

CAMP CHAPLAIN ORIENTATION

OUTDOOR PROGRAMS

BOY SCOUTS OF AMERICA

Preparation

Make specific faculty assignments several weeks in advance of the camping school. Do this at a preliminary planning meeting. If a meeting is not practical, define assignments well in advance by correspondence. Usually, faculty arrives on the early on the day of the orientation. This allows for on-site preparation. As soon as you receive your copy of this orientation guide and your specific assignment, review the overall flow of the camping school to see how you and your section fit in. Then carefully review the lesson plans for which you are responsible.

- 1) Do you agree with the learning objectives and the material to be covered? If not, check with the camp director.
- 2) Do you agree with the references listed? Do you have, or can you get, copies? Do you agree with the equipment list? Again, check with the camp director if you have a problem. Remember that we must use references and resources that will be available to the participants in their camp. If you choose a resource that is not readily available, bring copies for everybody.
- 3) Review the method of presentation suggested in the lesson plan. Do you understand it? Can you suggest a better method for strengthening the learning objectives? If so, work it out and plan to use it.
- 4) If charts, posters, flip charts, and exhibits will be part of your presentation, prepare these in advance, and bring them with you. The preplanning period will be busy.
- 5) Finally, rehearse your presentation. Set up your "act" in front of a mirror and do your thing. Say all the words out loud, make the gestures, turn the flip-chart pages. You may feel silly, and your family will think it strange, but this will polish your presentation and improve your timing. Participants will go home and *actually use* the material you present. Thus, you will affect thousands of Scouts and leaders. If this sounds a little frightening, good! You have a great responsibility, and your absolute best efforts will guarantee top results.

Subject: Opening Session

Course: Chaplain

Time Frame 45 minutes

Instructional Objectives

At the end of this session, participants will be able to

- Be familiar with the other members of the course.
- Be familiar with the course overview.

Training Aids and Equipment Required

- Flip chart
- One marker per participant

Materials for Distribution

- List of participants

Methods and Overview

Mini-lecture: Welcome

Partner activity: Class Dyads

Mini-lecture and discussion: Overview of Schedule

LESSON PLAN: Opening Session

Welcome

Welcome participants and discuss such physical arrangements as layout of the camp, other programs in progress, restrooms, meal times and locations, health lodge, and other items of interest to the participants.

Class Dyads

Divide the class into groups of two. Give each participant a piece of flip chart paper and a marker.

Instruct each participant to divide the flip chart page into quadrants. Ask each participant to interview his or her partner, listing the following information on their paper:

- Top left quadrant
 - Name
 - Council
 - Hometown
- Top right quadrant
 - Family status
 - Highest schooling achieved
 - Number of years (youth and adult) in Scouting
- Bottom left quadrant
 - What the participant hopes to achieve from this course
- Bottom right quadrant
 - Draw a picture of the interviewee's hobby.

The pairs should take turns introducing their partners and allowing the rest of the group to guess the hobby from the drawing.

Overview of Schedule Review the schedule for the course and field any questions.

Subject: Overview of the Scouting Program

Course: Chaplain

Time Frame

60 minutes

Instructional Objectives

At the end of this session, participants will be able to;

- Discuss the objectives and program of the BSA.
- Understand basic language and key people in Scouting.
- Understand how Scouting is structured.
- Identify positions on summer camp staff.

Training Aids and Equipment Required

- *Boy Scout Handbook*
- *The Scoutmaster Handbook*
- Faith-based Resources
- Flip chart and markers

Materials for Distribution

Various Religious Fact Sheets, including:

- Scouting for Catholic Youth
- Scouting for Lutheran Youth
- Scouting for Presbyterian Youth
- Scouting in Churches of Christ
- Scouting in Protestant Churches
- Scouting in the Buddhist Community
- Scouting in the Islamic Community
- Scouting Serves the Jewish Community

Methods and Overview (open discussion)

- Purpose of the Boy Scouts of America
- Organization of the Boy Scouts of America
- Camping and the Methods of Scouting

LESSON PLAN: Overview of the Scouting Program

Some chaplains may not be familiar with the Scouting program. This presentation is designed to orient non-Scout chaplains to Scouting terms and structure.

