

# BOY SCOUT



**Roundtable Planning Guide  
2018-2019**

# BOY SCOUTS

## ROUNDTABLE PLANNING GUIDE

**2018-2019**

### **What is Roundtable?**

Boy Scouts 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

The 2018–2019 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 Scouts 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 district roundtable group.
- Tips for troops that provide ideas to keep meetings effective and active.
- Boy Scouts interest topic plans that can be used flexibly to meet the needs of Boy Scouts leaders.
- Year-round and monthly roundtable planning calendars.
- Program breakout information.

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

Some of the resources listed above may not have plans for all 12 months, and local councils and districts may have their own unique topics at certain times of the year.

Councils and districts are encouraged to use the provided templates to create topics that meet any needs they identify. Topics from previous years are archived on the [Roundtable Support](#) page of the Commissioner website. Scout leaders are free to plan and execute a diverse and widely varying program based on the unique abilities and interests of the youth in the troop. For this reason, flexibility has been built into the Roundtable Planning Guide.

## ROUNDTABLE LEADERSHIP

Coordination of all roundtables held in the council is under the jurisdiction of the assistant council commissioner for roundtable. This person reports to the council commissioner and conducts an annual council-wide roundtable planning meeting followed by a midyear review. This process brings a level of standardization to district roundtable in terms of content by promoting the use of national roundtable guides and other resources while allowing local flexibility for the districts. In some larger councils, there may be multiple assistant council commissioners for roundtable depending on the local needs.

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

commissioner should make sure the national roundtable guide materials are used so that the units will be getting proper program materials.

Roundtable programs are then implemented by the roundtable commissioners for Cub Scouts, Boy Scouts, 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 roundtable commissioners, assisting in the development and delivery of the monthly meeting agendas and program items. As part of the roundtable team, assistant roundtable commissioners fully participate in the training and award structure for commissioners. Each roundtable commissioner may have as many assistants as needed.

For example, Cub Scout roundtables may need several assistants for their program breakouts while Boy Scouts roundtables may not need as many.

The positions of assistant council commissioner for roundtable and assistant district commissioner for roundtable have specific [Role Descriptions](#).

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



## TRAINING AND RECOGNITION FOR ROUNDTABLE TEAM

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

Training opportunities include:

- Roundtable commissioner and team basic training
- Council commissioner colleges, conferences, and workshops
- Council trainer development conferences
- The Fundamentals of Training
- The Trainer's Edge
- 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](#)
- [Distinguished Commissioner Service Award](#) (this is now a nominative 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 Scouts ROUNDTABLE COMMISSIONER

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

Roundtable commissioners and assistants participate in the process of developing an annual plan for roundtable delivery in order to allocate resources, secure presenters, and ensure each meeting offers a high-quality experience to the attendees. These may include local resources such as museums, outdoor associations, education centers, and many other community or special interest groups. The suggested program information in this guide offers both a good starting point and an entire annual roundtable plan. In the Roundtable Commissioner Notebook section of this guide, there is a calendar for mapping a yearly roundtable plan and a worksheet for formalizing each month's detailed plan.

Once an annual plan is adopted, it should be shared with the units. Sharing the plan in advance helps the units ensure the most appropriate attendees are at each roundtable based on

the topic to be presented. For example, a roundtable featuring advancement would be very helpful to a unit advancement chair and new unit

leaders who want to learn how the advancement program is administered.

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

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

## USING THE ROUNDTABLE PLANNING GUIDE

Much of how the roundtable team chooses to use this planning guide will depend upon experience, direction of the council, and needs of the individual districts. If you are looking for assistance as to which topics to use ask your attendees what they want. Being flexible is the key to a successful roundtable, but keep in mind that while the program is flexible, policy is not.

Roundtables should always accurately represent Boy Scouts of America policy to ensure units receive accurate information so they can present safe and compliant programs.

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

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

It is recommended that districts follow a similar schedule of activities based upon the annual council roundtable planning conference. This provides some continuity in program and information, thus giving unit personnel the ability to attend any roundtable and find similar activities for helping units build strong programs.

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

- The Yearly Roundtable Planning Calendar template is designed to support your annual planning process. In the same way that a unit plans for the year ahead, the roundtable year must be laid out to ensure all members of the team know what is expected of them. This also makes the monthly roundtable much easier to manage since everyone already knows the broad outline of what is going to happen.

- The Monthly Roundtable Planning Worksheet template allows you to detail each month's plan more completely. Giving each team member an outline of responsibilities helps all of them prepare for their assigned functions.

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

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

## LENGTH AND FORMAT OF ROUNDTABLE

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

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

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

## TECHNOLOGY AND ROUNDTABLE DELIVERY

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

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

in parts of the country.

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

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

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

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

participants (or post the hand- outs on the district website) when using a conference call rather than streaming video.

Many of the free services (such as Skype 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. There is also "[Facebook Live](#)." Facebook Live permits an unlimited number of viewers to text questions and comments to the person filming the video. When the filming stops, Facebook Live archives a copy for sharing with viewers who did not see the video while it was being filmed. Some districts report good results using Facebook Live as a means of both conducting and archiving electronic roundtables.

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 on line.



# 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.

## DISTRICT ROUNDTABLE PLANNING OUTLINE - 60 Minute

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

| GENERAL SESSION – 60 Minute Format |   |  |   |
|------------------------------------|---|--|---|
| <i>Time allotted</i>               | <i>Activity</i>   | <i>Person responsible</i>                                | <i>Explanation</i>  |
| 20-30 Minutes                      | <b>Pre-Opening Activity</b> for combined Cub Scout and Boy Scouts roundtables | Combined Cub Scout and Boy Scouts Roundtable Team        | May include set up details such as who is responsible to unlock and lock up facility, table and chair set up, pick up materials from Scout office.  |
|                                    | Displays and Information tables   | Assigned as needed                                       | Displays may be of new BSA materials, local events, or items of general scouting interest. (e.g., Scouting magazine, Boys Life, promotional flyers, etc.). Be sure to have persons to share with participants.  |
|                                    | Registration  | Assigned as needed                                       | May include responsibility for mail box for unit communications.  |
|                                    | Icebreaker or mixer   | Assigned as needed                                       | Activity to promote interaction of all participants   |
| <b>Start on Time</b>               |   |  |   |
| 20 minutes                         | <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 experiences in demonstrating lag etiquette, the Scout Law, Core Values etc.   |
| 4 minutes                          | Introduction and Announcements  | ADC-RT   | Include district and council activities and events<br>Introduce roundtable commissioners and appropriate district volunteers  |
| 10 minutes                         | “Big Rock” training Topic   | Use appropriate persons from district based on the topic | Monthly training topic from choices available that can be inserted per needs of the district, with understanding that all training topics should be covered during the program year   |
| 2 minutes                          | Commissioner Minute   | ADC-RT   | Commissioner Minute should be applicable to all program levels and applicable to all roundtable formats (e.g., same for a 60 minute roundtable or a 120 minute roundtable) May be related to Core Values, points of the Scout Law, aims of Scouting, etc. |
| 2 minutes                          | Move and reconvene in separate program areas                                  |  |   |

## Boy Scouts Roundtable Planning Sheets- 60 min. meeting format

Boy Scouts 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, along with ideas for program. The Boy Scouts Roundtable provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

| Boy Scouts Roundtable – 60 minute Format |  |  |  |
|--|--|--|--|
| <i>Time allotted</i>                     | <i>Activity</i>  | <i>Person responsible</i>  | <i>Explanation</i>   |
| 20 minutes from START time               | <b>General Session</b>                                   |  |  |
| 2 minutes                                | <i>Travel from general session to Boy Scouts session</i> |  |  |
| 38 Minutes                               | <b>Troop Leader Session</b>                              | Under leadership of Boy Scouts 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 for troop meeting organization and activities   |
| 10 minutes                               | Boy Scouts Interest topic                                | Use appropriate persons from district based on the topic         | May be training highlight, annual events, timely topic, may focus on Scout Law topic, Advancement topic , record keeping, JTE, etc         |
| 12 minutes                               | Program Feature for the month                            | Boy Scouts RT Commissioner                                       | Should come directly from the Troop Program Features book(s)   |
| 5 minutes                                | Q & A  |  |  |
| 1 minute                                 | Closing/Commissioner Minute                              | Boy Scouts RT Commissioner or assign to assistant or participant | Chance to encourage troop members to participate in future roundtables,  |
| END ON TIME                              |  |  |  |
|  | <b>After the Meeting</b>                                 |  |  |
|  | Refreshments and fellowship for all                      | Assign to assistants or participants                             | Time for fellowship before clean up is stressed.   |
|  | Team meeting   | Boy Scouts RT Commissioner                                       | Can be conducted now or at another time preferred by the team. Evaluate the current meeting, review plans for next meeting and attendance. |

# DISTRICT ROUNDTABLE PLANNING OUTLINE - 90 MINUTES

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

| GENERAL SESSION – 90 Minute Format |  |  |   |
|------------------------------------|--|--|---|
| <i>Time allotted</i>               | <i>Activity</i>  | <i>Person responsible</i>                                | <i>Explanation</i>  |
| 20-30 Minutes                      | <b>Pre-Opening Activity</b> for combined Scout roundtables | Combined Cub Scout and Boy Scouts Roundtable Team        | May include set up details such as who is responsible to unlock and lock up facility, table and chair set up, pick up materials from Scout office.  |
|                                    | Displays and Information tables                            | Assigned as needed                                       | Displays may be of new BSA materials, local events, or items of general scouting interest. (e.g., Scouting magazine, Boys Life, promotional flyers, etc.). <i>Be sure to have persons to share with participants.</i>                                     |
|                                    | Registration   | Assigned as needed                                       | May include responsibility for mail box for unit communications.  |
|                                    | Icebreaker or mixer  | Assigned as needed                                       | Activity to promote interaction of all participants   |
| <b>Start on Time</b>               |  |  |   |
| 20 minutes                         | <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 experiences in demonstrating lag etiquett e, the Scout Law, Core Values etc.  |
| 4 minutes                          | Introduction and Announcements                             | ADC-RT   | Include major district and council activities and events only.<br>Introduce roundtable commissioners and appropriate district volunteers  |
| 10 minutes                         | “Big Rock” training Topic                                  | Use appropriate persons from district based on the topic | Monthly training topic from choices available that can be inserted per needs of the council/ district, with understanding that all training topics should be covered during the program year  |
| 2 minutes                          | Commissioner Minute  | ADC-RT   | Commissioner Minute should be applicable to all program levels and applicable to all roundtable formats (e.g., same for a 60 minute roundtable or a 120 minute roundtable) May be related to Core Values, points of the Scout Law, aims of Scouting, etc. |
| 5 minutes                          | Move and reconvene in separate program areas               |  |   |

## Boy Scouts Roundtable Planning Sheets- 90 min. meeting format

Boy Scouts 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, along with ideas for program. The Boy Scouts Roundtable provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

| Boy Scouts Roundtable – 90 minute Format |  |  |  |
|--|--|--|--|
| <i>Time allotted</i>                     | <i>Activity</i>  | <i>Person responsible</i>  | <i>Explanation</i>   |
| 20 minutes from START time               | <b>General Session</b>                                   |  |  |
| 5 minutes                                | <i>Travel from general session to Boy Scouts session</i> |  |  |
| 52 Minutes                               | <b>Troop Leader Session</b>                              | Under leadership of Boy Scouts 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 for troop meeting organization and activities   |
| 10 minutes                               | Boy Scouts Interest topic                                | Use appropriate persons from district based on the topic         | May be training highlight, annual events, timely topic, may focus on Scout Law topic, Advancement topic , record keeping, JTE, etc.        |
| 20 minutes                               | Program Feature for the month                            | Boy Scouts RT Commissioner                                       | Should come directly from the Troop Program Features book(s)   |
| 5 minutes                                | Q & A  |  |  |
| 1 minute                                 | Closing/Commissioner Minute                              | Boy Scouts RT Commissioner or assign to assistant or participant | Should be inspirational and encourage troop members to participate in future roundtables,  |
| END ON TIME                              |  |  |  |
|  | <b>After the Meeting</b>                                 |  |  |
|  | Refreshments and fellowship for all                      | Assign to assistants or participants                             | Time for fellowship before clean up is stressed.   |
|  | Team meeting   | Boy Scouts RT Commissioner                                       | Can be conducted now or at another time preferred by the team. Evaluate the current meeting, review plans for next meeting and attendance. |

# DISTRICT ROUNDTABLE PLANNING OUTLINE - 120 MINUTES

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

## GENERAL SESSION – 120 Minute Format - *designed primarily for alternate monthly meetings*

| <i>Time allotted</i> | <i>Activity</i>   | <i>Person responsible</i>                                | <i>Explanation</i>  |
|----------------------|---|--|---|
| 15 Minutes           | <b>Pre-Opening Activity</b> for combined Cub Scout and Boy Scouts roundtables                             | Combined Cub Scout and Boy Scouts Roundtable Team        | May include set up details such as who is responsible to unlock and lock up facility, table and chair set up, pick up materials from Scout office.  |
|                      | Displays and information tables   |  | Set up for later in the meeting   |
|                      | Registration  | Assigned as needed                                       | May include responsibility for mail box for unit communications.  |
|                      | Icebreaker or mixer   | Assigned as needed                                       | Activity to promote interaction as participants arrive.   |
| <b>Start on Time</b> |   |  |   |
| 30 minutes           | <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 experiences in demonstrating lag etiquett e, the Scout Law, Core Values etc.  |
| 6 minutes            | Introduction and Announcements  | ADC-RT   | Include major district and council activities and events only.<br>Introduce roundtable commissioners and appropriate district volunteers  |
| 18 minutes           | “Big Rock” training Topic   | Use appropriate persons from district based on the topic | Monthly training topic from choices available that can be inserted per needs of the district, with understanding that all training topics should be covered during the program year<br>120 minute roundtable may present 2 training topics                |
| 2 minutes            | Commissioner Minute   | ADC-RT   | Commissioner Minute should be applicable to all program levels and applicable to all roundtable formats (e.g., same for a 60 minute roundtable or a 120 minute roundtable) May be related to Core Values, points of the Scout Law, aims of Scouting, etc. |
| 20 minutes           | For displays and Information tables, refreshments, socializing and to reconvene in separate program areas | Assigned as needed                                       | Displays may be of new BSA materials, local events, or items of general scouting interest. (e.g., Scouting magazine, Boys Life, <i>Advancement News</i> , etc.)   |



## Boy Scouts Roundtable Planning Sheets- 120 min. meeting format

Boy Scouts 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, along with ideas for program. The Boy Scouts Roundtable provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

| Boy Scouts Roundtable – 120 minute Format |   |  |  |
|---|---|--|--|
| <i>Time allotted</i>                      | <i>Activity</i>   | <i>Person responsible</i>  | <i>Explanation</i>   |
| 30 minutes from START time                | <b>General Session</b>  |  |  |
| 20 minutes                                | <i>Refreshments and Travel from general session to Boy Scouts session</i> |  | Allow time for break, socializing, and dissemination of information  |
| 70 Minutes                                | <b>Troop Leader Session</b>   | Under leadership of Boy Scouts 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 for troop meeting organization and activities for two months  |
| 20 minutes                                | Boy Scouts Interest topic   | Use appropriate persons from district based on the topic         | May be training highlight, annual events, timely topic, may focus on Scout Law topic, Advancement topic , record keeping, JTE, etc. for two months |
| 25 minutes                                | Program Feature for the month   | Boy Scouts RT Commissioner                                       | 120 minute schedule may cover 2 months of program. Materials should come directly from the Troop Program Features book(s)                          |
| 5 minutes                                 | Q & A   |  |  |
| 5 minutes                                 | Closing/Commissioner Minute   | Boy Scouts RT Commissioner or assign to assistant or participant | Should be inspirational and encourage troop members to participate in future roundtables,  |
| END ON TIME                               |   |  |  |
|   | <b>After the Meeting</b>  |  |  |
|   | Team meeting  | Boy Scouts RT Commissioner                                       | Can be conducted now or at another time preferred by the group. Evaluate the current meeting, review plans for next meeting and attendance.        |

# DISTRICT ROUNDTABLE PLANNING OUTLINE - 180 MINUTES

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

| GENERAL SESSION – 180 Minute Format - <b>designed for quarterly or less than monthly meetings</b> |   |  |   |
|---|---|--|---|
| <i>Time allotted</i>  | <i>Activity</i>   | <i>Person responsible</i>                                | <i>Explanation</i>  |
| 15 Minutes  | <b>Pre-Opening Activity</b> for combined Cub Scout and Boy Scouts roundtables                             | Combined Cub Scout and Boy Scouts Roundtable Team        | May include set up details such as who is responsible to unlock and lock up facility, table and chair set up, pick up materials from Scout office.  |
|   | Display and information tables  |  | Set up for later in meeting   |
|   | Registration  | Assigned as needed                                       | May include responsibility for mail box for unit communications.  |
|   | Icebreaker or mixer   | Assigned as needed                                       | Activity to promote interaction as participants arrive.   |
| <b>Start on Time</b>  |   |  |   |
| 36minutes   | <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 experiences in demonstrating lag etiquett e, the Scout Law, Core Values etc.  |
| 10 minutes  | Introduction and Announcements  | ADC-RT   | Include district and council activities and events – allow an amount of extra time for longer announcements since they may need to cover several months of material<br>Introduce roundtable commissioners and appropriate district volunteers             |
| 10 minutes  | “Big Rock” training Topic #1  | Use appropriate persons from district based on the topic | Monthly training topic from choices available that can be inserted per needs of the district, with understanding that all training topics should be covered during the program year   |
| 10 minutes  | “Big Rock” training Topic #   | Use appropriate persons from district based on the topic | Monthly training topic from choices available that can be inserted per needs of the district, with understanding that all training topics should be covered during the program year   |
| 2 minutes   | Commissioner Minute   | ADC-RT   | Commissioner Minute should be applicable to all program levels and applicable to all roundtable formats (e.g., same for a 60 minute roundtable or a 120 minute roundtable) May be related to Core Values, points of the Scout Law, aims of Scouting, etc. |
| 20 minutes  | For displays and Information tables, refreshments, socializing and to reconvene in separate program areas | Assigned as needed                                       | Displays may be of new BSA materials, local events, or items of general scouting interest. (e.g., Scouting magazine, Boys Life, <i>Advancement News</i> , etc.)   |

## Boy Scouts Roundtable Planning Sheets- 180 min. meeting format

Boy Scouts 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, along with ideas for program. The Boy Scouts Roundtable provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

| Boy Scouts Roundtable – 180 minute Format |   |  |  |
|---|---|--|--|
| <i>Time allotted</i>                      | <i>Activity</i>   | <i>Person responsible</i>  | <i>Explanation</i>   |
| 44 minutes from START time                | <b>General Session</b>  |  |  |
| 20 minutes                                | <i>Refreshments and Travel from general session to Boy Scouts session</i> |  | Allow time for break, socializing, and dissemination of information  |
| 120 Minutes                               | <b>Troop Leader Session</b>   | Under leadership of Boy Scouts 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 for troop meeting organization and activities   |
| 35 minutes                                | Boy Scouts Interest topic(s)  | Use appropriate persons from district based on the topic         | May be training highlight, annual events, timely topic, may focus on Scout Law topic, Advancement topic , record keeping, JTE, etc.<br>Allow for two or three topics to be presented |
| 50 minutes                                | Program Feature (s) for the month   | Boy Scouts RT Commissioner                                       | Should come directly from the Troop Program Features book(s).<br>Allow for two or three topics to be presented.  |
| 5 minutes                                 | Q & A   |  |  |
| 5 minutes                                 | Closing/Commissioner Minute   | Boy Scouts RT Commissioner or assign to assistant or participant | Should be inspirational and encourage troop members to participate in future roundtables   |
| END ON TIME                               |   |  |  |
|   | <b>After the Meeting</b>  |  |  |
|   | Team meeting  | Boy Scouts RT Commissioner                                       | Can be conducted now or at another time preferred by the group. Evaluate the current meeting, review plans for next meeting and attendance.  |

# Parts of a Roundtable

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

## PRE-OPENING and MIDWAY

The pre-opening activities and the time spent visiting the midway is a definite part of the roundtable program, and not just a time filler for early arrivals. Make your gathering time interesting and active. Set up great resources for your leaders to examine and visit before the formal opening. It's a way to get people to the meeting on time, and it sets the tone for the roundtable that follows.

Organize an interactive, easy-to-join opener such as a get-acquainted game. Ideas for these activities may be found in *Group Meeting Sparklers* (No. 33122) and under the [Pre-Opening Gathering Period Activities](#) section on the Troop Program Resources website

### The Midway

The Midway is the place where all the activities outside of running your general session and the program specific roundtable session should be located. By moving these outside of your roundtable space, you can eliminate distractions from other Scouters engaging in fellowship and conversation; and, allow those interested in more details about a topic or event to have a place to ask specific questions.

### Displays, Information Tables and Parking Lot

**Information tables** - The majority of interesting materials on national, 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. Scouters can go to these tables before and during the roundtable when they are easily located in the midway.

