base
- Northern Tier
- The Summit Bechtel Family National Scout Reserve

Other High Adventure Opportunities

This interest topic explores high-adventure opportunities other than the four national high-adventure bases.

- Many councils have high-adventure programs.
 - Some are stand-alone camps intended just for high adventure.
 - Some are adjuncts to the council's summer camp program and are only available through the summer camp.
- Ask your local council service center.

- Ask participants if they have tried the local program, and ask for testimonials.
- Check with neighboring councils if your council does not have its own high-adventure opportunities.
 - Ask participants if they have tried a nearby program, and ask for testimonials.
- Hawaii does not have a high-adventure camp in either directory, but *Scouting* magazine had a story about a Maryland troop's high-adventure trip to Hawaii, including a linked itinerary: scoutingmagazine.org/issues/1009/a-hawaii.html
 - There are also four summer camps in Hawaii, owned by Aloha Council or Maui Council, some of which offer hiking trips.
- Puerto Rico isn't listed either, but the Puerto Rico Adventure Area arranges seven-day tours of the island, including El Yunque, the only tropical rainforest in the U.S. Forest Service system: kareltog.wixsite.com/prhaa
- One of the newer high-adventure bases is the Louisiana Swamp Base in the Atchafalaya Swamp of southern Louisiana: www.bsaswampbase.org
 - The gator on the T-shirt asks, "Who's watching who?"
- Alaska has another partnership that sponsors high adventure at Chilkoot High Adventure base: <http://alaskascoutingadventures.org>
- Chief Seattle Council: www.seattlebsa.org/venturing-camping/48-venturing-camping-cat/80-camp-parsons-high-adventure-base
- Northeast Illinois Council: www.makajawan.com/programs/high-adventure
- Katahdin Area Council: www.mainehighadventure.org
- Lenhok'sin High Adventure: www.gotogoshen.org/camps-programs/lenhoksin-high-adventure

National Historic and Scenic Trails

- The National Trails System (nationaltrailsguide.com) includes 30 historic and scenic trails spanning 50,000 miles across many states, including Alaska.
- Units can hike, bike, or canoe along these trails for a high-adventure trip.

Outside the United States

- The BSA's overseas councils offer adventure not found in the U.S.
- The Far East Council has offered a summer camp in Thailand that included a Mammal Study merit badge focus on the Thai elephant with a visit to an elephant camp. Check their website for current offerings: www.fareastcouncil.org

- The Transatlantic Council has offered summer camp weeks at Kandersteg in the Swiss Alps, and a high-adventure camp in Turkey. Check their website for current offerings: www.tac-bsa.org
- The Transatlantic Council also offers historic trails in several countries which can form the basis for a high-adventure hike not involving backcountry: www.tac-bsa.org/program/historic-trails

High Adventure Planning Considerations

- Always check age requirements before planning a high-adventure trip. Many locations have a minimum age restriction.
- High-adventure trips require special training, available online through My.Scouting.org, including:
 - Trek Safely
 - Weather Hazards
 - Safety Afloat
 - Safe Swim Defense
 - Climb on Safely
- The BSA *Passport to High Adventure* contains a thorough planning guide that covers:
 - Who will go
 - Trip planning
 - Travel budget and insurance
 - Preparation
 - Fitness and medical concerns
 - Equipment needs
 - Skills practice (shakedown trips)
 - Trail procedures
 - Trek safety
 - Leave No Trace
 - Reminders and checklists
- Other considerations include:
 - Funding the trip
 - If the SPL, patrol leaders, and key adults are on a high-adventure trip, who will lead summer camp for the other Scouts in the unit, whose leaders can't afford both?
- If your troop can't plan, staff, or fill a crew on its own, consider partnering with a nearby troop to fill an appropriately sized contingent.

SUPPLEMENTAL TRAINING

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand the importance of supplemental training
2. Know what supplemental training is available
3. Know where to find supplemental training

Suggested Presenter(s)

The district training chair or a member of the district training team

Presentation Method

Discussion with the use of handouts or slides as appropriate to the situation

BSA Reference Materials

- Supplemental Training, www.scouting.org/Training/Adult/Supplemental.aspx
- Training for Adults, www.scouting.org/Training/Adult.aspx

Presentation Content

What is supplemental training?

- Any training above and beyond that which is required for your Scouting position
- Courses designed to help with a particular skill
- Courses that support your growth into a future Scouting position
- Leadership courses that support your overall leadership skills

Why should you take supplemental training?