Purpose of the Boy Scouts of America

It is the purpose of the Boy Scouts of America to provide for boys an effective program designed to build desirable qualities of character, to train in the responsibilities of participating in citizenship, and to develop in them physical fitness, thus to help in the development of American citizens who are physically, spiritually, mentally, and emotionally fit:

- Have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness
- Have the desire and the skills to help others
- Understand the principles of American social, economic, and governmental systems
- Are knowledgeable about and take pride in their American heritage and understand America's role in the world
- Have a keen respect for the basic rights of all people
- Are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society and in the forums of the world. The Boy Scouts of America accomplishes this purpose by making its program available in partnership with existing groups having compatible goals, including religious, educational, civic, fraternal, business, labor, and governmental bodies.

Organization of the Boy Scouts of America

The Boy Scouts of America is a multilevel structure. This pyramidal structure is designed to support program delivery to our youth and adult membership.

The *Scout* is the main reason the rest of the organization exists. Programs are designed to support this key person. Scouting groups include Lions, Tiger Cubs, Cub Scouts, Webelos Scouts, Boy Scouts, Varsity Scouts, and Venturers.

Adult volunteers work at all levels, in such roles as Scoutmaster, district committee members, and council presidents. They run the organization under the advisement of a professional staff.

Scouting *units* are chartered by *community organizations*. A unit is a pack, troop, team, ship or crew. The chartered organization may be a church, school, civic organization, or other group that seeks permission and works in conjunction with the BSA to provide an outreach program for young people. The BSA does not "own" the unit; the chartered organization "owns" the unit and is chartered by the BSA to use the BSA program in its outreach.

The *district* is a geographic area in a *council* that is designed to support Scouting units through training as well as program planning and support. A district committee is composed of volunteers who assist units in being successful. The district committee is composed of subcommittees that deal with specific tasks, including membership, advancement, training and finance.

- 1) Top of pyramid is the:..... Scout
- 2) Next levels is:..... Adult volunteers
- 3) 3rd level is the:..... Unit (pack, troop, crew)
- 4) Owns and Supports Units Chartered organization
- 5) Supports and Trains Units..... District
- 6) Supports and Trains Districts Council
- 7) Supports and Trains Council..... Area
- 8) Supports and Trains Area Region
- 9) Supports and Trains Regions..... National

The *council* is a larger geographic area that has an executive board of volunteers and a professional Scouting staff. The council is responsible for providing support to units by providing materials and facilities to prepare leaders to deliver the program to Scouts.

As a chaplain at your local camp, you work for the council and are responsible to the camp director and the council's religious relationships committee.

There are 28 *areas* in the country, each of which provides support to councils. Areas work with councils to help implement national programs and serve as liaisons to the national organization. The United States is divided into four *regions*, which serve as branch operations of the *National Scouting Service Center*. The National Service Center in Irving, Texas, develops program and policy, oversees the Supply Division, and maintains the standards for the organization.

Camping and the Methods of Scouting

List the following methods of Scouting on the flip chart and explain each one:

Scouting's ideals:

1. Oath, Law, motto, and slogan
2. Patrol method
3. Outdoor program
4. Advancement
5. Association with adults
6. Personal growth
7. Leadership development
8. Uniform

Explain how the Boy Scouts of America achieves its aims through the methods used in Scout camping. The camp provides an ideal setting in which a Scout can learn. All methods used in Scouting are mirrored in Scout camping.

- 1) The Scout works to uphold the ideals of Scouting.
- 2) The Scout participates in the Scouting program with his troop and his patrol.
- 3) The camping program is based in the outdoors.
- 4) The Scout works on advancement through merit badge instruction at camp.
- 5) The Scout learns to relate to and emulate adult leadership.
- 6) The Scout achieves personal growth and leadership development through his opportunities at camp.
- 7) Wearing the Scout uniform helps Scouts view their peers on an even level and gives them a sense of belonging.

Resident camp. Council-operated long-term camps exist to help units provide camping experiences that may not be feasible for the unit to achieve on its own. Resident camps provide facilities, staffing, high-adventure opportunities, and advancement opportunities to supplement the unit camping program. However, even in summer camp, we must not supplant the unit leader's role and the goals of individual unit programs.

Provisional camping. Provisional camping provides a Scout camping experience for boys who cannot attend a resident camp with their own unit. Scouts from several units are brought together into a provisional unit with leadership provided by the council and financed from each boy's camp fees.

Family camping. Related primarily to Cub Scouting, family camping involves Scouts and families in virtually any setting available, including council-operated camps.

Long-term camping. Camping is long-term if it consists of at least five consecutive nights and six consecutive days of camping under the stars, in a tent or open shelter.

Council high-adventure. Trekking programs for older Boy Scouts, Sea Scouts and Venturers are operated by local councils. These programs include canoeing, backpacking, animal packing, mountain biking, rafting and kayaking, peak climbing, sailing and scuba diving, and caving.

