

# BOY SCOUT



## Roundtable Planning Guide 2016–2017



BOY SCOUTS OF AMERICA®

# **BOY SCOUT**

## **Roundtable Planning Guide**

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### **2016–2017**

#### **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.



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# Roundtable Overview

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The *2016–2017 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—such as Big Rock Topics—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.

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 unit 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 commissioners replace the previous position of "roundtable staff" in facilitating the normal training and award structure for roundtable leaders. Each unit 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](http://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 orientation on the commissioner Web page, [www.scouting.org/scoutsource/Commissioners/roundtable.aspx](http://www.scouting.org/scoutsource/Commissioners/roundtable.aspx)
- 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, Commissioner Key, Doctorate of Commissioner Science Award, and Distinguished Commissioner Service Award. 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.

## **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. Most of the forms are standard in that they have been included for many years. Two new forms, however, are the result of requests from the field:

- 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. Some issues to consider and resolve include:

- Availability of telephone jacks in the meeting rooms and/or suitable Internet connectivity at the roundtable site (including Wi-Fi)
- 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
- 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. 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 services, both commercial and free, are available. However, most 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.

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/commissioners/](http://www.scouting.org/commissioners/).

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# Parts of a Roundtable

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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* and *Troop Program Resources*.

## 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, religious emblems
- Local events such as details on camporees, day camps, council camp programs, district activities, 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 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, Birthday of Scouting, or 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.

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/scoutsources/Commissioners/roundtable.aspx](http://www.scouting.org/scoutsources/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.

Keep in mind that there are also many great books, periodicals, and other media tools produced by knowledgeable groups and experts outside the BSA. A few of these resources are also listed in this guide, and feel free to highlight them as well. But remember to point out any areas where the content may be in conflict with BSA policies.

A member of the district training team could be invited to present this part of the program.

### **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.

A variety of presentation styles is represented in the interest topics. Changing the format from month to month can encourage unit participation and keep the roundtable exciting.

This guide suggests four basic options:

- 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 backpacking interest topic directed toward leaders who are not experts might be best presented as a training session. If the participants are mostly experienced backpackers, 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](http://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.

The Program Breakout section on pages 73 through 75 provides an organized lesson on how to effectively use the *Program Features for Troops, Teams, and Crews*. This breakout should be the first Program Feature you use at the beginning of the roundtable year. From there you can use whatever monthly features the group you represent has selected from the three available volumes.

*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.

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.

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# Roundtable Mechanics

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## 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, 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.

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# Roundtable Commissioner's Notebook

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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) \_\_\_\_\_

Pack or 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?

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## BOY SCOUT ROUNDTABLES: YEARLY PLANNING CALENDAR

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

## BOY SCOUT ROUNDTABLES: YEARLY PLANNING CALENDAR

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

## BOY SCOUT ROUNDTABLES: YEARLY PLANNING CALENDAR

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

## BOY SCOUT ROUNDTABLES: YEARLY PLANNING CALENDAR

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

## BOY SCOUT ROUNDTABLES: MONTHLY PLANNING WORKSHEET

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



## 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
- 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
- Camp Cookery for Small Groups, No. 33592
- Communicating Well* (DVD), No. 605646
- Conservation Handbook*, No. 33570
- Craftstrip Braiding Projects, No. 33169
- Fieldbook*, No. 34006
- First Aid Log, No. 32352
- Gospel of the Redman*, No. 33574
- Group Meeting Sparklers*, No. 33122
- Guide to Advancement 2015*, No. 33088
- Guide to Awards and Insignia*, No. 614937
- Guide to Safe Scouting*, No. 610138
- High-Adventure Survey Cards, No. 34241
- Knots and How to Tie Them*, No. 33170
- Membership Inventory,  
[www.scouting.org/Media/forms.aspx](http://www.scouting.org/Media/forms.aspx)
- More Stories for Around the Campfire*, No. 3102
- 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
- Reverence, No. 34248
- Senior Patrol Leader Handbook*, No. 32501
- Star-Spangled Banner* (Video), No. 8021
- Stories for Around the Campfire*, No. 34095
- The Constitution of the United States, No. 30529
- This Is Scouting* (DVD), No. 610460
- Tour and Activity Plan, No. 680-014
- Trail and Campfire Stories*, No. 33529
- Troop Advancement Chart, No. 34506
- Troop Committee Guidebook*, No. 34505
- Troop Leader Guidebook*, Vol. 1, No. 33009
- Troop Program Resources*, No. 33588
- Troop Resource Survey,  
[www.scouting.org/Media/forms.aspx](http://www.scouting.org/Media/forms.aspx)
- 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* (DVD), No. 610327

# 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
<b>Start on Time</b>			
<b>20 minutes</b>	<b>General Opening</b>		
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 \_\_\_\_\_

<b>General Session—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Explanation</b>
20 minutes from start time	<b>General Session</b>		
2 minutes	<i>Travel from general session to Boy Scout session</i>		
38 minutes	<b>Troop Leader Session</b>	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
<b>End on Time</b>			
<b>After the Meeting</b>			
	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
<b>Start on Time</b>			
<b>20 minutes</b>	<b>General Opening</b>		
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.
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	<b>General Session</b>		
5 minutes	<i>Travel from general session to Boy Scout session</i>		
52 minutes	<b>Troop Leader Session</b>	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	Should be inspirational and encourage troop members to participate in future roundtables
<b>End on Time</b>			
<b>After the Meeting</b>			
	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
<b>Start on Time</b>			
<b>30 minutes</b>	<b>General Opening</b>		
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., <i>Scouting</i> 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
0 minutes from start time	<b>General Session</b>		
20 minutes	<i>Refreshments and travel from general session to Boy Scout session</i>		Allow time for break, socializing, and disseminating information
70 minutes	<b>Troop Leader Session</b>	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	Should come directly from the Program Features books
5 minutes	Q&A		
5 minutes	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
<b>End on Time</b>			
<b>After the Meeting</b>			
	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 \_\_\_\_\_

<b>General Session—180-Minute Format, designed primarily for quarterly or less than monthly meetings</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Explanation</b>
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
<b>Start on Time</b>			
<b>36 minutes</b>	<b>General Opening</b>		
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., <i>Scouting</i> 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	<b>General Session</b>		
20 minutes	<i>Refreshments and travel from general session to Boy Scout session</i>		Allow time for break, socializing, and disseminating information
120 minutes	<b>Troop Leader Session</b>	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 minutes	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
<b>End on Time</b>			
<b>After the Meeting</b>			
	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.

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# Roundtable Big Rocks

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## RETENTION

### Time Available

10 minutes

### Learning Objectives

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

1. Understand that a basic key to increased retention is to ensure Scout meetings are fun.
2. Learn when and how to provide opportunities for fun.

### Suggested Presenter(s)

Boy Scout or Cub Scout roundtable commissioner; an experienced leader of a thriving unit or district

### Presentation Method

An enthusiastic verbal presentation

### BSA Reference Materials

- Den leader guide books
- *Cub Scout Leader How-To Book*
- *Program Features for Troops, Teams, and Crews*

### Presentation Content

- What are the contributing factors to a high retention rate in a unit?
  - Fun
  - Well planned meetings
  - Year-round program
  - Consistent communication
  - Boy-run troops
  - Timely recognition
  - Outdoor emphasis/monthly outings
  - Diverse activities
  - Low cost

- What kinds of fun can happen during a unit meeting?
  - Active: Includes the boys in the activity
  - Passive: The Scouts are part of the audience
- What are the qualities that contribute to fun?
  - Uniqueness
  - Engaging
  - Challenging
  - Physically active
  - Purposeful/Learning new concepts
- Where can you put fun into your meetings?
  - Gathering period
  - Opening ceremonies
  - Skills instruction
  - Recognition ceremonies
  - Games
  - Closing ceremonies
- What does it take to make things FUN?
  - Planning
  - Preparation
  - Enthusiasm
  - Inspiration
  - Interactivity

# RECRUITING

## Time Available

10 minutes

## Learning Objectives

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

1. Focus on different methods of recruiting for both youth and adults.
2. Set up a plan for recruiting.
3. Measure success at the end of the recruiting cycle.

## Suggested Presenter(s)

The presenter should be well versed in actually carrying out successful recruitment programs. An active unit head of recruiting, the district membership chair, or a commissioner experienced in successful recruiting may be a good presenter due to familiarity and experience in this role.

## Presentation Method

Information can be presented verbally or with slides. The presenter may incorporate audience participation by using the following opportunities for 1 to 2 minutes of input:

- Set up a recruiting table, such as one you might see at a back-to-school night.
- Ask the audience if they can name some duties of recruiters.
- At the end of the presentation, spend any remaining time asking one or two unit leaders to explain how their recruiting efforts were or were not successful.

## BSA Reference Materials

- Selecting Quality Leaders, No. 18-981
- *Troop Leader Guidebook, Vol. 1*, No. 33009
- *Troop Committee Guidebook*, No. 34505B
- *Varsity Scout Guidebook*, No. 34827A
- Selecting Quality Leaders

## Online Resources

- Selecting Quality Leaders, [www.scouting.org/Training/Adult/Supplemental/SelectingQualityLeaders.aspx](http://www.scouting.org/Training/Adult/Supplemental/SelectingQualityLeaders.aspx)
- Membership Recruitment, [www.scouting.org/Home/Membership/Youth\\_Recruitment.aspx](http://www.scouting.org/Home/Membership/Youth_Recruitment.aspx)
- Recruiting Ideas for Cub Scout Leaders, [www.scouting.org/filestore/membership/pdf/RecruitingIdeas.pdf](http://www.scouting.org/filestore/membership/pdf/RecruitingIdeas.pdf)
- Year Round Guide to Scout Recruiting, [www.scouting.org/scoutsource/BoyScouts/YearRoundGuide.aspx](http://www.scouting.org/scoutsource/BoyScouts/YearRoundGuide.aspx)

## Presentation Content

- Recruiting is the lifeblood of our units.
- Units that do not recruit are not going to last for long. Units that recruit successfully will not only grow, but also benefit from more resources and more Scouts to create exciting and diverse program options.
- Use social media and the BeAScout program to help advertise your unit.
- Recruitment of youth works best when it is youth- or friend-driven
- Establish a reward system for Scouts who bring their friends to visit the unit at a meeting or who attend an activity and then join the unit. Membership growth is the objective.
  - The reward can be a “recruiter patch” or recognition at a court of honor or other event.
  - The youth who is recruited should be introduced to the unit and made to feel welcome.
  - The parents of the recruited youth should also receive a special invitation from the unit leader to join the unit by formally applying for BSA membership
- Plan fall and spring recruitment campaigns.
  - Plan a time-specific campaign for a focused effort to recruit additional unit members.
  - Develop incentives for Scouts to assist in the effort.
  - Be creative: School lists are good, but go where the Scouts are. PTA, youth sports leagues, school ice-cream nights, and local church youth groups are all great places to connect with Scout-age families, especially for Cub Scouting.
- Establish a recruitment spreadsheet of the target youth. Review it continually. Identify a reason for each family that does or does not join.
- Highlight opportunities for parents to become involved with the unit (i.e., as committee members, den leaders, assistant Scoutmasters, etc.).
- Give special recognition to Scouts who join the unit during this time period. New Scouts who are by themselves can sometimes have the hardest time identifying with the Scouting environment. Each new member should have a Scout assigned to them for at least the first few months to make certain the new member attends, gets a uniform and handbook, and starts along the advancement trail. Don't leave this to chance!

- Webelos-to-Scout transition
  - Recruiting Webelos is critical—it keeps our current members in the program!
  - Year-round recruiting is ideal even though Webelos recruiting often ties into crossover time. Use this time to get as many Webelos Scouts into troops as possible.
  - Boy Scout units should have an active program to identify Webelos leaders before the start of each Webelos Scout's second year. Call the Cubmaster to confirm the right leaders, find out how many Webelos Scouts they have, and introduce your unit.
  - Develop a relationship with Webelos II leaders. This involves getting to know these leaders beyond an introductory phone call. Meet on a one-on-one basis outside the meeting environment to learn about the leader and Webelos families.
  - Host the Webelos II patrol at a regular Scout meeting. A special "pony show" hosted for Webelos Scouts is too obvious and not usually an effective recruitment strategy.
- Make sure programs are interesting, youth-driven and appropriate for Webelos audiences.
- Include dedicated time to talk to parents about the troop and answer questions—don't be in a rush.
- Invite the Webelos patrol and parents to visit a unit activity and possibly to spend a night with the unit. Have the Webelos Scouts camp with the Scouts and participate in the activities. They should be treated as a "new boy patrol," and watched over by the troop guides or other carefully selected youth leaders of the troop.
- Send a thank you note to the leader and families, thanking them for participating with the Scout unit.
- Have a special means of welcoming new or transitioning Scouts and their parents as they enter the troop. This is a time of change for the boys and parents. Help make the transition easy with troop guides, dedicated assistant Scoutmasters for new Scouts, and other resources.
- Communicate frequently and often to ease the transition and engage the youth right away.

# DUTY TO GOD

## Time Available

10 minutes

## Learning Objectives

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

1. Understand the role of religion in the Boy Scouts of America.
2. Understand the increased emphasis on duty to God in all rank requirements.
3. Explore ways a boy can demonstrate his duty to God.

## Suggested Presenters(s)

Presenters could include a minister, the district religious emblems coordinator, or Scouters who are lay leaders at their place of worship and who accept the BSA's nonsectarian Declaration of Religious Principles.

## Presentation Method

Present a review of rank advancement requirements that involve a Scout's duty to God, coupled with ways in which the boys can demonstrate their duty to God.