- Basic training is aimed at helping you do your job. Additional training can help you understand how to do your job even better.
- Rules and requirements change. Being in on what is changing, and when, is a great way to help your unit succeed.
- While not everyone on a trip may be required to have a specific training, it is nice to know that the outing won't be cancelled due to a lack of properly trained adults.
- Learning is what we are asking of our youth; should we not set the example?

What courses are considered supplemental?

While many of these courses are required in certain circumstances, they are all considered supplemental training.

- Instructor Led
 - Any of the variety of courses offered at your council's University of Scouting
 - Train the Trainer (three-part course of the Fundamentals of Training, Trainers EDGE, and Strategic Training Plan)
 - Roundtables/Huddles
 - Kodiak Challenge
 - Powder Horn
 - Wood Badge
- Available as e-learning under the BSA LearnCenter, developed by Scouting U
 - Scoutmaster Conference Training
 - Orientation for New Boy Scout Parents
 - The Order of the Arrow and Your Troop
 - Safe Swim Defense
 - Safety Afloat
 - Weather Hazards
 - Climb on Safely
 - Trek Safely
 - Merit Badge Counselor

Where can you take supplemental training?

While there are several trainings available online, many of the trainings are offered through your district or council. Check with your district training chair about when specific supplemental trainings are offered.

WEBELOS-TO-SCOUT TRANSITION

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand how a Boy Scout troop can help Webelos Scouts earn Webelos rank and Arrow of Light, cementing a relationship with the troop
2. Develop an action plan for Boy Scout troops to connect with Webelos Scouts to encourage them to join a troop

Suggested Presenter(s)

An experienced leader from a troop with a proven history of working closely with Webelos Scouts and a high Webelos-to-Scout retention rate is the ideal presenter. As an alternative, you may invite a recent Webelos den leader who can describe a successful pack-troop retention program.

Presentation Method

- Discuss the Boy Scout troop's role in Webelos Scout retention.
- Review the recently adopted Webelos and Arrow of Light requirements for which a troop can provide assistance to Webelos den leaders.
- Discuss ways the troop can help Webelos Scouts meet those requirements.
- Discuss how this will aid in Webelos Scout retention and the need to develop a plan so it occurs.

BSA Reference Materials

- *Webelos Handbook*, No. 33452
- *2013–2014 Boy Scout Roundtable Planning Guide*, Webelos-to-Scout Transition interest topic, www.scouting.org/filestore/training/pdf/511-942_WB_2013.pdf
- *2015–2016 Boy Scout Roundtable Planning Guide*, Webelos-to-Scout Transition interest topic, www.scouting.org/filestore/boyscouts/pdf/510-714_WEB.pdf

Presentation Content

Troop Role in Webelos Scouts Retention

- Webelos Scouts are historically the most important source of new Boy Scouts.
- Webelos Scouts will want to join a Boy Scout troop that actively recruits them and makes it clear the troop WANTS them to join.

- Webelos Scout retention, commonly referred to as Webelos-to-Scout transition, is not an event. It is a process that succeeds best when it occurs across several months. The process includes developing and working a plan of ongoing interactions between Webelos Scouts and the troop.
- A key part of the plan is to support Webelos Scouts in their advancement. Webelos and Arrow of Light requirements include learning and demonstrating many Scout skills with which Boy Scouts are already familiar.
- Scouts, preferably, but also adult troop leaders, can help Webelos Scouts learn those required Scout skills. Doing so has two positive outcomes:
 - It can lessen the burden of Webelos den leaders.
 - It shows the Webelos Scouts that the troop cares about them and should make them want to join the troop.

Webelos Requirements

Which Webelos and Arrow of Light requirements are suited for support by a troop, using Scout skills the Boy Scouts know?

• **Cast-Iron Chef**

- Requirement 2: using a camp stove, open campfire, or Dutch oven to cook part of a meal planned by the Webelos Scouts
- Requirement 3: using tinder, kindling, and fuel wood to demonstrate how to build a fire in an appropriate outdoor location, then extinguishing the fire properly

• **First Responder**

- Requirements 1–5: basic first-aid skills
- Requirement 6: putting together a basic first-aid kit, explain why each item is included and how to use it.
- Requirement 8: visiting a first responder or health-care professional. Are any of the troop leaders or troop parents in those professions?