Camp Structure

Hand out a copy of the Camp Flow Chart for your council. There are no fixed rules regarding the number of staff members needed at a summer camp. Camp structure is determined by the programs and services to be provided. The chaplain should understand the roles of each staff member and should meet each of them immediately upon their arrival at camp. Generally, a camp staff will consist of the following staff members.

- Camp director
- Program director
- Ranger
- Commissioners
- Chaplains
- Health officer
- Shooting sports director and range officers
- Aquatics director and staff
- Ecology/conservation director and staff
- Climbing director and staff
- Business manager and staff
- Trading post manager
- Quartermaster and commissary staff
- Outdoor skills director and staff
- Project COPE director and staff
- Trek leader
- Cooks and kitchen staff
- Program aides
- Counselors-in-training

Subject: Chaplain's Role in Camp

Time Frame

60 minutes

Instructional Objectives

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

1. Understand Scouting's mission statement.
2. Discuss the BSA religious policy.
3. Discuss the chaplain's role in camp.

Training Aids and Equipment Required

1. Faith-based Resources
2. Flip chart and markers

Materials for Distribution

None

Methods and Overview

1. Mini-lecture: BSA Religious Policy and Mission Statement
2. Mini-lecture: The Chaplain's Role
3. Mini-lecture and group discussion: The Chaplaincy Program

LESSON PLAN: Religious Policy and the Chaplain's Role

BSA Religious Policy and Mission Statement

The mission of the Boy Scouts of America is to prepare young people to make ethical decisions over their lifetimes by instilling in them the values of the Scout Oath and Law. The BSA's religious policy is formulated to support this mission.

Scouting has enjoyed the cooperation of nearly every religious group in America. This is largely because the BSA recognizes religion as an integral part of the character-building process and encourages Scouts to adhere to the beliefs and practices of their own faith.

The BSA does not define what constitutes belief in God or practice of religion, but it does expect a member to accept the religious principles in the charter and bylaws, as well as the Scout Oath and Law. These commitments include:

- Belief in God
- Reverence toward God
- Fulfillment of religious duties
- Respect for beliefs of others

Discuss the BSA mission statement and religious policy. Ask participants the following questions, and write their answers on the flip chart.

- How do we make the mission statement "come alive" at Scout camp?
- In what ways can we make our camp reflect the religious policy?

The Chaplain's Role In relation to unit, district, council, national, and world events, the Scout chaplain is responsible for supervising spiritual activities and for creating an environment where the twelfth point of the Scout Law, "A Scout is reverent," can thrive.

When a chaplain enters a Scout camp, there will be a unique opportunity to make the ministry felt among Scouts, adult leaders, camp staff, parents, and families of Scouts. The chaplain can be very helpful to the camp director and the camp staff in maintaining a climate favorable to morale and spiritual growth. The chaplain is primarily a Scout chaplain and secondarily a denominational representative.

Chaplain's Sponsor

The camp chaplain is jointly responsible to the camp director. The council religious relationships committee, if one exists, sponsors the camp chaplain and assists with the following:

1. Takes care of religious functions that rightfully belong to churches.
2. Provides cooperating religious groups with opportunities to serve youth in Scouting.
3. Provides supporting committees to help make this happen.

The council religious relationships committee's responsibilities encompass three major areas: relationships, chaplaincy, and the BSA religious emblems program.

Relationships—The committee helps churches organize new Scouting units; maintains good working relationships with sponsoring organizations; promotes Scout Sunday; and encourages the chartered organization representative's active participation in unit activities.

Chaplaincy—The committee sponsors summer camp chaplains; promotes chaplains and chaplain aides in local units; promotes chaplaincy and chaplain aide training at council training events; and provides religious services at camporees and other events in consultation with directors.

Religious emblems program— the committee informs Scouts about earning religious emblems; acquaints clergy with the religious emblems program; and provides displays of religious emblems for activities.

The Chaplaincy Program The chaplaincy program was developed to help achieve a reverent climate for the camping experience and to help campers and staff grow in their relationships with God and with each other. The program's goals include

- a) Providing camp worship services
- b) Helping build and sustain staff morale
- c) Building respect in campers and staff for those whose religious beliefs are different from their own
- d) Providing encouragement for the sick, distressed, and homesick
- e) Counseling campers, leaders, and staff as necessary
- f) Promoting the religious emblems of all faiths

A camp chaplain is a qualified representative of the religious community and may be

- a) Any member of the clergy qualified to serve in his or her denomination
- b) A seminarian who is at least 21 years of age, possesses mature judgment, is a student at a religious seminary or theological college with an intent to enter the ministry, and attends a National Camping School
- c) A candidate selected, approved, and employed by the applicable religious advisory committee or other responsible group representing the local religious community, in agreement with the local Scouting council.