**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 unit events. The possibilities are endless.

- Craft/activity ideas, including take-away instructions
- Outing destinations with pictures of boys having fun
- Vendor tables, where units can get planning information and resources for activities in your area.

- BSA programs such as World Friendship Fund, Messengers of Peace, Nova, Adopt-a-School, and religious emblems
- Local events such as details on camporees, day camps, council camp programs, district activities, and local service opportunities
- Neckerchief slide ideas
- Games that can be made and shared

**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.

## Supplies

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

## Registration and Mailboxes

A roundtable team member or potential team member should be assigned to greet participants individually as they arrive, help them sign in at the registration table, give them a name tag, and get them involved in the gathering activity. Getting detailed contact information from attendees is important to following up and extending invitations to future roundtables. Pay particular attention to newcomers. Perhaps you can identify them with a special name tag. Explain the format of your roundtable, including the use of the "parking lot," and make them feel comfortable and welcomed.

While many roundtables distribute information electronically, there will always be paper last-minute updates that need to go out. There also needs to be a place to distribute items from the district and council, such as registrations, awards to be presented in a unit meeting, etc. A "mailbox" allows those items to be sorted to each unit. File folders with Unit Numbers in a crate works really well and allows for easy transport.

A wise unit commissioner attending roundtable can check those "mailboxes" during the meeting, and if no one from the unit has emptied the mailbox, the unit commissioner can visit the unit and review them with the leaders, turning that into a quality unit contact in commissioner tools.

## 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 unit or use participants if appropriate. Use the U.S. flag to emphasize citizenship, respect for the flag, and character development. Other options, such as reciting the Scout Oath, Baden-Powell words of wisdom, celebrating the birthday of Scouting, or demonstrating alternate flag ceremonies, will provide ideas that unit leaders can use to liven up their unit programs.

## Introductions and Announcements

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

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

Next, the chairs or committee members responsible for upcoming events give **brief** promotional announcements. **(It is a commercial not an infomercial!)** Limit each announcement to a short introductory statement about the event and where more information can be found, such as fliers and websites. Something along the lines of "Hi I am here to promote "X" my flyer is (whatever color paper it is printed on) I will be in the back of the room if you would like more information after Roundtable".

**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 on the [Roundtable Support](#) page, near the bottom of the page.

## 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 be sure to point out the locations.

## Boy Scouts 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 Scouts purposes and ideals can be symbolized in a variety of fun activities. When you have awards to be presented use the opportunity to hand them out using a ceremony. 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.

Roundtable is a great place to share these tips, whether they are pulled from training resources, shared among participants, collected from commissioner observations during unit visits or found in the "Tips for Troops" section of this guide

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

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

### Boy Scouts 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 number of topics



related to Boy Scouts issues.

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

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

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

- **Expert presentation** features a speaker, often someone with special training or from an outside group, who imparts knowledge to the audience.
- **Open forum** allows participants to share information or ideas, such as possible camping locations or program themes.
- **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.
- **Roundtable fair or round-robin** is a multi-station event, such as a district program preview night, where participants move between various stations and topics.

Sometimes the interest topic itself and the participants' skill levels will suggest the style to use. For example, a back-packing interest topic directed toward leaders who are not experts might be best presented as a training session.

If the participants are mostly experienced back-packers, an open forum sharing ideas and trails may be more valuable to them.

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

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

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

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

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

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

Consider reaching out to local experts to present this portion of the roundtable. Many subject matter experts, whether or not they have a Scouting background, are eager to share their knowledge of a particular activity.

Cultivating relationships with them will help in gaining community support for the Scouting program. Make sure to provide the experts with any BSA materials they may need in advance; for example, they should come to the roundtable knowing what the *Guide to Safe Scouting* says about their particular area of expertise.

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

## Open Forum (Q&A)

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

## Closing and Commissioner's Minute

This is done in each breakout group, so it is not necessary to reconvene all the Cub Scouting groups. The content should be thought-provoking and inspirational. It offers encouragement to the participants to use the skills they learned at the roundtable to provide a better program for their youth.

The Commissioner's Minute can serve as a model for the Scoutmaster's Minute at the end of their unit meetings.

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

## AFTER THE MEETING

### Fellowship (Cracker Barrel)

Knowing that a healthy snack or refreshing beverage awaits may be just the incentive one needs to attend the roundtable. Sometimes simple is best. This fellowship time following the scheduled portion of the roundtable meeting is often a super

opportunity for Scouters to connect with each other. However, time constraints must be respected for those needing to clean up. Checking with the venue ahead of time that no food restrictions exist on use of the facility is critical. Scouters should feel free to leave at their convenience.

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

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

## **Team Meeting**

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

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

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

# Program Features

It is recommended that this be the first Program Features presentation that is done at the beginning of the Roundtable Year. It will provide a basis for understanding the *Program Features for Troops, Teams, & Crews* and how they support a Troop in the development of a successful program.

## Using “Program Features for Troops, Teams, and Crews” in Meetings

### MATERIALS NEEDED

- Handouts of the “Introduction” and “Demonstrating the Need for the Program Features”
- Any Volume of the new Program Features for Troops, Teams and Crews, so attendees can select a Program Feature to study and use during the exercise. Buy it or borrow from a unit that has them.

### INTRODUCTION

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

### What are The Program Features?

The Program Features for Troops, Teams and Crews is a three volume set (available for purchase from Scout shops or [www.scoutstuff.org](http://www.scoutstuff.org)). It replaces the older three volume Troop Program Features.

Each volume includes 12-16 program features with a mix of topics: outdoor, sports, health and safety, citizenship and personal development, STEM, arts and hobbies.

### Why Were They 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 They Contain?

Each of the new Program Features 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 4 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 6, and have each group select one of its members to act as its leader for the rest of this program session.*

- The leader will be the Senior Patrol Leader
- The other 5 are the unit’s Patrol Leaders or youth Team or Crew leaders.
- 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), and
- The others are the leaders of the Scouts “in the middle” in terms of age and experience.

Tell them they will stay in these groups for the rest of this program session.

Tell each group that they have 5 minutes to create a list of 12 exciting Scouting themes which will form the unit’s annual plan.

*(When the 5 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 in the last couple years, because they were easy to think of?
- Are ***all*** of the monthly themes appropriate for ***all*** the Scouts in the unit, both 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've 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 3 levels/tiers of experience.
- Outing plans for Tier I, Tier II and Tier III activities

## DEMONSTRATING THE VALUE OF THE PROGRAM FEATURES

NOTE: Text in bold italics are instructions to the Roundtable Commissioner as master of ceremonies.

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

1. ***Ask the SPL of each group to show his group the first few pages of the Program Feature, but not the EDGE Tips, Games, Meeting Plans or Outing Plans.***

Have the group review these introductory pages and discuss the effort required to plan 4 weekly meetings and an outing related to their Program Feature.

***After 4 or 5 minutes, ask the groups how hard it would be for their Scouts to plan 4 weekly meetings and an outing related to the topic of their Program Feature, based only on what they have seen so far.***

Remind them the youth leaders will need to

- Plan for all 3 levels of experience at each meeting
  - Plan for 3 different levels of difficulty for the monthly outing, so each Tier of Scouts will feel challenged and engaged at their level of experience
2. ***Have the SPLs hand one Meeting Plan to 4 of the other group members; the Games to the 5th member, while retaining the EDGE Tips. Ask everyone to study his or her page for a couple minutes.***

***After a couple minutes, have each member pass his or her page to the person to their left; then repeat until everyone has seen all 5 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 seem to offer useful ideas for every age -- to keep ***all*** the Scouts 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?
3. ***Then have the SPL hand out the 3 outings plans, and have the group members study them 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 to their right and repeat until everyone has seen all 3 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 outing plans provide useful content to enable the Scouts to have fun on their outing?
- Do the outing 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?

**4. *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.***

**5. *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 breadth of the topics included in the entire set of Program Features.
- Note that there are enough Program Features for more than 3 years of activities before a unit needs to repeat one.
- Note that a unit of mostly inexperienced Scouts can reuse a Program Feature in a couple years to increase the difficulty level to Tier II or Tier III when they are ready for the added challenges.
- Encourage everyone to buy and use all the Program Features to enhance their unit programs.



# Tips for Troop Meetings

## 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.

- 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 have the SPL train the Patrol Leaders Council (PLC) in the use of the troop meeting plan.
- The SPL and PLC should complete a troop meeting plan for every meeting to prevent confusion over the order of activities and who leads them. The Scoutmaster should review the troop meeting plan with the SPL before the meeting.
- In an effort to improve planning in all aspects of Scouting, the BSA has released the [Scout Planning Worksheet](#), a new tool that Scouts can use to plan patrol or troop activities and that may be helpful in planning troop meetings as well. The goal is to build project-planning practice that will benefit Scouts in their Eagle projects, at school, and in life. The more often Scouts use this planning tool the better they will become at planning.

## Troop meeting resources:

The BSA has created several important resources that the PLC can use when planning troop meetings. When using these resources, the Scoutmaster should ensure that the Scouts themselves lead the activities chosen for each troop meeting, to reinforce the ideal of Scout-led troops.

- [Troopleader.org](#) is filled with videos, action photos, useful information and practical ideas, to help make it easier for youth and adult troop leaders to present Scout meetings that are fun with positive outcomes.
- [Programresources.org](#) is designed to serve as a planning tool for troop leaders. It provides games, activities and other resources that help make parts of the troop meeting more meaningful, engaging, and fun.
- [The 3 volume Program Features for Troops, Teams and Crews](#) contain troop meeting and outings plans for 48 Scout-related topics. The PLC should be able to build several of these topics into the troop's annual plan and use the material in the Program Features to create troop meeting plans. An on-line version, with videos for some Program Features can be found on the troopleader.org website.

## 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.

- The SPL should be the person who brings unruly Scouts back into order, not an adult, and should do so with the patrol leader.
- Adults should refrain from stepping in to run things if the SPL falters, and coach the SPL instead.
- 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.

## Patrol method in troop meetings:

Since the backbone of Boy Scouts is the patrol rather than the troop, all troop meetings should involve the boys operating as patrols as much as possible.

- Each part of the troop meeting plan should be conducted with boys clustered with their patrol mates.
- 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.
- If older Scouts who are patrol leaders start abandoning their patrols to hang out with each other, the SPL and Scoutmaster should remind them of their duties to their patrol. The Scoutmaster also should have a Scoutmaster conference at which these patrol leaders individually are coached that tenure in their leadership position requires that they lead the patrol.

## 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.

- Patrol competition activities involving Scout skills will help younger Scouts become proficient while reinforcing the same skills in older Scouts who had learned them years ago.
- Time can be allotted during the troop meeting to learn and/or practice the Scout skill before the activity.
- 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.

### **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.

- 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.
- 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.
- 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.

### **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.

- 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.
- 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.

### **Dead time:**

Sometimes there are "open spaces" in meetings by accident or due to poor planning. Use of a well thought out troop meeting plan will identify potential "dead time" spots in advance and increase the PLC's awareness of them so the PLC can adjust the troop meeting plan to reduce the amount of dead time. These can be covered in the following ways:

- Have materials ready for a "hunker down" activity appropriate for indoor use; and, use the activity to fill in moments between meeting segments.
- Have materials ready for an indoor "hitching race" and use this activity for the same purpose.

### **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.

### **Gathering time activity:**

As boys gather for the troop meeting there should be something prepared for them to do to prevent "unexpected exuberance."

- Procure a supply of charred cloth, lint rock, and steel strikers, and provide opportunities to learn and practice igniting a tinder bundle during pre-ceremony gathering periods.
- Ensure that the PLC has a rewarding gathering activity prepared for each meeting.

### **Monthly patrol contest:**

Assign the troop Scribe 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. Having the Scribe keep track of the points gives him something to do during the meeting and reinforces that the Scribe has real duties to the troop.

### **Troop practice:**

This is a simple activity that can be done at any time during a meeting.

- 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.
- Periodically practice some "silent Scout signals" until the troop wide response time is awesome.

### **Ceremonies:**

Provide the opportunity for patrols to come up with, practice, and present impressive opening or closing ceremonies to represent the troop.

### **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.

### **Assign duties to patrols:**

The SPL and PLC should review the routine duties inherent in every troop meeting and assign them to patrols on a rotating basis. A patrol may be assigned a specific duty for one week or an entire month, but each patrol should have a turn at each duty during the troop's program year. Examples include:

- Service patrol: Before the meeting starts, the service patrol for the week (or month) is responsible for

arranging the room for the meeting, including the proper number of chairs for Scouts to sit on, and doing so by patrol. At the end of the meeting, the service patrol should return chairs and other furnishings to their normal place.

- **Serving as lag detail:** A patrol is assigned to the lag ceremony for the week or month. Don't forget the closing lag ceremony, which should serve as the official end of the meeting. The SPL should plan time at the end of the meeting, ideally just after the Scoutmaster minute, for the closing lag ceremony.
- **Leading games:** A patrol is assigned to choose and lead a game. The game could be related to the monthly outing; or, could be just for fun. The goal is two-fold: reinforcing the patrol method by having the patrol work together to choose and lead a game; and, introducing new games to the troop members. Check out the [Game Section](#) of [troopresource.org](#)

### **Post-meeting review with PLC:**

At the end of each troop meeting, the SPL, PLC should have a brief, five-to-10-minute meeting to review the next meeting, make sure patrol assignments are understood,

and review aspects of the just-ended meeting that should be improved at the next meeting. This review should be led by the SPL.

### **Scoutmaster conferences:**

By allowing the Scouts to conduct their meeting, the Scoutmaster should have time at every meeting to conduct Scoutmaster conferences for rank advancement or to have a discussion with a Scout who seems to need coaching.

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

# Roundtable Big Rocks

## Den Chief

### Time Available

10 minutes.

### Learning Objectives

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

- Explain what a Den Chief is.
- Understand the Den Leader's responsibility to the Den Chief.
- Understand the Den Chief's responsibilities to the Den and Pack.

### Suggested Presenter(s)

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

- A Scout leader with experience with Den Chiefs
- A Den Chief.
- Additionally, presenters could be from the partner troop and/or be parents of Den Chiefs, all sharing their experiences.

### Presentation Method

The adult presenters could use multi-media resources and demonstrate with a current youth Den Chief their objectives for the Cub Scout den and pack.

### BSA Reference Materials

- [Den Chief Responsibilities](#)
- [Den Chief Training](#)
- The Den Chief Handbook from [Scoutstuff](#) or as an [Ebook](#) from Amazon
- The [Denner](#) responsibilities

### Presentation Content

#### What is a Den Chief?

- A Den Chief is the best secret for a successful, fun den program, and a valuable resource!
- A Den Chief is a registered Boy Scouts, Venturer, or Sea Scout, selected by the Scoutmaster, Crew Advisor, or Skipper to help serve a Cub Scout den.
- The Den Chief is a leadership position that can be used for the requirement for leadership for Star, Life or Eagle Scout ranks. Scouts can serve for 4 months (Star Rank), 6 months for Life and Eagle or unlimited amounts of time.
- Cubmasters and den leaders can request a Den Chief

from the partner troop or another troop.

- Scoutmasters, Advisors, and Skippers should be seeking opportunities to place Den Chiefs in nearby packs
- The Den Chief is a model of good Scouting. It is recommended the Den Chief have some experience in Scouting. Younger Den Chiefs can work with younger dens and older Den Chiefs can work with the Webelos.
- Having a Den Chief is a wonderful experience!

#### The Den Leader's responsibilities to the Den Chief:

- Provide opportunities for your Den Chief to serve and help the Cub Scouts. The Den Chief is the activities assistant in the den.
- Help the Den Chief to get trained. Be specific about their responsibilities for each activity. Give your Den Chief the Den Chief Handbook and look through it together. Inform your Den Chief of available training. If no training is available, the Cubmaster, Scoutmaster, Skipper, or Advisor may conduct the training.
- The Den Leader helps the Den Chief know the purposes of Cub Scouting.
- Help your Den Chief learn the characteristics of Cub Scouts and Webelos Scouts and their different abilities and needs. Cub Scouts and Webelos Scouts need recognition, understanding and need to feel being a part of a group.
- Have meaningful jobs and assignments for your Den Chief, who is your activities assistant. Do not have the Den Chief do the job that should be done by the denner.
- Create your den meeting agenda with your Den Chief. Communicate with your Den Chief clearly and weekly.
- Sign your Den Chief's Handbook in the Service Record sections when the specific requirements have been completed. The Service Record is at the back of the Den Chief's Handbook.
- Have open communication with your Den Chief's advisor in their home unit (Troop, Crew, or Ship).
- Make sure the parents of your Den Chief have your den and pack schedule and information about events.
- Obtain a copy of your Den Chief's BSA health and medical forms to take on field trips with your den and your Den Chief. [Medical Form parts A and B]
- Take the time to mentor your Den Chief before and after meetings.
- Take your Den Chief with you to Cub Scout camps!
- Have your Den Chief repeat the Den Chief Pledge (in the Den Chief Handbook) in your den so they will

recognize the importance of your Den Chief.

- The Scoutmaster, Advisor, or Skipper is supposed to give your Den Chief his Den Chief's patch as his badge of office from the troop to wear on the uniform on the left shoulder. The Cubmaster or the Den Leader gives the Den Chief the Den Chief's leadership shoulder cord. The cord is a blue and gold striped leadership cord for a Tiger, Wolf or Bear Den Chief and a red, yellow and blue leadership cord for a Webelos Den Chief. It is worn on the left shoulder (The denner cord is two strands of yellow cord and the assistant denner cord is one strand of yellow cord.)
- Read through the Den Chief Handbook to be familiar with the activities your Den Chief can share with your Cubs.
- Encourage your Den Chief to complete the Den Chief Service Award. The requirements are in the Den Chief Handbook. The Den Chief serves for one year and completes assignments including demonstrations of games, songs, etc. The award is a certificate and a red, white and blue striped leadership cord. Only a Den Chief can wear this award.
- The Den Leader gives the Den Chief opportunities for leadership practice, organizational and communication skills, responsibility, and helps the Den Chief advance in rank in the troop.

#### **The Den Chief's responsibility.**

- A Den Chief models good Scouting.
- The Den Chief is the activities assistant in the den meetings.
- A Den Chief wears a Boy Scouts uniform to den and pack meetings.
- A Den Chief is trained. Provide your Den Chief with the Den Chief Handbook (either a hard copy or electronic copy).
- A Den Chief models the Scout Oath and Law and shows scout spirit.
- A Den Chief shows leadership.
- A Den Chief meets with the den and pack leaders for planning activities.
- A Den Chief helps the denner and give the denner an opportunity for leadership.
- A Den Chief helps the Cub Scouts with advancement. The Den Chief can use the EDGE method to help with Scout skills such as knot tying, lag ceremonies, leading games, first aid, participating in discussions, leading songs and skits, etc. Share your knowledge with the Cub Scouts.
- A Den Chief can help during the pack meetings with displays, gathering activity, organizing the Cubs and get them seated, help with skits, ceremonies, yells, cheers and demonstrations, helps the Cubs set up A Den Chief encourages Cub Scouts to become Webelos Scouts. He encourages Webelos Scouts to make the transition to Boy Scouts. He makes it easier because

the Cubs know they have a friend in the troop. Your Den Chief can share stories of what happens in the troop.

- A Den Chief knows the purposes of Cub Scouting and helps the Cubs achieve those purposes.
- A Den Chief is a friend to the Cubs in the den.
- A Den Chief assists the den at the monthly pack program. Cub Scouting is a family program and the Den Chief will meet the families of the den members.

**Special Note:** A Den Chief is NOT another Cub Scout.

- A Den Chief is NOT a denner.
- A Den Chief is NOT a babysitter.
- A Den Chief is NOT an adult.
- A Den chief is NOT the assistant leader.
- A Den Chief is NOT the disciplinarian.

# Everything You Already Do is STEM

## Time Available

10 minutes.

## Learning Objectives

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

- Understand the background and purpose of STEM
- Know what STEM represents (science, technology, engineering, math)
- Implement STEM training in Scouting activities to help the youth learn.

## Suggested Presenter(s)

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

- A council or district STEM coordinator
- A successful unit leader familiar with STEM
- A Scouter who has a job in a field related to STEM
- A Roundtable commissioner or assistant commissioner
- A member of the training committee

## Presentation Method

- Explain briefly what STEM is and that it is for every level of Scouting.
- Explain briefly the Nova awards.
- Display some of the merit badges and adventures related to STEM.
- Show experiments that are simple but fun to help the leaders be excited and encouraged to use them in their units.

## BSA Reference Materials

- [What is STEM Nova](#)
- [STEM Scouts](#)
- [Nova Award Requirements](#)
- [NOVA Award FAQ](#)
- [STEM at Camp](#)
- Scouting Magazine: [STEM Activities to Reinvigorate your Scouts'](#)

## Presentation Content

### What is STEM?

- STEM is an acronym for Science, Technology, Engineering, and Math. It deals with placing academic emphasis on those areas to help students gain good jobs and to help the United States stay current in those areas. Due to advances in electronics and technology, these programs are increasingly important and relevant to everyday life.

- The BSA has been engaged in STEM activities for more than 100 years.
- Emphasize that the STEM program is meant to help the Scouts have fun while exploring interesting topics.
- Discuss the importance of discussion when taking part in STEM activities so that the youth may learn from the experience.