• **Webelos Walkabout**

- Requirements 1, 2, and 4: hike planning, first-aid kit preparation, taking a hike of 3 miles.
- Requirement 5: describing and identifying from photos any poisonous plants and dangerous animals or insects you might encounter on your hike or activity

• **Outdoorsman (formerly Camping)**

- Requirements for either Option A or Option B involve basic camping skills like site selection and pitching a tent, plus weather hazards

- **Scouting Adventure**

- Requirement 2: visiting a troop meeting and learning about troop leadership, the four steps of Scout advancement, Boy Scout ranks and how they are earned, and merit badges and how they are earned
- Requirement 3: the patrol method, how it works, types of patrols in a troop, and patrol spirit.
- Requirement 4: participating in a Boy Scout troop's campout or other outdoor activity, and using the patrol method while on the outing.
- Requirement 5: learning to tie a square knot, two half-hitches, and a taut line hitch, and telling what they are used for; showing how to whip and fuse the ends of a rope.
- Requirement 6: demonstrating pocket knife safety and earning the Whittling Chip

Webelos Electives

Which Webelos electives are suited for support by a troop, using Scout skills the Boy Scouts know?

- **Castaway**

- Requirement 1: lighting a fire without matches, cooking without pots and pans, making a shelter of downed tree limbs and branches
- which items should be in an outdoor survival kit that you can carry in a small bag, and why; showing how to remove impurities from water, what to do if you get lost in the woods, and how to signal for help

- **Engineer or Earth Rocks (geology)**

- If an adult troop leader or a troop parent is in one of these professions, or has geology as a hobby, they could help Webelos Scouts complete these adventures, especially if the Webelos den parents do not have the necessary training and skills.

Building Those Activities and Skills Into the Annual Plan

- It will take several den meetings and outdoor events to help the Webelos Scouts complete all those adventures and learn the necessary Scout skills. Some of those meetings might work best as joint den-troop meetings.
- Plenty of opportunities to teach those skills and take Webelos Scouts hiking and camping should be included in BOTH the troop annual plan AND the Webelos den annual plan.
- The troop's PLC and Scoutmaster or an assistant Scoutmaster tasked with Webelos Scout recruitment

should meet with the Webelos den leader to make sure those opportunities are on both annual plans, and to make them happen according to the plan.

- The troop should be prepared to provide or share needed equipment with the Webelos Scouts. This is especially the case if the pack and troop have the same chartered organization because that organization owns the equipment.

Who should help with these requirements?

- Scouts need to teach Scout skills to others to earn First Class, so any Boy Scout working on First Class should learn the EDGE method by helping at least one Webelos Scout with at least one skill.
- The troop's instructors could help teach the Webelos Scouts.
- If the troop uses "new Scout" patrols, the prospective troop guide for the incoming Webelos Scouts should be engaged with them while they are still Webelos Scouts. They will learn to trust their troop guide, cementing a bond with the troop.
- Adult troop leaders and/or troop parents with special skills and/or training can help fulfill certain requirements.
- The Scoutmaster should give each Webelos Scout a Scoutmaster conference. This is not a requirement to earn the Webelos or Arrow of Light rank, but it does allow the Scoutmaster to get to know the boys before they join the troop.

HOW TO KEEP YOUR EAGLE SCOUT ENGAGED IN SCOUTING

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand how important an Eagle Scout is to a unit
2. Have ideas of ways to engage Eagle Scouts

Suggested Presenter(s)

- Scoutmaster of a troop with active Eagle Scouts
- District Eagle coordinator

Presentation Method

- Interactive discussion

BSA Reference Materials

- *Boy Scout Handbook*, No. 34554
- Troop Positions of Responsibility, www.bsahandbook.org/PDFs/troop.pdf

Presentation Content

The Importance of the Eagle Scout

- The interaction between members of a well-functioning Boy Scout troop is epitomized by older Scouts helping and supporting newer Scouts. The concept of servant leadership is one of Scouting's central motifs.
- Helping and serving others contributes to personal growth, and it's only natural that older Scouts enjoy the positive attention they receive from younger Scouts who look up to them. These fortunate Scouts feel appreciated for the help they give, and admired for the skills they possess!
- As a Scout becomes more and more experienced, his capacity to help his fellow Scouts and serve his troop begins to reach its zenith. It's the youth who attains Scouting's highest rank who best embodies the attractive qualities synonymous with his achievement. He's in a great position!

- Eagle Scouts who stay with their troop can now enjoy the fruits of their labor. They have a wonderful advantage. While experiencing the benefits of reaching the top of the advancement ladder, they can reap the rewards of helping their fellow Scouts as an invaluable servant leader. That is the most enviable achievement!