Types of Chaplaincy Programs

The camp chaplain position can be staffed a variety of ways. The role can be filled by:

- An ordained member of the clergy or a qualified seminarian who functions full-time as camp chaplain with no other duties
- A rotation of chaplains who will come to camp for one or two weeks at a time
- A chaplain from each major faith group who will come to camp one day a week and conduct services
- A regular staff member who is delegated by his or her denomination and performs chaplaincy duties in addition to other responsibilities at camp

Scope of the Chaplain's Duties

Ask participants to develop a list of duties. The chaplain's duties might involve

- Being a recognized presence in the life of the camp.
- Maintaining good rapport with the camp director.
- Assuming spiritual responsibility for the camp.
- Encouraging grace at meals.

- Promoting camp morale and morals.
- Visiting unit program areas.
- Counseling leaders and staff members on problems of a personal, interpersonal, general, or spiritual nature.
- Counseling individual Scouts as requested by leaders.
- Assisting with camp or unit discipline problems, personality clashes, homesickness, etc.
- Assisting staff with registration and reception, if requested.
- Arranging for prayers at meals.
- Conducting devotional periods as scheduled through the program director.
- Conducting a minimum of one worship service each week at the chapel or other central location.
- Providing interfaith programs as necessary.
- Encouraging interest in religious emblem programs.
- Helping with campfire programs.
- Being aware of the customs and convictions of various faiths; for example, dietary restrictions, head coverings, prayer times, and travel restrictions.
- Assisting in emergencies as necessary.
- Providing weekly reports of activities to the local religious relationships committee.
- Submitting a final summary of accomplishments to the local religious relationships committee.

Chaplain Relationships

The chaplain should get to know:

- Camp director
- Ranger
- Health officer
- Program director
- Commissioner
- Staff members
- Unit leaders
- Troop chaplains
- Chaplain aides
- Parents and family members
- Visitors
- Religious relationships committee/chairman
- Local BSA council leaders
- Local college or seminary staff
- Local community (ministers, counselors)

Summary With mutual acceptance of spiritual concepts, a realization that the group activities of camp life are basic to a positive experience, the use of God's creation as a resource for spiritual insights, and the recognition of the ultimate potential of personalities (staff and campers), the camp director and the chaplain can together make a profound difference in the camp atmosphere. Naturally the attitude of the camp staff will play an important part in the success of the camp experience. Every effort should be made by the chaplain to increase the faith of staff members and to encourage them in setting good examples of "A Scout is reverent." The general spirit of the camp should be such that the spiritual life of the campers is strengthened, so that they return home with a deeper sense of Reverence for God and a firmer desire to be faithful in their religious duties.

Subject: Counseling

Course: Chaplain

Time Frame

90 minutes

Instructional Objectives

At the end of this session, each participant will be able to

- a. State the principles of counseling.
- b. Use and develop techniques that are useful in counseling.
- c. State why we counsel and explain its importance in helping a boy grow.
- d. Develop a counseling relationship with both adults and Scouts.
- e. Separate information and advice and know when to use each.

Training Aids and Equipment Required

- a. *The Scoutmaster Handbook*, No. 33009C
- b. Flip chart and markers

Materials for Distribution

None

Methods and Overview

- a. Mini-lecture and group discussion: Why We Counsel
- b. Mini-lecture and group discussion: The Basics of Counseling
- c. Mini-lecture: Techniques for Counseling
- d. Mini-lecture: Traits of a Good Counselor

LESSON PLAN: Counseling

Why We Counsel Chaplains should have knowledge of “first-aid counseling,” which is useful in Scouting to encourage, reassure, help a Boy Scout in his advancement, and help others to work out solutions to their own problems.

Chaplains are often involved with instances of homesickness, family emergencies, staff conflicts, medical problems, and other delicate situations. Explain that it is possible to build upon a boy’s strengths to help him overcome his weaknesses. It is important for a chaplain to be aware of how this might be accomplished.

Ask participants, “*Why do we counsel?*” Answers should cover for the following

Three points:

- a. To encourage or reassure
- b. To develop more effective Scouts—to help them grow
- c. To help Scouts realize that they can possibly solve their own problems—building self-assurance and self-reliance

Explain to participants that the counselor cannot attempt to solve the problem for the Scout; one can only lead the Scout to find his own solution.