### Nova Awards

- Programs have been developed for Cub Scouts, Webelos, Boy Scouts, and Venturing youth. For their first Nova Award at each program level, Scouts earn the distinctive Nova Award patch. A Scout can then earn three more Nova awards, each one recognized with a separate pi ( $\pi$ ) device that attaches to the patch.
- The Supernova Award may be earned by those who desire a greater challenge. The youth may earn a medal and certificate.

### Scouting recognition (for display or very quick review)

- Some Wolf adventures related to STEM are Code of the Wolf, Digging in the Past, Finding Your Way, Germs Alive, Grow Something, and Motor Away
- Some Bear adventures related to STEM are Baloo the Builder, Forensics, Make It Move, Robotics, and Super Science.
- Some Webelos and Arrow of Light adventures related to STEM are Adventures in Science, Build It, Earth Rocks!, Engineer, Fix It, and Game Design.
- Some merit badges related to STEM are Animal Science, Archery, Astronomy, Athletics, Bird Study, Canoeing, Digital Technology, Environmental Science, Exploration, Farm Mechanics, Fish and Wildlife Management, Forestry, Gardening, Geocaching, Geology, Insect Study, Mammal Study, Motor-boating, Nature, Oceanography, Orienteering, Plant Science, Pulp and Paper, Reptile and Amphibian Study, Rifle Shooting, Robotics, Scuba Diving, Shotgun Shooting, Small-Boat Sailing, Soil and Water Conservation, Space Exploration, Weather, Welding

### Sample experiments

- Teach the game Rocks, Paper, Scissors, Math



- You can only use the numbers 1, 2, 3, or 4
- You can't use your thumb as a number
- You must hold your hand flat



- The first person to add the numbers together wins that round
- Have students play the best of 5 rounds
- Variations: One person is negative, both are negative, include the thumb, use both hands, or multiply the numbers. Use a variation appropriate for the age group
- STEM all the time
  - Whether we recognize it or not, Stem is an important part of our lives every day and, is more than just math problems and formula
  - Have the Scouts brainstorm and discuss the items used during their regular day which are related to STEM
  - Examples: Alarm clock (technology), Shower (engineering), weather appropriate clothing (science), how much time before leaving (math)
  - Discuss other examples from everyday life

### STEM Fun

Marshmallow Shooter (**DANGER:** The marshmallows should not be aimed at any person. Set rules for the youth and make sure they understand and follow the rules so that all may have fun)

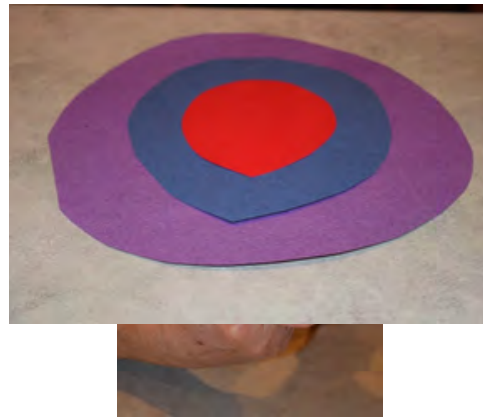
- Take a strong paper cup and cut out the bottom. Fold down the excess.



- Take a 12-inch balloon. Tie a knot in the balloon (do not blow up the balloon. Cut off the top third or fourth of the balloon. Put the knot inside the cup and stretch the balloon over the cup. Use duct tape (if desired) to hold the balloon on the cup.



- Insert one miniature marshmallow. Pull on the knot and then release it to shoot the marshmallow.
- Create your own target (for example, with construction paper).
- Discuss the science. The more the balloon is stretched, the more potential energy exists. When



released the potential energy is converted to kinetic energy. Kinetic energy is the energy of motion. The more kinetic energy, the faster (velocity) the item will move and the more dangerous it may be. Let the youth determine how far to pull the knot for the best accuracy

Source:

[Marshmallow Shooter Stem Activity](#)

# Guide to Advancement

## Time Available

10 minutes.

## Learning Objectives

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

- Increase awareness of the Guide to Advancement.
- Understand the purpose of the Guide to Advancement.
- Understand the Guide to Advancement contents.

## Suggested Presenter(s)

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

- District Advancement Chair
- A member of the Council Advancement Committee
- Another person knowledgeable about the Guide to Advancement.

## Presentation Method

Discussion about the purpose and contents of the Guide to Advancement, and where to find it.

## BSA Reference Materials

- [Guide to Advancement](#)

## Presentation Content

### What is the Guide to Advancement?

- The Guide to Advancement was created by the BSA to provide a uniform advancement process for Cub Scouts, Boy Scouts and Venturing Crews. The Guide covers all of them.
- The Guide does not include requirements for ranks, merit badges or other awards. Consult the relevant Cub Scout handbook for requirements, and the Boy Scouts Requirements book for Boy Scouts.

### How to Use the Guide to Advancement.

- The word “Guide” sometimes causes confusion about whether it is mandatory to follow the Guide to Advancement, or if it just recommended best practices.
- First, we must distinguish between advancement requirements and advancement procedures or processes.
- No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to members with special needs. For details see [section 10](#) of the Guide.
- The Guide uses the words “must”, “shall”, “may”, “should” and “can” when describing the advancement process.

- The Guide clearly identifies mandated procedures with words such as “must” and “shall.” Where such language is used, no council, committee, district, unit, or individual has the authority to deviate from the procedures covered, without the written permission of the National Advancement Program Team.
- Recommended best practices are offered using words like “should,” while other options and guidelines are indicated with terms such as “may” or “can.” Refer questions on these to your local district or council advancement chairs or staff advisors. They, in turn, may request interpretations and assistance from the National Advancement Program Team.

### Why Use the Guide to Advancement?

- Being familiar with the Guide to Advancement will save units much effort trying to determine how the advancement process should be implemented, because the Guide provides answers to almost every advancement question.
- Tricky questions like “[Do Your Best](#)” for Cub Scouts, and “[Scout Spirit](#)” and “[Active Participation](#)” for Boy Scouts are covered.
- The [Eagle Scout](#), [Venturing Summit](#), and [Sea Scout Quartermaster](#) rank processes are discussed in detail to avoid errors.
- Not complying with advancement requirements or mandatory procedures for Boy Scouts, Venturers, or Sea Scouts often results in denial of Eagle, Summit, Quartermaster awards.
- Not complying with a mandatory procedure will result in adverse consequences for the unit or the Scout.
- If the unit does not apply the advancement procedures correctly, the Scout and his or her family may appeal to the district, council or national advancement committee to overturn the unit’s action. If the Scout is successful, it usually is embarrassing for the unit leadership, and will result in retraining of the unit leaders, at a minimum.

### Who to Ask for Help with the Guide to Advancement.

- If unit leaders have questions about the advancement process, they should contact their district advancement chair. That person may in turn seek information or guidance from the council advancement committee.
- The presenter should identify the district advancement chair so unit leaders know who they are.

# Guide to Safe Scouting

## Time Available

10 minutes.

## Learning Objectives

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

- Become familiar with the Guide to Safe Scouting.
- Arrange to have the Guide to Safe Scouting available at each activity.
- Be aware of how to find updates to the Guide to Safe Scouting.

## Suggested Presenter(s)

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

- A successful unit leader familiar with the Guide to Safe Scouting
- A Roundtable commissioner or assistant commissioner
- A member of the training committee
- A local emergency preparedness specialist or risk management specialist familiar with the Guide to Safe Scouting

## Presentation Method

- Begin with sample questions of items found in the Guide to Safe Scouting.
- Use a verbal overview and possibly slides to help explain some of the information available in the Guide to Safe Scouting.

## BSA Reference Materials

- [Guide to Safe Scouting](#)
- [PDF: Guide to Safe Scouting](#)
- [BSA Safety Moments](#)
- [Scouter Code of Conduct](#)

## Presentation Content

### Sample quiz of items found in Guide to Safe Scouting

(if questions arise, feel free to discuss the topics):

- True or false: Youth Protection training is only a requirement for den leaders? (False; it is a requirement for all BSA-registered volunteers.)
- Select all that apply: BSA is concerned about safety of which of the following groups: volunteers, youth, staff, employees (all)
- True or false: The buddy system requires a person to report if the buddy is missing. (True)
- True or false: Youth Protection guidelines do not apply to family camping. (False)
- True or false: Scuba age guidelines may be waived if

the youth has previously been scuba diving with his/her family. (False)

- True or false: Operation of any boat on a boat trip is limited to youth and adults who have a current motor vehicle license in the state where the activity is located. (False. It is limited to youth and adults who have completed the BSA swimmer classification test)
- True or false: A unit high adventure camp must be planned and implemented by leaders who have experience in the activity. (False. They are planned and implemented by youth members with coaching from their adult leaders.)
- True or false: A leader may use electronic cigarettes at a Scouting function. (False)
- True or false: A leader should review the Health and Medical Record of each youth member prior to attendance at an activity. (True)
- True or false: When possible, drinking water should be taken from home for safety. (True)

## The Section of the Guide to Safe Scouting

Review the sections of the Guide to Safe Scouting so that the leaders are aware of the information provided.

Encourage them to read it and keep a copy for activities.

- Youth Protection and Adult Leadership
- Aquatics Safety
- Camping
- Alcohol, Tobacco, and Drug Use and Abuse
- Medical Information and First Aid
- Chemical Fuels and Equipment
- Shooting Sports
- Sports and Activities
  - This includes the Sweet 16 of BSA Safety
  - Unauthorized and restricted activities are discussed.
- Inspections
- Insurance (last updated May 2017)
- Transportation
- Winter Activities
- Animal and Insect Hazards
- Forms which may be helpful for certain activities
  - Checklists
  - Incident information and report
  - Money-earning application

## Discuss:

- [BSA Safety Moments](#) and encourage leaders to review them. Provide the Web site (<https://www.scouting.org/Home/HealthandSafety>)

[Safety Moments.aspx](#)). Possibly provide a handout or have a sample in the midway.

**Discuss:**

BSA [Scouter Code of Conduct](#) found at the beginning of the Guide to Safe scouting.

- Provide the link to the guide (<https://www.scouting.org/filestore/pdf/34416.pdf>). The guide is updated quarterly and should be reviewed often.

# How to Be Eligible to Attend Wood Badge

## WELCOME TO BSA MYTH BUSTERS

### Time Available

10 minutes.

### Learning Objectives

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

- Be aware of the history of Wood Badge in the United States of America
- Understand the evolution of Wood Badge for Scoutmasters (emphasis on scoutcraft) to one where all Scouters are encouraged to take (emphasis on leadership skills.)
- Understand how completion of their Wood Badge ticket they will benefit the youth
- in their unit, district, and/or council

### Suggested Presenter(s)

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

- One Scouter that has attended Wood Badge and one Scouter that has not

### Presentation Method

Team presentation like the television show “MythBusters”.

### BSA Reference Materials

- [Wood Badge](#)
- Scouting Magazine: [Why Wood Badge](#)
- Your Local Council Website as pertaining to your Councils Wood Badge Course(s)

### Presentation Content

#### Fact or Myth:

Wood Badge is advanced training that is only available to unit leaders with five or more years' experience.

Before we can answer that we need to look at some facts

#### **When one mentions Wood Badge,**

Scouters that attended Wood Badge

- Reminisce about their “critter”
- Relate how their ticket helped their unit
- Sometimes sing “Back to Gilwell.”
- Encourage others in their patrol “to work their ticket”

Scouters that have not attended Wood Badge

- Look at those that attended Wood Badge as elitist, clannish, perhaps “a bit over the top”
- Wonder what Wood Badge is all about.

- Believe Wood Badge is only for unit leaders. Or scouters with several years tenure.
- The den leader, the committee member, and others wonder why should I take Wood Badge just so I can brag about my critter and wear a special neckerchief and two wooden beads.

### History of Wood Badge in the United States:

- 1919: First Wood Badge course Gilwell Park (Scoutmasters only)
- 1936: Experimental Scout and Rover Wood Badge courses at Schiff Scout Reservation.
- 1948: First official BSA Wood Badges held (Schiff and Philmont)
- 1951: Explorer Wood Badge
- 1958-1972: Two variations of Wood Badge – (a) national one for trainers and (b) sectional one for Scoutmasters, commissioners, and local Scouters. The aim of each course was on Scoutcraft, the patrol method, and the requirements for First Class.
- 1967-1972: Experimental courses add leadership skills to Wood Badge
- 1973-2002: Wood Badges courses move to leadership skills and away from Scoutcraft.
- 1974: First weekend courses offered
- 1976: First women attend Boy Scout Wood Badge
- 1976-1999: Cub Scout Trainer Wood Badges courses offered
- 2000: Two pilot Wood Badge for the 21st Century courses held
- 2002: BSA requires all councils to teach Wood Badge for the 21st Century courses.
- Walking Wood Badge, Rafting Wood Badge, and Canoe Wood Badge courses were also offered.

### Wood Badge Eligibility

According to the most recent Wood Badge Administrative Guide

- Registered Scouter – Cub, Scout BSA, Varsity, Venturing, Sea, Explorer, commissioner, district, council, or professional
- Eighteen years of age or older
- Has not attended a Wood Badge course prior to 2002. If they attended a Wood Badge course prior to 2002 they must agree to write and complete a Wood Badge ticket and not wear their Wood Badge beads or neckerchief until they have completed their ticket.
- Completed New Leader Training.
- Completed Leadership Training for their Scout position.

- Completed outdoor skills training courses for their Scout position.
- Capable of functioning in an outdoors environment
- Complete an [Annual Health & Medical Record](#) form Parts A, B, and C are required. Part C is required for everyone, including people who are not present for more than 72 hours. Note: Participants should not email the medical form, and course leaders must not suggest they do so. Also, the course leaders must not keep medical forms in electronic form.
- Individuals who have attended Wood Badge in the past (either Cub Scout Trainers' Wood Badge or Boy Scout Leader Wood Badge) may attend Wood Badge provided that (1) they agree to write and work a Wood Badge ticket; and (2) they agree not to wear Wood Badge beads until they have satisfactorily completed their Wood Badge ticket.
- Eagerness to learn and willingness to have fun.

## Wood Badge Requirements

### Training session – Course

- Course is two three-day weekends (with a minimum of two weeks apart) or one six-day week
- Attend all course sessions as there are no make sessions
- Midweek patrol meeting, if attending a two weekend course

### Wood Badge Ticket - Application

- Completion of five projects that will benefit the Scouter's unit and community
- Based on the training presented in the course.
- Completed within 18 months after the conclusion of the Wood Badge course.

### Why Wood Badge?

- Wood Badge trained Scouters provide for better trained leaders for the youth in their unit.
- Better trained leaders tend to create stronger units.
- Every Scout deserves trained leaders

**Conclusion:** Myth busted! All fully position trained Scouters are eligible to attend Wood Badge.

## Questions



# International Scouting and the BSA

## Time Available

10 minutes.

## Learning Objectives

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

- Know what the World Organization of the Scouting Movement (WOSM) is and why we wear the World Crest on our uniforms.
- Be able to locate the name of their council's International Representative and what the responsibilities of the position are.
- Know about opportunities for BSA contingents to go to international events and International Scouts to come to the USA
- Know about programs and awards sponsored by WOSM and BSA promoting international involvement.

## Suggested Presenter(s)

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

- Your Council's International Representative (or a past one).
- If your council does not have an International Representative, someone who has attended (or will be attending) a World Jamboree, or participated in a different International Event would serve as a great facilitator

## Presentation Method

In the time available, the best method would be to tell a brief history of the BSA involvement with WOSM, provide resources and brochures with the award requirements as part of static display in the midway of the roundtable space or copies of the flyers can be posted online or in the unit mailbox.

## BSA Reference Materials

- [International](#)
- [Council International Representatives](#)
- [International Camp Staff Program](#)
- [Program Enrichment](#)
- International [Information Sheet](#)
- [International Recognitions](#)
- [World Scouting](#)

## Other Reference Materials

- World Organization of the Scout Movement ([WOSM](#))

## Presentation Content

**Quickly explain the World Organization of the Scout Movement.**

- The World Organization of the Scout Movement is a federation of more than 162 national Scout organizations (BSA is a national Scout organization) serving over 40 million Scouts. It has three parts – World Scout Conference, World Scout Committee, World Scout Bureau. (More info available at [www.scouting.org/international](http://www.scouting.org/international) )
- The World Organization of the Scout Movement (WOSM) is an independent, worldwide, non-profit and non-partisan organization which serves the Scout Movement.
- The Mission of (World) Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.
- We are all members of WOSM. (point to the World Crest on your uniform)

## International Representatives

- Each council, ideally, has an active International Committee or International representative to promote local involvement in the larger movement and to help local units with the earning of international awards

## International Opportunities

The International Department sponsors programs that enhance the International Scouting experience for participants. Included are such programs as:

- World Scout Jamborees, held every four years, bring Scouts from throughout the world together in a large international encampment, under sponsorship of the World Organization of the Scout Movement. The 2019 World Scout Jamboree will be at The Summit. The previous one in the USA was held in 1967 in northern Idaho.
- 3rd Interamerican Scout Moot in Peru
- Jamboree-on-the-Air
- Jamboree-on-the-Internet
- International training seminars and conferences for council international representatives and others interested in international Scouting are conducted periodically at national meetings and at the Philmont Training Center in New Mexico
- International Camp Staff Program
- European Scout Voluntary Program
- Other international events, such as encampments, jamborees, and jamborettes are held in various other countries each year. A list of international events is available from [WOSM](#).

## International Recognitions

Several uniform insignia and awards are available to show a Scout's involvement in the world Scouting movement. Recognitions include:

- [The International Spirit Award:](#)

The award seeks to broaden knowledge of international Scouting and increase appreciation and awareness of different cultures and countries. The emblem is worn as a temporary patch centered on the right uniform pocket. The award may be earned by Cub Scouts, Boy Scouts, Venturers, and Adult Scouters.

- [Interpreter Strip:](#)

Scouts wearing the interpreter strip must be able to carry on a conversation in a foreign language or in sign language, write a letter in the foreign language (not required for signing), and translate orally and in writing from one language to another. The award may be earned by Cub Scouts, Boy Scouts, Venturers, and Adult Scouters.

- [The International Scouter's Award:](#)

This award encourages Scouters to broaden their involvement in Scouting through participation in world Scouting activities and recognizes Scouters for their contributions to world Scouting. This award is for **adult Scouters only**. It involves leadership in International Scouting, International events on the USA and in foreign countries. As well as, educating yourself and others and giving support to International Scouting.

- [World Conservation Awards](#)

The World Conservation Award provides an opportunity for individual Wolf Scouts, Bear Scouts, Webelos Scouts, Boy Scouts, Varsity Scouts, Sea Scouts, and Venturers to “think globally” and “act locally” to conserve and improve our environment

- [World Crest](#)

An emblem of the World Organization of the Scout Movement, the World Crest may be worn by all registered youth members and adult leaders as a symbol of their membership in a worldwide Scouting brotherhood. A small amount from the sale of each emblem is sent to the World Scout Foundation to help extend Scouting in developing nations throughout the world.

# The James E. West Fellowship Award

## IT'S NOT JUST BUYING A KNOT

### Time Available

10 minutes.

### Learning Objectives

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

- Wearing square knots on the BSA uniform
- The importance of James E. West to Scouting
- The James E. West Fellowship Award
- How individuals and/or organizations help their local council by earning the James E. West Fellowship Award
- The recognition for James E. West Fellowship awardees.

### Suggested Presenter(s)

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

- A representative of the council's endowment fund.
- A scouter who has earned; and, understands, the James E. West Fellowship Award

### Presentation Method

Discussion

### BSA Reference Materials

- Bryan on Scouting: Knot of the Week: [James E. West Fellowship Award](#)
- Scouting Magazine: [Faces of the Founders](#)
- Scouting Magazine: [Those Little Knots Are A Big Deal](#)



- BSA National Foundation: [James E. West Fellowship](#)
- [BSA Guide to Awards and Insignia](#)
- [Founders of the Boy Scouts of America](#)
- Your Council's James E. West Fellowship Award brochure
- Picture or Display of the Knot and Pins

### Presentation Content

#### Introduction

The square knots worn above the left pocket show the honors and awards a Scouter has earned.

The big question is to wear square knots or to not to wear square knots on the BSA uniform

- Shows a Scouter's credentials
- May intimidate new Scouters

Scouting Magazine "[Those Little Square Knots are a Big Deal](#)" discusses not only how to wear the knots but how many one should wear

#### James E. West

- "...recognized throughout the country as the true architect of the Boy Scouts of America."
- As the First Chief Scout Executive of the BSA he served for 32 years

#### The James E. West Fellowship Award

- Is a National recognition that is presented by the local council at a place and time determined by the council and the donor.
- Awarded to individuals or organizations that give a gift to a local council, designated by the donor to the council endowment fund. The gift must be in addition to - and not replace or diminish - the donor's annual Friends of Scouting support. A minimum gift of \$1000 in cash or marketable securities qualifies for the Bronze level membership. Donors may make cumulative gifts to reach Silver, Gold, and Diamond member levels. For example, 5 years of giving at the Bronze level would qualify for Silver level membership.
- May be given to honor Scout leader(s) past and present, family members, Scouts, Eagle Scouts.
- Donations to the James E. West fund may be made in one payment or in increments, with the full amount due at a date determined by the council.