Ways to Keep an Eagle Scout Engaged

- The *Boy Scout Handbook* provides a list of positions. Take a few minutes to discuss how an Eagle Scout might handle each of these positions:
 - Senior patrol leader
 - Assistant senior patrol leader
 - Patrol leader
 - Bugler
 - Troop guide
 - Quartermaster
 - Troop scribe
 - Troop Order of the Arrow representative
 - Troop historian
 - Troop librarian
 - Instructor
 - Chaplain aide
 - Den chief
 - Webmaster
 - Webelos den chief
 - Outdoor ethics guide
 - Junior assistant Scoutmaster (if the Eagle Scout is at least 16 years of age)
- And let's not forget that if the Eagle Scout has reached his 18th birthday he can become an assistant Scoutmaster.

BOY SCOUT INTEREST TOPIC TEMPLATE

Time Available

10 minutes

Learning Objectives

At the conclusion of this session, participants will be able to:

1. Choose two or three objectives.
2. State them briefly and with specific action outcomes.
3. Keep each objective statement short—just one or two brief sentences.

Suggested Presenter(s)

Describe characteristics of an ideal presenter and appropriate BSA roles or other experience that is relevant. The goal is to encourage a diverse range of presenters based on best experiences.

Presentation Method

Describe the ideal way to present the topic (e.g., open discussion, slides, persons involved, etc.).

BSA Reference Materials

- Title (and URL, if possible) of a web reference
- BSA publication title and catalog number
- Dates of upcoming council-sponsored training sessions, or contact information for the trainer if no dates are set

Presentation Content

- Use this format with bullets for the main points in the presentation and dashes for related points.
—Keep the information comprehensive but concise.

Program Feature

This is the lesson referred to on page 11 about Program Features. This lesson should be the first Program Features presentation at the beginning of the roundtable year. It will provide a basis for understanding the *Program Features for Troops, Teams, and Crews* and how the three volumes can support a troop in developing a successful program.

USING THE PROGRAM FEATURES

Materials Needed

- Handouts of the “Introduction” and “Demonstrating the Need for the Program Features”
- Any volume of the Program Features for Troops, Teams and Crews, so attendees can select a program feature to study and use during the exercise. Purchase the volume or borrow one from a unit that has the books.

Introduction

Give attendees a printed copy of the following explanation of the Program Features, and discuss it with them.

What are the Program Features?

Program Features for Troops, Teams, and Crews is a three-volume set (available for purchase from Scout shops or www.scoutstuff.org). These books replace the older *Troop Program Features*. Since the new Program Features represent a substantial improvement over the older ones, this program topic will refer to and make use of the new Program Features.

Each volume of Program Features for Troops, Teams, and Crews includes 12 to 16 program features in key categories: outdoor, sports, health and safety, citizenship and personal development, STEM, and arts and hobbies.

Why were the Program Features created?

The Program Features were created to assist the youth leaders of troops, Varsity teams, and Venturing crews in creating well-planned meetings and outings that deliver Scouting’s promise of adventure to all the Scouts in the unit. Research has shown that inadequately planned and executed troop, team, and crew meetings and outings are the number one cause of youth leaving Scouting. Adults and youth leaders can use these Program Features to plan exciting programs, help facilitate advancement and personal growth, and keep youth members engaged.

What do the Program Features contain?

Each of Program Feature contains the following elements:

- List of objectives
- Advancement and awards list related to the Program Feature’s contents

- Leadership planning tips for the unit’s youth leaders
- EDGE teaching/learning tips for skills related to the Program Feature
- Meeting planners for four weekly meetings
- Outing planner for an outing related to the Program Feature
- Scout skill games to be played at unit meetings and outings
- Skills and events suitable for Scouts of all ages and experience levels

How can a unit include the Program Features in its meetings?

The primary role of the patrol leaders’ council is to plan and lead an exciting, fun-filled annual and monthly program. However, most young people don’t have much experience selecting activities for an annual program or converting those ideas into well-planned weekly meetings and monthly outings. With that in mind, the new Program Features provide the two most essential things a PLC needs: ideas and ready-made plans for putting those ideas into action in ways that will attract participation by Scouts of all ages and experience levels.

Demonstrating the Need for the Program Features

Separate the attendees into groups of six, and have each group select one member to act as the group leader for the rest of this program session.

- The leader of each group will be the “senior patrol leader.”
- The other five members are the “patrol leaders” of a unit or the youth leaders of a team or crew:
 - One is the leader of a new-Scout patrol of 11-year olds (or new, inexperienced crew members).
 - One is the leader of the oldest Scouts in the unit (16 and older).
 - The other three are leaders of the Scouts “in the middle” in terms of age and experience.