## BSA Reference Materials

- Cub Scout handbooks
- Boy Scout 2016 rank requirements
- BSA Declaration of Religious Principles
- Duty to God religious emblems brochure
- November 2014 CubCast on Scouting.org

## Online Resources

- [www.scouting.org/filestore/pdf/2016BoyScoutRequirementsFAQs.pdf](http://www.scouting.org/filestore/pdf/2016BoyScoutRequirementsFAQs.pdf)
- Bible reading program, [www.praypub.org/biblebasics/](http://www.praypub.org/biblebasics/)
- National Catholic Committee on Scouting religious activity awards, <http://nccs-bsa.org/activities/index.php>
- National Jewish Committee on Scouting religious activity awards, [www.jewishscouting.org/store/](http://www.jewishscouting.org/store/)

## Presentation Content

- The BSA National Charter and Bylaws contain the BSA Declaration of Religious Principles. Key provisions include:
  - "The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God."
  - "The activities of the members of the Boy Scouts of America shall be carried on under conditions which show respect to the convictions of others in matters of custom and religion, as required by the 12th point

of the Scout Law, reading, 'Reverent. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.'"

- "The Boy Scouts of America, therefore, recognizes the religious element in the training of the member, **but it is absolutely nonsectarian** in its attitude toward that religious training."
- "In no case where a unit is connected with a church or other distinctively religious organization shall members of other denominations or faith be required, because of their membership in the unit, to take part in or observe a religious ceremony distinctly unique to that organization or church."
- All Scouts now say the Scout Oath and Law, which include "duty to God" and "a Scout is Reverent."
- The new Cub Scout requirements contain a duty to God element at every rank. Each Cub Scout handbook includes a series of age-appropriate nonsectarian activities that help boys learn and demonstrate their duty to God.
  - Each Cub Scout handbook also includes a discussion about the importance of religion in the boy's life, together with examples of ways the boy can complete his duty to God requirement.
  - Bear and Webelos ranks include an option for the Cub Scout to complete his duty to God requirement by earning the religious emblem for his age and faith.
  - Since not all faiths have a religious emblem, and since not all congregations offer them, both the Bear and Webelos ranks have an alternate way to complete the duty to God requirement.
  - If a Scout's faith uses the same religious emblem for fourth and fifth grades, and if the Scout earns it as a Bear, he will need to complete the alternate requirement as a Webelos Scout.
- The 2016 Boy Scout rank requirements now include a duty to God element for all ranks above Scout.
  - The duty to God element is now part of the requirement to show Scout spirit:
  - "Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God. ..."
- Does including "duty to God" as a part of the Cub Scout and Boy Scout rank requirements put too much emphasis on religion? Does it create a requirement of belonging to a religion?
  - Not as written. There is no requirement that a Scout identify a religious faith as part of his duty to

God—although, if the Scout does have a religious faith, it is likely to be part of the self-reflection and expression. It is important to note that Scouting is nonsectarian and promotes no specific religion. In fact, a boy need not belong to any official religious institution—he could practice his beliefs privately at home.

- However, while membership in an organized religion is not necessary or implied, a Scout does have to ascribe to the Declaration of Religious Principles, and express belief in a higher power. The parent or guardian's signature on the BSA Youth Application acknowledges this condition of membership.
- Unlike the Cub Scout rank requirements, the Boy Scout rank requirements do not elaborate on how a Scout is to do his duty to God. Does this mean troop leaders need to examine and evaluate a Scout's Duty to God, and then determine whether it is sufficient by some standard?
  - No. The verb in the requirement is "Tell how you have done your duty to God." Not demonstrate, discuss, show, prove, etc.
  - The troop leader is merely to listen to the Scout *tell* about how he (the Scout) believes he has done *his* duty—that is the requirement. The idea is for the Scout to have a self-reflection about belief and reverence. Nothing more is required.
  - The requirement does not indicate that a discussion or a two-way conversation should take place. This is a monologue by the Scout, not a dialogue between a Scout and his leader.
  - The telling might be a very brief statement, depending on the Scout and the family's beliefs, and on where the Scout is in his development of understanding of such matters, which often evolves as the Scout matures.
- A unit leader's beliefs about God may be different from those of the Scout. With the requirement "tell how you have done your duty to God," a troop leader might believe that the Scout should do more or do something differently to show duty to God. Can a boy be withheld from advancing for that reason?
  - No. The troop leader does not evaluate whether a Scout's expression of how he shows duty to God is sufficient by any standard. In signing off the requirement, the leader simply acknowledges that the Scout *has told* how he has done *his* duty to God. The leader should make no judgment and the Scout should not be held to any specific standard of belief or level of activity in order to complete the requirement.
  - There will often be differences of belief among troop members and troop leadership—but the troop leader's beliefs do not establish a standard for the Scout. The policy of the Boy Scouts of America is that "the home

and the organization or group with which the member is connected shall give definite attention to religious life." The troop leader is to respect those differences, with no attempt to impose his or her personal beliefs on the Scout.

- For more information on the Boy Scout duty to God requirements, see the FAQs at [www.scouting.org/filestore/pdf/2016BoyScoutrequirementsFAQs.pdf](http://www.scouting.org/filestore/pdf/2016BoyScoutrequirementsFAQs.pdf)

Although the Boy Scout requirements do not include specific activities for demonstrating a Scout's duty to God, unit leaders should make their Scouts aware of the following *optional* religious activities and awards that can help deepen a Scout's faith:

- Earning the religious emblem for his age and faith.
  - If the religious emblem takes several months to complete, a Scout might use the continued pursuit of his religious emblem to tell how he has done his duty to God for more than one rank (if he completes one rank while pursuing his religious emblem and completes the religious emblem while working on his next rank).
  - If a younger Boy Scout is unable to earn a religious emblem, the duty to God discussions and examples in the Bear and Webelos handbooks might serve either as reminders of the things he is already doing in his faith life, or might serve as guideposts for his duty to God.
- Serving as the troop's chaplain's aide.
- Participating in Scout Sunday or Scout Shabbat services.
  - The Scout shops sell annual nonsectarian Scout Sunday patches for Scouts who attend services related to Scout Sunday. The National Jewish Committee on Scouting sells a similar patch for Scouts who participate in Scout Shabbat services.
- Other religious activities and awards
  - P.R.A.Y. recently introduced the Bible Basics RP3 program to encourage more Christian Scouts to read their Bible and put what they learn into action. The Bible Basics program currently consists of four subjects, each with three Bible stories to read, discuss with parents, and put into action. A fifth subject is coming soon. A patch is available upon completion of the requirements for each subject.
  - The National Catholic Committee on Scouting has three series of religious activities (with two more coming) and two international activities. The activities offer youth and adults fun, easy ways to learn more about their faith and Catholic role models, and become more aware of the faith community around the world. Several patches are available.

- The National Jewish Committee on Scouting has announced a Passover Patch, which will be available for sale through the next 10 years. Also, each year starting with 5775/2015, the NJSC will issue a “rocker” depicting one of the 10 plagues. The design of the rockers is such that they will form a mural that encircles the central 10-sided patch.
- Duty to God hike/ride.
- Some councils or districts organize a duty to God or Ten Commandments hike or ride that involves visits to several places of worship and an overview by a religious leader of key tenets of the faith practiced at each place of worship.
- Including different faiths in the program enhances the educational value of the event.
- An event that includes Christian, Jewish, Islamic, Hindu, and other places of worship would be ideal, if feasible in light of the local demographics.

# YOUTH WITH DISABILITIES

## Time Available

10 minutes

## Learning Objectives

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

1. Complete a task in a way similar to how a Scout with a special need would do it.
2. Understand that a Cub Scout, Boy Scout, Varsity Scout, Venturer, or Sea Scout with special needs can earn the appropriate advancement ranks.

## Suggested Presenter(s)

Have one or more of the following people present this topic:

- A special education teacher who is also a Scouter
- A Scout leader who currently has or has had special needs Scout(s) in their unit
- A member of the council/district advancement committee
- A member of the council special needs committee
- A parent of a special needs Scout who can provide objective experience

## Presentation Method

This presentation should focus on how someone with a physical need would complete a task in a den/patrol setting. Allow time for discussing advancement for special needs Scouts.

## Materials Needed

- The following should be displayed for all Scouts to see: *The wonderful thing about such boys is their cheeriness and their eagerness to do as much in Scouting as they possibly can. They do not want more special tests and treatment than is absolutely necessary.*—Robert Baden-Powell
- Strip of duct tape (approximately one half inch wide by four inches long), and a blank piece of paper for each table or group of Scouters
- A list of BSA resources for working with Scouts with special needs

## BSA Reference Materials

- Guide to Working With Scouts With Disabilities, No. 510-071
- *Guide to Advancement*, No. 33088 (current version)
- *Scouting For Youth With Disabilities*, No. 34059
- Application for Alternate Eagle Scout Rank Merit Badges, No.512-730
- *Disabilities Awareness* merit badge pamphlet, No. 35883
- Request for Registration Beyond the Age of Eligibility, No. 512-935

## Presentation Content

- Since its founding, the BSA has fully supported members with physical, mental, and emotional special needs.
- Ask: “Which one of the founders of the Boy Scouts of America was physically disabled?”
  - a. Daniel Carter Beard
  - b. William D. Boyce
  - c. Ernest Thompson Seton
  - d. James E. West
  - e. None were physically disabled

The answer is “d.” James E. West contracted a disease as a child; one of his legs was shorter than the other, causing him to limp the rest of his life. But he is considered the architect of the BSA.

- Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers with disabilities and special needs participate in the same program as do their peers.
- The *Guide to Advancement 2015*, Section 10 identifies the procedures required. Many councils have established an advisory committee for youth with special needs.
- These policies exist to facilitate advancement (Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and Sea Scouts) and need to be addressed with local advancement experts to ensure they are followed correctly.
- Scouts with “severe and permanent mental or physical disabilities may work on ranks past the chronological age.”
  - Cub Scouts: Did the boy “do his best”?
  - Boy Scouts and Varsity Scouts: Send a letter to council advancement committee requesting alternative requirements.
  - Eagle Scout required merit badges: Merit badge requirements may not be modified or substituted. Use alternate badges once approved to do so, and submit the Application for Alternate Eagle Scout Rank Merit Badges to the council advancement committee.
- Scouts over age 18, if approved by the council executive board to register beyond the age of eligibility with a special needs code, may apply for the rank of Eagle Scout.—*Guide to Advancement 2015*, section 10.1.0.0, and Request for Registration Beyond the Age of Eligibility, No. 512-935
- Working with Scouts with special needs, Scouters must be:
  - Comfortable (Not everyone in the unit may feel comfortable, and that is OK.)
  - Enthusiastic
  - Patient
  - Understanding
  - Flexible
- Working with Scouts with special needs is REWARDING and a learning opportunity.



# VOICE OF THE SCOUT

## Time Available

10 minutes

## Learning Objectives

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

1. Understand the purpose of Voice of the Scout.
2. Understand the importance of completing the Voice of the Scout survey.
3. Know how to evaluate the results of Voice of the Scout.

## Suggested Presenter(s)

There are two presenters. One or both should be a Scouter who is familiar with Voice of the Scout.

## Presentation Method

- Interactive discussion between the two presenters
- Q&A session

## Online Resources

- *Scouting Wire*, <http://scoutingwire.org>
- My.Scouting.org
- Voice of Scouting Findings and Analysis, [www.scouting.org/scoutsource/Awards/JourneyToExcellence/vos\\_findings.aspx](http://www.scouting.org/scoutsource/Awards/JourneyToExcellence/vos_findings.aspx)

## Presentation Content

- Use the script below, which is a two-person dialogue. Adapt the district name and names and positions of the presenters to fit your needs.
- After the dialogue, allow time for questions and answers, making sure not go over the Big Rock time limit (10–20 minutes).
- If necessary, continue the Q&A or discussion later as directed by the assistant district commissioner for roundtable.

### Voice of the Scout Big Rock: A Two-Person Dialogue

**Dialogue speakers:** Ray, the council commissioner; Ann, a new Cub Scout den leader

**Scenario:** The scene opens as Ann (a Wolf den leader since September) enters a room where other Scouters are gathering for roundtable. She is greeted by Ray, who will be presenting the Big Rock this evening.

**Ray:** Good evening, Ann. Welcome to our district's roundtable. Is this your first time attending roundtable?

**Ann:** Yes, it is.

**Ray:** Roundtable is a monthly continuous training session for Scouters, and has three parts. First is the gathering period where Scouters mingle and review information

about district and council upcoming events. This is what we are doing right now. Depending on the district, the gathering period usually lasts about half an hour. The assistant district commissioner for roundtable starts the second part, which includes an opening, a few brief announcements, and the Big Rock which I am presenting tonight. The third part starts when the Cub Scouters and Boy Scouters go to separate rooms for Cub Scout or Boy Scout special interest topics and network with other Scouters so they can present the best possible program to the Scouts in their units.

**Ann:** What is the Big Rock?

**Ray:** The Big Rock is a short presentation about a topic that pertains to all levels of Scouting: Cub Scouts, Boy Scouts, Venturers, and even Sea Scouts. Tonight's Big Rock is "The Voice of the Scout."

**Ann:** What is the Voice of the Scout?

**Ray:** The Voice of the Scout was created by the BSA national office in 2012 to determine how well the BSA is communicating the principles of Scouting (character development, physical fitness, and citizenship) to the youth in the Scouting program. More than 600,000 Scouts and Scouters have responded to the Voice of the Scout to date.