#### Recognition

- Certificate with name, date of gift, in a bound leather presentation folder.
- Lapel pin to wear on civilian wear.
- Square knot to wear on Scout uniform.

#### Conclusion

- Wearing the James E. West Fellowship Award square knot shows one's commitment to ensuring the future of Scouting in the local council.
- May entice others to become James E. West Fellowship recipients ensuring the future of Scouting for the youth in the local council.

#### Questions

- Answer questions from participants.

# Logging Service Hours for Journey to Excellence

## Time Available

10 minutes.

## Learning Objectives

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

- Understand the importance of logging service hours
- Use the service project reporting form
- Log service hours for their unit(s)

## Suggested Presenter(s)

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

- Any Scouter familiar with logging service hours

## Presentation Method

Power point walk through – when technology is available  
Discussion

## BSA Reference Materials

- Journey to Excellence: [Service Project Reporting Form](#) (may use as hand out)
- [Service Hours](#)

## Presentation Content

### Why Log Service Hours?

There are many good reasons for logging your units service hours.

- It is part of your Journey to Excellence (JTE)
- When you know how many service hours you have, you can show your Charter Organization exactly what it is you are doing

### The Service Hour Reporting Form (hand out form)

- While many will feel this is an unnecessary step, using this form will help you gather the data you need to enter your Units service hours
- Fill the form out as completely as possible. You will use this information to complete the steps to log your service hours

## Logging Service Hours

### First-Time Users – Log In

You will need

- Your unit ID (dive to 11 digits)
- Your unit number (four digits, no letters – ex. Pack 62 = 0062)
- If you do not have this information, call your district or council and they can supply your unit ID.

To register on the site:

- Use the unit ID (dive to 11-digit number) and local unit number (four-digit number) you received from the council to fill in the three fields on the user profile page. In the second field, select the type of unit you are registering. If you are a volunteer for several units, each unit will have a separate ID and local unit number.
- Enter your name, address, city, state, zip code, e-mail address.
- Type in a user name of your choice. If the user name you typed in is already in use, you will be asked to select another user name.
- Type in and verify your password. This can be anything you choose between six and 10 characters.

### Returning Users – Log In

- Type the user name and password that you created when you registered at the site.

### Entering Service Project Data (the Data on the Service Project Reporting Form)

- Click the service project description that best describes the service project in which your unit participated. Select only one type of service project. Use Other service project for any service project that does not fall into the categories listed.
- To enter the date, click on the calendar icon to the right of the input box. Select the date using the calendar that pops up. Click on the day the service project was completed, and the date will automatically be recorded in the date box.
- Enter the number of youth members (Scouts) who participated in the project.
- Enter the number of youth who are not members who participated in the project. This might include brothers, sisters, friends, or any other youth not currently a Scout.
- Enter the number of adult leaders participating in the project. This number should include only registered Scout leaders.
- Enter the number of other adults who participated in the project. This can include parents, grandparents, or any other adult who is not a registered leader for the unit.
- Enter the total number of hours that members and non-members worked on the service project from start to finish. This number should include the time worked by both adults and youth.
- If items were collected, enter the number of items collected.
- Select the organization(s) with which your unit partnered on this project. If your unit did not partner with any organization(s), select none.
- You will also be asked who benefitted from the project or to what organization the items collected were

donated. If the project directly benefited an individual or family, list individual in this space. If the project benefited a local charity, school, or other organization, list the name of the local charity, school, or other organization.

- Space has also been provided for you to type in a brief description of the project. 2000 words or less
- Review your answers to ensure that your submission is correct.
- Click on Submit Report.

# Messengers of Peace

## Time Available

10 minutes.

## Learning Objectives

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

- Know what the Messengers of Peace Award is
- Understand how you earn the Messengers of Peace Award
- Know who can earn the Messengers of Peace Award

## Suggested Presenter(s)

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

- Anyone that has earned this award and that is passionate about Messengers of Peace.
- Representatives of the District or Council International Committee
- Representatives of the District or Council Relationships Committee
- Representatives of the District or Council Activities and Civic Service Committee.

## Presentation Method

If possible, the presenter can introduce and present from a presentation from the International Scouting Committee. Otherwise, the presenter can use the included information in this topic write-up.

## BSA Reference Materials

- [Messengers of Peace Information Site](#)
- [Messengers of Peace Video](#)
- [Messengers of Peace PowerPoint Presentation](#)
- [Messengers of Peace Downloads](#)

## Presentation Content

### What is the Messengers of Peace Program?

- The Messengers of Peace is a global initiative designed to inspire millions of young people in more than 220 countries and territories to work toward peace. Scouts from around the world share what they've done and inspire fellow Scouts to undertake similar efforts in their own communities.
- Started in 2001 by Crown Prince Abdullah bin Abdulaziz al Saud and King Carl XVI Gustav of Sweden

**The Messengers of Peace program has three ways to serve:**

**Personal** – This is a project that impacts one person or a small group of people. Examples include

- Book drive

- Making and donating boxes of food to feed the hungry
- Helping members of your community with home maintenance – Examples- Elderly, Disabled, Families of Deployed Service Members, etc.

**Community** – This project helps the community as a whole and reduces need and conflict. Examples include -

- Building a park or community garden
- Cleaning up vandalism
- Help in a first aid event/ emergency drill

**Environmental** – This is a project that has an environmental impact to your community. Examples include -

- Shoreline Restoration
- Invasive species removal (plants, shrubs, and trees)
- Creating Fire Breaks
- Any Hornaday project

**The good news is that WE ALREADY DO THESE THINGS!**

- Scout Sunday, Sabbath, or Jumuah for a Personal Dimension
- Scouting for Food for a Community Dimension
- A Community Conservation Project for an Environmental Dimension

**You can add your project service hours into Journey To Excellence (JTE)! They count too!**

- When you add the project to JTE make sure that you add Messengers of Peace as the Organization that you worked with and it counts!

### How do I earn the Messengers of Peace award?

- Do a project that helps your community.
- Submit the hours into JTE.
- Award the Messengers of Peace ring patch (it goes around the World Organization of the Scout Movement (WOSM) emblem on the uniform)
- Print and award the [Certiica te](#) to award to any Scout or Scouter that participated in the project.

### Who can earn the Messengers of Peace award?

- Any registered Scout or Scouter may earn this award.
- The recognition is only awarded once, but a Scout or Scouter can work on multiple efforts over one's lifetime.
- When a Scout transitions to another youth program (Cub Scouts to Boy Scouts, Boy Scouts to Venturing) they still wear the ring patch.



## National Media Publications

### Time Available

10 minutes.

### Learning Objectives

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

- Identify the National BSA Media Outlets
- Discuss the importance of using a National source for information
- Discuss who needs to know the information

### Suggested Presenter(s)

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

Anyone that has used the references below to help them with their scouting position.

### Presentation Method

Guided Discussion

### BSA Reference Materials

- [Bryan on Scouting blog](#)
- [Scouting Wire](#)
- [Scouting Magazine](#)
- [Boy's Life Magazine](#)
- [ScoutCast and CubCast](#)

## Presentation Content

### What are the official BSA National Media Publications?

- Bryan on Scouting
- Scouting Wire
- Scouting Magazine
- Boy's Life Magazine
- ScoutCast and CubCast

### Why is it important to use these publications when talking about Scouting?

- These 5 sources are how National sends information out to Unit, District, and Council Leaders
- Obtaining the information directly from National is important because this isn't someone guessing at the information or someone who heard it from someone, that heard it from someone, that was at a meeting somewhere. All of the information that you are hearing may get changed in the telling. Getting the information directly from the source means that it is 100% accurate.

### Who needs to know this information?

It depends on the information

- Some are for Unit or Key 3 Leaders.
  - Think Lion and the Family Program
  - Scoutbook
  - [BALOO Training](#)
- Some are for Den Leaders to help clarify what they are doing in their dens.
  - [CubCast](#)
- Some is for the Parents
  - [Scouting themed cake ideas](#)

# New Member Coordinator

## Time Available

10 minutes.

## Learning Objectives

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

- To explain to scouting leaders what the role of the New Member Coordinator (NMC) is in their unit.
- To show where the resources are to help train your new member coordinators.

## Suggested Presenter(s)

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

- The district membership chair would be the best facilitator, as the new member coordinator will work with the district membership committee.
- The topic could also be facilitated by a current New Member Coordinator.

## Presentation Method

Discussion and questions from the group would work best, with unit specific concerns or questions discussed after the roundtable

Provide copies of the New Member Coordinator materials from National.

Provide an attractive display for the midway

## BSA Reference Materials

- [New Member Coordinator](#) on Scouting Wire
- [Why every Scout unit need a New Member Coordinator](#) from Bryan on Scouting
- Training videos for this position can be found at the training section on [my.scouting.org](http://my.scouting.org)

## Presentation Content

### Scouting Must Do More to Help Families Join:

- Families want to join; but, can get easily overwhelmed trying to make sense of all the jargon and manuals that experienced Scouters take for granted.
- As we now increase our efforts to bring families into the movement, it becomes more important to have people in each unit who can help families join the program and stay involved in Scouting.
- The New Member Coordinator will help the new scouts join the unit, and by doing so, help the unit grow.

### What Does a New Unit Coordinator Do:

- Everyone feels more interested and involved when someone makes them welcome and shows that they care about their success.

- Families who have no background in Scouting are looking for someone that will help them understand what they have signed their children up for.
- Scouts and their families that transition from Cub Scouting to Boy Scouts, and from Boy Scouts to Venturing also need help getting settled into their new programs.
- The New Member Coordinator helps makes those connections and answer those concerns. By their presence, the New Member Coordinator will help everyone in Scouting have a more fulfilling experience.

### Why Does My Unit Need One:

- Every unit benefits by having more people involved in Scouting.
- Since the role of the New Member Coordinator does not require them to actively lead the program, they have the time and attention to answer questions from families and help them become more familiar with the Scouting program.
- As families become more comfortable with the program, they will participate more, and stay involved longer.
- The New Member Coordinator will link resources in the unit to help the scout and the family participate in the program.

### Why Just One – Have Two or Three!:

- Having more than one New Member Coordinator allows each of them to focus on a smaller group of families and their scouting related concerns.
- Again, having more parents involved make lighter work for everyone in Scouting!
- The New Member Coordinator is a registered Scouter and the registration code for this position is “NM.”
- The NMC also counts as a committee member position in the unit charter/recharter and can help units meet the minimum committee member requirements.
- Training is available to help the New Unit Coordinators succeed. They need to set up a [my.scouting.org](http://my.scouting.org) account to take the training.

### But what if The Coordinator Needs Help:

- The District Membership Committee mentors New Member Coordinators in the units.
- The Unit leaders and the Unit Commissioner will also help.

# Professional & Volunteer Relations

## Time Available

10 minutes.

## Learning Objectives

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

- Understand the overall Boy Scouts of America charter structure
- Understand how Council supports units
- Understand the function of Councils & Professionals

## Suggested Presenter(s)

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

- District Commissioner
- District Chairman
- District Executive
- Director of Field Services
- Scout Executive

## Presentation Method

Stand-up with Notes, White Board or PowerPoint type presentation

## BSA Reference Materials

- [A Guide for Volunteers on Good Volunteer-Professional Relationships](#)
- [Good Volunteer - Professional Relationships](#)

## Presentation Content

### Unique Boy Scouts of America Structure

- The Charter structure of both a Council and a Unit is very much like a “franchise”
- Units are owned and operated by the Chartering Organization (Church, Fraternal Organization, School, etc.) with a “Charter” from the council to operate
- Councils are owned by the communities through a Board of Directors of volunteers and have a “Charter” from the National Organization to operate
- The President and the Executive Board of each council is responsible to operate the council in accordance with the bylaws of the Boy Scouts of America
- Charter Organization Representatives have to have greater than 50% of the votes on the National Board of the Boy Scouts of America and can vote at every national meeting in May

### Volunteer Impacts

- Volunteers represent over 900,000 adults in the movement while professionals are less than 5,000 across the entire movement (That is an average of around 18 professionals in the 265 councils in the

nation)

- The program can’t operate without the volunteers
- Professionals help guide the volunteers and hopefully multiply their abilities through the abilities of the volunteers in their council, district and units
- Council and the professionals are there to support both the volunteers and the units in successfully operating the program and positively impacting the 3 Million youth in the program

### What Does the Council Do for Me?

- Provides an overall framework for your unit or district to provide program to the youth
- Sponsors Council wide events such as Camporees, NYLT, Commissioners College, University of Scouting, Wood Badge
- Provides funding for the facilities (council office, outdoor camping facilities, etc.), support personnel (registration, Scout Shop, camping staff, etc), and professionals in the council through an overall Friends of Scouting campaign, working with foundations and philanthropic organizations, special events for fundraising (golf tournaments, skeet shoots, etc.), and running community and Board campaigns.

### Who Are the Key Professionals?

- District Executive or District Associate – Junior commissioned professional who supports volunteers at the District level. Supports the District Chairman and District Commissioner in operation of units, district level events (Pinewood Derby, Camporee, Popcorn, etc.), fund raising, roundtable, and operation of the district.
- Director of Field Services – Senior commissioned professional who supports the council program operations and the individual districts. Usually a mentor to multiple council level volunteers as well as the District Executives and District Directors (in larger councils) who report to them.
- Scout Executive – Top professional in a council who supports council operations. Mentors the President and Board of Directors as well as the professionals and support staff in the council.

# The Adventure Plan (TAP)

## Time Available

10 minutes.

## Learning Objectives

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

- Fill out The Adventure Plan

## Suggested Presenter(s)

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

- District Program Chair
- Scouter Familiar with TAP
- Roundtable Commissioner

## Presentation Method

Discussion with handouts

## BSA Reference Materials

- [The Adventure Plan](#)
- [TAP Resources](#)
- [Guide to Safe Scouting](#)
- [Age Appropriate Guidelines](#)

## Presentation Content

*The Adventure Plan (TAP)* is an online tool to guide unit leaders—Cubs, Scouts and Venturers and Sea Scouts—through all stages of Adventure planning.

Outdoor adventure is a key element of youth development in all of the Boy Scouts of America programs. Just as young people grow, learn and mature in a continuing progression of experience so, too, do the camping and outdoor programs of the BSA. The BSA offers a continuum of experiences based on the age, interest and ability level of youth and BSA offers recognition awards for all levels of Scouting Outdoor *Adventures*.

*The Adventure Plan (TAP)* provides a one-stop set of tools to help adult and youth leaders envision, plan, prepare and conduct safe, exciting and successful outdoor *Adventures*. Your unit *Adventure* may be as simple as an overnight backpacking trip or bike ride, or maybe it is a week-long or longer activity. This online planning guide has been created for all levels of Scouting from Cub Scouts to Venturing. Not all the steps outlined in this guide will apply to your unit's *Adventure*. What steps apply will depend on what type of *Adventure* your unit selects. As you progress through the guide, you will find links to BSA guidelines, forms and on-line training sites essential for planning and conducting safe and exciting unit *Adventures*. In [Resources](#), you will find a comprehensive listing of all such links, plus additional references you may find helpful as you build your unit's next outdoor *Adventure*.

Depending on the number of participants on an *Adventure*,

your unit leadership may decide to divide your contingent into two or more "sub-groups." These groups are typically known as dens, patrols, teams or crews. Throughout this planning guide all "sub-groups" will be referred to as "crews."

Every adventure starts with an idea. Maybe it is a suggestion to the Patrol Leaders Council, or maybe it comes from the unit committee or maybe from the unit's adult leadership, but ideally it should be an adventure that the youth of the unit are excited about and committed to. Some adventures can be planned in a short period of time; some may take 18-24 months depending on the adventure. Some of the national BSA High Adventure Bases start taking reservations 18 months ahead of time.

## Our Pledge of Performance

### WE AGREE TO:

1. notify the local Council in the event our itinerary or activity changes.
2. plan our activities by and adhere to the policies contained in the [Guide to Safe Scouting](#), [Age Appropriate Guidelines for Scouting Activities](#) and the [Sweet 16 of BSA Safety](#).
3. enforce reasonable travel speeds (in accordance with national, state and local laws) and use only vehicles that are in safe mechanical condition.
4. apply for a fire permit from local authorities in all areas where it is required.
5. be certain that fires are attended to at all times and we are adhering to all fire regulations.
6. be a credit to the Boy Scouts of America at all times, and we will not tolerate rowdy behavior and poor conduct and we will keep a constant check on all members of our group.
7. maintain high standards of personal cleanliness and orderliness and will operate a clean and sanitary camp, leaving it in a better condition than we found it.
8. not litter or bury any trash, garbage or tin cans. All rubbish that cannot be burned will be placed in a tote-litter bag and taken to the nearest recognized trash disposal site or all the way home, if necessary.
9. not deface natural or man-made objects.
10. respect the property of others and will not trespass.
11. not cut standing trees or shrubs without specific permission from the landowner or manager.
12. notify, in case of emergency, our local council Scout Executive, our parents and our single point of contact.
13. if more than one vehicle is used to transport our group, we will establish rendezvous points at the start of each day and not attempt to have drivers closely follow the group vehicle in front of them.

14. identify and agree to follow all land-use policies (public and private) in effect at the location of the *Adventure*.
15. complete all the necessary training required to conduct and lead the programs and activities outlined in this website.
16. not disturb archeological artifacts and sites.

There are four phases to *Adventure* planning:

## **I ADVENTURE SELECTION**

- TAP Step 1: [Website References, Guidelines and Forms](#)
- TAP Step 2: [Leader Training Requirements](#)
- TAP Step 3: [Adventure Planning and Support Team](#)
- TAP Step 4: [Activities List](#)
- TAP Step 5: [When to Go](#)
- TAP Step 6: [Where to Go](#)
- TAP Step 7: [Where to Go](#)
- TAP Step 8: [Physical Limitations](#)
- TAP Step 9: [Coed Considerations](#)
- TAP Step 10: [Travel Options](#)
- TAP Step 11: [Reservations and Permits](#)
- TAP Step 12: [Budget and Rough Drafts](#)
- TAP Step 13: [Camperships / Financial Aide](#)
- TAP Step 14: [Review the Itinerary, Budget, Rough Draft Worksheets](#)
- TAP Step 15: [Promotion and Preparation Plan](#)
- TAP Step 16: [Parents Meeting](#)

## **II PREPARATION**

- TAP Step 17: [Leaders Guides and Destination Websites](#)
- TAP Step 18: [Obtain Participant Commitments](#)
- TAP Step 19: [Prepare the Adventure Planning Timetables](#)
- TAP Step 20: [Adventure Records Manager: Participant Records](#)
- TAP Step 21: [Complete Itinerary Worksheet](#)
- TAP Step 22: [Make Reservations](#)
- TAP Step 23: [Adventure Crew Organization](#)
- TAP Step 24: [Duty Roster](#)
- TAP Step 25: [Maps](#)
- TAP Step 26: [Prepare Detailed Budget](#)

TAP Step 27: [Adventure Expenses, Income and Fees](#)

TAP Step 28: [Insurance](#)

TAP Step 29: [Training](#)

TAP Step 30: [Physical Conditioning](#)

TAP Step 31: [Skill Practice](#)

TAP Step 32: [Health and Safety](#)

TAP Step 33: [Private Vehicles](#)

TAP Step 34: [Health Forms](#)

TAP Step 35: [Emergency Preparedness](#)

TAP Step 36: [Emergency Phone Numbers](#)

TAP Step 37: [Injuries During the Adventure](#)

TAP Step 38: [Mobile Phone APPs](#)

TAP Step 39: [Crew Equipment](#)

TAP Step 40: [Equipment Purchases and Rentals](#)

TAP Step 41: [Individual Equipment](#)

TAP Step 42: [Prepare Menus](#)

TAP Step 43: [Shakedown](#)

TAP Step 44: [Cash Advances](#)

TAP Step 45: [Reconfirm all Reservations](#)

## **III The Adventure**

TAP Step 46: [En-route and at the Destination](#)

TAP Step 47: [Record Keeping](#)

TAP Step 48: [Keep a Journal](#)

## **IV After the Adventure**

TAP Step 49: [Budget Recap](#)

TAP Step 50: [Final Report](#)

TAP Step 51: [Awards](#)

TAP Step 52: [Post a Review](#)

# Big Rock Template

## **TIME AVAILABLE**

10 minutes

## **LEARNING OBJECTIVES**

## **SUGGESTED PRESENTER(S)**

## **PRESENTATION METHOD**

## **BSA REFERENCE MATERIALS**

## **PRESENTATION CONTENT**



# Boy Scouts Interest Topics

## Recognizing and Appreciating your “Behind the Scenes Leaders”

### Time Available

10 minutes.