Tell each group they have five minutes to create a list of 12 exciting Scouting themes that will form the unit’s annual plan. When the five minutes are up, give attendees a printed copy of the following explanation of the Program Features, and discuss it with them.

Ask the attendees these questions:

- Was it difficult to create the list?
- Would it be harder for the youth members to create such a list since they have less experience?
- How many of the themes are repetitions of things done during the last couple of years, because they were easy to think of?
- Are all of the monthly themes appropriate for all the Scouts in the unit—the least experienced and the most experienced?
 - For example, if a group picked a canoe trip, what about the Scouts who haven't earned their swimmer rating and should not be in canoes?
 - If a group picked a backpacking event, what about the Scouts who have never been backpacking, or may not have the stamina for a long hike carrying a backpack?
- If not everyone can participate, then how will all the Scouts be interested enough to participate in the chosen themes and attend the outing?
- How will incomplete participation impact the patrol method for mixed-age patrols?
- How will the unit leaders get the new-Scout patrol to participate if the outing is too difficult?
- How will the unit leaders get the older Scouts to participate and provide leadership if the outing is too easy, or if they have done it several years in a row and don't want to do it again?
- How will it impact the morale of Scouts who feel "left out" because the theme isn't appropriate for their age and/or skill level?

The Program Features are designed to overcome all of those issues by including:

- Tier I "Essential" activities that even the least experienced Scouts can participate in and master
- Tier II "Challenging" activities that add more advanced activities on top of the "essential" ones
- Tier III "Advanced" activities that add yet another layer of difficulty on top of the other two—for the oldest and most experienced Scouts in the unit
- Meeting plans with skills for each of the three levels/tiers of experience
- Outing plans for Tier I, Tier II, and Tier III activities

Demonstrating the Value of the Program Features

Begin by giving the SPL of each group one Program Feature to use for this portion of the session.

- Ask the SPL to show his group the first few pages of the Program Feature, but not the EDGE tips, games, meeting plans, or outing plans. The group should then review these introductory pages and discuss the effort required to plan four weekly meetings and an outing related to their Program Feature.

After four or five minutes, ask the groups how hard it would be for their Scouts to plan four weekly meetings and an outing related to the topic of their Program Feature, based only on what they have seen so far. Remind them that the youth leaders will need to

- Plan for all three levels of experience at each meeting.
- Plan for three different levels of difficulty for the monthly outing, so each tier of Scouts will feel challenged and engaged at their level of experience.
- Now have the SPLs hand one copy each of the meeting plan to four of the other group members. One member will get the games, and the SPL will have the EDGE tips. Ask everyone to study their pages for a couple of minutes. When the time is up, have each group member pass their page to the person on their left; then repeat until everyone has seen all six pages. Ask the groups if they think their Scouts would benefit from being able to use the meeting plans, games and EDGE tips to plan their weekly meetings.
 - Do the meeting plans provide useful structure for a unit meeting?
 - Do the meeting plans provide useful content to enable their Scouts to learn what they need to know for their outing?
 - Do the meeting plans offer useful ideas to keep all the Scouts of every age engaged and motivated at meetings?
 - How can the older Scouts help the less experienced ones learn the skills described in the meeting plans, to add more to everyone's level of participation?
 - How can the meeting plans help their PLC learn how to organize and plan meetings of their own on a topic other than one of the Program Features?

- Then have the SPL hand out the three outing plans, and have the group members study the plans in pairs. (The SPL pairs with another group member for this part.) After a couple minutes, have each pair pass their page to the pair on their right and repeat until everyone has seen all three outing plans. Ask the groups if they think their Scouts would benefit from being able to use the outing plans, games, and EDGE tips to plan their monthly outings.
 - Do the outing plans provide useful structure and planning assistance for a unit outing?
 - Do the plans provide useful content to enable the Scouts to have fun on their outing?
 - Do the plans seem to offer something for every age to keep all the Scouts engaged and motivated to attend outings?
 - How can the older Scouts help the less experienced ones use the skills described in the meeting plans, to add more to everyone's level of participation and fun on the outings?
 - How can the outing plans help their PLC learn how to organize and plan meetings of their own on a topic other than one of the Program Features?
- Time permitting, have each group swap their Program Feature with a team next to them and study the meeting plans and outing plans for a second Program Feature. Before ending, do the following:
 - Quickly read off the entire list of Program Features from the back cover of the volume, to show the attendees the range of topics included in the entire set of Program Features.
 - Note that there are enough Program Features for more than three years of activities before a unit needs to repeat one.
 - Note that a unit of mostly inexperienced Scouts can reuse a Program Feature a few years later, increasing the difficulty level to Tier II or Tier III when they are ready for the added challenges.
 - Encourage everyone to purchase and use all of the Program Features to enhance their unit programs.