The Basics of Counseling Good counseling is a skill that cannot be learned quickly. Experience is needed. However, we can acquire some fundamentals that will assist in counseling situations.

When to Counsel

Ask the participants when one should provide counseling. Look for responses that include:

- a. When a Scout asks to talk to you. (This is the least probable.)
- b. When you notice that a Scout probably needs to share with you something that is bothering him.
- c. When a Scout is down and needs a pat on the back.
- d. During a Scoutmaster conference.

Stress that counseling should not be put off, although we do not want to enter into a counseling situation when there is limited time.

Where to Counsel

There is no specific location for counseling, but the session should be a private discussion out of hearing from others. It could be:

- a. After or before troop activities
- b. At the Scoutmaster conference
- c. At a chance meeting

If you initiate the session, do not summon the person; instead, go to him/her. Avoid the office, talking across a desk, or other "authority" settings. Seek a neutral site, if possible. While you should aim for privacy, make certain you are plainly visible.

Follow Youth Protection Guidelines

Have participants add Youth Protection considerations to this list of "where" to counsel.

Techniques for Counseling Explain that there are six generally recognized principles of counseling:

Be a good listener (and give undivided attention). Many of us lack good listening skills.

Establish a comfortable distance, facing the person, and maintaining good eye contact. Sympathetic sounds, nods of the head, positive body language (like not crossing your arms or legs), and fixed attention will help the Scout open up to you. Keep the Scout talking until the story is told, fully and completely.

Ask yourself, "Do I really understand what he is trying to tell me?" Look for key facts and try to keep them in mind. The Scout wants your empathy (the feeling that you are really concerned about the person and the problem). As you listen, be aware of a Scout's background, experience, goals, pressures, and circumstances so that you will be better able to understand where he is coming from.

As soon as you understand the problem, give additional information. Lack of information may be the only problem. However, *avoid giving advice!* You might well be rejected instantly. You might not even understand the whole story yet. Advising the Scout will not allow him to solve his own problem, and if your advice should not work out, you have lost credibility for further counseling. At this point, avoid solutions and advice; instead, encourage and reassure where possible.

From time to time, summarize the problem. Include the facts you have gathered. The summary will reassure the subject that you are listening and do understand. It also will help to keep the Scout on track and to organize thoughts into a logical and useful sequence. This may even suggest to the Scout orderly steps to a logical solution.

As you listen and summarize, try to get all the facts that bear on the problem. Remember that opinions, emotions, feelings, and reactions are just as important as hard data.

Lastly, explore some possible routes to solution. Make sure the Scout has all of the information needed and knows what resources might be available. Encourage the Scout to think of more than one solution. It may be that he has a solution in mind and only needs confirmation. It may be that a solution has been tried and has failed, and he needs a more skillful approach. Evaluate alternative solutions. Get the Scout to choose one way he is comfortable with. Plan what to do, who will do it, and when. Follow up if necessary.

Summarize for the participants the material discussed up to this point, noting the following counseling basics on the flip chart:

- a. Ensure an appropriate setting.
- b. Use good listening skills.
- c. Demonstrate your understanding.
- d. Give no advice.
- e. Summarize what is being said.
- f. Get all the facts.
- g. Propose a variety of ways to handle the problem.
- h. Evaluate alternative solutions.
- i. Plan how to implement the solution.

Traits of a Good Counselor a good counselor exhibits:

- a. A caring attitude (empathy)
- b. Learning from situations
- c. Willingness to be available
- d. Control when another falls apart
- e. Listening to others
- f. Accepting one with a problem
- g. Waiting (not rushing in with answers)
- h. Sharing ideas and experiences
- i. Reinforcing good choices and behaviors

Counseling Techniques

Tell participants that in order to put these principles into operation, the counselor must demonstrate that he is listening, is interested, and understands. Explain that as they gain experience, they will develop certain techniques that will be good tools for them. These should include:

- a. Restating in your own words what the person said.
- b. Acknowledging the Scout's feelings and showing concern.
- c. Encouraging him to keep talking by nodding your head, etc.
- d. Asking him what he did or how he felt. Do not cross-examine.
- e. Asking leading questions, not providing answers.

Know Your Limits

Remind participants that chaplains are not expert counselors, clinical psychologists, nor behavioral scientists. We are offering "first aid" for a problem that could be deep seated. Know your limits! If you feel that professional help is needed, do not suggest it directly, but steer the Scout in that direction. If the person acknowledges the need for professional help, assist him in finding it.