**Ann:** How is the information collected?

**Ray:** In early March and early October of each year, the BSA emails an eight-question survey to many Scouts, their parents, chartered organizations, and youth-facing leaders such as den leaders, assistant Scoutmasters, and council and district volunteers. In March 2015, 1.2 million Voice of the Scout surveys were emailed. If a Scout younger than 13 is selected to receive the survey, then the survey is sent to his parents. Depending on the target audience, slightly different surveys are sent out. The respondents are asked to add comments based on their choices.

**Ann:** I'm sure they are only looking for positive responses and ignoring the negative ones.

**Ray:** The BSA national office takes all responses very seriously. The first question in the survey relates to loyalty: "Would you, our customer, recommend Scouting to friends, family, or anyone else?" The respondents are asked to score this question on an 11-point score. The responses are separated as "promoters" (9 or 10), "passives" (7 or 8), or "detractors" (zero through 6) to determine a Net Promoter Score, or NPS. This is done by subtracting the percentage of the detractors from the percentage of the promoters. The NPS is used to determine if the current Scouting program should remain the same or be modified. Respondents who score the BSA from zero through 6 on loyalty are asked if they would like someone from their council office to contact them. The goal of the Voice of the Scout is to increase the number of promoters and decrease the number of detractors.

**Ann:** If only one of the Cub Scouts' parents in my den receives the Voice of the Scout survey, can it be forwarded to the other Scouts' parents in the den?

**Ray:** No. Because of the way the survey is sent out, it cannot be forwarded to other persons.

**Ann:** Is there anything one can do to make sure they are eligible to receive the Voice of the Scout survey?

**Ray:** They have to be registered with the BSA for at least 90 days.

**Ann:** If one receives the Voice of the Scout survey, when should they expect it?

**Ray:** The survey is sent out on the first Tuesday in March and the first Tuesday in October of each year.

**Ann:** Once one receives the Voice of the Scout survey, how long do they have to respond?

**Ray:** The Scout or Scouter must return the survey within 10 days to have their responses recorded.

**Ann:** Since I am new to Scouting, why should I bother to answer the Voice of the Scout? I'm sure the responses from persons that have been in Scouting a lot longer will have better thoughts on how Scouting should be conducted in the future.

**Ray:** Regardless of how long one has been involved in Scouting, the BSA national office wants to know how they perceive the Scouting program is being presented to the youth in their unit. As more people respond to the Voice of the Scout, they are able to give the national organization more insight as to the direction the BSA should take in the future to ensure the youth get the best program. Since it was created in 2012, the Voice of the Scout has received more 600,000 responses. All of them, I'm sure, are not from seasoned Scouters.

**Ann:** What has changed in the Scouting program as a direct result of the Voice of the Scout?

**Ray:** Some of the changes include those reported in Scouting Wire, February 24, 2015:

- "Training for volunteers and professionals has been re-approached, redeveloped and consolidated into one central resource."
- "ScoutingU expands upon Learning for Life."
- At "My.Scouting.org ... members can directly access their accounts and update information using Scouting.org usernames and passwords."
- "The Boy Scouts of America's national council has restructured."
- "The main thrust of this shift is to drive resources toward providing relevant, applicable services to directly impact the unit experience."

The practices of high-performing districts and councils may be used to help other districts and councils present a better program to the youth in their districts.

**Ann:** I suppose the results are filed away somewhere at the national office, and only the national staff has an opportunity to see the results.

**Ray:** No, the results of the Voice of the Scout are available for anyone to view online. Just Google Voice of Scouting Findings and Analysis. You will find a summary for the Voice of the Scout from spring 2012 through fall 2015, and the Action Phase Worksheet for Cub Scouts, Boy Scouts, their parents, chartered organizations, youth volunteers, and district volunteers.

**Ann:** Thanks, Ray. I'll be sure to complete the next Voice of the Scout survey!

**Ray:** Would you be willing to be part of the Big Rock tonight? All you would have to do is to ask the same questions you just did.

**Ann:** Yes, if you think it will help.

**Ray:** The assistant district commissioner for roundtable just gave the Scout sign. ... Questions?

## RESOURCES

### Time Available

10 minutes

### Learning Objectives

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

1. Understand that Scouting resources exist to help all leaders put on a quality program.
2. Find and use those resources.
3. Save time, avoid reinventing the wheel, and keep the programs exciting and fun.

### Suggested Presenter(s)

Ideal presenters include:

- A leader with experience in finding and using the available resources
- A member of the training committee
- One of the roundtable commissioners or an assistant roundtable commissioner
- A successful unit leader

### Presentation Method

It would help to have displays of the various printed resources and slides listing the titles or URLs. Handouts of the slides would allow people to follow the links after roundtable is over. See a sample list of URLs and materials below.

### BSA Reference Materials

Have as many hard copies of BSA literature on hand as possible for people to examine before or after the topic is presented. This could also lead to interest topic discussions for each program on their specific manuals, online resources, or materials.

### Online Resources

Scouting has created a stronger online presence in recent years, and this allows the program to more quickly provide resources to units, leaders, and members. The ability to view activities in multimedia formats helps to address different learning styles. Providing resources electronically reduces—but does not replace—the need for hard copies of Scouting materials. Here are some official online resources for Scouts and Scouters:

- The main BSA homepage: [www.Scouting.org](http://www.Scouting.org)
- Cub Scouting: [www.scouting.org/scoutsources/CubScouts/](http://www.scouting.org/scoutsources/CubScouts/)
- Cub Scout Learning Library: <https://cubscouts.org/learning-library/>
- Boy Scout resources: [www.scouting.org/scoutsources/BoyScouts/Resources/](http://www.scouting.org/scoutsources/BoyScouts/Resources/)

- Troop Program Resources: [www.scouting.org/scoutsources/boyscouts/resources/troopprogramresources/](http://www.scouting.org/scoutsources/boyscouts/resources/troopprogramresources/)
- Venturing: [www.scouting.org/scoutsources/Venturing/](http://www.scouting.org/scoutsources/Venturing/)
- The BSA's official online store for purchasing materials, uniforms, and equipment: [www.scoutstuff.org](http://www.scoutstuff.org)
- CubCast and ScoutCast (online podcasts for Cub Scout and Boy Scout leaders providing timely information and guidance: [www.scouting.org/scoutcast.aspx](http://www.scouting.org/scoutcast.aspx))
- *Boys' Life* magazine: [www.boyslife.org](http://www.boyslife.org) (If you, as a leader, do not get your own copy, you can access *Boys' Life* materials online and see how they tie into advancement and Scouting opportunities. The magazine has two versions; one written for Cub Scouts and one for Boy Scouts.)
- *Scouting* magazine (online version of the magazine all leaders receive): <http://scoutingmagazine.org>

### Presentation Content

- No leader in Scouting should feel they have to reinvent the wheel by creating resources for activities or training. There are plenty of resources available, but leaders often do not know where to find them.
- The information in resources prepared by the BSA is accurate and does not add or subtract from what a Scout or unit needs to do in the program.
- Official BSA resources are always organized according to age and stage appropriateness.
- The online resources connect users with material that relates to their specific needs. However, Scouters need to remember that not everyone has access to online resources or even a computer.
  - Your council office can obtain copies of print resources and reproduce them as needed for training and reference.
  - Almost all printed materials can be purchased at a Scout shop or online.
  - The most important resource each youth needs is their own copy of the handbook for their particular program. Most units bundle the cost of the handbook into the youth's registration fee.
- Each online resource is the most current material, marked with the date it became available and what resource it replaces. Online updates also indicate the current ordering number for print copies and effective date of use.
- Some resources are intended to supplement but not replace face-to-face interaction. For example, workbooks for merit badges serve as an easy way for youth to keep notes, but they do not replace the need for discussions or live demonstrations of knowledge or skills.

- Official resources are checked and rechecked to ensure they are helping units deliver a quality program. The resources are checked for health and safety concerns, for meeting the stated goals of the activity, for ease of implementation, and whether they provide fun for everyone.
- Official resources should be regarded as the proper way to deliver the program, rather than relying on the attitude that “this is the way we’ve always done it.”
- Changes in how the overall Scouting program is delivered are reflected and reinforced through official resources. An increased emphasis on outdoor ethics, for example, has been accomplished through emphasizing Leave No Trace to replace older practices on how units go camping.
- Having access to the resources does not replace training. If anything, training shows a leader how to use those resources to deliver the aims and methods of Scouting, and specifically how to conduct the activity or advancement opportunity they are running. Training sessions will provide a list of resources used or referenced so that a leader can find them after the training session is completed.
- Resources are also designed to be usable in the years ahead, so that an activity done one year can be offered again in the future. Cub Scout activities are used most often, as a new group of boys joins each year. Boy Scout and Venturing activities can be reused with changes in location or the skill emphasized.
- Many online resources are collections of activities that have been successful for other unit leaders. Feel free to use these activities after confirming that they are still appropriate for Scouting.

# THE AIMS OF SCOUTING

## Time Available

10 minutes

## Learning Objectives

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

1. Understand how the aims of Scouting contribute to the larger “takeaway” of the Scouting program.
2. Explore ways to achieve those aims as they deliver the program.
3. Understand the role of the aims of Scouting in that delivery.

## Suggested Presenters

Presenters could include the district commissioner, the district chair, or a senior unit serving commissioner.

## Presentation Method

A facilitated discussion should focus on the aims of Scouting, how the methods of Scouting contribute to achieving those aims, and the lasting internalization of the values of Scouting as a long-term result of participation in the program.

## BSA Reference Materials

- The Aims and Methods of Boy Scouting, No. 521-042
- *Troop Leader Guidebook*, Vol. 1, No. 33009
- *Cub Scout Leader Book*, No. 33221

## Online Resources

- BSA national website: [www.scouting.org](http://www.scouting.org)
- National Eagle Scout Association: [www.nesa.org](http://www.nesa.org)
- Tufts University study of the impact of Scouting on youth character: [www.tuftscampstudy.com](http://www.tuftscampstudy.com)

## Presentation Content

- State that this discussion will be about the “takeaway” of the Scouting program. Ask participants to estimate what percentage of the Scouting program is focused on each of the following areas: advancement, the outdoors, uniform, leadership development, and Scouting ideals. (The answer for each one should be 12.5 percent; these five methods plus the patrol, adult association, and personal growth methods make up the whole of the Scouting program.)

— Acknowledge and record all responses on a white board or a flip chart.

— Ask if any of the leaders present can tell the group the aims of Scouting.

— Acknowledge all responses, and write all the ones that are close to the stated aims of Scouting in another column of the chart.

- Read the aims of Scouting—character, citizenship, and fitness—as summarized on page 1 of *The Aims and Methods of Boy Scouting*, No. 521-042.
  - Ask how each facet of the program discussed previously contribute toward achieving these aims.
  - Discuss how achieving the aims of Scouting is the ultimate long-term takeaway from the Scouting program.
  - Discuss how internalization of the ideals of Scouting becomes apparent after five years of participation in the Scouting program.
  - Review the findings of the recent Tufts University study on the development of positive character traits after participation in Cub Scouting.
- Ask the following:
  - “How does your unit program work toward achieving the aims of Scouting?”
  - “How does your unit use the methods of Scouting to help achieve the aims of Scouting?”
  - “What importance does your unit place on striving toward achieving those aims?”
- In a new column of the chart, start a list of unit programs and activities that can help achieve the aims.
- Highlight the following:
  - Regularly reciting the Scout Oath and Scout Law can help internalize the ideals that contribute to developing positive character traits.
  - Camping and other outdoor activities can help to develop participatory citizenship.
  - Practicing leadership among one’s peers helps to develop citizenship skills.
  - The physical fitness elements of the advancement program set the foundation for developing lifelong fitness habits.
- Highlight the tendency of many units to focus on advancement while overlooking other facets of the Scouting program.
  - Summer camp choices are often made based on how they support Eagle required merit badges, while other program activities are overlooked.
  - Day camps sometimes put too much emphasis on completing achievements.

- The objective is to help unit level leaders understand that the Scouting program is about more than advancement. More than just a means of recognition for youth in the program, advancement actually helps them at every age to understand and internalize the ideals of Scouting. That is the ultimate long-term goal of the Scouting program.
- This discussion must be presented in a non-judgmental way that does not make the leaders feel they are conducting their unit programs in a negative manner.

## CUBCAST/SCOUTCAST

### Time Available

10 minutes

### Learning Objectives

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

1. Learn about CubCast and ScoutCast. What are they and where can they be found?
2. Understand how unit leaders can use CubCast and ScoutCast for program ideas.

### Suggested Presenter(s)

Roundtable commissioners

### Presentation Method

- Begin with a brief overview of the CubCast and ScoutCast philosophy and a short listing of recent topics in both programs.
- Then select one CubCast topic and one ScoutCast topic that fit the roundtable content, download them onto a portable device, and play part of each for the audience.

### Online Resource

CubCast and ScoutCast: [www.scouting.org/ScoutCast/](http://www.scouting.org/ScoutCast/)

### Equipment Needed

- Portable computer with speaker output
- External speakers with acceptable output volume

### Presentation Content

- CubCasts and ScoutCasts are monthly recorded interviews with knowledgeable Scouters—both volunteers and professionals.
  - Each month, the presenters discuss a specific topic that should enable unit leaders to better deliver the promise of Scouting to the youth in their units.
  - CubCasts involve subjects of interest to pack leaders, while ScoutCasts address troop leaders.
  - CubCasts began in 2007. There are now more than 100 archived CubCasts available for download from the website listed above.
  - ScoutCasts began in 2013. About 40 archived ScoutCasts are available on the same website. The recordings are archived at the URL listed above.
  - Beginning in 2014, the site added PDF transcripts of each CubCast and each ScoutCast.