Roundtable Mechanics

TROOP PARTICIPATION

Roundtables should be presented as learning experiences. Leaders watch demonstrations and then practice what they just learned. Because people learn best by active involvement rather than by observation, Boy Scout leaders attending a roundtable should have as much opportunity as possible to participate. Participation can be in the form of a role-play, a panel discussion, or a hands-on experience with a skill being taught.

Roundtables may also engage leaders by making assignments to individuals or a troop in advance so they have time to prepare. This makes roundtables a more satisfying experience and convinces Boy Scout leaders that these are their roundtables.

PUBLICITY AND PROMOTION

Promotion is a major key to increasing roundtable attendance. If a roundtable is fun and exciting and meets the needs of the unit leaders, the current participants will keep coming back. But it all begins with getting the leaders to attend their very first meeting.

Promoting roundtable is more than just letting leaders know when and where the roundtable is happening. Your goal is to make them want to come because of the contacts they can make, the help they will receive in planning and running a meeting, and the fun they will have. Any of your roundtable promotional materials should include the following information:

- **Purpose**—Let leaders know how roundtable meetings will help them in their leadership positions.
- **Involvement**—Roundtables are interactive, hands-on meetings in which participants are actively involved.
- **Contact**—Include the name and telephone number of a contact person who can answer leaders' questions about roundtables.

Tools that can help with promotion include:

Fliers. Informational fliers that detail what roundtable is about should be distributed to new leaders and at basic leader training courses. Continue the distribution throughout the year at summer camps, camporees, or anywhere else Boy Scout leaders are present.

Invitations. Computer-generated invitations are easily created and are impressive to the new leader. Have a roundtable team member attend training events to hand-deliver invitations and invite new leaders to roundtable. This could be done at the closing of the training session—for example, reminding Scout leaders that training continues at their roundtable.

Mailed announcements. This method can be expensive and time-consuming, but it might be worth the effort and expense for special events. Check with your district executive (DE) or council office for help in mailing out your announcements; they may have access to postage meters and accounts with the post office.

Chartered organizations. If chartered organizations have printed communications, place stories in them. These can include church bulletins, monthly reports, and company newsletters. This method can be especially helpful for geographically large areas.

District or council newsletters. Be sure all roundtable dates and meeting places are listed on the district and council calendars. Include relevant information in each month's newsletter or article detailing the agenda for that month.

District or council websites. Many districts and councils maintain websites. Keep up-to-date information on these sites about plans for upcoming roundtable events. Highlight last month's meeting to get people excited about future roundtables. We are in the age of instant information and digital presence; be sure the roundtable is part of this. Be sure the location information, start time, and contact information is current and accurate.

Local news media. Submit brief announcements to the local news section of your community newspaper or create public service radio announcements. Local cable television stations may have a community bulletin board that allows posting information about the monthly roundtable.

Telephone trees. Telephone campaigns can take time, but the entire roundtable team can cover a phone list in one evening. Try to keep the conversation to roundtable matters and set a time limit for each call. Be sure to place calls at a time that is convenient to the recipient. Messages on voicemail can also be effective. You can also run a separate telephone tree for unit commissioners, encouraging them to remind their units to attend roundtable.

Email/social media messages. Establish an email directory of district Boy Scout leaders. Reminders of roundtable meetings and special events can be sent efficiently to many people through this avenue of communication. One best practice is to send notes about a completed roundtable to participants halfway before the upcoming roundtable. This reminds them of the information they gathered and the fun they had, and lets them know the planned topics for next time. Make sure to invite them to bring a friend. Also send materials about the last roundtable to those leaders who did not attend. This shows that they were missed and provides them with needed information despite their absence.

Road shows. Develop a slide show or video presentation about roundtable. Make arrangements for roundtable team members to visit troop committee meetings around the district to show leaders what they are missing. You can also post this slide show on your district or council website to encourage attendance.

ATTENDANCE INCENTIVES

Now that leaders are attending roundtable, what keeps them coming back? A well-planned roundtable program will inspire leaders to try the program ideas they see, and they will want to come back next month for more ideas, fun, and fellowship.

With the many demands on leaders' time, however, roundtable commissioners may want to consider using additional incentives to ensure continued attendance. These could include special recognitions or awards for regular attendance, most meetings attended in a row, or milestones. Sometimes fun items tied to the roundtable theme, corporate logo items donated by local businesses or leaders, or even gag gifts from the local dollar store can be enjoyable incentives that leaders look forward to at the end of the planned program. That little something extra might make the difference between a leader attending roundtable or staying home after a busy day.