Summary Be a friend to administration, staff, Scout leaders, Scouts. Listen! Everyone needs someone in whom they can confide. Stress that counseling is not easy; it takes much practice. Some do it easily; some never become very proficient. The trust level between the persons involved is essential. Repeat that we only do "first-aid counseling." We must be smart enough to know when an expert is needed. Remind participants that our aim is for the Scout to increase his ability to make decisions.

Subject: Dealing With Difficult People Course: Chaplain

Time Frame

30 minutes

Instructional Objectives

At the end of this session, each participant will be able to

- a. List types of people who are potentially difficult to deal with.
- b. Understand several methods of working effectively with reputedly difficult persons.

Training Aids and Equipment Required

- a. Samples of several councils' camp leaders' guides
- b. Flip chart and markers

Materials for Distribution

None

Methods and Overview

- a) Mini-lecture and group discussion: Definition of Difficult People
- b) Mini-lecture and group exercise: Principles of Getting Along With People

LESSON PLAN: Dealing With Difficult People

Definition of Difficult People

Four categories of individuals illustrate areas of concern for chaplains:

- a. Unit leaders
- b. Scouts
- c. Staff
- d. Parents

Ask participants for possible reasons each category might have to be difficult.

Principles of Getting Along With People

Chaplains are hired, among other reasons, because they demonstrate ability to get along with people. Neither National Camp School nor staff training week at camp tries to effect a major change in anyone's personality. In learning to get along with all types of people, the twelve principles in Dale Carnegie's *How to Win Friends and Influence People** are worthwhile to review:

- a. The only way to get the best of an argument is to avoid it.
- b. Show respect for other person's opinions. Never say, "You're wrong."
- c. If you are wrong, admit it quickly and emphatically.
- d. Begin in a friendly way.
- e. Get the other person saying "yes, yes" immediately.
- f. Let the other person do a great deal of the talking.
- g. Let the other person feel that the idea is his or hers.
- h. Try honestly to see things from the other person's point of view.
- i. Be sympathetic with the other person's ideas and desires.
- j. Appeal to the nobler motives.
- k. Dramatize your ideas.
- l. Throw down a challenge.

* Reprinted by permission of Simon & Schuster from *How to Win Friends and Influence People* by Dale Carnegie. Copyright © 1936 by Dale Carnegie. Copyright renewed © 1964 by Donna Dale Carnegie and Dorothy Carnegie. CHAPLAIN Lesson Plan

Chaplains encounter a variety of concerns during camp. Anticipating these makes them easier to acknowledge and resolve. Ask participants to respond and diffuse the following situation. An irate Scoutmaster traps the chaplain en route to his tent and is fuming because:

- a. One tent has collapsed.
- b. Three other tents have visible holes.
- c. All his platforms are rocking.
- d. The bulletin board is missing.
- e. There is no paper in the latrine.

Summary Many of the difficult-people situations are the result of not delivering the promise of the camp leaders' guide. The Scout motto is still an excellent guide on how you can be prepared for dealing with difficult people.

LESSON PLAN: Complete Action Plan

This orientation has given the role of chaplain in camp. Now it is time for each participant to on the role of a BSA chaplain. Each participant will write a mission statement and set goals relating to how they see themselves as chaplains in the camp they serve.

Their mission statements and goals could be shared with the instructor on a one-to-one basis. These goals should then be taken by the participants and posted where they can review them periodically throughout their summer service.

A personal mission statement is a brief written statement of one's philosophy, vision, and intent for his or her own chaplaincy. It should speak to the chaplain's relationship to God and the camp.

Goals are individual items of accomplishment. Goals should be obtainable, definable, and measurable in some way and dated for completion. There should be no fewer than five goals. Brainstorm goal areas with the participants and write their ideas on the flip chart. These might include:

- a. Involvement with staff—visit the staff recreation area daily, lead staff meditation session once a week
- b. Involvement with camp director
- c. Involvement with Scoutmasters
- d. Involvement with campers
- e. Unit visitations
- f. Program area visitations
- g. Campfire involvement
- h. Promoting religious emblems
- i. Conducting religious services
- j. Conducting graces
- k. Training troop chaplain aides
- l. Visibility in high traffic areas—trading post, handicraft, dining hall after meals

Thank you for attending this orientation and making a commitment to our camp as a Chaplain. We look forward to seeing you at camp and good luck as you assume this important role in our council.