- Select and download a CubCast that fits the Cub Scout breakout topic of the month. Use a portable device and set of exterior speakers to play a couple minutes of the CubCast. Choose a portion that the audience would find interesting.
- Do the same with a ScoutCast topic.
- Type a list of CubCast and ScoutCast topics from the last year, and use that as a handout to show the scope of topics available.
- Ask attendees to raise their hands if the samples seemed promising as a source of advice for enhancing their unit's program or performance.
- Ask the leaders to review the entire list of topics. Encourage them to listen to the recordings that interest them or that cover topics with which they aren't very familiar.
- Full-length CubCast and ScoutCast recordings can also serve as Big Rock presentations on their own merit.
  - This is especially true for topics that might make the speaker feel uncomfortable but still need to be addressed, or topics that reflect new or revised BSA policies with which the speaker is not fully acquainted.
  - As with all delivery methods, variety is a key in avoiding participant boredom. So be careful not to overuse full-length CubCast and ScoutCast recordings.
  - Remember that the purpose of the Big Rock is to discuss matters of common interest to all unit leaders from packs, troops, and crews. With that need in mind, save pack-specific and troop-specific recordings for breakout sessions where those recordings are relevant to the participants.

# CYBERBULLYING

## Time Available

10 minutes

## Learning Objectives

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

1. Understand that the BSA has policies against bullying of all types.
2. Understand what cyberbullying is, and signs of cyberbullying.
3. Explore cyberbullying prevention tools, including the Cyber Chip.
4. Learn about other anti-bullying resources.

## Suggested Presenter(s)

Presenters could include the roundtable commissioner, a school principal or counselor, or a Scouter who has dealt with bullying in his or her unit.

## Presentation Method

Verbal overview and presentation on bullying prevention materials

## BSA Reference Materials

- Cub Scout handbooks
- 2016 rank requirements
- *Troop Leader Guidebook*, Vol. 1, No. 33009

## Online Resources

- Bullying Awareness: [www.scouting.org/Training/YouthProtection/bullying/](http://www.scouting.org/Training/YouthProtection/bullying/)
- Cyber Chip: [www.scouting.org/cyberchip.aspx](http://www.scouting.org/cyberchip.aspx)
- BSA Social Media Guidelines: [www.scouting.org/home/marketing/resources/socialmedia/](http://www.scouting.org/home/marketing/resources/socialmedia/)
- The Scout Law and Cybersafety/Cyberbullying: [www.scouting.org/filestore/youthprotection/pdf/100-055\\_WB.pdf](http://www.scouting.org/filestore/youthprotection/pdf/100-055_WB.pdf)
- Learning for Life Anti-Bullying and Cyber-Intimidation Program: <http://learning.learningforlife.org/digital-programs/abc/>
- NetSmartz Workshop: [www.netsmartz.org](http://www.netsmartz.org)

## Presentation Content

- The BSA policy on bullying says,
  - “Bullying is prohibited in Scouting. All forms of bullying violate the Scout Oath and Scout Law. Bullying is incompatible with the principles of Scouting and should be taken seriously whenever and wherever it occurs. Unit leaders should understand how to prevent bullying and be prepared to deal with it proactively and thoughtfully.”

- Bullying of any type, including cyberbullying, can devastate the target whether a lone bully participates or others witness or join the attack.
- What is bullying?
  - *Bullying* is harassment or aggressive behavior intended to intimidate, dominate, coerce, or hurt another person (the target) mentally, emotionally, or physically. It is **not** “just messing around,” and it is **not** “part of growing up.” Bullying is a form of victimization, not conflict. It is no more a “conflict” than is child abuse or domestic violence.
- Forms of bullying:
  - Verbal: name-calling, belittling, taunting
  - Social: spreading rumors, destroying or manipulating friendships, excluding or ostracizing the target
  - Physical: hitting, shoving, kicking, using physical coercion, intimidation through gestures
  - Criminal: assault; sexual aggression
  - Cyberbullying: using digital technology such as social media, cell phones, etc., to engage in the above kinds of behaviors.
- What is cyberbullying?
  - This rapidly growing form of bullying uses the power of the Internet, cellular networks, and social media to harass the target. According to NetSmartz, a BSA partner, types of cyberbullying include:
    - ✓ Flaming and trolling: sending or posting hostile messages intended to “inflammate” the emotions of others
    - ✓ Happy-slapping: recording someone being harassed or bullied in a way that usually involves physical abuse, then posting the video online for public viewing
    - ✓ Identity theft/impersonation: stealing someone’s password and/or hijacking their online accounts to send or post incriminating or humiliating pictures, videos, or information
    - ✓ Photoshopping: doctoring digital images so that the main subject is placed in a compromising or embarrassing situation
    - ✓ Physical threats: sending messages that involve threats to a person’s physical safety
    - ✓ Rumor spreading: spreading gossip through email, text messaging, or social networking sites



- Bullying prevention resources from the BSA:
  - All BSA youth handbooks feature a section on youth protection that includes a discussion on cyberbullying and other forms of bullying. Parents and Scouts are supposed to read and discuss this material together.
  - The *Troop Leader Guidebook* is a two-volume manual that replaces the *Scoutmaster Handbook*. Volume 1 contains a three-page appendix on bullying, including cyberbullying, plus bullying prevention resources.
  - The BSA Web page on bullying prevention includes 11 PDF documents on various types of bullying (including cyberbullying), bullying prevention, support for bullied children, and obligations to report bullying.
  - The BSA Social Media Guidelines set forth policies for appropriate use of social media in a Scouting context, including Internet safety and online youth protection guidance designed to prevent cyberbullying through unit websites, Facebook pages, etc.
- Cyber Chip Cyberbullying Prevention Tool:
  - The BSA has partnered with NetSmartz to develop the Cyber Chip, which aims to teach good Internet use and Internet safety. Cyber Chip is required for every Cub Scout rank, plus the Boy Scout ranks of Scout and Star. All Scouts should earn the Cyber Chip for their age.
  - There are several versions of Cyber Chip requirements, based on the Scout's age: two versions for Cub Scouts (grades 1–3 and 4–5) and two for Boy Scouts (grades 6–8 and 9–12). The U.S. Scouting Service Project website has Cyber Chip workbooks for all ages. A workbook for Cub Scouts includes both sets of Cub Scout requirements in the same book. A similar workbook exists for Boy Scouts.
  - Consider printing and distributing the following two sections to be shared within the units. Also, consider mentioning them briefly during the discussion, if time permits.
- Signs that your child may be a victim of cyberbullying:
  - The target of cyberbullying may obsess over what is posted, become depressed, avoid school or social activities, or have suicidal thoughts. In extreme circumstances, cyberbullying can lead to suicide. Parents and adults should talk with youth about their online activities and stay alert to signs of cyberbullying. Signs of cyberbullying include:
    - ✓ Avoiding the computer, cell phone, and other technological devices or appearing stressed when receiving an email, instant message, or text
    - ✓ Withdrawing from family and friends, or appearing reluctant to attend school and social events
    - ✓ Avoiding conversations about computer use
    - ✓ Exhibiting signs of low self-esteem including depression and/or fear
    - ✓ Declining grades
    - ✓ Exhibiting poor eating and/or sleeping habits
- Ways to address cyberbullying:
  - Tell your child not to respond to rude emails, messages, and comments.
  - Encourage the child to speak up immediately if he or she is the victim of cyberbullying. Assure that a young person has a trusted adult—whether parent, teacher, or Scout leader—in whom to confide.
  - Block cyberbullies by using available privacy controls such as blocked-sender lists and call-blocking.
  - If harassment is via email, social networking sites, IM, or chat rooms, instruct your child to “block” bullies or delete your child’s current account and open a new one.
  - If harassment is via text and phone messages, change the phone number and instruct your child to only share the new number with trustworthy people. Also, check out phone features that may allow an incoming number to be blocked.
  - Do not erase the messages or pictures. Save the evidence, such as email and text messages, and take screenshots of comments and images. Also, take note of the date and time when the harassment occurs.
  - Contact your Internet service provider (ISP) or cell phone provider. Ask the website administrator or ISP to remove any Web page created to hurt your child.
  - Get your child’s school involved. Learn the school’s policy on cyberbullying and urge administrators to take a stance against all forms of bullying.
  - Make a report to [www.cybertipline.com](http://www.cybertipline.com).
  - If the cyberbullying is criminal or you suspect it may be, contact the police. Areas falling under the jurisdiction of law enforcement include threats of violence, extortion, obscene or harassing phone calls or messages, harassment via stalking or hate crimes, child pornography, sexual exploitation, and taking a photo or video image of someone in a place where he or she would expect privacy.

# WEBELOS-TO-SCOUT TRANSITION: NO UNIT IS AN ISLAND

## Time Available

10 minutes

## Learning Objectives

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

1. Understand the importance of Webelos-to-Scout transition
2. Be able to evaluate their unit's Webelos-to-Scout transition to maximize the number of Webelos that join a troop.

## Suggested Presenter(s)

Presenters might include a Cubmaster, a Scoutmaster, Webelos den leader(s), a unit commissioner, or the district Webelos transition chair.

## Presentation Method

Talk and discussion

## BSA Reference Materials

- Graduate Webelos Scouts Into a Troop: [www.scouting.org/Home/BoyScouts/YearRoundGuide/graduate/](http://www.scouting.org/Home/BoyScouts/YearRoundGuide/graduate/) (One copy per participant)
- 2016 CubCast, January 2016—Preparing for the Webelos-to-Scout Transition: [www.scouting.org/Scoutcast/Cubcast/2016/](http://www.scouting.org/Scoutcast/Cubcast/2016/)
- Troop Open House: [www.scouting.org/scoutsource/BoyScouts/TroopOpenHouse/](http://www.scouting.org/scoutsource/BoyScouts/TroopOpenHouse/)
- Patrol Plus: [www.scouting.org/scoutsource/BoyScouts/Resources/PatrolPlus](http://www.scouting.org/scoutsource/BoyScouts/Resources/PatrolPlus)
- Commissioner Training—Bachelor Courses: [www.scouting.org/scoutsource/Commissioners/training/BachelorsCourses](http://www.scouting.org/scoutsource/Commissioners/training/BachelorsCourses)
- Council Membership Plan: [www.scouting.org/scoutsource/Membership/Youth\\_Recruitment/PlanningStrategies](http://www.scouting.org/scoutsource/Membership/Youth_Recruitment/PlanningStrategies)
- Training the Chartered Organization Representative—Session 2. Overview of the BSA: [www.scouting.org/scoutsource/Media/Relationships/TrainingtheCOR/02](http://www.scouting.org/scoutsource/Media/Relationships/TrainingtheCOR/02)
- 2009 CubCast, Webelos-to-Scout Transition and MyScouting Interviews: [www.scouting.org/Scoutcast/Cubcast/2009](http://www.scouting.org/Scoutcast/Cubcast/2009)
- Webinars, Podcasts & Newsletters—Webelos to Scout Transition: [www.scouting.org/Home/Membership/Podcasts](http://www.scouting.org/Home/Membership/Podcasts)
- Annual Program Planning: [www.scouting.org/scoutsource/BoyScouts/ProgramPlanning](http://www.scouting.org/scoutsource/BoyScouts/ProgramPlanning)
- 2016 JTE Troop Scorecard: [www.scouting.org/filestore/mission/pdf/2016\\_JTE\\_Troop\\_Scorecard.pdf](http://www.scouting.org/filestore/mission/pdf/2016_JTE_Troop_Scorecard.pdf)

- 2016 JTE Pack Scorecard: [www.scouting.org/filestore/mission/pdf/2016\\_JTE\\_Pack\\_Scorecard.pdf](http://www.scouting.org/filestore/mission/pdf/2016_JTE_Pack_Scorecard.pdf)
- Developing the Plan The Growth-Planning Schedule: [www.scouting.org/filestore/membership/doc/developing\\_the\\_plan.doc](http://www.scouting.org/filestore/membership/doc/developing_the_plan.doc)
- Council 013—Strategic Membership Plan “A Plan for Cub Scout Growth”: [www.scouting.org/filestore/membership/doc/membership\\_plan\\_council\\_013.doc](http://www.scouting.org/filestore/membership/doc/membership_plan_council_013.doc)
- *Webelos-to-Scout Transition DVD and brochure*, No. AV-02V012

## Presentation Content

The Chief Scout Executive recently stated that there is a 58 percent loss of boys between Webelos and Boy Scouts (though 93 percent of all Boy Scouts were Cub Scouts), and that, when asked if their son is crossing over, parents are known to reply, “We’ve ‘done’ Cub Scouts. I’m not sure we are going to ‘do’ Boy Scouts.”

When Cub Scouts was started in 1930, its main purpose was to prepare boys for Boy Scouts. It now appears that they are being thought of as two separate entities instead of one continuing program, making it very obvious that the Webelos-to-Scout Transition is more important than ever.

There are six “W’s” required for Webelos-to-Scout transition to be successful:

- The first and most important “W” is Webelos: Boys who have completed third grade but not completed fifth grade, or are age 10 but not yet 11½. They may have been a Tiger Scout or joined the pack as a second-year Webelos Scout. They have experienced Scouting in a pack (adult-run) and are ready for Scouting’s next adventure—being part of a boy-led Boy Scout troop. It is a natural progression for a boy to go from Webelos Scout to Boy Scout as he goes from elementary school to middle or junior high school.
- The second “W” is Webelos-to-Scout transition: The passage from a Cub Scout pack to a Boy Scout troop. The goal should be for all Webelos Scouts to join a Boy Scout troop.
- The third “W”—“Who is responsible for Webelos-to-Scout transition?” Answer: the Cubmaster, Webelos den leader(s), Webelos Scout parents, Scoutmaster, assistant Scoutmaster(s), unit commissioner, district Webelos transition chair.
- The fourth “W”—“When does Webelos-to-Scout transition occur?”
  - Pack: From the time a boy becomes a Tiger, Wolf, Bear, or Webelos Scout, he should be made aware of the adventures of being a Boy Scout and anticipating his turn to cross over.