### Learning Objectives

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

- Understand the importance of the behind the scene leaders.
- See that Troops cannot function without behind the scene leaders
- Understand that part of recruiting troop leaders includes recognizing them for their help in maintaining the troop
- Use different methods of recognition
- Know where, and how to recognize leaders

### Suggested Presenter(s)

- Troop committee chair
- Member of troop committee
- Scoutmaster
- Commissioner

### Presentation Method

Presenter facilitated discussion

### BSA Reference Materials

- [BSA Scout Store](#)

### Presentation Content

#### What are “behind the scenes troop leaders”?

- Few troops function with the minimum number of adult leaders: troop committee chair, two members of the troop committee, and a Scoutmaster. These leaders assist the troop in presenting the best program possible for the youth in the troop.

#### Who are the “behind the scenes troop leaders”?

- Examples include but are not limited to: advancement chair, popcorn chair, inance chair , transportation coordinator, and others.

Question: What are the roles of “behind the scenes leaders” in your troop?

Question: Based on these answers are there any additional leadership positions which would enhance your troop program?

Question: Is it possible to have too many leaders? If so, how should a troop handle this situation?

Summarize the answers

### Recruiting troop leaders

- They need to be told the job description and length of time they will be expected to serve in this capacity.

Question: What techniques have you found successful in recruiting troop leaders?

Question: Where have you been most successful in recruiting new troop leaders: parents of youth in the troop, former Scouts, Eagle Scouts, members of the sponsoring organization, others?

### Recognizing troop leaders

All adult leaders in the troop should be recognized for their role in presenting the best Scouting program to the youth in the troop. These include:

- Certificates of appreciation (Scout Shop or created by the Scouts in the troop) presented in a frame, so it can be displayed rather than just filed away in a drawer.
- Scout mugs
- Patches from an event where the Scouter participated.
- Memento made by a Scout(s) in the troop
- Providing a steak dinner on Saturday night for the adults that attended the monthly camp out

Question: How does your troop recognize adult leaders other than the Scoutmaster and assistant Scoutmaster(s)?

Summarize the answers

Adult leaders should be recognized at a court-of-honor or another troop family event. If the adult will not be present at one of these events, they should be recognized at the last troop meeting they will be attending.

To make the recognition meaningful to the adult volunteer, it should be presented by a Scout(s).

Question: When has your troop recognized the adult leaders in the troop?

Question: Who presented the recognition to the adult leaders? If not a Scout(s) why not?

Summarize the answers

To maintain good leadership in the troop, they must be:

- Trained
- Trusted
- Turned loose
- Thanked!

**Questions:** Answer all questions to the best of your ability.

# Boards of Review

## Time Available

10 minutes.

## Learning Objectives

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

- To clarify the board of review process so that it is easier for everyone involved to benefit from the experience.
- To show where the resources are to help with the board of review process
- To show where to go with any questions about the board of review process in your district and council, and at the national office

## Suggested Presenter(s)

The district advancement chair or the district eagle advisor or board of review chair would be great facilitators. The topic could also be facilitated by experienced troop advancement chairs or committee chairs.

## Presentation Method

- Presentation slides should only be used to provide contact information which could also be provided on a flyer or handout
- Provide copies of the Guide to Advancement, or the link to download the most current version of the document.
- Discussion and questions from the group would work best, with unit specific concerns or questions discussed after the roundtable

## BSA Reference Materials

- Material for this interest topic is derived from the [Guide to Advancement, Section 8.0.0.0](#)
- There is a video on [Boards of Review](#)

## Presentation Content

### The Board of Review is Not a Final Exam:

- If your board is pulling out rope and asking the scout to tie a square knot, you are doing it wrong.
- The board of review should help the scout review their journey through earning the rank and encourage them to work towards the next rank.
- The board of review will also help the troop evaluate its program to see if the troop is doing everything possible to help the scouts advance and live under the scout oath and law in their daily lives.

### The Goal of the Board is to help the Scout Grow:

- While it is the Scout that requests a board of review when they believe that the requirements have been completed, unit leaders should be steering the youth

towards scheduled boards in the troop when they are ready.

- Regularly scheduled boards serve as a motivator and allow committee members to be available to sit on a board.
- The ultimate goal is to see that the Scout has continued to grow in their acceptance of the Scout Oath and Law in setting standards in their life.

### Boards Evaluate the Program, not the Scout:

- Answers to questions help a troop determine if they are doing their best to put on a quality program that helps youth participate and advance.
- Discussion with youth during a board also identifies gaps in skills training and can make recommendations on how to improve the troop program. For example, if several youths report they had difficulty in passing the knot tying requirements, the committee can suggest to the Scoutmaster and the PLC that the troop needs to work on how they deliver that skill.
- As the Scout stays in the program longer and works on the higher ranks, their insights on how they led meetings and outings will also help the committee recommend changes in future activities or long-term plans.
- It is also fitting to talk to scouts who are not actively advancing. A board can then find out if there are outside circumstances that are hindering participation and advancement, and can inspire the youth to advance towards the next rank.

### Use The Guide To Advancement:

- Problems occur when the unit does not follow the practices and policies spelled out in the guide to advancement.
- Running Boards of Review can be found in Section 8.0.0.0 of the Guide to Advancement.
- This section lists all the steps on how to conduct Boards and the possible issues that may arise.
- When a problem occurs, it is often when someone in the troop has added to, or subtracted from, the requirements of the program, or from the guide to advancement.

### But what if Everything Goes Wrong:

- Use the Guide To Advancement
- But I don't think my problem is covered there....
- Check anyway.
- Reach out to your District or Council Advancement Coordinator for help. They know how the processes work and how to resolve the situation.

# Campfires

## Time Available

10 minutes.

## Learning Objectives

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

- Understand more about the purposes of Campfires at Scouting events
- Know that Boy Scouts campfires should be youth led
- Have a better understanding of the “4S’s of a Campfire.”
- Be able to better coach their youth leaders to plan and stage a great campfire.

## Suggested Presenter(s)

- Your favorite Campfire Emcee or
- The Campfire presenter at your council’s last Wood Badge course or
- An experienced Scoutmaster whose troop is known for great campfires
- A youth that has led a campfire at NYLT or Camporee

## Presentation Method

- Facilitated discussion
- You may wish to display a model fire or one suitable for use indoors as a visual aid

## BSA Reference Materials

- [The Campfire Program Planner](#)
- [Fillable Campfire Program Planner](#)
- Program Resources: [Campfires](#)

## Presentation Content

### A Time for Memories at the end of the day.

A campfire is a great way to finish a great day of Scouting outdoors! And you don’t even need a fire and it doesn’t have to be dark! Any gathering of Scouts, leaders, family members, and/or others gathered for some fun and fellowship can be a Campfire.

### It is about the Scouts.

A campfire should be about the Scouts not the Adults. Have a Youth Emcee. Sure, he may need some coaching and other help but why not?? The key is in planning properly to tie it all together. The Scout Campfire Planning sheet makes that easier. By having the Scouts come up front to do the skits and lead songs, and other stuff, when they are adults they will not be afraid to stand in front of a group and talk to them. They will not be afraid to take the lead as they go through life.

### A campfire has many elements –

- Fun

- Action
- Entertainment
- Training
- Adventure
- Fellowship
- Inspiration

## The Four S’s of Campfire Success

- **Songs** – all kinds of songs! And lead them with enthusiasm. Wave your arms. Have action. Start with a familiar song to get everyone involved. Maybe teach one later in the campfire. Close with a serious song as the fire fades away.
- **Stunts** (includes **Skits**)
- **Stories** Be careful of Ghost Stories – or be ready to have a bunch of Scouts waking you up at 3 AM and telling you they are afraid.
- **Showmanship**

## Follow the Flames

Start familiar and slowly. Build tempo quickly as the fire builds. Build to a peak as the fire goes higher. Begin to taper off as the fires begin to fade away. Close with a serious song and Leader’s Minute as the fire is almost out. When the flames are high, the fire is bright – do high energy, action parts loud, noisy, songs with actions – great. Then as the fire burns down, the mood should come down – quieter songs, more reflective, maybe a story to quiet the group down... When the fire is down to the coals, it’s time for a quiet story, a final slow song, and a Scoutmaster Minute

## Use The [Campfire Program Planner](#)

You place all the acts, cheers, stunts, songs, everything on side 1. Then on side 2 you put everything in the desired order remembering to **Follow the Flames**.

## No Surprises / Positive Values

The **Adult** responsible for the Campfire must know everything that is planned to happen at the Campfire. ***This is one responsibility that cannot be delegated to a youth.*** And I mean **EVERYTHING** - “spontaneous” run-ons, cheers, everything, etc. The Adult Leader shall have reviewed and approved them all. Every Campfire and every Scouting activity should be a positive experience in which youth and leaders feel emotionally secure and find support from their peers and leaders. Everything we do with our Scouts— including songs, skits, and ceremonies —should be positive and meaningful, and should not contradict the philosophy expressed in the Scout Oath and Law.

## A Campfire should:

- Reinforce the values of Scouting.
- Get the whole group involved.
- Make everyone feel good.

- Be positive.
- Make every element meaningful.
- Teach the ideals and goals of Scouting.
- Use age-appropriate activities.

**Campfire activities shall NOT include:**

- Embarrassing an audience member
- Racial or cultural putdowns
- Violent behavior
- Bathroom humor
- Water skits (Where someone gets wet as part of the gag)
- Sexual overtones
- Material that is not consistent with BSA Standards

**A Few Last Pointers:**

- **Tell them** – let the Youth Leaders know in advance if possible, what is expected at the campfire. You can discuss this when you review their skits. Or maybe at a Patrol Leaders' Meeting the day of the campfire.
- **The Opening sets the expectations** – set everyone's expectation for a great campfire with an impressive fire lighting and a well-planned opening ceremony
- **Use the Sign** – if things get out of hand, bring the group back with the Scout sign – make sure your Master of Ceremonies is aware of this as well! Just put up the sign, and wait – it'll happen!
- **Keep Control** - the best campfires run smoothly along from one thing to the next, with minimal interruptions, and everyone has a great time!

**Well-Planned, well-paced –**

- All the groups/presenters need to know when they will be on stage. Perhaps give them a copy of the Planner. An "on deck" system works well, getting the next group ready to run on as soon as they are called. If it is a large campfire (e.g. Camporee), the audience will remember the first skit, their skit, and the last skit. Send them off on a very positive note. **Stop if not approved** – if a group starts in with something that is not on your approved plan, just stand up, use the sign to restore order, thank them, and move on to the next group/event.

**Keep Control** – the best campfires run smoothly along from one thing to the next, with minimal interruptions, and everyone has a great time!

# Ceremonies

## Time Available

10 minutes.

## Learning Objectives

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

- Understand the importance of ceremonies
- Know where to find Ceremonies

## Suggested Presenter(s)

A Scoutmaster or Senior Patrol Leader of a troop known for its ceremonies

## Presentation Method

Discussion

## BSA Reference Materials

- [Sample Opening Ceremony](#)
- [Sample Closing Ceremony](#)
- [Troop Program Resources: Ceremonies](#)

## Presentation Content

During a Scout meeting, court of honor, campfire program, or special gathering, a well presented ceremony will add meaning and enhance the experience.

### Troop Meeting Opening Ceremony

- A troop meeting's opening ceremony officially signals the start of a troop meeting. As in all Scouting ceremonies, it can be very simple or more complex. Many troops will start things off with a presentation of the US Flag along with repeating the Pledge of Allegiance. Very often, troops also include the recitation of the Scout Oath and/or Law. As selected in the Troop Planning Sheet, the meeting should formally begin with a ceremony.
- There's no rule as to what it must be, but troops might want to consider taking measures to ensure their opening ceremonies don't fall prey to becoming repetitions of the same words and actions week after week. There are ways to vary what's presented and breathe new life into this important segment of the meeting. Besides adding meaning, doing this will spark interest. If the Patrol Leaders Council so decides, for each troop meeting a different patrol can come up with, practice, and present an impressive opening ceremony to represent the troop and do themselves proud.
- View a sample Troop Meeting Opening Ceremony video: [Sample Opening Ceremony](#)

### Troop Meeting Closing Ceremony

- Scheduling a meaningful ceremony as a closing for the troop meeting serves to comfortably round out what has preceded. It also contributes to a consistent

meeting structure. As selected in the Troop Planning Sheet, the meeting should formally end with some form of closing. There's no rule as to what it must be, and troops have a lot of leeway as to what they present and how they present it. They can be assembled in their "U" formation and the ceremony conducted up front, or a troop might make it a practice to form an intimate troop circle. The PLC can assign a patrol to present a specially-prepared closing, or the troop might adopt one they really like, and use it every week, following a unique Scout Master's Minute.

- View a sample Troop Meeting Closing Circle Ceremonies video: [Sample Closing Ceremony](#)

## General Information

Ceremonies serve Scouting in a variety of ways. A simple or elaborate ceremony can:

- Communicate something significant is taking place
- Accentuate an event or accomplishment
- Entertain
- Provide inspiration

We all feel uplifted when we experience an impressive ceremony. Through the years, creative ceremonies have perpetuated Scouting's unique fascination, attraction, and timeless mystique. There's a marked difference between, on one hand, saluting the American flag while repeating the Pledge of Allegiance in the same way for each meeting, and, on the other hand, adding a new dimension by impressively bringing out the colors in a well-rehearsed fashion followed by reciting the Pledge of Allegiance in conjunction with an informative narration describing its meaning.

Scouting ceremonies are regularly presented during troop meetings, and special occasions attended by parents and guests. Their aim is to recognize, impress, and inspire. Whether a simple presentation or an elaborate production, ceremonies should be well-paced and low. A ceremony flows when the audience remains comfortably focused throughout. No one should ever get restless or bored while the presentation is taking place.

There are many long, pre-worded ceremonies that can be found in publications and Scouting websites. In most cases, when delivering these scripted ceremonies, the youth or adult presenter laboriously reads and often struggles to get through the lengthy script, word-for-word. This can result in an expressionless presentation that loses meaning. The important thing is to make them your own. Keep the presentation natural, meaningful, and real.

In order to make the most of the opportunity that a well-presented ceremony can afford, the following, simple, preparatory guidelines should be addressed:

## Preparation

- It's always much better to deliver a ceremony from the heart, without reading lines. Besides feeling much

more natural, doing so provides a welcome sense of familiarity.

- If lines must be read, or parts are meant to be read, in order to avoid awkward moments, the presenter should practice them. Good ceremonies contain meaningful content, and the meaning can be lost if the reader stumbles and fumbles over the script.
- Presenters often mistakenly assume that if they can hear themselves talk, the people in the back row can, too. If microphones are needed, get them and use them.
- It's also easy to assume that someone else is bringing essential props. Double check that everything is ready to go well prior to the actual presentation.
- When more than one presenter will be involved, acting out different parts, or assuming special roles, it's just good practice to schedule some run-throughs. Again, to maintain that impressive "low," everything should take place smoothly. Confusion during a ceremony is a good way to create discomfort in the audience.

### **Staging**

- Scouts are always prepared. All props, materials, microphones, projectors, and visual aids should be ready and properly positioned prior to the presentation.
- Lighting should be checked and any helpers briefed and ready.
- If there will be any special activity, presenters should be acquainted with where they will need to be, what they need to do and when they need to do it.

### **Group Dynamics**

- Position seating or adjust the setting to assure everyone in attendance will be able to see and hear what's taking place, so they can enjoy and appreciate the presentation.
- If individuals will need to know where to stand during an elaborate ceremony, tape their "mark" on the floor.

At [Troop Program Resources: Ceremonies](#) you will find ceremony ideas for:

- Troop Meeting Openings
- Troop Meeting Closings
- Investitures
- Camp Fires
- Crossovers
- Courts of Honor

All of these can be adapted and applied for use during Scouting events that will elevate the occasion and provide positive outcomes.



# Courts of Honor

## WHAT IS THE PURPOSE AND TIPS FOR ENGAGING ONES

### Time Available

10 minutes.

### Learning Objectives

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

- Explain the four steps of Advancement and the role of the Court of Honor.
- Discuss tips to enhance attendance and enthusiasm at Courts of Honor.

### Suggested Presenter(s)

The presenters should be the District Advancement Chair or a leader of a unit that routinely has a high percentage of Scouts at their Courts of Honor.

### Presentation Method

- Begin with a review of the steps of advancement per the Guide to Advancement.
- Discuss the intended purpose of the Court of Honor, per the Guide to Advancement.
- Discuss tips to enhance attendance and enthusiasm at Courts of Honor.

### BSA Reference Materials

- 2017 Guide to Advancement, *no. 33088*
- [Guide to Advancement](#)
- [Communication Merit Badge Requirements](#)
- [Program Resources: Courts of Honor](#)
- [Program Resources: Ceremonies](#)

### Presentation Content

**Review the four steps to advancement from the 2017 Guide to Advancement (GTA), Section 4.2.1.0 – 4.2.1.4, pages 22-23:**

- The Scout learns by doing, and so learns skills.
- The Scout is tested to see if he has learned the necessary skills, or for merit badges the counselor ensures he has met the requirements.
- The Scout is reviewed at a board of review.
- The Scout is recognized. This interest topic will focus on this step: recognition.

### When and how to recognize a Scout's achievements.

- Section 4.2.1.4 of the GTA, page 23, describes in very general terms, how the Scout is recognized:
- “When a boy has earned the Scout rank or when a board of review has approved his advancement, the Scout deserves recognition **as soon as possible. This**

**should be done at a ceremony at the next unit meeting. His achievement may be recognized again later, during a formal court of honor.”**

- Note that Section 4.2.1.4 says to recognize the Scout as soon as possible, but doesn't elaborate on how that should be done.
- Section 3.0.0.3.4, page 14, provides guidance on how it should be done: It is best to obtain and present ranks and awards as soon as possible after they are earned. They can then be re-presented in more formal settings.
- Note that both sections of the GTA refer to near immediate recognition and presentation of ranks, merit badges, etc., with a second, later, recognition at a formal setting, e.g., the Court of Honor.

### Why present a rank award at the next meeting?

- Scouts work hard to earn ranks and it is reasonable for them to expect to wear the badge for their newly earned rank as soon as possible and not have to wait months to receive it.
- Scout through First Class present excellent examples.
- Once a Scout earns Scout rank, he should have the badge of rank right away to fill that empty left pocket and really feel like a Boy Scouts.
- A Scout is able to work on Tenderfoot, Second Class and First Class at the same time. It is certainly possible for a Scout to complete two or more within the same month.
- If the troop holds both ranks until the next Court of Honor, which could be months away, then the Scout will never wear the badge for the lower of the two ranks. He'll sew the higher of the two on his uniform when he gets both at the Court of Honor and just put the lower on aside.
- When that happens, the Scout does not have the true recognition of the work he put into the lower rank, because he never got to wear it.
- A somewhat extreme example shows the problem. A Scout completes Second Class right after summer camp (days or weeks after the end of camp Court of Honor), and completes first class in early September, but the next Court of Honor isn't until December. That First Class Scout will be forced to wear a Tenderfoot rank badge between September and December. It's bad enough that he would never wear his Second Class badge, but he is deprived of the outward manifestation of his accomplishment of First Class for 3 months or more.

### Eagle Scout as a second example.

- In many troops, Eagle Scout Courts of Honor are held separately from the other ranks, as a way of focusing on the great accomplishment of the new Eagle Scout.

They take time to plan and schedule a location.

- Usually the National Council approves the Eagle application a couple weeks after the local Council sends the paperwork to National following the board of review, and alerts the Scout and Scoutmaster that they can get the Eagle medal, patch and pins from the Scout Shop at any time.
- Once the Scoutmaster, or better yet, the Scout's family have the Eagle presentation kit, why should the Scout be denied the honor of wearing that Eagle badge he worked so hard to earn for even one week after it is in-hand?
- If the Council has a practice of taking photos of new Eagle Scouts for their Scout Office lobby or newsletter, it is appropriate to have the Scout wearing the Eagle badge at the time of the photo, even if he has not yet had his Eagle Court of Honor.

**Ask attendees whether any of their troops award ranks, merit badges, etc., before the Court of Honor as suggested by the GTA. Then ask them what their troop does to ensure a high level of attendance at the Court of Honor.**

- Be sure to leave time to go over the following ideas if they have not already been mentioned by unit leaders.

**Pay attention to Scouts' other activities.**

- Avoid scheduling a Court of Honor in conflict with a sports game or evening practice that several Scouts must attend.

**How do we get Scouts to the Court of Honor if they already have their awards?**

- The programresources.org website has many resources for engaging ceremonies that Scouts and their families will want to attend.
- The Court of Honor should be organized so that every Scout has a role to play, so he will need to be there to fulfill his role, even if he hasn't earned any ranks or merit badges since the last Court of Honor.
- Every Court of Honor needs one or more masters of ceremony. Being the MC is one way to complete requirement #8 of the Communication merit badge. Any Scout who is capable of being the MC and has not yet completed requirement #8 should be given a chance to do so. That may be a Scout who isn't being recognized for anything at the Court of Honor.
- Each patrol can be given an assignment at the Court of Honor, thus ensuring all or most of the patrol is present.
- One patrol sets up the room, and another puts everything away or puts chairs and tables in their usual place afterward. Thus two patrols have jobs to do and reason to attend.
- One patrol can assist in setting out any refreshments to be served at the end of the Court of Honor, and a second patrol can be assigned to help them clean up afterward.