ATTENDANCE AWARDS

Name tags and beads are popular attendance awards. They provide immediate recognition to all those attending. As an example, string a blue bead on a vinyl lace to hand out at the roundtable, and then pass out a different color of bead at registration each month. After the leader has attended a set number of roundtables, you can present a leather name tag on which to hang the lace and beads.

Scouters can wear this totem with their uniforms when attending the roundtable each month. (Note: These awards are not official insignia and should not be permanently attached to the uniform or worn outside your council.)

Other attendance awards might include:

- **Slide of the Month**—A simple, easy-to-duplicate neckerchief slide can be presented to all leaders attending.
- **Certificate**—Award a thank-you certificate to packs and leaders who help with the program.
- **Pins**—Give special pins or insignia for a year's perfect attendance.
- **First-Timer**—A first-timer award for new attendees will make them feel welcome and important.
- **Traveling Totem**—A totem may be an unfinished ceremonial prop that is awarded to the unit with the highest percentage of attendance. The winning unit brings the prop back the next month with something new done or added to it. At the end of the year, the unit with the greatest average attendance receives the prop as an award.
- **Door Prizes or Special Drawings**—These awards should be useful to unit leaders. Use program-oriented handicraft items or kits. If you have built a special piece of equipment to demonstrate a game or ceremony, give it away as a prize. The lucky recipients can use it in their unit activities. You may want to choose your winners in different ways each month—draw names of those attending from a hat, mark name tags in a special way, or randomly place a tag under the participants' chairs. Don't forget to post an announcement and pictures of the winning item on your district or council website as promotion and encouragement for others to see.

Roundtable Commissioner's Notebook

Roundtable commissioners need to track a large amount of information. Good notes can make this much easier. The following pages include several forms that will help you organize information and ideas.

ROUNDTABLE TEAM MEMBERS

The roundtable team members for _____ district:

Name _____

Address _____

Phone number _____

Email address _____

Roundtable position _____

Training completed _____

Additional information _____

Name _____

Address _____

Phone number _____

Email address _____

Roundtable position _____

Training completed _____

Additional information _____

Name _____

Address _____

Phone number _____

Email address _____

Roundtable position _____

Training completed _____

Additional information _____

Name _____

Address _____

Phone number _____

Email address _____

Roundtable position _____

Training completed _____

Additional information _____

INTERNET REFERENCES

1. Name of resource Boy Scouts of America
Website address www.scouting.org
2. Name of resource *Guide to Advancement*
Website address www.scouting.org/scoutsource/GuideToAdvancement.aspx
3. Name of resource *Guide to Safe Scouting*
Website address www.scouting.org/scoutsource/HealthandSafety/GSS.aspx
4. Name of resource Health Forms
Website address www.scouting.org/scoutsource/HealthandSafety/Forms.aspx
5. Name of resource Roundtable support
Website address www.scouting.org/scoutsource/Commissioners/roundtable.aspx
6. Name of resource Journey to Excellence
Website address www.scouting.org/jte.aspx
7. Name of resource Guide to Awards and Insignia
Website address www.scouting.org/scoutsource/Media/InsigniaGuide.aspx
8. Name of resource Adult training
Website address www.scouting.org/training/adult.aspx
9. Name of resource Bryan on Scouting
Website address http://blog.scoutingmagazine.org
10. Name of resource Program updates
Website address www.scouting.org/scoutsource/programupdates.aspx
11. Name of resource Serving Scouts With Disabilities
Website address www.scouting.org/disabilitiesawareness.aspx
12. Name of resource Advancement Resources
Website address www.scouting.org/advancement.aspx
13. Name of resource Troop Program Resources
Website address http://www.scouting.org/Home/BoyScouts/Resources/TroopProgramResources.aspx

GETTING TO KNOW YOU

Welcome to our district's roundtable, and congratulations on taking that extra step to be an informed leader. Please fill out this form and return it to a roundtable team member tonight. This information will help the roundtable team to get to know you and better meet your needs.