- Troop: Webelos-to-Scout transition is yearlong. It doesn't start two or three months before the blue-and-gold banquet. Pass out and review "Graduate Webelos Scouts Into a Troop."
- The fifth "W"—"Where does Webelos-to-Scout transition happen?"
  - Den chiefs assisting the den leaders at den and pack meetings; joint pack and troop activities (campouts, service projects for the sponsoring institutions, etc.), camporees, the Order of the Arrow conducting bridge crossing ceremonies. Ask the participants for other examples of pack and troop activities.
- The sixth "W"—"Why bother with Webelos-to-Scout transition?"
  - Webelos Scouts have already experienced Scouting and should be eager to join a Boy Scout troop, as opposed to boys who have never been Scouts.
  - All requirements for the Scout rank must be completed as a member of a troop. If you have already completed these requirements as part of the Webelos Scouting Adventure, simply demonstrate your knowledge or skills to your Scoutmaster or other designated leader after joining the troop.

Answer any questions.

# **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.

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# Tips for Troop Meetings

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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.
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.
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.

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# Boy Scout Interest Topics

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## LET'S TALK ABOUT VENTURING

### Time Available

10 minutes

### Learning Objectives

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

1. Understand the role of Venturing as part of the overall Scouting program.
2. Understand how youth can participate in both Boy Scouting and Venturing.
3. Understand the differences between the two.
4. Work with more experienced youth to keep them interested.

### Suggested Presenter(s)

Experienced Venturing crew Advisors and members of the district or council level Venturing Officers Association (VOA) would be ideal facilitators for this interest topic.

### Presentation Method

Discuss how the methods of Venturing differ from Boy Scouting. Discuss how adult leaders interact with the youth. Emphasize that youth leaders drive the crew operation even more than they do in a troop or team. Point out and explain the obvious differences, namely that Venturing is coed in its design and implementation, and it has a unique appeal for many older youth. Have unit leaders share their experiences and their concerns about Venturing. The presentation should start with a general understanding of what Venturing is and how it functions.

### BSA Reference Materials

- *Venturing Youth Handbook*, No. 619088
- *Venturing Advisor Guidebook*, No. 618768
- *Venturing TRUST Award Handbook*, No. 33154
- *Quest Handbook: Venturing Sports and Fitness Award*, No. 33151
- *BSA Fieldbook*, No. 34006

### Presentation Content

#### • What Is Venturing?

- Venturing is a youth development program of the Boy Scouts of America for young men and women who are 14 years of age OR 13 years of age and have completed the eighth grade and under 21 years of age.

- Venturing's purpose is to provide positive experiences to help young people mature and to prepare them to become responsible and caring adults.
- Venturing is based on a unique and dynamic relationship between youth, adult leaders, and organizations in their communities. Local community organizations establish a Venturing crew by matching their people and program resources to the interests of young people in the community. The result is a program of exciting and meaningful activities that helps youth pursue their special interests, grow, develop leadership skills, and become good citizens.
- Venturing crews can specialize in a variety of avocation or hobby interests. Focus areas include the outdoors and high adventure, religious life, sports, and STEM (Science, Technology, Engineering, and Mathematics).
- Venturing is NOT Boy Scouting in a different shirt and with girls.

#### • Aims and Methods of Venturing

- The aims of Venturing are the same as the rest of the Boy Scouts of America: to build character, develop citizenship, and foster personal fitness.
- The methods of Venturing 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 Venturing crews.

**Leadership and mentoring.** All Venturers are given opportunities to learn and apply proven leadership skills. A Venturing crew is led by elected crew officers. The Venturing Leadership Skills Course is designed for all Venturers and helps teach them in an active way to lead effectively. Mentoring represents one of the leadership approaches of Venturing, both for Venturers and their adult Advisors. Venturers guide other Venturers in the delivery of program and adventure; Advisors work largely as mentors to guide and encourage Venturers.

**Group activities and adventure.** Venturing 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 skills. Venturing's emphasis on high adventure and sports helps provide team-building opportunities, new meaningful experiences, practical leadership application, and lifelong memories to young adults.

**Adult association.** The youth officers lead the crew. The officers and activity chairs work closely with adult Advisors and other adult leaders in a spirit of partnership. The adults serve in a "shadow" leader capacity.

**Recognition.** Recognition comes through the Venturing advancement program and through the acknowledgment of a youth's competence and ability by peers and adults.

**The ideals.** Venturers are expected to know and live by the Scout Oath and Scout Law. They promise to be faithful in religious duties, treasure their American heritage, help others, and seek truth and fairness.

**Service** encourages youth to identify a community need and to take action to address that need. Service helps youth make a difference in the world beyond themselves and, in the process, develop the disposition to put the needs of others first. Throughout its history, members of the Boy Scouts of America have provided service to others, and asserting service as one of the methods of Venturing emphasizes its critical role in the movement.

A Boy Scout who is of the appropriate age to consider Venturing may be looking to spend more time with his peers in school and in the community. Those peers may include young women. He may be looking to challenge himself with more advanced outdoor skills or a deeper interest in the world around him.

- **How Adults Work With Venturers**

- Setting a good example, by the Scout Oath and Law, which for some crew members may be a new concept
- Mentoring relationship, with the youth leaders doing most of the work

- **How Youth Lead the Crew**

- Teaching others is a basic piece of the advancement and recognition program, and is part of the leadership and mentoring method of the program.
- Adults are generally in the background. Adults who have special skills that the crew wishes to learn can be brought in as consultants to help the crew with an activity.

- **Venturing 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.
- Venturing crews can be set up to be single-sex (male only or female only) or coed. The choice is up to the crew members.
- 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 crew 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 crew.**

- Dual registration is an option.
- If a young man reaches First Class in Boy Scouting, he can continue on advancing toward Eagle while in a Venturing crew.
- Positions in Venturing do count for leadership positions requirements for Star, Life, Eagle, and Palms. Coordination between the troop and the crew will be needed when a Scout is dual-registered.
- Teaching skills is a major piece of the Venturing program, and Venturers are a great resource for helping Scouts learn skills.

- **“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 away from Scouting. This always seems to include Venturing, the Order of the Arrow, Explorers, and in some cases Varsity Scouting.
- Boy Scouting and Venturing can help young people with the ability to manage and prioritize activities, as well as to advocate for their own likes and interests. A good Scout leader will encourage a young man to stretch his potential, and let him try other opportunities in Scouting.

- **Remember what the mission of Scouting is.**

- To help young people be able to make ethical choices in their daily lives using the principles of the Scout Oath and Law. Venturing may help a young man to continue developing that ability.
- It is not necessarily to keep your troop numbers up.

- **Advancement in Venturing**

- Age- and stage-appropriate
- Builds on previously developed skills and stretches Venturers to organize and lead crew activities as well as teach others
- The Summit Award is the highest award in Venturing and involves more work than earning the Eagle Scout rank.

- **Achievement in Venturing**

- The Ranger Award recognizes advanced proficiency in outdoor skills and in teaching those skills to others.
- The Quest Award recognizes interest in sports and physical activity. It develops lifelong habits in personal health and exercise.



— The TRUST award recognizes advanced interest in religious life and social awareness. Many faith-based sponsors and youth ministries encourage work toward the TRUST award to help youth grow in their religious beliefs.

- **High Adventure**

— Even crews that are formed around interests in careers or STEM are encouraged to get outdoors and to plan high-adventure activities as a long-term program goal.

— Venturing crews frequently get better chances at attending Philmont, Florida Sea Base, and the Summit, as those facilities are looking to attract young men and women in that age range. Many of them eventually return to high-adventure bases as staff.

— For many Venturers, this may be their first opportunity to do something more than backyard camping.

- **Leadership Opportunities**

— Venturers also have the opportunity to attend NAYLE at Philmont or at the Summit, just like their peers in Scout troops.

— Many Venturers are invited back to teach due to their maturity and experience in crew leadership.

# THE ROLE OF ADVANCEMENT IN THE BOY SCOUT PROGRAM

## Time Available

10 minutes

## Learning Objectives

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

1. Understand advancement as one of eight methods in Scouting.
2. Describe the fundamental mechanics of the Boy Scout advancement program.
3. Identify resources to guide effective and appropriate advancement practices

## Suggested Presenter(s)

The district advancement chair or a member of the advancement committee should present this topic. Alternately, a highly engaged unit advancement coordinator can present. Any presenter must be very familiar with advancement policies and procedures as outlined in the current *Guide to Advancement*.

## Presentation Method

This presentation is tailored for Boy Scout leaders and is a very basic overview of the advancement program. It is best presented using a visual aid of some sort such as a chalkboard, flip chart, or PowerPoint. Some discussion and Q&A is encouraged, but the short time period necessitates pressing on to completion of the material. Further interest can be addressed after the meeting or in future meetings.

## BSA Reference Materials

- *Guide to Advancement 2015*, No. 33088
- Boy Scout Requirements, No. 33216 (current edition)
- Advancement Resources: [www.scouting.org/advancement](http://www.scouting.org/advancement)

## Presentation Content

- The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.
- The three aims of Scouting are:
  - Character: "Growth in moral strength and character. Character can be defined as the collection of core values by an individual that leads to moral commitment and action, and encompasses a boy's personal qualities, values and outlook."
  - Citizenship: "Participating citizenship. Used broadly, citizenship means the boy's relationship to others. He comes to learn of his obligations to other people, to the society he lives in, and to the government that presides over that society."

— Fitness: "Development of physical, mental, and emotional fitness. Fitness includes the body (well-tuned and healthy), the mind (able to think and solve problems), and the emotions (self control, courage, and self respect)."

- Advancement is one of the eight methods used by Scout leaders to successfully fulfill the mission and aims of the BSA. Thus, advancement is a means to an end!
- Since advancement is a prime indicator of a youth's success, it is tracked in documentation such as the Journey to Excellence (JTE).
- Advancement is the process by which Scouts move from rank to rank within the Scouting program.
  - In Cub Scouts, the motto is "Do your best." Cub Scouts try new things, learn, and grow. Advancement recognizes them for trying and exploring as they learn. The learning is mostly parent- and leader-directed.
  - In Boy Scouts, the Scouts do requirements exactly as written—no more, no less. They are expected to meet a specified task or objective, and are recognized for successfully doing so. The learning becomes increasingly the youth's responsibility.
  - In Venturing, the youth have more flexibility and increasing responsibility for program development and advancement.
- The best advancement happens naturally as the outcome of an exciting and active Scouting program that engages the youth in a variety of fun learning and growth opportunities. How does that happen?
  - Advancement is achieved through a series of age-appropriate surmountable hurdles. The experiential learning through this process leads to personal growth, which is a primary goal.
  - It is best delivered when built into a unit's program so that participation leads to achievement. This requires a well-planned dynamic troop program that utilizes the patrol method and an effective patrol leaders' council.
  - Advancement, when done well, promotes and encourages the ongoing involvement that keeps members coming back for more. Retention is almost automatic when these conditions exist.
- What are the steps in this advancement process?
  - First, the Scout learns: A well-rounded unit program puts a boy in a position to constantly be learning and thus be developing knowledge and skills.
  - Secondly, he is tested: Unit-authorized individuals test and pass the Scout on rank requirements. The boy **MUST** do exactly as the requirement states—show, demonstrate, discuss, etc.

- Third, he is reviewed: This is where the boy receives a board of review. It should be a positive experience that helps him relate to others and encourages him to continue to grow.
- Fourth, the Scout is recognized: This should be done as soon as possible. It can involve a short ceremony at the next unit meeting and certainly should involve being recognized at a formal court of honor.
- What recent changes have occurred in the rank advancement program?
  - New requirements became effective in January 2016.
  - Until January 2017, any Scout who was already working on a rank when the new requirements came into effect may finish that rank using the same requirements. However, the next rank must use the new requirements.
  - Effective January 2017, all Scouts MUST use the new requirements regardless of what they are working on.
- What are some of the major requirement changes?
  - Scout is now a full rank and no longer simply a joining activity. It must be completed as a member of the troop.
  - A service project is now included in all ranks.
  - A Duty to God component is now included in all ranks.
  - Other requirement changes are more thoroughly explained on the BSA update Web page at [www.scouting.org/programupdates/](http://www.scouting.org/programupdates/).
- The BSA provides a series of policies and guidelines to run an effective advancement program in every unit. These provide a fair and appropriate standard for all Scouts in the program. Following these policies is an important part of operating a successful and high-quality program.
  - The current *Guide to Advancement*, No. 33088, is the definitive resource for BSA advancement policy. It is available in print from the local Scout shop or as a free PDF download.

## BUILDING A CULTURE OF INVOLVEMENT

### Time Available

10 minutes

### Learning Objectives

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

1. Understand the importance of engaging families in sustaining the unit.
2. Understand how effective parental and family engagement contributes to the stability of unit activities and unit administration.
3. Explore strategies for engaging unit parents to promote involvement and unit support to build a culture of involvement.

### Suggested Presenter(s)

Presenters could include an experienced unit commissioner, the committee chair of a successful troop or pack (JTE gold-level unit), or a district membership chair.