- A patrol can be assigned the opening lag ceremony. Those Scouts not carrying the lags are the escort and the entire patrol stands in front of the room together during the opening lag ceremony. The patrol leader could give the lag ceremony commands rather than the MC. At the end of the Court of Honor, another patrol can perform the closing lag ceremony.

**Other ways to involve Scouts in the ceremony.**

- During the Court of Honor, each Scout being recognized for earning a rank can be announced and called to the front of the room by a Scout who holds that rank. As many as seven Scouts can be involved in this simple way, if all seven ranks will be recognized.
- The Scoutmaster or SPL should be prepared to say something personal about each Scout as he is being recognized, such as something special he did while earning his rank, merit badge, or other award. Or, better yet, the Scout himself could be asked to share one memorable experience he had while earning the award or something new he learned. That makes the event more meaningful to each Scout than simply receiving a card or applause as part of a group.
- After each rank is presented, but before the Scouts return to their seats, every Scout of that rank can be asked to stand and be recognized as well, much as every Eagle Scout is asked to stand at many Eagle Courts of Honor.
- In short, actively involving all the Scouts will go a long way toward ensuring that the Court of Honor is well attended, even though the Scouts are already wearing the awards for which they are being recognized.

**Special awards not worn on uniforms can be awarded at the Court of Honor.**

- Aquatics awards worn only on swim trunks can be awarded at the Court of Honor, with the Scouts recounting the fun they had earning them.
- The same can be done with the 50 Miler and Historic Trails Awards that are not worn on the uniform.

**Other recognitions.**

- Call all youth leaders to the front and thank them for leading their fellow Scouts.
- Adult leaders who received square knots can be recognized for their work for the unit, district, etc. Especially mention those who were awarded the District Award of Merit, Silver Beaver or a Medal of Merit or Honor Medal.

# Troop Meeting Agenda: Group Instruction, Skills Instruction

## Time Available

10 minutes.

## Learning Objectives

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

- Raise awareness of the Troop Meeting Plan Form
- Understand how to use group instruction and skill instruction

## Suggested Presenter(s)

A Troop Instructor or Scoutmaster

## Presentation Method

Discussion with handouts and videos; where technology allows

## BSA Reference Materials

- [Troop Meeting Planning Form](#)
- Troop Meeting Agenda: [Group Instruction](#)
- [Program Feature Classifications](#)
- Troop Meeting Agenda: [Skills Instruction](#)

## Presentation Content

Pass out printed copies of the [Troop Meeting Planning Form](#)

Much of Scouting is learning. Though, regularly the best learning takes place on occasions when Scouts are having fun and aren't at all aware they're learning anything, periods set aside for relevant instruction are a fundamental part of a normal troop meeting.

What does your troop do pertaining to instruction during troop meetings?

## Group Instruction

When it's appropriate to feature a special presentation, revealing demonstration, or the introduction of a new skill that's of interest to the entire troop, a period of group instruction can be included in the troop meeting agenda. Like regular periods of skills instruction, group instruction sessions can focus on topics relevant to an upcoming outing, monthly theme, or a merit badge. These kinds of sessions can be presented by adult or junior leaders, or by a visiting expert. Depending on its content, group instruction can be brief, or it can be scheduled to encompass the entire time devoted to the portion of the meeting dedicated to instruction.

View: Troop Meeting Agenda: [Group Instruction](#)

## Skill Instruction

The Skills Instruction portion of a troop meeting can feature topics that are theme-related, rank-related, merit badge-related, or readiness-related as in preparing for a special activity, project, or event.

Since Scouts most always are of different ages with varying degrees of experience and levels of proficiency, during skills instruction, the troop generally divides into different groups. In [Program Feature Classifications](#) these groups are categorized by levels and termed: essential, challenging, and advanced. Often, the criteria for which instructional group Scouts attend is what will benefit them the most in accordance with their individual needs, as well as the needs of the troop.

Skills instruction sessions should be presented by well-prepared Scouts serving as troop instructors, adult Scout leaders, or outside authorities willing to share their knowledge with the troop.

As much as possible, instruction should be hands on and activity based.

View: Troop Meeting Agenda: [Skills Instruction](#)

# Hornaday Awards

## Time Available

10 minutes.

## Learning Objectives

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

- Understand about William T Hornaday's contribution to conservation and the BSA.
- Know about the different Hornaday Awards.

## Suggested Presenter(s)

The presenter should be familiar with the Hornaday Awards. This could be a Scouter who has served as a Hornaday advisor to a Scout who has earned one, a Scout who has earned a Hornaday award, or a member of the local Council Conservation Committee.

## Presentation Method

- Begin with a brief review of the life of William T. Hornaday.
- Describe the different Hornaday Awards for Scouts, Scouters and units, with a brief review of the requirements for each.
- Provide contact information for a person in the local area who can answer questions and provide guidance about Hornaday Awards.

## BSA Reference Materials

- [William T Hornaday Overview](#)
- [Hornaday Award Brochure](#)
- [Hornaday Badge Application Form](#)
- [Hornaday Unit Award Application](#)
- [Hornaday Award Workbook](#)
- [Sample Hornaday Projects](#)
- [2013 Hornaday Interest Topic](#) from the Roundtable Commissioners Guide Book 2013/2014

## Presentation Content

Show a photo of an American Bison, commonly known as a buffalo.

### Introduce William T. Hornaday.

- William T. Hornaday is widely recognized as the man who saved the American Bison from extinction.
- He helped found the National Zoo in Washington, D.C., and was the founder, then director, of the New York Zoological Park (commonly called the Bronx Zoo) for more than 20 years.
- For years, he wrote articles for *Boys' Life* and sections of the *Boy Scout Handbook*, and encouraged every Scout to work on behalf of renewable natural resources.

- Earning a Hornaday Award is a way Scouts can thank him for his good work.

## Individual Youth Hornaday Awards

- There are three individual youth Hornaday Awards: the Hornaday Badge, the Hornaday Bronze Medal, and the Hornaday Silver Medal, and a Unit Certificate described below.
- In 2017, 86 Scouts earned a Hornaday Badge, 1 earned a Hornaday Bronze Medal and 6 earned a Hornaday Silver Medal, for a total of 93 youth Hornaday awards. By contrast, 55,186 Scouts earned their Eagle rank in 2016.
- A Scout must be First Class or a Venturer of any age in order to earn one of the individual Hornaday awards. The requirements for Venturers are different from those for Boy Scouts, as shown on the Hornaday Badge Application form.
- All three individual awards require a Boy Scouts member to plan and lead a significant conservation project on the scale of an Eagle project. The Hornaday Badge requires one such project; the Bronze Medal requires 3, and the Silver medal requires 4. For the Bronze and Silver Medals, each project must be from a different one of the 8 project categories.
- The Hornaday Badge is awarded by the local Council after approval from the National Council. The Hornaday Bronze Medal and Silver Medal are awarded by the National Council. There is no limit on the number of each that may be awarded in a year.
- A Hornaday project may double count as an Eagle project, but a Hornaday project requires research, communication and follow-up work not required for an Eagle project. Because these additional requirements are not addressed in the Eagle Scout Workbook, refer to the Hornaday Award Workbook for information about these additional project requirements.
- In addition, each of those individual awards requires a Boy Scouts member to earn a certain number of selected conservation oriented merit badges listed on the application forms. Venturers do not need to earn the merit badges if applying for the award as a Venture Scout.

## Unit Hornaday Certificate

- A Pack, Troop or Crew may earn a Hornaday Unit Certificate.
- In 2017, 21 units earned a Hornaday Unit Certificate.
- For a Boy Scout unit, the project is to be equivalent in scope to an Eagle Scout leadership service project.
- At least 60 percent of the unit's members must participate in and contribute to the project, which has improved the environment and/or conserved natural resources in the community.

## Hornaday Advisors for Youth

- Youth seeking to earn a Hornaday Award are encouraged to contact their local Council's Conservation Committee and obtain the name of an advisor who has experience with Hornaday Awards and conservation.
- The advisor can help determine which projects are suitable for a Hornaday Award and can provide guidance, but the advisor must ensure that the Scout plans and leads the project in a manner similar to the way an Eagle Coach advises a Scout without "taking over".
- For more information about Hornaday Advisors, refer to the "Becoming an Advisor" tab on the BSA Hornaday Awards webpage.

### **Adult Hornaday Awards**

- Although most Hornaday Awards are earned by Scouting Youth, adults Scouters also can earn a Hornaday Award.
- The Hornaday Gold Badge is awarded by the local Council after approval from the National Council. Central to the selection process is the influence the nominee has had on youth and educational programs emphasizing sound stewardship of our nation's natural resources and environmental improvement during a period of at least three years. There is no limit on the number of Hornaday Gold Badges that may be awarded in a year.
- In 2017, 51 Scouters were awarded a Hornaday Gold Badge
- The Hornaday Gold Medal is awarded by the National Council, and is by nomination only, for an adult Scouter or Venturing leader who has rendered distinguished and unusual service to natural resource conservation and environmental improvement over a sustained period (at least 20 years).
- No more than 6 Gold Medals may be awarded per year. To date, only about 100 have been awarded. Only 4 were awarded in 2017.
- For a Hornaday Gold Medal, the nominee's accomplishments must be at a regional, national, or international level. Nominations are accepted from any recognized conservation/environmental protection organization. Central to the selection process is the influence the nominee has had on youth and educational programs emphasizing sound stewardship of our nation's natural resources and environmental improvement.

# Individual Scouting Advancement Plan (ISAP)

## Time Available

10 minutes.

## Learning Objectives

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

- What an ISP is and who needs/should have one
- References to assist one in writing an ISP
- How to write an ISP
- Who approves the ISP: Unit, District, and/or Council

## Suggested Presenter(s)

Someone from your Council's or District's Disability Committee or someone from your Council's Advancement Committee that is knowledgeable about ISPs. Scouter who is an advocate for Disabilities

## Presentation Method

Open discussion with power point or flip chart. Share ISP examples of long and short-term goals.

## BSA Reference Materials

- [Individual Scout Advancement Plan](#), No. 512-936
- Guide to Advancement 2017, (No. 33088) [Section 10.0.0.0](#)
- [Guide to Working with Scouts With Special Needs and Disabilities](#), No. 510-071
- [Scouting with Special Needs and Disabilities information sheet](#)
- [Scouting for Youth with Disabilities Manual](#), No. 34059
- [Request for Registration Beyond the Age of Eligibility](#), No. 512-935
- [Application for Alternative Eagle Scout Rank Merit Badges](#), No. 512-730

## Presentation Content

An Individual Scout Achievement Plan is like the Individual Education Plan that is used in Schools to map out the process to qualify a student for special education and identify objectives that should be accomplished.

- The ISAP is nothing more – and nothing less – than a tool to help parents and leaders map out a plan for a Scout who has special needs.
- What do their abilities allow?
- What requirement can they fulfill as written?
- What Merit Badges will they be able to earn?
- What alternative requirements or alternative Eagle – required merit badges?

**Why an ISAP:** The basic premise of Scouting for youth with disabilities is that every Scout wants to participate

fully and be respected like every other member of the Troop. While there are, by necessity, troops exclusively composed of Scouts with disabilities, experience has shown that Scouting usually succeeds best when every scout is part a traditional Troop.

**Statement of belief:** Though it is true every Scout must have the overall ability to fulfill BS A advancement requirements as written, members with a documented disability deserve the opportunity to utilize their remaining abilities to fulfill alternative requirements that represent the same challenge and essential outcome as those written. The only limitations for members with sufficient abilities to achieve approved alternative requirements should be their individual desire, focus, and perseverance.

**Objective:** Scouting literature provides the requirements, policies and procedures, and related supporting content. It cannot address each individual Scout's abilities, but it can help those involved to reach an understanding as to how certain goals can be met. The ISAP is a road map that the Scout, their parent or guardian, mentors, and other leaders can reference and update as necessary.

**Methodology:** Within reasonable guidelines, the ISAP will provide Scouts with the opportunity to achieve their personal goals and, through creative thinking and action, remove unnecessary barriers that may impede their advancement. This is done so as not to lessen the relative challenges of the Scouting experience and the primary goal of personal growth.

**Expectations of performance:** Youth are expected to do their best.

## How to determine....:

- **Who qualifies for an ISP:**
  - Obtain letter from parent describing disability
  - Obtain statement from health professional
  - Obtain letter from unit leader
  - Provide other available supporting documentation, such as an "IEP"
- **Alternative Requirements**
  - Scout, parent or guardian, and leader should collaborate to determine what might offer the same kind of challenge.
    - Alternative requirement must be as challenging for the Scout with special needs as the one that it replaces for the typical Scouts.
  - Alternative requirement must be approved by the council, district or troop advancement committee
    - Based on the specific alternatives.
      - ✓ i.e. Leadership – Scout Master
      - ✓ Changing a specific piece in a merit badge

– Council

- Scouts must not use alternative requirements until after they have been approved.

### **Writing/Instructions**

- Behavioral, cognitive, or physical disabilities of a permanent nature permit the approved substitution of alternative requirements for advancement.
- Any limitations leading to alternative requirements should be supported by a qualified health professional's certification, based upon a severe or permanent condition.
- The Scout shall attempt to complete, to the extent possible, the current requirements before modifications are sought, and any alternative requirements shall provide a similar challenge as those stated.
- 
- Modifications and alternative requirements must receive prior approval by the council advancement committee. The council committee should record and deliver its decision to the Scout, his parent or guardian, and unit leader.
- Alternative requirements involving physical activity shall have a physician's approval.
- The unit leader and, if appropriate, any board of review must explain to the Scout that he is expected to do his best up to the limits of his resources
- Addendums to the ISP are required if it is determined that a Scout has specific behavioral, cognitive, or physical attributes that are of a permanent nature and, for reasons beyond the Scout's control, may create an impediment to individual advancement.
  - Requirements, as written, may be redefined to maintain the challenge but provide an alternative path toward achievement. This addendum may be amended in the future by mutual consent.
- Allow enough time from submission to approval.
  - i.e. Do not submit within 3 months of turning 18



# New Intro to Leadership Skills for Troop Training (ILST)

## Time Available

10 minutes.

## Learning Objectives

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

- Make sure Troop leaders know that a new version of the Introduction to Leadership Skills for Troops was made available in 2017.
- Discuss the values of using the new ILST syllabus.

## Suggested Presenter(s)

Preferably, a Troop leader who has used ILST in the past with good results. The District Boy Scout Training Chair is an alternative. The presenter should read the new ILST beforehand, since much has changed from the prior version.

## Presentation Method

- Begin by asking how many of the attendees have used the Introduction to Leadership Skills for Troops to train their youth leaders.
- Let the Troop leaders know that a new version of the ILST is available for download, along with updated youth leader position description cards.
- Discuss the benefits to Troops from using the ILST materials.
- Encourage all Troops to download and begin using the new ILST materials.
- As companion items, make sure the Troop leaders know that new and improved editions of the Senior Patrol Leader handbook and Patrol Leader Handbook were made available in 2017.

## BSA Reference Materials

- [New Introduction to Leadership Skills for Troops](#)
- [Position Description Cards](#)
- 2017 editions of the Senior Patrol Leader Handbook, Patrol Leader Handbook and Outdoor Ethics Guide Handbook.

## Presentation Content

### Introduce the updated Introduction to Leadership Skills for Troops syllabus.

- Ask the attendees by show of hands if they have used ILST to train the youth leaders in their Troops.
- Ask the attendees by show of hands if they know that a new edition of the ILST syllabus is available online, and encourage them to start using it right away.
- If there are attendees who have not used any of the previous editions of the ILST syllabus, encourage them to begin using the new one to train their youth leaders.

- How has the new edition improved the syllabus?
- The new edition of the syllabus was developed to remove obsolete material, add new material, and change the format to make it easier to use.
- Icons have been added to the left margin in Modules 1-3, including “ ” for “say this”, a key for “key teaching points”, a head with a brain for “re lection”, etc. These icons help the presenter visualize the purpose of each part of the course, and serve to avoid a full page of text.
- Text bars have been added before sample questions, key teaching points, etc., for the same reasons.

## What does the ILST syllabus cover?

- Module One, Troop Organization, includes a description of each leadership position in the troop, including roles and responsibilities, troop organization, and introduces the concepts of a vision and servant leadership.
- Module Two, Tools of Leadership, includes core skill sets to help the Scout lead, including communicating, planning, and teaching.
- Module Three, Leadership and Teamwork, incorporates additional leadership tools including discussions of teams and team characteristics, the stages of team and leadership development, inclusion/using your team, a more in-depth review of vision, and ethics and values of a leader.
- Since the SPL is intended to play a key role in conducting the course, pages 10 and 11 of the syllabus give the Scoutmaster important tips for preparing the SPL.
- Each module contains one or more group games that reinforce the key points in the module, since “Scouting is a game with a purpose.” The games also allow Scouts to move around so they are less likely to get bored.

## Why use the ILST syllabus?

- It is the Scoutmaster’s responsibility to make sure each Scout with a leadership position has all the necessary tools and to coach and mentor the Scout to be successful.
- Training Boy Scouts to be leaders is an ongoing process that begins immediately when a Scout accepts a leadership position in his troop.
- Leadership experiences can be frustrating and disappointing for a Scout who is not given the knowledge, skills, and encouragement that he must have to fulfill his leadership assignment.
- One purpose of the ILST course is to enable Scoutmasters and their SPLs to teach Scouts with leadership positions about their new roles, and the organizational and leadership skills needed to most effectively reach success in those roles.
- Two other key purposes of the ILST course are: the

establishment of personal goals for each youth leader and the effective formation of the leadership team. Both of these purposes are best achieved if all Scouts with troop leadership positions do this together.

- 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.

#### **Who should participate in ILST training sessions?**

- The course is for every Scout in the troop who holds a leadership position, including all elected positions and any appointed positions at the discretion of the senior patrol leader. In some smaller troops, this might mean that the course is for every Scout!
- In some cases, it can benefit the troop if youth who are likely to become troop leaders also participate in the course.
- It is beneficial for all the Scouts with leadership positions to go through this course together, even if only some of them are new leaders.
- It is strongly preferred that all Scouts with troop leadership positions participate in the course at the start of each term of office, even if they have participated before, and even if they are filling the same leadership position.
- In order to keep experienced youth leaders who have been through the course before from becoming bored or perhaps not wanting to participate again, the troop should consider having them serve as trainers for some of the segments or as facilitators for some of the games and challenges in this course.

#### **How do you conduct ILST?**

- ILST may be conducted in a variety of ways and formats. The best way for ILST to be presented is in a troop setting by the Scoutmaster, the SPL, previously trained Scouts, and other trained adult leaders.
- Regardless of format, it is important that the troop leadership is participating, being trained, and being built **as a team**. While ILST does benefit individual Scouts, a very important goal of the training is building the troop leadership team.
- Three recommended formats are:
- Conduct it over three different days, one module at a time, perhaps before three regular troop meetings that incorporate some of the optional games.
- Conduct it in one session. If this single-day format is used, it is important to include several breaks for two reasons. Without breaks, participants will become overloaded and lose attention. Participants often benefit from being able to immediately spend some time thinking about, discussing, and applying their newly learned leadership skills to their positions, perhaps by writing goals or brainstorming about new activity ideas.

- Spread the course over a weekend activity with meals, camping, or other activities interspersed between the modules. Make the ILST experience a fun event for the entire troop to look forward to.
- It is preferred that ILST not be presented as part of a district or council day of training, University of Scouting, or other such events, since the troop would not be conducting the event, and many of the new youth leaders from a unit might not be in attendance so that troop-based team-building activities led by the unit's SM or SPL wouldn't happen in the intended manner.
- District or Council ILST training is not preferred, but may be necessary in certain circumstances.
- Pages 6-8 of the new ILST syllabus offer suggestions on how best to conduct a district or council ILST event.
- The purpose is to train the troop leadership, so it would be inappropriate to conduct an ILST training where youth can come as individuals.

#### **Other resources that reinforce the lessons contained in the ILST course:**

- Wallet sized position description cards that tell what is expected from a Scout holding each leadership position. They are intended to serve a purpose similar to job descriptions used in the employment context. The position descriptions ensure that the Scout and his Scoutmaster have the same expectations for the position. The relevant card is to be printed and given to each Scout.
- The 2017 edition of the Senior Patrol Leader handbook.
- The 2017 edition of the Patrol Leader handbook.
- The 2017 edition of the Outdoor Ethics Guide handbook, which was newly created for this recently added leadership position.

# New Member Coordinator (NMC)

## Time Available

10 minutes.

## Learning Objectives

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

- Explain what a New Member Coordinator is.
- Understand the New Member Coordinator's relationship and responsibilities to the Troop families.
- Understand the New Member Coordinator's relationship to the Troop Committee.

## Suggested Presenter(s)

The district membership chair would be the best facilitator, as the New Member Coordinators will work with the district membership committee. The topic could also be facilitated by a current New Member Coordinator.