Your name _____

Home address _____

Phone number (H) _____ (B) _____ (C) _____

Email (H) _____ (B) _____

Troop No. _____ of (town) _____

Chartered organization _____

Registered position _____

What Scouting training have you attended? _____

Previous Scouting experience _____

Are you an Eagle Scout? Yes or have earned the Girl Scout Gold Award? Yes

Occupation _____

Spouse _____ Scouting experience _____

Children (please list their Scouting experience) _____

How did you hear about roundtable? _____

Why did you come to roundtable? _____

With whom did you come, or did you come by yourself? _____

How can roundtable help your unit program? _____

ROUNDTABLE PROGRAM EVALUATION

Please complete this evaluation of tonight's program. Be honest! Tell us what you liked and did not like. The goal of your roundtable is to plan a program that meets the needs of our district's leaders.

Did you feel welcome and warmly received? Yes No

Why or why not? _____

Did you feel comfortable participating in the program? Yes No

Why or why not? _____

Do you plan on attending the next roundtable? Yes No

Why or why not? _____

Would you encourage other leaders to attend? Yes No

Why or why not? _____

Would you like to leave your name and email address for one of the roundtable commissioners to contact you regarding roundtable program?

BOY SCOUT ROUNDTABLES YEARLY PLANNING CALENDAR

Part of program	Breakdown	Time-allotted	August	September	October	
Preopening (20 to 30 minutes)	Preopening Activity					
	Displays and Information Tables					
	Registration					
	Welcome					
	Prayer					
	Opening Ceremony					
	Introductions and Announcements					
	Big Rock Training Topic					
	Commissioner's Minute					
	Breakout Sessions	Icebreaker				
		Sample Ceremony/Skit				
Tips for Troop Meetings						
Boy Scout Interest Topic						
Program Feature						
Open Forum (Q&A)						
Closing and Commissioner's Minute						
After the Meeting	Fellowship (Cracker Barrel)					
	Team Meeting					

BOY SCOUT ROUNDTABLES YEARLY PLANNING CALENDAR

Part of program	Breakdown	Time-allotted	November	December	January	
Preopening (20 to 30 minutes)	Preopening Activity					
	Displays and Information Tables					
	Registration					
General Opening	Welcome					
	Prayer					
	Opening Ceremony					
	Introductions and Announcements					
	Big Rock Training Topic					
	Commissioner's Minute					
	Breakout Sessions	Icebreaker				
		Sample Ceremony/Skit				
Tips for Troop Meetings						
Boy Scout Interest Topic						
Program Feature						
Open Forum (Q&A)						
Closing and Commissioner's Minute						
After the Meeting	Fellowship (Cracker Barrel)					
	Team Meeting					

BOY SCOUT ROUNDTABLES YEARLY PLANNING CALENDAR

Part of program	Breakdown	Time-allotted	February	March	April	
Preopening (20 to 30 minutes)	Preopening Activity					
	Displays and Information Tables					
	Registration					
General Opening	Welcome					
	Prayer					
	Opening Ceremony					
	Introductions and Announcements					
	Big Rock Training Topic					
	Commissioner's Minute					
	Breakout Sessions	Icebreaker				
		Sample Ceremony/Skit				
Tips for Troop Meetings						
Boy Scout Interest Topic						
Program Feature						
Open Forum (Q&A)						
Closing and Commissioner's Minute						
After the Meeting	Fellowship (Cracker Barrel)					
	Team Meeting					

BOY SCOUT ROUNDTABLES YEARLY PLANNING CALENDAR

Part of program	Breakdown	Time-allotted	May	June	July	
Preopening (20 to 30 minutes)	Preopening Activity					
	Displays and Information Tables					
	Registration					
General Opening	Welcome					
	Prayer					
	Opening Ceremony					
	Introductions and Announcements					
	Big Rock Training Topic					
	Commissioner's Minute					
	Breakout Sessions	Icebreaker				
		Sample Ceremony/Skit				
Tips for Troop Meetings						
Boy Scout Interest Topic						
Program Feature						
Open Forum (Q&A)						
Closing and Commissioner's Minute						
After the Meeting	Fellowship (Cracker Barrel)					
	Team Meeting					

BOY SCOUT ROUNDTABLES MONTHLY PLANNING CALENDAR

Part of program	Breakdown	Time-allotted	Month	
Preopening (20 to 30 minutes)	Preopening Activity			
	Displays and Information Tables			
	Registration			
General Opening	Welcome			
	Prayer			
	Opening Ceremony			
	Introductions and Announcements			
	Big Rock Training Topic			
	Commissioner's Minute			
	Breakout Sessions	Icebreaker		
		Sample Ceremony/Skit		
Tips for Troop Meetings				
Boy Scout Interest Topic				
Program Feature				
Open Forum (Q&A)				
Closing and Commissioner's Minute				
After the Meeting	Fellowship (Cracker Barrel)			
	Team Meeting			

NOTES



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