### Presentation Method

Review successful strategies used by troops and packs of the district to reach out, communicate, and engage parents and family members. Discuss how a unit can employ these strategies.

- The facilitator must keep the discussion on topic and control the flow of discussion to avoid exceeding the allotted time.
- Input should be encouraged from all participants.
- Ideas may be recorded on a large flip chart, compiled into a single document, and distributed at a future roundtable.
- It is essential to present the discussion in an open and non-judgmental environment. The intent is to help unit leaders understand the basic methods of building a culture of involvement at the unit level.

### BSA Reference Materials

- *Troop Leader Guidebook*, Vol. 1, No. 33009
- *Troop Committee Guidebook*, No. 34505

### Online Resources

Troop Committee Challenge, available at [My.Scouting.org](http://My.Scouting.org)

### Presentation Content

- Open the discussion by asking how units engage the parents of their unit, and record the responses. Indicate similar responses with a tic mark. After receiving responses from all of the units, ask how effective each method has been in promoting parental involvement.

- Ask how different methods of communication contribute to reaching out and connecting with unit families.
  - List the methods of communication used by units, including email, social media, and traditional methods such as phone calling.
    - Ask how many of the units represented have an annual parent meeting or parent information session. What methods are used by the units to hold a parent meeting?
- Ask how many of the units present request parental support for activities or meetings.
  - Do unit leaders request “general help,” or do they ask parents to perform specific responsibilities?
  - Ask what type of responses the units have received, and highlight the importance of asking for specific, well-defined jobs to be completed.
- Ask how many of the units provide families with a published calendar of unit activities.
  - If they do, has the calendar helped families plan their involvement in activities and outings?
  - What type of input or feedback have they received regarding the calendars?
- Ask how many of the units invite parents to attend unit training, training conducted at the district level, and online training.
  - Ask unit leaders if their unit parents are aware of the availability of online training.
  - Have invitations been extended to parents as a means of engaging them in unit activities and planning?
  - Conduct a “review and wrap-up” of the list of successful ideas and strategies shared by the participants.
  - Discuss the key concepts of creating a culture of Involvement at the unit level.
  - Review multiple methods of communication, publishing a unit calendar, having clearly defined unit level “jobs” for parents to fulfill, and inviting parents to attend training presented by the council or district training teams as well as online training options.
  - Be sure to highlight “best practices” for reaching out and engaging parents in unit meetings, activities, and outings. Make plans to compile and publish a list of these practices to build a culture of involvement, and follow through on this plan.
  - Be prepared to conduct a follow-up segment at a future roundtable, possibly as part of the program leader breakout session, to revisit and review the “best practices” list.

## TROOP FINANCES

### Time Available

10 minutes

### Learning Objectives

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

1. Review and evaluate a comprehensive list of unit expenses.
2. Share their approaches to financing their unit's expenses.

### Suggested Presenter(s)

Boy Scout roundtable commissioner, district finance committee member, or an experienced unit leader

### Presentation Method

Lead a discussion and hand out a sample list of expenses and troop finance approaches.

### BSA Reference Materials

- Fiscal Policies and Procedures for BSA Units—Frequently Asked Questions: [www.scouting.org/filestore/financeimpact/pdf/fiscal\\_policies\\_and\\_procedures\\_for\\_bsa\\_units.pdf](http://www.scouting.org/filestore/financeimpact/pdf/fiscal_policies_and_procedures_for_bsa_units.pdf)
- Unit Money-Earning Application: [www.scouting.org/filestore/pdf/34427.pdf](http://www.scouting.org/filestore/pdf/34427.pdf)
- CubCast, December 2014: [www.scouting.org/filestore/scoutcast/cubcast/201412\\_1/CC\\_DEC\\_IRS.mp3](http://www.scouting.org/filestore/scoutcast/cubcast/201412_1/CC_DEC_IRS.mp3)
- BSA Product Sales Guide: [www.scouting.org/filestore/financeimpact/pdf/cfd-manuals/product\\_sales\\_guide.pdf](http://www.scouting.org/filestore/financeimpact/pdf/cfd-manuals/product_sales_guide.pdf)

### Other Reference Materials

- "BSA offers guidance on individual Scout accounts": <http://blog.scoutingmagazine.org/2014/12/03/individual-scout-accounts/>
- Funding Your Scouting Program—A Training Video: [www.youtube.com/watch?v=ELECcbD7AxU&feature=youtu](http://www.youtube.com/watch?v=ELECcbD7AxU&feature=youtu)

### Presentation Content

- Lead a discussion on how units are financed.
  - Be sure to point out that the Unit Money-Earning Application does NOT need to be used for popcorn sales or Scout show ticket sales.
  - Rules and Regulations, Use of Uniforms, Clause 6: "The official uniforms are intended primarily for use in connection with Scouting activities as defined by the National Executive Board, and their use may be approved by the local council executive board for council events or activities under conditions consistent with the Rules and Regulations of the Boy Scouts of America." In other words, wear your unit T-shirt, not your uniform, except for Popcorn and Scout show ticket sales.
- Discuss the use of individual Scout accounts and how they can and cannot be used.
- Hand out a copy of the chart below, or use it as a slide and discuss how the items are financed.

Expense	Paid by Troop	Paid by Scout
Annual registration		
Scout camp		
Monthly outing		
Troop camping equipment		
Troop meeting supplies		
Maintenance of troop vehicle(s)		
Additions to troop library		
Troop T-shirts, hats, etc.		
Troop neckerchiefs, shoulder loops, badges		
Major troop trips or expeditions		

# OUTDOOR ETHICS IN THE BOY SCOUT PROGRAM

## Time Available

10 minutes

## Learning Objectives

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

1. Understand that outdoor ethics is deeply ingrained in the Scouting program.
2. Identify and compare the three components of outdoor ethics.
3. Identify resources to guide effective and appropriate outdoor ethics program.
4. Identify Outdoor Ethics Awareness and Action Award requirements.

## Suggested Presenter(s)

The council outdoor ethics advocate or an experienced troop outdoor ethics guide should present this topic. Alternately, a highly engaged district volunteer who has in-depth knowledge of outdoor ethics could present. Any presenter must be very familiar with the outdoor ethics program, the outdoor code, the principles of Leave No Trace, and Tread Lightly!

## Presentation Method

This presentation is tailored for Boy Scout leaders and provides a basic overview of the outdoor ethics program. It is best presented using a visual of some sort such as a white board, flip chart, or PowerPoint. Some discussion and Q&A time is encouraged. Further interest can be addressed after the meeting or in future meetings.

## BSA Reference Materials

- *Boy Scout Handbook*, 13th edition, No. 34554
- *BSA Fieldbook*, No. 34006

## Online Resources

- The Outdoor Code: [www.scouting.org/outdoor-program/outdoorethics/outdoorcode/](http://www.scouting.org/outdoor-program/outdoorethics/outdoorcode/)
- Seven Principles of Leave No Trace: [www.scouting.org/OutdoorProgram/OutdoorEthics/LeaveNoTrace/](http://www.scouting.org/OutdoorProgram/OutdoorEthics/LeaveNoTrace/)
- Outdoor Ethics Awards: [www.scouting.org/OutdoorProgram/OutdoorEthics/Awards/](http://www.scouting.org/OutdoorProgram/OutdoorEthics/Awards/)
- Tread Lightly!: [www.treadlightly.org](http://www.treadlightly.org)

## Presentation Content

### Outdoor Ethics and the Scouting Program

- Outdoor ethics is deeply ingrained in the BSA program. Scouting and Venturing have a long, proud tradition of conservation service to the nation.
- Outdoor ethics is not just for youth. Adult volunteers are encouraged to seek training in basic outdoor skills and even take specialized courses to learn Leave No Trace and Tread Lightly! skills.
- The BSA offers outdoor ethics training as part of National Youth Leadership Training (NYLT) and National Advanced Youth Leadership Experience (NAYLE) for Boy Scouts and Varsity Scouts, as well as Introduction to Outdoor Leadership Skills (IOLS) and Wood Badge for all adult volunteers with outdoor leadership responsibilities.
- Many councils have outdoor ethics advocates who provide leadership to their local units in learning and practicing good outdoor ethics.
- The three components of the outdoor ethics program are
  - The Outdoor Code
  - The principles of Leave No Trace
  - The principles of Tread Lightly!

All of the outdoor ethics components have been included in the *Boy Scout Handbook* and are part of the Scout, Tenderfoot, Second Class, and First Class rank requirements.

### 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.

### The Principles of Leave No Trace (Second Class)

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.

## The Principles of TREAD Lightly (First Class)

- **Travel responsibly**—on land, by keeping to designated roads, trails, and areas. Go over, not around, obstacles to avoid widening the trails. Cross streams only at designated fords. When possible, avoid wet, muddy trails. On water, stay on designated waterways and launch your watercraft in designated areas.
- **Respect the rights of others**, including private property owners, all recreational trail users, campers, and others so they can enjoy their recreational activities undisturbed. Leave gates as you found them. Yield right of way to those passing you or going uphill. On water, respect anglers, swimmers, skiers, boaters, divers, and those on or near shore.
- **Educate yourself** prior to your trip by obtaining travel maps and regulations from public agencies. Plan for your trip, take recreation skills classes, and know how to operate your equipment safely.
- **Avoid sensitive areas** such as meadows, lakeshores, wetlands, and streams. Stay on designated routes. This protects wildlife habitats and sensitive soils from damage. Don't disturb historical, archeological, or paleontological sites. On water, avoid operating your watercraft in shallow waters or near shorelines at high speeds.
- **Do your part** by modeling appropriate behavior, leaving the area better than you found it, properly disposing of waste, minimizing the use of fire, avoiding the spread of invasive species, and repairing degraded areas.

## Resources to Guide Effective and Appropriate Outdoor Ethics Program

- Troop Outdoor Ethics Guide
  - The outdoor ethics guide helps the troop plan and conduct an outdoor program that emphasizes effectively practicing the Outdoor Code, the Leave No Trace principles, and Tread Lightly! principles.
  - The guide works to help Scouts improve their outdoor ethics decision-making skills to help minimize impacts as they hike, camp, and participate in other outdoor activities.
  - He or she should support Scouts who are working to complete the relevant requirements for the Scout, Tenderfoot, Second Class, and First Class ranks.
  - The senior patrol leader may appoint as a troop outdoor ethics guide a Scout who is at least a First Class, with the concurrence of the unit leader.
  - A Scout who has not yet completed outdoor ethics training may serve as the troop instructor teaching these skills until the recommended training has been completed.

- Council Outdoor Ethics Advocate:
  - The council outdoor ethics advocate is a volunteer position that coordinates the local council's Leave No Trace training and similar outdoor ethics programs for BSA youth and adult members. This training is meant to enrich the Scouting experience for the members, help reduce our impact on the land consistent with Scouting's historic message, and help ensure continuing access to public lands for Scouting purposes.
  - The council outdoor ethics advocate should coordinate with the council's training, camping, conservation, and/or program committees.
  - Where appropriate, the council outdoor ethics advocate may also serve on one or more of these committees.
  - Prior training as a Leave No Trace master educator or trainer is preferred, but it is not required if the individual commits to obtaining the training.

## Outdoor Ethics Awareness and Action Award Requirements

Guided by the Outdoor Code, Leave No Trace, and Tread Lightly! principles, millions of Scouts have enhanced their awareness of the natural world around them, minimizing impact to the land. 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.

- Outdoor Ethics Awareness Award
  - Boy Scouts and Scouters interested in learning more about outdoor ethics should begin by exploring the Outdoor Ethics Awareness Award. The requirements are as follows:
    1. Recite from memory and explain the meaning of the Outdoor Code.
    2. Watch the National Park Service Leave No Trace video at <https://Int.org/learn>. It's on the right side of the page.
    3. Complete the Leave No Trace online youth course at <https://Int.org/learn/online-awareness-course>. Print the certificate.
    4. Complete the TreadLightly! online course at [www.treadlightly.org/education/learn/online-awareness-course](http://www.treadlightly.org/education/learn/online-awareness-course). Print the certificate.
    5. Participate in an outdoor ethics course, workshop, or training activity facilitated by a person who has completed the BSA outdoor ethics orientation course or is a BSA outdoor ethics trainer or master.

## Outdoor Ethics Action Award

The Outdoor Ethics Action Award challenges Scouts and Scouters to take affirmative steps to improve their outdoor skills. The requirements for the award are as follows:

- Boy Scout Action Award Requirements
  1. Do the following:
    - a. Unless already completed, earn the Outdoor Ethics Awareness Award.
    - b. Complete the BSA outdoor ethics orientation course.
    - c. Explain how each of the four points of the Outdoor Code guides your actions when outdoors.
  2. Do the following:
    - a. Read chapter 7 of the *Boy Scout Handbook* on Outdoor Ethics.
    - b. Teach a skill related to the Outdoor Code or Leave No Trace to another Scout in your troop or another Scouting unit.
  3. Complete one of the following:
    - a. Successfully complete a term as your troop outdoor ethics guide.
    - b. Participate in an outing that emphasizes the complete set of Leave No Trace principles ([www.treadlightly.org/education/learn/tread-principles-2](http://www.treadlightly.org/education/learn/tread-principles-2)).

All members of the troop participating in the outing should use outdoor ethics and the specific skills needed to minimize impacts from their use of the outdoors.
  4. Follow the Outdoor Code, Leave No Trace, and Tread Lightly! principles on three outings. Write a paragraph on each outing explaining how you followed the Outdoor Code, Leave No Trace, and Tread Lightly! Share it with your unit leader or an individual who has completed the BSA outdoor ethics orientation course.
  5. On a troop outing, help your troop on a service activity that addresses recreational impacts related to that type of outing. The project should be approved in advance by the landowner or land manager and lead to permanent or long-term improvements.
  6. Participate in a report at a court of honor or similar family event on the service activity in requirement 5.