## Presentation Method

- Arrange to view the online training segments; each segment is a minute long.
- Review the resources and how a NMC is trained
- Discuss how a NMC can help the troop committee keep families involved
- Show how the NMC can get help from the district membership committee

## BSA Reference Materials

- The Roundtable team should present the [New Member Coordinator YouTube modules](#). They may also be an effective "sales" tool for you.
- In planning the presentation, you should review the latest materials posted at the [BSA New Member Coordinator Website](#). The most recent program information is posted there and is ready for your use.
- A [Position Description](#) is available on the New Member Coordinator Website.

## Presentation Content

### The NMC is a great resource every Troop should have:

Remember when your family joined Scouting? Were you excited? Confused? What makes Scouting a great experience in those first few weeks and months? How does a Scouting experience make a difference for a child in the long term?

Would you like to give others the opportunity to experience Scouting? Would you like to decrease the number who leave soon after joining? Would you like to have more volunteers to help you? If so, a new member coordinator is for you.

### The New Member Coordinator (NMC) position has been designed to:

- Be a FUN and engaging position.
- Form relationships with new members and their families.
- Use a team approach by encouraging more than one NMC in a unit, allowing them to tailor their work to individual interests/expertise, as well as to recognize the particular needs of the unit.
- Fit every type of unit, every age level and every program.
- Be recruited and supported by key unit leadership.
- Be provided with training both online and face to face.
- Be mentored by the District Membership Chair and become part of the District Membership team.
- Be visible and easily identifiable at unit gatherings by their Welcoming smiles and their BSA "Welcome" logo that they display and wear on an activity shirt, on a hat or vest or in some cases, a pin on a field uniform.

### The benefits of having a New Member Coordinator can be substantial:

- The NMC position starts off as the "Welcoming Committee" member who will anticipate and answer questions and be a friendly face.
- As their knowledge and experience increases, they become a valuable resource to other areas, too.
- The NMC is in a unique position to see gaps in the unit and can take on some additional assignments.
- Current NMCs are moving units forward by teaching parents how to use Scoutbook, establishing media connections for families, helping youth access donated gear for camping, and engaging parents to become a greater resource to the unit.
- The NMC position exemplifies the phrase "Share it, Shape it, and Own it."

### Why Not Have Two or Three:

- Multiple individuals can serve in the position of new member coordinator.
- If your unit selects this approach, each new member coordinator may choose their area of focus:
  - Some are more comfortable working on recruiting families to help with the Troop Committee
  - Some are more comfortable working with the scouts themselves helping them acclimate with the troop
- Who in your crew might be just right for this position?
  - Look for someone who is outgoing, friendly, always has a smile, and is helpful, available, responsive, tech-savvy, and good at follow-up.
  - Select the best person for the role, and when you "make the ask", have it be a personal invitation.

# Order of the Arrow

## WHAT IS IT AND HOW TO USE IT IN YOUR UNIT

### Time Available

10 minutes.

### Learning Objectives

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

- Understand the purposes of the Order of the Arrow (OA).
- Know how the Order of the Arrow can benefit a unit.
- Understand the importance of the Unit Order of the Arrow representatives.

### Suggested Presenter(s)

The presenters should be the District/Chapter Order of the Arrow Chief (a youth) and the Chapter Advisor (an adult). They may choose to include a youth or adult unit leader whose unit has benefited from close ties to the OA.

### Presentation Method

- Begin with a review of the purposes of the Order of the Arrow.
- Describe the duties of the Unit Order of the Arrow representatives.
- Discuss how the Order of the Arrow can benefit unit operations.
- Provide contact information for the Chapter Chief and Chapter Advisor, and the date and location of the Chapter meeting.

### BSA Reference Materials

- Order of the Arrow Handbook, *no. 622163*
- [National Order of the Arrow website](#)
- Your Council Order of the Arrow website
- [Order of the Arrow Fact Sheet](#)
- [Order of the Arrow Interest Topic](#) from the 2014 – 15 Roundtable Commissioners Guide

### Presentation Content

**Introduce the mission and brief history of the Order of the Arrow (the OA), from either the handbook or the national OA website:**

- The mission of the OA is to fulfill its purpose as an integral part of the Boy Scouts of America through positive youth leadership under the guidance of selected capable adults.
- For more than 100 years, the Order of the Arrow (OA) has recognized Scouts and Scouters who best exemplify the Scout Oath and Law in their daily lives. Arrowmen are known for maintaining camping traditions and spirit, promoting year-round and long-

term resident camping, and providing cheerful service to others. OA service, activities, adventures, and training for youth and adults are models of quality leadership development and programming that enrich and help to extend Scouting to America's youth.

- Order of the Arrow is also recognized as Scouting's National Honor Society as it has expanded its reach beyond camping to include broader service to Scouting and the community.

### Describe the purposes of the OA, which are:

- Recognize those who best exemplify the Scout Oath and Law in their daily lives and through that recognition cause others to conduct themselves in a way that warrants similar recognition.
- Promote camping, responsible outdoor adventure, and environmental stewardship, as essential components of every Scout's experience in the unit, year-round, and in summer camp.
- Develop leaders with the willingness, character, spirit and ability to advance the activities of their units, our Brotherhood, Scouting, and ultimately our nation.
- Crystallize the Scout habit of helpfulness into a life purpose of leadership in cheerful service to others.

### Discuss the requirements for OA membership:

- Be a registered member of the Boy Scouts of America.
- The youth must have experienced 15 nights of Boy Scout camping while registered with a troop or team within the two years immediately prior to the election. The 15 nights must include one, but no more than one, long-term camp consisting of at least five consecutive nights of overnight camping, approved and under the auspices and standards of the BSA. Only five nights of the long-term camp may be credited toward the 15-night camping requirement. The remaining 10 nights must be overnight, weekend, or other short-term camps of, at most, three nights each.
- Youth must be under the age of 21, hold the BSA First Class rank or higher, and following approval by the Scoutmaster, be elected by the youth members of their troop. Members are elected to the OA by their fellow Scouts. The OA is unique in that nonmembers are often the ones that elect Scouts in their troop for membership.
- Adults (age 21 or older) who are registered in the BSA and meet the camping requirements may be selected following nomination to the lodge adult selection committee. Adult selection is based on their ability to perform the necessary functions to help the Order fulfill its purpose, and is not for recognition of service, including current or prior positions. Selected adults

must be an asset to the Order because of demonstrated abilities; and must provide a positive example for the growth and development of the youth members of the lodge.

- The induction ceremony, called the Ordeal, is the first step toward full membership in the Order. During the experience, candidates maintain silence, receive small amounts of food, work on camp improvement projects, and sleep apart from other campers. The entire experience is designed to teach significant values. All candidates for membership must complete the Ordeal.

#### **How does the OA benefit a unit?**

- By recognizing Scouts who best exemplify the Scout Oath and Law in their daily lives, electing the best Scouts to the OA can allow those Scouts to lead by example, and cause others to conduct themselves in the same way so someday they too may be elected to the OA by their peers.
- The camping requirement for OA membership promotes and in essence requires camping by the unit both year-round and in summer camp, as essential components of every Scout's experience. Scouts who camp often will advance faster and master Scouting skills better than those who do not camp as often.
- The OA is a youth led, adult advised, organization. The leaders of the district's OA Chapter and the Council's OA Lodge are youth under the age of 21; and are elected by the youth OA members. Chapter meetings allow youth members to plan and organize district OA activities. Lodge meetings allow Chapter leaders members to plan and organize council-wide OA activities.
- By serving the Chapter and/or Lodge, youth OA members become leaders with the willingness, character, spirit and ability to advance the OA, Scouting, and ultimately our nation. These leadership opportunities enable the OA leaders to enhance youth leadership development in their troops.
- The slogan of the Boy Scouts is to "do a good turn daily". In the Scout Oath, Scouts pledge "to help other people at all times." The OA crystallizes the Scout habit of helpfulness into a life of cheerful service to others. The unit's OA members are expected to lead and participate in service projects conducted by the unit, again leading their peers by example.
- An older Scout whose interest may be lagging may choose to be a Chapter or Lodge officer as a way of doing something new, something that encourages development of leadership skills. He can couple that interest with service to his unit by being the Unit OA Representative.

#### **Discuss the duties of the Unit OA Representative.**

- The Unit Order of the Arrow is an optional but important youth leadership position. It is optional in the sense that the OA does not require a troop to have one, but it is an important role because the Unit OA Representative serves as a communication link between the troop and the Chapter and Lodge. The position also qualifies as a unit position of responsibility for Star, Life and Eagle ranks.
- The Unit OA Representative is selected by the Senior Patrol Leader and should have an adult advisor from among the Assistant Scoutmasters. The adult advisor works in the background, so the youth OA Representative is always the face of the OA to the Scouts in the troop.
- He keeps all troop members aware of Chapter and Lodge news and activities, so the troop may participate in them. To do so, he attends Chapter meetings as often as he is able. He may bring other troop Arrowmen to Chapter meetings.
- He promotes year-round camping as well as resident summer camping and high adventure programs.
- He also promotes participation in community service projects. These can be Lodge or Chapter service events, as well as troop service to the chartered partner organization.

## Pre-opening / Gathering Period and SPL Announcements

### Time Available

10 minutes.

### Learning Objectives

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

- Understand the importance of a gathering period; and how to use them with their Troop.

### Suggested Presenter(s)

A Scoutmaster, Senior Patrol Leader or a Roundtable Commissioner

### Presentation Method

Discussion and use of videos; if ability is available

### BSA Reference Materials

[Troop Meeting Agenda Gathering Video](#)

[Troop Leader Resource: Gathering Period](#)

[Troop Leader Resources: Classifications](#)

[Troop Meeting Agenda Preopening Conference](#)

[Troop Meeting Agenda: SPL Announcements](#)

### Presentation Content

#### Gathering Period

Activities are planned and prepared to give Scouts something to do that is fun and engaging prior to the meeting's opening ceremony. Designed so that other Scouts can readily join in as they arrive, these kinds of involving activities are set out in such a way so that a smooth transition can take place from the activity to the official start of the troop meeting.

View: [Troop Leader Resource: Gathering Period](#)

During the monthly Patrol Leaders' Council meeting, a different patrol can be assigned to prepare and present a gathering period activity for each week's meeting. Or in lieu of assigning the task to specific patrols, weekly pre-opening activities can be planned during the PLC meeting and an ASPL or an assistant Scoutmaster can take charge of the presentation.

Gathering period activities can be general in nature, or can be themed in accordance with a selected program feature for that month.

On the Troop Resource website, there are both general [Gathering Period](#) ideas and pre-opening ideas corresponding to various monthly themes or [Classifications](#), located in the troop meeting section for each of the 48 program features.

#### Senior Patrol Leader Announcements

While the activity is being held, it's advantageous for the Scoutmaster and the senior patrol leader to get together for a pre-meeting conference, in order to quickly go over

the plans for the meeting, just to make sure the SPL has all the bases covered.

View: [Troop Meeting Agenda Preopening Conference](#)

Introductions and remarks by the senior patrol leader can appropriately follow the opening ceremony. (A uniform inspection can also be carried out at this time.) This is an opportunity for the senior patrol leader to share information with the troop regarding:

- what to expect during the meeting
- troop news of interest

Important reminders and appropriate announcements can also be given, and/or repeated during the closing at the end of the meeting. Generally speaking, all announcements should be brief, well-paced, and to the point.

View: [Troop Meeting Agenda: SPL Announcements](#)



# Recruiting a Great Committee – Your Troop Depends on it!

## Time Available

10 minutes.

## Learning Objectives

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

- Understand the relationship between the troop and the Sponsoring institution
- Know what a chartered organization representative does
- Know what a Troop committee is
- Understand what the requirements are to be a troop committee member
- Know the methods to recruit and select troop committee member
- Understand what training for troop committee members need

## Suggested Presenter(s)

Two Scouters: one to represent a troop committee chair and one to represent a chartered organization representative.

## Presentation Method

Role play with discussion

## BSA Reference Materials

- [Troop Committee Challenge](#)
- [Troop Committee Guidebook for Successful Troop Operation](#)
- **Bryan on Scouting:** [Troop Committee Challenge Training](#)
- Troop committee Position – Specific Training (available on my.scouting.org)

## Presentation Content

This is a dialogue between the chartered organization representative (COR) and the troop committee chairperson (CC). Substitute the names of the sponsoring institution, COR, CC as appropriate.

COR: CC I'm glad that you agreed to meet with me this evening. As I told you in our phone conversation, the United Methodist Church in town has decided to sponsor a Boy Scout troop. And therefore "owns the troop. I have been asked to serve as the chartered organization representative or liaison between the church and the troop. My primary function is to recruit and select a troop committee. The troop committee selects and recruits the troop's Scoutmaster and assistant Scoutmaster(s) and administers the troop so the Scoutmaster can advise and mentor the troop's youth leaders. The

minimum number of committee members is three, you and I will work together to recruit other members of the committee.

CC: I had no idea the troop committee was such an important part of the functioning of the troop. When I thought of a troop, I always thought the Scoutmaster was the head of the unit.

COR: The troop committee should meet monthly to make sure the troop is adhering to the principles of the BSA. The Scoutmaster should be invited to attend the committee meetings as a nonvoting member.

CC: Therefore, the troop committee is the board of directors making sure the troop follows the principles of the BSA (character development, citizenship, physical fitness, and leadership) and the Scoutmaster and assistant Scoutmasters are the executive officers advising the troop's youth leadership.

COR: Between the monthly committee meetings the troop Key 3 (COR, CC, and Scoutmaster) should be in contact to ensure the troop is functioning well.

## Ask: (Allow time for discussion)

1. Who owns your troop?
2. Does the chartered organization representative regularly attend troop functions (committee meetings, troop meetings, courts of honor, charter presentations)?
3. Does the chartered organization representative participate in troop Key 3 meetings?
4. How does your troop's committee function?
  - a. In name only and the Scoutmaster "runs the show".
  - b. Is it concerned with the administrative functions of the troop and allows the Scoutmaster and assistant Scoutmaster(s) to guide the youth leaders?
  - c. Is it dictatorial with the committee chairman the "real" troop leader?

CC: Are there any other functions of the troop committee besides selecting the troop leadership and advising the Scoutmaster regarding BSA policy?

COR: Some of the other functions of the troop committee include: troop finances, care of troop property, making sure the troop participates in a minimum of 10 days and nights of camping each year, participating in boards of review, and courts of honor.

CC: You stated the minimum number of committee members is three. What is the maximum



number?

COR: There is no maximum. Sometimes it is easier to recruit committee members if they realize they have one specific job to do. Committee members serve one charter year unless they wish to serve another year.

**Ask: (Allow time for discussion)**

1. How many members are in your troop committee?
2. What are the specific jobs?

CC: What are the qualifications to be a troop committee member?

COR: A person must be 21 years or older, be registered with the BSA, and complete Youth Protection Training (YPT).

CC: How does one recruit committee members?

COR: The best place would be to look at members of the sponsoring institution, getting recommendations from the head of the sponsoring institution, friends, co-workers who have an interest in Scouting or have sons and/or daughters of Scouting age, Cub Scout packs, former Scouts, Eagle Scouts, retired Scouters. Have the parents of Scouts in the troop complete a Troop Resource Survey

**Ask: (Allow time for discussion)**

1. What were the methods your troop used to recruit committee members?
2. Were they successful? If not, why not? What would you do change?
3. When searching for new committee members, who did you ask?

CC: Now that we know who and how to recruit committee members, is there any training they should complete?

COR: Yes. Each committee member should complete Troop Committee Position – Specific Training. This can be taken on line by going to <https://my.scouting.org>. BSA Learn Center. Boy Scouting and selecting Troop Committee – Specific Training.

**Ask (Allow time for discussion)**

1. Are the members of your troop aware of Troop Committee Position – Specific Training?
2. What per cent of your troop committee are trained? If not, what might you do to encourage 100% of the troop's committee members to complete this training?
3. Has your troop committee tried have a group training so they can interact with each other and make specific recommendations for your troop?

Conclusion:

COR: The troop committee is required to ensure the troop leadership delivers the principles of the BSA to the youth in the troop. The troop committee along with an enthusiastic Scoutmaster and assistant Scoutmaster(s) are necessary to create the best program to deliver the principles of the BSA to the youth in a troop.

**Question(s): Answer questions from participants.**

# Demonstrate Scout Spirit

## Time Available

10 minutes.

## Learning Objectives

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

- Understand what is meant by Scout Spirit
- Better use the “Demonstrate Scout Spirit” requirement

## Suggested Presenter(s)

- District Advancement Chair
- Chaplain Aide
- Roundtable Commissioner

## Presentation Method

Discussion

## BSA Reference Materials

- [2015 Boy Scout Requirement Change FAQ](#)
- Boy Scout Handbook
- Scouting Magazine: [New Cub Scout and Boy Scout requirements explore duty to God](#)

## Presentation Content

“**Scout Spirit**” is simple in concept: Live by the Scout Oath and Law in your daily life. Meaning honor your God by whatever name you choose, and your country, extend your helping hand to others, and steadfastly improve yourself in body, mind, and principles. But it’s simultaneously vague, because it doesn’t say “do this...” or “do that...” Our founder, Baden-Powell, put it even more simply, and possibly more obscurely, too: “We’re not about *being* good; we’re about *doing* good.”

In the Boy Scouts of America, A Scout’s demonstration of *Scout Spirit* is discussed at the

Scoutmaster Conference and can be a part of the Board of Review when advancing to a new rank.

## Definition of Scout Spirit

- It is an ideal attitude that Scouts should strive to display, based on the [Scout Oath and Law](#). The Law emphasizes positive personal virtues, while the Scout Oath stresses duty.
- **Scout Spirit** applies to how a Scout lives and conducts their daily life, both in and out of Scouting.
- A new element of **Scout Spirit** (“Tell how you have done your Duty to God ...”), is alongside the elements of “living the Scout Oath and Scout Law”

## Discussing Scout Spirit

- The troop leader is there to listen to the Scout as the Scout tells how they, the Scout, believe they have done

their duty – that is the requirement. The telling of **Scout Spirit** might be a very brief statement, written or spoken, depending on the Scout.

- **Scout Spirit** is displayed by being a role model. By living the Scout Oath, Law, Motto and Slogan.
- **Scout Spirit** is an opportunity for the Scout to have a self-reflection about belief and reverence. The requirement does not indicate that a discussion or a two-way conversation should take place.
- The Scout is to tell the leader how they believe they have done their Duty to God as defined by both the Scout and their family. Nothing more is required for the Duty to God portion of **Scout Spirit**.
- **Scout Spirit** is not based on how many Scouting events or outings a Scout attends, but rather by how the Scout helps bring out the best in others, as a reflection of their own character and attitude.
- **Scout Spirit** changes based upon where the Scout is in their development of understanding such matters, as well as the Scout matures.

## Demonstrate Scout Spirit by

- telling the truth
- sticking up for kids that are being picked on
- helping out the teacher
- letting everyone play
- saying please and thank you
- helping someone
- playing fair
- not whining or complaining
- asking your friends not use bad language
- listening to music that doesn’t promote hate and violence

Even though the **Scout Spirit** requirement looks the same for each rank, they are different. A Scout is continuously developing the understanding of **Scout Spirit**. As one advances in age and rank, a Scout’s maturity evolves as well.

# The Scoutmasters Minute

## Time Available

10 minutes.

## Learning Objectives

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

- Understand what a Scoutmasters Minute is
- Know the four key elements of the Scoutmasters Minute
- Know why we have a Scoutmasters Minute

## Suggested Presenter(s)

A Scoutmaster or Roundtable Commissioner

## Presentation Method

Discussion with the audio visual elements when possible

## BSA Reference Materials

- [ScoutCast: The Scoutmasters Minute](#)
- [Troop Program Resource: Leaders Minute](#)
- [Sample Scoutmasters Minute with props](#)
- [Sample Scoutmasters Minute without props](#)
- Bryan on Scouting: [The Four Elements Behind every Scoutmaster's Minute](#)

## Presentation Content

The presentation of a good Scoutmaster's Minute (Leader's Minute) can contribute nicely to a troop meeting's success. Occurring right before the closing, what's communicated are thoughts the Scouts can take home with them.

In a boy-run troop, the Scoutmaster's Minute is the only occasion when the Scoutmaster is right up front and addresses the whole troop. Therefore, it's an ideal opportunity to convey a special message of inspiration. Many Scoutmaster's Minutes can be parables—short stories about everyday people and occurrences that illustrate a moral attitude and positive thinking.

### Effective Scoutmaster Minutes Should Be:

- Well-rehearsed
- Personalized and delivered with good eye contact and expression
- To the point, presenting a single, clear lesson
- Well-paced, not overly-long and drawn out
- Drawn upon events or circumstances that Scout-age boys can relate to
- Applicable for all of us (using "we" instead of "you" while addressing the Scouts)

and contain these four key elements which should come through in the presentation:

1. Relevance – is the topic important to the Scouts?
2. Sincerity – does the speaker truly believe what they are saying?
3. Credibility – does the speaker exemplify what they are saying?
4. Passion – how important is the topic to the speaker?

Play: [ScoutCast: The Scoutmasters Minute](#)

The many examples listed in [Troop Program Resource: Leaders Minute](#) can be adapted and used as a point of reference to inspire Scouts, open their eyes, and/or get them thinking. At the same time, the best Scoutmaster's minutes are those drawn from real life experiences that can be delivered

in a way that is genuine and natural. Worthwhile stories and accounts with a positive message can be shared most effectively when they have a personal connection and appeal to the presenter.

View: [Sample Scoutmasters Minute with props](#)

View: [Sample Scoutmasters Minute without props](#)

# Tips for Out of State Travel

## Time Available

10 minutes.

## Learning Objectives

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

- Review Guide to Safe Scouting related to driving to out-of-state outings.
- Understand about laws regulating cell phone use and texting while driving.
- Pledge to be a safe driver on all outings

## Suggested Presenter(s)

No special experience is necessary. A police officer as presenter may add weight to the discussion

## Presentation Method

- Begin with a review of applicable parts of the Guide to Safe Scouting.
- Discuss why caravanning is risky and to be avoided.
- Discuss state laws regulating cell phones and texting while driving.
- Provide suggestions on communicating while driving.
- Take the pledge to be a safe driver

## BSA Reference Materials

- [Guide to Safe Scouting: Transportation](#)
- [Guide to Safe Scouting: Motor Vehicle and Driver Checklist](#)
- [Bryan on Scouting: Cell Phone and Texting](#)
- [Bryan on Scouting: Put Your Phone Down](#)
- [Bryan on Scouting: Safe Driver Course](#)
- <https://www.scouting.org/health-and-safety/training/drivers-pledge/>

## Presentation Content

### Introduce the Guide to Safe Scouting.

- Give the URL for the current Guide to Safe Scouting (GSS), [scouting.org/health-and-safety/gss/](https://www.scouting.org/health-and-safety/gss/). It contains the most up-to-date version of the GSS.
- **All participants in official Scouting activities should become familiar with the GSS**, applicable program literature or manuals, and be aware of state or local government regulations that supersede Boy Scouts of America practices, policies, and guidelines.
- Remind attendees that the GSS is updated quarterly so they should always check the on-line version quarterly. Printed copies should not be relied upon.
- The URL listed above contains a summary of recent changes and as well as the most up-to-date version of the GSS.

- Two parts of the Guide to Safe Scouting specifically address vehicle use on outings:
- The Transportation section, and the
- Motor Vehicle and Driver Checklist attachment.
- The remainder of the GSS is outside the scope of this topic, but all Scouters should be familiar with the entire GSS. Scouters should refer to it if there are any questions at all about a proposed activity.
- For purposes of this interest topic, focus on these parts of the “General Guidelines” of the Transportation section:
- Obey all laws, including the speed limit.
- Drivers must refrain from using hand-held cell phones while driving. Text messaging while driving is prohibited. Hands-free units are acceptable, but must be used sparingly while driving.
- Driving time is limited to a maximum of 10 hours in one 24-hour period regardless of the number of drivers available. Driving time must be interrupted by frequent rest, food, and/or recreation stops. The intention is to include sleep and thorough rest breaks while traveling long distances. Don’t drive while drowsy. Stop for rest and stretch breaks as needed. Fatigue is a major cause of highway accident fatalities.
- The drivers must be currently licensed and at least 18 years of age. **Scouting youth (under age 18) are not insured under the Boy Scouts of America commercial general liability policy.**

### Cell phone use while driving:

- Talking on a handheld cell phone while driving is banned by the GSS in every state, regardless of any state law that may permit its use.
- Talking on a handheld cellphone while driving is unlawful in 14 states and the District of Columbia, and violation of those laws can result in substantial fines.
- A map showing those states is available in the Bryan on Scouting article on cell phone use listed above. In those states, a cell phone may be used only with a blue tooth hands free device, which is required by the GSS anyway.
- States change their laws frequently, so it is best to check the laws of the states through which you will travel.

### Texting while driving:

- Texting while driving is banned by the GSS in every state, regardless of any state law that may permit its use.
- Texting on a handheld cellphone while driving is unlawful in 46 states and the District of Columbia, it’s against the law, and violation of those laws can result in substantial fines.
- 

A map showing those states is available in the Bryan on Scouting article on cell phone use listed above. In

those states, all texting while driving is banned, which is required by the GSS anyway.

- Since only 4 states currently allow texting while driving, and since states change their laws frequently, it is best to check the laws of all the states through which you will travel.

#### **Take the pledge against distracted driving:**

- I pledge to **Care** for those around me and put my phone down when I'm driving.
- I pledge to **Share** the message: distracted driving is never OK.
- I pledge to **Be Aware** that I'm never alone on the road.

#### **How to communicate with others and checking on your route while driving:**

- Since handheld cell phones and texting while driving are banned by the GSS in every state, how can drivers communicate with each other?
- The safest way is to have the passenger in the front seat do all the communicating with other drivers, so each driver can focus on safe driving.
- Likewise, the front seat passenger should serve as navigator, whether using a paper map or a GPS enabled phone app. The driver should not take his or her eyes off the road to check a map or check their GPS unit.
- Coordinating with the other drivers during a rest stop is also encouraged.

#### **Obey the GSS limits on daily driving time:**

- Driving time is limited to a maximum of 10 hours in one 24-hour period regardless of the number of drivers available.
- Don't drive while drowsy. 10 hours a day is the maximum, but if you feel tired after 6 or 8 hours, you must let another driver take over. Remember the age 18 age limit.
- Don't be tempted to exceed the speed limit to get a little farther in the 10 hour maximum. It is against the GSS as well as state law.
- Follow the posted speed limits for the road you are on at the moment. Smaller roads or city streets may not have posted speed limits. Consult the speed limit laws of all the states through which you will travel to learn the speed limit for each type of roadway. Doing this in advance is best, but it can be done by your navigator before you enter each new state.
- Driving time must be interrupted by frequent rest, food, and/or recreation stops. The intention is to include sleep and thorough rest breaks while traveling long distances.
- On long trips, it is essential to plan for the proper number of travel days required to cover the distance out and back safely, and in compliance with state speed limits and the GSS.
- Coordinating with the other drivers during a rest stop

is also encouraged.

- So, what's wrong with caravanning? The GSS doesn't say we can't.
- Caravanning is usually done when some drivers don't know the route to take, or to make sure everyone gets to the destination at about the same time.
- Caravanning often results in driving too closely to the vehicle in front, or passing other vehicles to keep sight of the lead vehicle. Both can lead to accidents.
- If everyone has the proper directions, as well as a navigator in the passenger seat, there is no need for caravanning to avoid getting lost.
- If everyone drives at the speed limit, everyone will arrive at the destination about the same time.
- Coordinating with the other drivers during a rest stop is encouraged, and reduces the temptation to follow the lead driver unsafely.

#### **Take the safe driving course:**

- The Hartford Driver Improvement Program, can be found on the BSA Learn Center, which is accessed through your [my.scouting.org](http://my.scouting.org) page. The course is free, requires no advance registration and can be completed online in about 35 minutes.
- From the BSA Learn Center, click on Expanded Learning and then on Program Safety.
- Take the Driver's Pledge, and read the Risk Zone attachments. The URL is in the GSS Motor Vehicle and Driver Checklist.
- Use the Motor Vehicle and Driver Checklist attached to the GSS before every trip. It contains useful safety measures to reduce the chance of problems while driving.

# Troop Meeting Agenda: Games

## Time Available

10 minutes.

## Learning Objectives

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

- Understand the importance of games at a troop meeting
- Discover where to find games

## Suggested Presenter(s)

A Scoutmaster or Senior Patrol Leader that has had success in using a variety of games at their troop meetings

## Presentation Method

Discussion with handouts and videos when technology is available

## BSA Reference Materials

- [Troop Meeting Planning Form](#)
- Troop Meeting Agenda: [Games & Challenges](#)
- [Putting Skills into Action](#)
- Troop Program Resources: [Scout Meeting Activities](#)

## Presentation Content

Pass out printed copies of the Troop Meeting Planning Form

As Scout leaders, an important objective is to ensure Scout meetings are fun with positive outcomes. What's referred to as the Games Section of the troop meeting can contribute to making the meeting really fun more than any other part of the troop meeting agenda. This important section of the troop meeting can be approached from a variety of directions and in a variety of ways. In its most simple context, this portion of the meeting provides a chance to have some good, clean fun serving to change the pace of the meeting, and/or allow Scouts to happily let off a little steam. From another direction, this time slot can afford a golden opportunity to put Scout skills into action in a way that is involving and challenging—often relative to a monthly theme.

View: Troop Meeting Agenda: [Games & Challenges](#)

Because of its importance, it should be emphasized this portion of the Scout meeting deserves to be properly planned and prepared, so that Scouts can benefit most from their participation. All materials required should be arranged and set out prior to the Scouts assembling, and the Scout(s) conducting the activity need to be well-acquainted with how to clearly explain the objective and guidelines.

When properly presented, all troop meeting activities can contribute towards ensuring the troop meeting is fun with positive outcomes. "Good Fun" in itself can be considered a

positive outcome, but underscoring the desirability and advantages of an activity is its ability to produce additional positive outcomes where Scouts:

- put an acquired skill or skills into action
- experience a sense of belonging
- nurture their self-esteem
- exercise their resourcefulness
- exemplify teamwork
- share responsibility
- feel successful
- learn a life lesson

## Scout Skill Challenges

Patrol and troop activities that rely on the performance of acquired Scoutcraft, Woodcraft, or Campcraft skills can be referred to as Scout Skill Challenges. They can very easily stand by themselves, because inherent in meeting an appropriate challenge is a sense of pride and a feeling of accomplishment.

View: [Putting Skills into Action](#)

## Team Building Opportunities

When Scouts engage in an activity that requires them to work together in order to satisfy an objective, team building comes into play. In order to complete any of these activities, Scouts will need to use teamwork, pool their resources, and share leadership—all qualities of a well-working patrol and troop. (When accepting any of these team building challenges, a patrol that cooperatively works together can be considered a winner.)

## Patrol Games

Healthy competition between patrols can have a positive outcome when presented in the right spirit. Naturally, when patrol makeup is homogenous, there's more of a level playing field. But, when patrols are organized by age, to compensate for the difference in skill levels, certain handicaps might be introduced. In this instance or when individual patrol attendance is disproportionate, dividing the troop into equal crews can be a practical alternative.

A system of recording patrol points for these activities can be adopted and contribute towards patrol spirit. But, the presentation of the activities is in itself beneficial, and carries with it its own rewards. Therefore, determining winners, scoring, and points are optional.

Patrol games are fun to play when pitting patrol against patrol; but, can also be enjoyed when played by a single patrol-sized group.

## Troop Games

Troop games give Scouts an opportunity to team up with the members of other patrols for some friendly play. In addition to nurturing camaraderie and Scout spirit, their purpose is simply to have fun. One of the outstanding

characteristics of most Scout games is their uniqueness. Scouts don't ordinarily get to play them except during Scout gatherings.

In Troop Program Resources: [Scout Meeting Activities](#) there's a catalogued library of Scout meeting activities that cover all of the topics listed above.

Effective Scout meeting activities provide the grounds for both fun and learning. Even when specific Scout skills aren't coming into play, there's always an opportunity to participate cheerfully while fostering good sportsmanship. As often as possible, Scouts should come away from a meeting feeling happy, invigorated, feeling good about Scouting, and good about themselves.



# Boy Scout Interest Topic Template

## **TIME AVAILABLE**

10 minutes

## **LEARNING OBJECTIVES**

## **SUGGESTED PRESENTER(S)**

## **PRESENTATION METHOD**

## **BSA REFERENCE MATERIALS**

## **PRESENTATION CONTENT**

# Roundtable Mechanics

## Troop Participation

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

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

## PUBLICITY AND PROMOTION

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

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

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

Tools that can help with promotion include:

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

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

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

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

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

**District or council websites.** Many districts and councils maintain websites. Keep up-to-date information on these sites about plans for upcoming roundtable events.

Highlight last month's meeting to get people excited about future roundtables. We are in the age of instant information and digital presence; be sure the roundtable is part of this. Be sure the location information, start time, and contact information is current and accurate.

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

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

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

them with needed information despite their absence.

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

## ATTENDANCE INCENTIVES

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

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

## ATTENDANCE AWARDS

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

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

- **Slide of the Month**—A simple, easy-to-duplicate neckerchief slide can be presented to all leaders attending.
- **Certificate**—Award a thank-you certificate to packs and leaders who help with the program.
- **Pins**—Give special pins or insignia for a year's perfect attendance.
- **First-Timer**—A first-timer award for new attendees will make them feel welcome and important.
- **Traveling Totem**—A totem may be an unfinished ceremonial prop that is awarded to the unit with the highest percentage of attendance. The winning unit brings the prop back the next month with something new done or added to it. At the end of the year, the unit with the greatest average attendance receives the prop as an award.

**Door Prizes or Special Drawings.** These awards should be useful to unit leaders. Use program-oriented handicraft items or kits. If you have built a special piece of equipment to demonstrate a game or ceremony, give it away as a prize. The lucky recipients can use it in their unit activities. You may want to choose your winners in different ways each month—draw names of those attending from a hat, mark name tags in a special way, or randomly place a tag under the participants' chairs. Don't forget to post an announcement and pictures of the winning item on your district or council website.

# Roundtable Commissioner Notebook

## 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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Email address \_\_\_\_\_

Roundtable position \_\_\_\_\_

Training completed \_\_\_\_\_

Additional information \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Email address \_\_\_\_\_

Roundtable position \_\_\_\_\_

Training completed \_\_\_\_\_

Additional information \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# GETTING TO KNOW YOU

Welcome to our district's Boy Scout roundtable. Congratulations on taking that extra step to be an informed Boy Scout 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) \_\_\_\_\_ (C) \_\_\_\_\_

(B) \_\_\_\_\_

Email (H) \_\_\_\_\_ (B) \_\_\_\_\_

Troop No. \_\_\_\_\_ of (town) \_\_\_\_\_

Chartered organization \_\_\_\_\_

Registered Scouting 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 form on 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 returning to next roundtable? ☐ Yes No ☐

Why or why not? \_\_\_\_\_

Would you encourage other leaders to attend? ☐ Yes No ☐

Why or why not? \_\_\_\_\_

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

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# ROUNDTABLE PROGRAM EVALUATION

Please complete this evaluation form on 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 returning to next roundtable? ☐ Yes No ☐

Why or why not? \_\_\_\_\_

Would you encourage other leaders to attend? ☐ Yes No ☐

Why or why not? \_\_\_\_\_

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

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# Using the Roundtable Planning Calendar

The following planning calendars are here to assist you in both your long term and short term planning. By planning and assigning duties in advance you will be able to focus on delivering the program rather than on what is next and who is going to do it.

Below is a short sample of how you can use the planning calendars. The items in RED are what you might enter.

You would continue to fill out all four sheets - to make up a full year of Roundtable. You can then transfer the monthly information to your Monthly Roundtable Planning Sheet; or, you may choose to print out 12 Monthly Roundtable Planning Sheets and fill out one for each month.

# Year Long Roundtable Planning Calendar

## PAGE 1

| Part of the Program              | Breakdown                       | Time Alloted | Month 1 | Month 2 | Month 3 |
|----------------------------------|---------------------------------|--------------|---------|---------|---------|
| Pre-Opening<br>(20 - 30 Minutes) | Pre-Opening Activity            |              |         |         |         |
|                                  | Midway                          |              |         |         |         |
|                                  | Registration                    |              |         |         |         |
| General Opening                  | Welcome                         |              |         |         |         |
|                                  | Prayer                          |              |         |         |         |
|                                  | Opening Ceremony                |              |         |         |         |
|                                  | Introductions and Announcements |              |         |         |         |
|                                  | Big Rock                        |              |         |         |         |
|                                  | Commissioners Minute            |              |         |         |         |
| Breakout Sessions                | Icebreaker                      |              |         |         |         |
|                                  | Sample Ceremony                 |              |         |         |         |
|                                  | Tips for Troop Meetings         |              |         |         |         |
|                                  | Boy Scout Interest Topic        |              |         |         |         |
|                                  | Program Feature                 |              |         |         |         |
|                                  | Q & A                           |              |         |         |         |
|                                  | Closing                         |              |         |         |         |
| After the Meeting                | Fellowship (Cracker Barrel)     |              |         |         |         |
|                                  | Team Meeting                    |              |         |         |         |

# Year Long Roundtable Planning Calendar

## PAGE 2

| Part of the Program              | Breakdown                       | Time Alloted | Month 4 | Month 5 | Month 6 |
|----------------------------------|---------------------------------|--------------|---------|---------|---------|
| Pre-Opening<br>(20 - 30 Minutes) | Pre-Opening Activity            |              |         |         |         |
|                                  | Midway                          |              |         |         |         |
|                                  | Registration                    |              |         |         |         |
| General Opening                  | Welcome                         |              |         |         |         |
|                                  | Prayer                          |              |         |         |         |
|                                  | Opening Ceremony                |              |         |         |         |
|                                  | Introductions and Announcements |              |         |         |         |
|                                  | Big Rock                        |              |         |         |         |
|                                  | Commissioners Minute            |              |         |         |         |
| Breakout Sessions                | Icebreaker                      |              |         |         |         |
|                                  | Sample Ceremony                 |              |         |         |         |
|                                  | Tips for Troop Meetings         |              |         |         |         |
|                                  | Boy Scout Interest Topic        |              |         |         |         |
|                                  | Program Feature                 |              |         |         |         |
|                                  | Q & A                           |              |         |         |         |
|                                  | Closing                         |              |         |         |         |
| After the Meeting                | Fellowship (Cracker Barrel)     |              |         |         |         |
|                                  | Team Meeting                    |              |         |         |         |

# Year Long Roundtable Planning Calendar

## PAGE 3

| Part of the Program           | Breakdown                       | Time Alloted | Month 7 | Month 8 | Month 9 |
|-------------------------------|---------------------------------|--------------|---------|---------|---------|
| Pre-Opening (20 - 30 Minutes) | Pre-Opening Activity            |              |         |         |         |
|                               | Midway                          |              |         |         |         |
|                               | Registration                    |              |         |         |         |
| General Opening               | Welcome                         |              |         |         |         |
|                               | Prayer                          |              |         |         |         |
|                               | Opening Ceremony                |              |         |         |         |
|                               | Introductions and Announcements |              |         |         |         |
|                               | Big Rock                        |              |         |         |         |
|                               | Commissioners Minute            |              |         |         |         |
| Breakout Sessions             | Icebreaker                      |              |         |         |         |
|                               | Sample Ceremony                 |              |         |         |         |
|                               | Tips for Troop Meetings         |              |         |         |         |
|                               | Boy Scout Interest Topic        |              |         |         |         |
|                               | Program Feature                 |              |         |         |         |
|                               | Q & A                           |              |         |         |         |
|                               | Closing                         |              |         |         |         |
| After the Meeting             | Fellowship (Cracker Barrel)     |              |         |         |         |
|                               | Team Meeting                    |              |         |         |         |

# Year Long Roundtable Planning Calendar

## PAGE 4

| Part of the Program           | Breakdown                       | Time Alloted | Month 10 | Month 11 | Month 12 |
|-------------------------------|---------------------------------|--------------|----------|----------|----------|
| Pre-Opening (20 - 30 Minutes) | Pre-Opening Activity            |              |          |          |          |
|                               | Midway                          |              |          |          |          |
|                               | Registration                    |              |          |          |          |
| General Opening               | Welcome                         |              |          |          |          |
|                               | Prayer                          |              |          |          |          |
|                               | Opening Ceremony                |              |          |          |          |
|                               | Introductions and Announcements |              |          |          |          |
|                               | Big Rock                        |              |          |          |          |
|                               | Commissioners Minute            |              |          |          |          |
| Breakout Sessions             | Icebreaker                      |              |          |          |          |
|                               | Sample Ceremony                 |              |          |          |          |
|                               | Tips for Troop Meetings         |              |          |          |          |
|                               | Boy Scout Interest Topic        |              |          |          |          |
|                               | Program Feature                 |              |          |          |          |
|                               | Q & A                           |              |          |          |          |
|                               | Closing                         |              |          |          |          |
| After the Meeting             | Fellowship (Cracker Barrel)     |              |          |          |          |
|                               | Team Meeting                    |              |          |          |          |

# Monthly Roundtable Planning Sheet

| Part of the Program              | Breakdown                       | Time Alloted | Month |
|----------------------------------|---------------------------------|--------------|-------|
| Pre-Opening<br>(20 - 30 Minutes) | Pre-Opening Activity            |              |       |
|                                  | Midway                          |              |       |
|                                  | Registration                    |              |       |
| General Opening                  | Welcome                         |              |       |
|                                  | Prayer                          |              |       |
|                                  | Opening Ceremony                |              |       |
|                                  | Introductions and Announcements |              |       |
|                                  | Big Rock                        |              |       |
|                                  | Commissioners Minute            |              |       |
|                                  | Icebreaker                      |              |       |
|                                  | Sample Ceremony                 |              |       |
| Breakout Sessions                | Tips for Troop Meetings         |              |       |
|                                  | Boy Scouts Interest Topic       |              |       |
|                                  | Program Feature                 |              |       |
|                                  | Q & A                           |              |       |
|                                  | Closing                         |              |       |
|                                  | Fellowship (Cracker Barrel)     |              |       |
|                                  | Team Meeting                    |              |       |