## Scouter Action Award Requirements

1. Do the following:
  - a. Earn the Outdoor Ethics Awareness Award.
  - b. Complete the BSA outdoor ethics orientation course.
  - c. Discuss with your troop how each of the four points of the Outdoor Code guides your actions when outdoors.
2. Read the North American Skills & Ethics booklet to learn about the Principles of Leave No Trace (<https://Int.org/learn/7-principles>). Review the principles of Tread Lightly! ([www.treadlightly.org/education/learn/tread-principles-2](http://www.treadlightly.org/education/learn/tread-principles-2)). Review chapter 7 of the *Boy Scout Handbook* regarding Outdoor Ethics and the *Fieldbook* chapters about Leave No Trace, using stoves and campfires, hygiene and waste disposal, and traveling and camping in special environments.
3. Facilitate your troop's leadership in planning and leading an outing that emphasizes the complete set of Leave No Trace or Tread Lightly! principles. All members of the troop participating in the outing should use outdoor ethics and the specific skills to minimize impacts from their use of the outdoors.
4. Help plan and participate in at least three outings where your troop can follow the Outdoor Code and practice the principles of Leave No Trace and Tread Lightly! Facilitate a discussion at the end of the outings.
5. Assist your unit in arranging for a service project emphasizing outdoor ethics with a local landowner or land manager. The project must be approved by the landowner or land manager in advance. Participate in that project. The project should lead to permanent or long-term improvements.
6. Make, or facilitate youth in making, a presentation at a roundtable or similar gathering about what your troop did for requirement 4.
7. Help at least three Boy Scouts to earn the youth Outdoor Ethics Action Award.



## PATROL METHOD

### Time Available

10 minutes

### Learning Objectives

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

1. Explain why the patrol method is important.
2. Explain how to use the patrol method for better troop operation.

### Suggested Presenter(s)

The ideal presenter would be a Boy Scout roundtable commissioner or unit leader who has used the patrol method as intended to enhance his or her unit's program.

### 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 below in a Q&A format to illustrate the patrol method.

### BSA Reference Materials

- *The Patrol Leader Handbook*, No. 32502
- Aims and Methods of Scouting:  
[www.scouting.org/filestore/hispanic/pdf/521-042.pdf](http://www.scouting.org/filestore/hispanic/pdf/521-042.pdf)

### Online Resources

- ScoutCast, September 2014—The How and Why of the Patrol Method: [www.scouting.org/Scoutcast/Scoutcast/2014/](http://www.scouting.org/Scoutcast/Scoutcast/2014/)
- National Honor Patrol Award: [www.scouting.org/Home/Awards\\_Central/NationalHonorPatrol/](http://www.scouting.org/Home/Awards_Central/NationalHonorPatrol/)

### Presentation Method

- The second aim of Scouting is *participating citizenship*:
  - Broadly defined, citizenship means the boy's relationship to others. He comes to learn of 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. Read these quotations from B-P:
  - "The Patrol (method) is the one essential feature in which Scout training differs from that of all other organizations, and where properly applied, it is absolutely bound to bring success. It cannot help itself!"
  - "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."
- Examples of the patrol method in action:
  - Following those ideals, the Brownsea Island experiment was conducted with four patrols, rather than a troop of 20 boys.
  - At Brownsea, the boys wore a colored knot on their shoulder indicating their patrol: green for Bulls, blue for Wolves, yellow for Curlews, and red for Ravens. The patrol leader carried a staff with a flag depicting the patrol animal.
  - At Wood Badge training, the participants are organized into patrols of six, each with a name and a patrol flag which the patrol members design and make during the course, and a patrol yell they say throughout the course. They perform projects, solve problems, play games, eat, and camp as patrols.
  - This is not a coincidence; it is done to show the participants how the patrol method works by having them live it as part of the Wood Badge experience, so they can implement it when they return to their units.
  - Boys have the same experience during National Youth Leadership Training.
- 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 being good leaders, the PLC should be working well so the boys are leading the troop program.
  - If the PLC is working well, they should be developing an exciting program that is keeping the Scouts interested in Scouting.
- The *Patrol Leader Handbook* was developed to guide Scouts in understanding and performing their role as the leaders of their patrols, and in the proper implementation of the patrol method. Ask for a show of hands in response to these questions:
  - How many of you make certain that every patrol leader in your troop has and reads the *Patrol Leader Handbook*?

- Do you go through the handbook with the patrol leaders so they can ask the SPL and SM questions? This is the minimum training for a new patrol leader.
- Ask the participants, “What does the term ‘patrol method’ mean to you?”
- Illustrate the patrol method with some or all of the following questions:
  - Does each patrol have a yell, flag, etc., to cement its separate existence?
  - Do the patrols work as teams to solve problems, to plan part of an upcoming outing, or to come up with ideas for future outings?
  - How does your troop handle elections for new patrol leaders? Who elects your patrol leaders? Just the patrol members? The whole troop? Hopefully, just the patrol members.
  - Do your patrols stay together year after year, to build on their camaraderie and esprit de corps, or are your Scouts reshuffled into different patrols every so often?
  - If the boys are reshuffled, by whom? If not by themselves, why not?
  - Do individual patrols conduct activities and meetings independent of troop activities? (If anyone says “yes,” ask for examples.)
  - Does your troop encourage each patrol to earn the National Honor Patrol Award annually? If not, why not? The award was created to encourage patrols to have identity, spirit, be active, do Good Turns and service projects, advance in rank, wear the uniform, be organized, participate with the troop, and grow.
  - Show attendees the requirements for the award via handout. Encourage them to implement the National Honor Patrol Award in their units to implement the patrol method.
- Ask the attendees some or all of the following questions about their unit’s use of the patrol method during troop meetings:
  - Are boys directed to “ask your patrol leader” when a boy wants to know what’s on the agenda for tonight’s troop meeting, or what comes next on an outing? The SPL and SM should make sure the patrol leaders know these basic things for every meeting and outing, and the SPL and all adults should send the boys to their patrol leader with such basic questions.
  - Is there time in every troop meeting for patrol meeting time?
  - Do most or all troop meetings include games or skills contests that involve the patrols working as teams against the other patrols?
- Is there any sort of patrol-based attendance contest, awarding weekly points for having the patrol flag present, for the number of Scouts present, and for the number of Scouts in uniform and with their handbooks? If not, consider implementing such a contest, with candy or some other prize for the winning patrol.
- Consider making this a monthly contest, starting over with the points at the beginning of each month and rewarding the “winning” patrol monthly. That gives a weaker patrol a chance to get its act together and have a chance to win next month, instead of falling behind and never being able to catch up.
- Ask the attendees some or all of the following questions about their unit’s use of the patrol method during outings:
  - Do the Scouts cook as patrols, only for the boys in their patrol and not for the whole troop?
  - Do you have different menus for each patrol, selected and planned by the boys in that patrol?
  - Does a member of the patrol buy the food for the patrol? Not for the entire troop, just the amount needed for his patrol?
  - Do the boys tent only with boys in their patrol, not with whomever they want?
  - Does each patrol have a separate camp site—near the others but separate enough to reinforce the patrol identity?
  - Does the patrol leader set the chores schedule for just the members of that patrol, and does everyone participate equally?
  - Does your troop have skills contests or games that involve competition between the patrols when on campouts?
  - How often does your troop have patrol cooking contests, at which the Scouts are urged to “do your best”?
  - Do your campfires have skits or songs, etc., conducted by patrols, not by individuals?
- How often does your roundtable model the patrol method by having participants solve problems, or come up with ideas, in groups of six to eight?

## SCOUTCAST AS A PROGRAM RESOURCE

### Time Available

10 minutes

### Learning Objectives

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

1. Explain what ScoutCast is and where the ScoutCast podcasts can be found online.
2. Understand how unit leaders can use ScoutCast for program ideas.

### Suggested Presenter(s)

Boy Scout roundtable commissioners or unit leaders who have used ScoutCast topics to enhance their unit's program and/or awareness of the topics presented

### Presentation Method

- Begin with a brief overview of the ScoutCast philosophy, where ScoutCast can be found, and a listing of recent topics
- Then select a topic that fits the rest of the roundtable content, download the podcast onto a portable device, and play it for the audience.
- Finally, have the participants discuss what they learned from the ScoutCast and how they can use it in their unit operations.

### Online Resources

- ScoutCast: [www.scouting.org/Scoutcast/Scoutcast/](http://www.scouting.org/Scoutcast/Scoutcast/)

### Equipment Needed

A portable computer with speaker output plus external speakers with acceptable output volume

### Presentation Content

- What is ScoutCast?
  - ScoutCast is a series of monthly recorded interviews with knowledgeable Scouters (both volunteer and professionals).
  - Each month, the presenters discuss a specific topic that should enable unit leaders to better deliver the promise of Scouting to the youth in their units.
  - ScoutCast involves subjects of interest or importance to troop leaders.
  - ScoutCast began in 2013. There are close to 40 archived ScoutCasts available to be downloaded and listened to. The recordings are archived at the URL listed above.
  - Beginning in 2014, the site added PDF transcripts of each ScoutCast.

- Type the list of ScoutCast topics, and use that as a handout to show the attendees the scope of topics available.
- Select and download a ScoutCast that fits the breakout topic of the month, or which fills a need in the district. Use a portable device and a set of exterior speakers to play the entire ScoutCast, or choose a significant portion that should interest the audience.
- Recap the key points of the ScoutCast as a short summary, and open the floor for questions or comments.
- Ask the attendees by show of hands how many thought the ScoutCast they heard shows promise as a source of advice they can use to enhance their unit's program or performance.
- Encourage the leaders to review the entire list of ScoutCasts and then listen to the ones that interest them the most or that cover topics relatively unfamiliar to them.
- Full-length ScoutCast recordings may also serve as starting points for roundtable discussions.
  - This is especially true for topics that might make the speaker feel uncomfortable as presenter, but which need to be addressed.
  - Topics that reflect new or revised BSA policy with which the presenter may not be fully acquainted are also good candidates for roundtable use.
- Ask the attendees by show of hands how many think that an occasional ScoutCast, when coupled with a discussion and Q&A session, would be a good roundtable format.
  - If the participants respond favorably, consider using select ScoutCast recordings for future roundtable content.
  - As with all delivery methods, variety is a key in avoiding participant boredom. So use full-length ScoutCast recordings sparingly.
  - And be sure to couple the ScoutCast recordings with a directed discussion and Q&A session, so the leaders feel they are an integral part of the roundtable program.
- Transcripts of recent ScoutCasts can serve as roundtable content resources even when a ScoutCast is not played for participants.

# YOUTH LEADERSHIP DEVELOPMENT IN TROOPS

## Time Available

10 minutes

## Learning Objectives

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

1. Explain the Youth Leadership Training Continuum.
2. Explain the different trainings available for the youth in a troop.

## Suggested Presenter(s)

The district training chair, or a Scoutmaster of a highly trained troop

## Presentation Method

This presentation is an overview of the Youth Leadership Training Continuum. It is best presented using a visual aid such as a white board, flip chart, or PowerPoint. Some discussion with Q&A is encouraged. Further interest can be addressed after the meeting or in future meetings.

## BSA Reference Materials

- Introduction to Leadership Skills for Troops: [www.scouting.org/filestore/training/pdf/ILST%20FINAL%202011%20-%20Item%20Number%20511-016.pdf](http://www.scouting.org/filestore/training/pdf/ILST%20FINAL%202011%20-%20Item%20Number%20511-016.pdf)
- The Kodiak Challenge: [www.scouting.org/filestore/training/pdf/Kodiak%20Challenge%20FINAL%202011%20-%20Item%20Number%20511-014.pdf](http://www.scouting.org/filestore/training/pdf/Kodiak%20Challenge%20FINAL%202011%20-%20Item%20Number%20511-014.pdf)

## Online Resources

- National Advanced Youth Leadership Experience (NAYLE): [www.scouting.org/BoyScouts/Resources/NAYLE/](http://www.scouting.org/BoyScouts/Resources/NAYLE/)
- Powder Horn: [www.powderhorn-bsa.org](http://www.powderhorn-bsa.org)

## Presentation Content

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

Opportunities to develop leadership skills will keep Boy Scouts interested and involved, and Scouting gives them a rich and varied arena in which to use those new skills.

## Youth Leadership Training Continuum

The Youth Leadership Training Continuum represents the scope and sequence of leadership training courses available to youth members of the Boy Scouts of America. Courses are available for youth ages 11 through 20 in a range of engaging methods using case studies, games, discussions, and experiential education models.

## Introduction to Leadership Skills for Troops (ILST)

ILST is the first course in the series of leadership training offered to Boy Scouts and is a replacement for Troop Leadership Training. The purpose of the course is to teach Scouts with leadership positions how to most effectively succeed in their new roles. It helps them understand their responsibilities and equips them with organizational and leadership skills to fulfill those responsibilities. It is the Scoutmaster's responsibility to make sure the Scout has all the necessary tools and to coach and mentor the Scout toward success. ILST is organized into three modules, and each one takes 60–90 minutes to complete, with some optional games and challenges added to enhance the leadership lessons (and the fun).

- **Module One—Troop Organization** includes a description of each leadership position in the troop, including roles and responsibilities, troop organization, and introductions to vision and servant leadership.
- **Module Two—Tools of the Trade** covers some core skill sets to help the Scout lead, including communicating, planning, and teaching.
- **Module Three—Leadership and Teamwork** incorporates additional leadership tools for the Scout, including discussions of teams and team characteristics, the stages of team development and leadership, the ethics and values of a leader, how to involve all team members, and a more in-depth review of vision.

The ILST course may be conducted over three days, one module at a time, perhaps before a regular troop meeting that incorporates some of the optional games. The course may also be conducted in one session.

Completion of ILST is a prerequisite for Boy Scouts to participate in the more advanced leadership courses National Youth Leadership Training (NYLT) and the National Advanced Youth Leadership Experience (NAYLE). It is also required to participate in a Kodiak Challenge Trek.

## National Youth Leadership Training (NYLT)

National Youth Leadership Training is an action-packed program designed for councils to provide youth members with leadership skills and experience they can use in their home troops and in other situations demanding leadership of self and others.

The NYLT course is a six-day course centered on the concepts of what a leader must *be*, what he must *know*, and what he must *do*. The key elements are taught with a clear focus on “how to.” The skills come alive during the week as the patrol goes on a Quest for the Meaning of Leadership.

Content is delivered in a troop and patrol outdoor setting with an emphasis on immediate application of learning in a fun environment. Interconnecting concepts and work processes are introduced early, built upon, and aided by the use of memory aids. This enables participants to understand and employ the leadership skills much faster.

## **National Advanced Youth Leadership Experience (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 NYLT. NAYLE emphasizes leadership, teamwork, and selfless service, and uses the core elements of NYLT to help youth internalize and strengthen these skills.

NAYLE is now available at all national high-adventure bases. The material presented is essentially the same at all four venues but also has site-specific elements:

**Philmont NAYLE.** Philmont offers participants an unforgettable backcountry experience where they use their NAYLE leadership skills to resolve exciting and challenging issues. Participants are introduced to and have an opportunity to build upon the legacy of Waite Phillips, the benefactor of Philmont Scout Ranch.

**Sea Base NAYLE.** Offered each spring in the beautiful Florida Keys, this course enables participants to sail on a boat and practice their NYLT skills via water-based activities. They learn the history of the Florida Sea Base and hear all about Sam Wampler, camping director for the South Florida Council, who had a vision that took the Sea Base from a small venue that organized a few sailing trips in the '70s to what it is today.

**Northern Tier NAYLE.** Participants attend this course during the summer while paddling canoes in the Boundary Waters of northern Minnesota. Northern Tier NAYLE provides participants with a unique experience available only at the BSA's oldest high-adventure base.

**Summit Bechtel Reserve NAYLE.** Participants attend this course during the summer while experiencing all that West Virginia offers.

Boy Scout participants must be at least 14 years of age to participate. Venturing youth must be at least 13 (and have completed the 8th grade) to participate. All participants must be approved by their unit leader. NYLT is a prerequisite for participation in NAYLE.

## **Kodiak Challenge**

The Kodiak Challenge is designed to be an adventure that pushes the boundaries of every participant, encouraging them to try new things that may be out of their comfort zones. In this experience they apply the leadership skills they learned in ILST, NYLT, and/or NAYLE.

Like all of Scouting, the Kodiak Challenge is an adventure with a purpose. Participants design and implement an adventure of their choosing, and with assistance from a Kodiak guide, explore the leadership skills in the context of that adventure. Kodiak treks should be implemented by the leadership of a troop or crew. The syllabus is available online at [www.scouting.org/Training/Adult/](http://www.scouting.org/Training/Adult/).

Approval by your council's leadership training chairman is required for a unit to deliver a Kodiak training course. Boy Scout participants must be at least 14 years of age to participate. Venturing youth must be at least 13 (and have completed the 8th grade) to participate. All participants must be approved by their unit leader. ILST is a prerequisite for participation in Kodiak.

## **National Leadership Seminar (NLS)—Order of the Arrow**

The National Leadership Seminar is a weekend conference on the skills and attributes of leadership. It is intended primarily to enhance the leadership skills of the Order of the Arrow's key youth and adult members as they seek to improve their services to the Boy Scouts of America and the greater community. The weekend format is designed to complement the longer, more detailed Wood Badge and NYLT programs. Near the end of the seminar, participants make a contract with themselves to apply the skills studied on projects in their lodge, council, and community.

## **Powder Horn**

Powder Horn is a hands-on resource management course designed to give you the contacts and tools necessary to conduct an awesome high-adventure program in your troop, team, crew, or ship. While not a leadership development course per se, completion of Powder Horn provides access to program information that will be of value to any Boy Scout or Venturer. Powder Horn may be offered at the local council level or through a cluster of local councils. Boy Scout participants must be at least 14 years of age to participate. Venturing youth must be at least 13 (and have completed the 8th grade) to participate. Completion of NYLT is recommended for youth participants and required for youth staff members.

## **Wood Badge**

Wood Badge is open to adults and to Venturers ages 18 through 20, but not Boy Scouts. This internationally recognized leadership development course serves as the advanced leadership training program for all branches of Scouting, including Cub Scouting, Boy Scouting, Varsity Scouting, Sea Scouting, and Venturing programs.

In conclusion, the Boy Scouts of America provides many opportunities for youth to develop and improve their leadership skills in the unit, in the local council, and at national training centers. By using and promoting the BSA's training programs, and allowing boys to employ the skills they learn, a troop can reap the benefits and Scouts can achieve their vision of adventure and leadership.

# SCOUT MEETINGS THAT DEMONSTRATE A HIGH LEVEL OF SUCCESS

## Time Available

10 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to use the BSA's Troop Meeting Plan to prepare for highly successful troop meetings.

## Suggested Presenter(s)

A Scoutmaster of a highly effective troop, the district program chair, or the roundtable commissioner

## Presentation Method

- Start by telling the story of well-run troop meeting.
- Discuss the effective use of the Troop Meeting Plan.
- Answer questions pertaining to the presentation.

## BSA Reference Materials

- One copy per participant of the Troop Meeting Plan: [www.scouting.org/filestore/pdf/34425.pdf](http://www.scouting.org/filestore/pdf/34425.pdf)
- One copy per participant of the troop meeting story below

## Presentation Content

- "Troop meetings are the glue that holds the troop together." What do you think is meant by that statement? Take a few answers from participants. Then hand out and briefly discuss the story below.
- Hand out and walk through the parts of the Troop Meeting Plan:

**Preopening**—An activity that engages Scouts as they arrive

**Opening ceremony**—A formal portion of the meeting that signals the meeting has officially begun

**Skills instruction**—A period of presentation and instruction

**Patrol meetings**—A breakout section where patrols address their needs, and an opportunity for patrols to prepare for activities or outings.

**Interpatrol activity**—A challenge or game for the whole troop that is fun with a positive outcome

**Closing**—A presentation and ceremony that puts a cap on the troop meeting's proceedings

- What helps a troop meeting achieve high level of success?
  - The meeting is planned and prepared by the Scouts.
    - ✓ The meeting's framework is planned by the patrol leaders' council.

- ✓ Each section of the Troop Meeting Plan is included and assignments are made in advance.
- ✓ The plans are fine-tuned.
- ✓ All assigned facilitators are coached so they will be ready.
- The meeting is Scout-run.
  - ✓ The meeting is carried out by the Scouts with the Scoutmaster invited to give his "minute" just prior to the closing.
- The skills instruction portion is well managed, well presented, and appropriate.
  - ✓ The whole troop participates.
  - ✓ All presenters are prepared and organized.
  - ✓ The subject matter relates to the troop's program or advancement needs.
- The meeting agenda is well paced.
  - ✓ All the necessary materials for each part of the meeting are set out and organized with no down time.
  - ✓ Timing for each part of the meeting is coordinated so that all youth leaders, instructors, and presenters can keep the meeting moving.
  - ✓ All announcements are brief, to the point, and given at the appropriate time.
- The meeting is well-attended.
- The Scouts are behave appropriately.
  - ✓ The Scouts are respectful to all leaders and to one another.
  - ✓ The Scouts act in a manner that is appropriate for the troop activity.
  - ✓ Individuals refrain from distracting their fellow Scouts or disrupting the meeting.
- The Scouts are well focused.
  - ✓ The meeting's content is interesting and effectively presented, so the Scouts give their complete attention throughout.
- The Scouts are involved.
  - ✓ There is always something going on.
  - ✓ All troop members participate in the meeting's activities because they are challenging, relevant to the troop's needs, or just plain fun.
- The Scouts are having FUN.
  - ✓ Scouts show that they are happy through their facial expressions, words, and behavior.

**Here is an account of a troop meeting from the perspective of a boy who has never been to a Scout meeting and knows next to nothing about Scouting:**

It was his first troop meeting. The new boy was young and eager, but also a little uneasy. He didn't know what to expect. His mother dropped him off at the back of the church about 15 minutes before the meeting was supposed to begin. To his surprise he saw there were Scouts already gathered in the grassy area outside the entrance making a lot of noise.

Most of the Scouts were in some kind of circle, and one was standing in the middle on top of a big bucket. He had a stick in his hand, and it looked like he was using it to keep the others from hitting the bucket with a rubber ball. One of them threw the ball at the bucket, and the guy in the middle whacked it away! The next thrower hit the bucket and took the place of the Scout with the stick. As the new boy approached, he was invited to join the circle. He got into the action and even got to take a couple of shots at the bucket. It was fun.

Before long, an older Scout stopped the game. Everybody noisily went into the church and entered the meeting room. Inside, some adults were talking. There were also some other older Scouts. One of them was standing up front between two flags. His uniform looked really neat. He seemed to be watching everybody as they entered. When the Scouts were all in the room, the Scout in front held up three fingers of his right hand high above his head. Somehow, in a few seconds, the room got quiet. Then he stretched both arms out from his sides, each pointing down at an angle. There was a scuffling as all the Scouts quietly and quickly formed into smaller groups. The whole troop was facing the Scout in front, in a half circle. The new boy remained standing near the door, and soon, one of the older Scouts ushered him over to one of the smaller groups.

The Scout in front led everyone in the Pledge of Allegiance and some kind of promise, which was followed by a series of brief announcements and directives. Then, it seemed like everybody scattered. Before the boy knew it, he was sitting at a table across from the older Scout who had led him over to the smaller group. He introduced himself as his patrol leader, and began sharing some information about their patrol. A few minutes later, for a short time, the Scoutmaster joined them, and just about all of the new boy's uneasiness disappeared. His patrol leader continued sharing some new and interesting things, frequently referring to a book on the table between them.

Before long, all the patrols were back and each assembled in what appeared to be their own portion of the room. The new boy's patrol leader seemed to know exactly what was happening, like he had some information that the rest of the guys didn't. He went over some things that obviously interested everybody. They were enthusiastic and had a bunch of questions.

Soon one of the other older Scouts came by and told them "it was time." The new boy followed his patrol outside.

Spread over one side of the grassy area, there were some long poles and ropes. On the other side were some orange cones. In the middle was the neat-looking older Scout; the senior patrol leader. As soon as the troop was gathered, he silently got everyone's attention, signaled for the patrols to form a half circle in front of him, and in a loud voice, explained what they were about to do. A whistle blew and each patrol hurried to carefully join three of the poles together in a triangle-shaped structure. When ready, one patrol member climbed aboard the triangle and held on tightly. The rest of the patrol then lifted the triangle and carried it to an orange cone on the other side. There they all turned around and raced back to the starting line. When it was over, a whistle blew and the senior patrol leader again held up his three fingers. Instructions were given for each patrol to take apart their "A-frames," carry the materials to the storage area, and then quickly head back up to the meeting room.

Once inside, the patrols again gathered in their troop half circle. The Scoutmaster was invited up front and told a short story, a closing ceremony was conducted, and the chaplain's aide of the troop delivered a closing prayer. The meeting was over.

The boy's mother was waiting for him in the parking lot. When asked how the meeting went, he remarked that lots went on, that the time went by quickly, and that it was a lot of fun.

## TROOP PROGRAM RESOURCES

### Time Available

10 minutes

### Learning Objectives

At the conclusion of this session, participants will be able to use the online planning tool to plan more meaningful, engaging, and fun troop meetings.

### Suggested Presenter(s)

A Scoutmaster, district committee member, or district commissioner who is familiar with Troop Program Resources

### Presentation Method

Interactive discussion and computer demonstration, if an Internet connection is available

### Online Resources

Troop Program Resources: [www.programresources.org](http://www.programresources.org)

### Presentation Content

Troop Program Resources is designed to serve as an accessible, easy to use, online 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. The examples and video illustrations contained in Troop Program Resources can be used by troop leaders and Scouts in various positions.

First, the large compilation of troop meeting activities can help a patrol leaders' council plan a lot of fun for the meeting:

- Scout skill challenges—compass, first aid, general outdoor, knot-tying, lashing
- Team-building challenges
- Patrol games—for large and small areas
- Troop games—for large and small areas

A reference library of videos is there to help Scoutmasters, assistant Scoutmasters, and youth leaders gain confidence in their ability to present skills in general campcraft and pioneering.

Scoutmasters, individual patrols, and senior patrol leaders will find information about presenting impressive troop meeting ceremonies, along with a collection of ideas and examples of openings, closings, investitures, troop and Eagle courts of honor, troop campfires, and Webelos crossovers.

For Scoutmasters and other adult leaders, there is an extensive library of thought-provoking leader's minutes—with and without props—to capture and hold the troop's attention at the meeting's end.



# BOY SCOUT INTEREST TOPIC 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.

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# Program Breakout

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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 new three-volume set (available for purchase from Scout shops or [www.scoutstuff.org](http://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.

# NOTES



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