

CUB SCOUT



Roundtable Planning Guide 2017–2018

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2017–2018

WHAT IS ROUNDTABLE?

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



BOY SCOUTS OF AMERICA®

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Cub Scout Roundtable Planning Guide 2017–2018

Welcome to the *Cub Scout Roundtable Planning Guide* for the 2107-2018 training year.

Roundtable is designed to be a flexible delivery method suited to the local needs, availability, and time preferences of the audience. It is also an opportunity to involve experts from the local community in the presentation of information and/or skills.

There is an exciting new look to the Cub Scout Roundtable this year. Some differences you may see in this guide are:

- The Cub Scout Roundtable training plans no longer provide pack meeting monthly themes or pack resource sheets. The pack meeting plans found online at Scouting.org are designed to help the Cubmaster

plan terrific pack meetings and support den leaders with den pack assignments. You may continue to emphasize the pack meeting plans during your Roundtable as a helpful resource.

- You will now see Cub Scout interest topics that pertain to all Cub Scout leaders. The interest topics are best presented to the entire group of attendees in a single, combined session.

These changes allow the roundtable team to focus on assisting the units as they create the ultimate Cub Scouting experience for the youth they serve.

Roundtable Overview

The 2017–2018 *Cub Scouting Roundtable Planning Guide* is designed to help you plan and produce a successful roundtable program for your district. For this program year, you will find:

- The Big Rock topic plans that are used in the general session of roundtable when all program groups meet together
- Cub Scout interest topic plans that can be used flexibly to meet the needs of leaders. Recommended times for each activity will help you maintain a reliable schedule.
- Program materials that can be used by leaders in their meetings and events.

Scouting is considered a year-round program, meaning that dens, packs, and troops are encouraged to meet and conduct activities year-round. Thus, it is suggested that roundtable also operate year-round. Of course this is up to the council and districts to decide as part of the yearly planning process.

Some of the resources listed above, such as Big Rock topics, may not have plans for every month of the year because local councils and districts may have unique local topics to discuss in certain months. Councils and districts are encouraged to use the provided templates to create topics that meet any local needs they identify. Topics from previous years are archived on the Roundtable Support page of the Commissioner website: www.scouting.org/Commissioners/roundtable.aspx.

ROUNDTABLE LEADERSHIP

Coordination of all roundtables held in the council is under the jurisdiction of the assistant council commissioner for roundtables. This person reports to the council commissioner and conducts an annual councilwide roundtable planning meeting followed by a midyear review. This process brings a level of standardization to the content at district roundtable by promoting the use of national roundtable guides and other resources while also 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 roundtables. He or she oversees the district roundtables in all program areas, reports to the district commissioner, and works with the

district structure. The assistant district commissioner also needs to be responsive to and work in cooperation with the assistant council commissioner for roundtable to see that the annual planning and midyear review programs are well attended by the district program-specific roundtable commissioners. In addition, this is a perfect position from which to ensure that national roundtable guide materials are being used and the proper program materials are being provided to units.

Roundtable programs are then implemented by the program-specific roundtable commissioners for Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing. These individuals are responsible for coordinating and conducting the various parts of the roundtable meetings. They make their contributions under the guidance of the positions described above and with the help of the assistant roundtable commissioner, a position described below.

Assistant roundtable commissioners conduct tasks directly for the program-specific roundtable commissioners, as mentioned above, to assist in the development and delivery of their monthly meeting agenda and program items. This role replaces the previous position of roundtable staff and allows the assistants to pursue the normal roundtable training and awards structure in place for roundtable leaders. Each program-specific roundtable commissioner may have as many assistants as needed; i.e., Cub Scouts may need several assistants to facilitate their program breakouts, while others may not need so many.

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

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

TRAINING AND RECOGNITION FOR ROUNDTABLE TEAM

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

- Roundtable commissioner and team basic training, www.scouting.org/Commissioners/roundtable.aspx
- 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 Award and Commissioner Key, the Doctorate of Commissioner Science, and the Distinguished Commissioner Service Award, among others. 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 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 to develop an annual plan for 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. 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.

It is also important for roundtable commissioners 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. The College of Commissioner Science curriculum will soon expand to include a full seven-course bachelor's level of roundtable training.

USING THE ROUNDTABLE PLANNING GUIDE

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

For those who have never planned a roundtable, the sample program agenda 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.

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

LENGTH AND FORMAT OF ROUNDTABLE

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

Roundtable commissioners will find the 2017–2018 plans allow for a variety of roundtable configurations. The first section of each roundtable 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—Boy Scouting, Cub Scouting, or Venturing.

The Cub Scout group may break out even further into den leaders, Cubmasters, and pack leaders, or a combined section may be offered for all attendees based on the interest topic.

Many districts choose to offer time after the closing of the meeting (often referred to as “cracker barrel”) to allow Scouters to mingle and share experiences, fellowship, and ideas with one another. Refreshments or other activities may be provided, but be mindful of time and budget constraints for the 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 that permits attendees to receive more training and better justifies the time required to travel to the roundtable site. This longer format may allow for not meeting every month, but rather on alternate months or even quarterly. Another alternative might be hosting roundtables in two or more locations on a rotating basis. If the district leadership is able to do so, the district could hold more than one roundtable per month, each in a different part of the district. Each of these alternatives has been used successfully in parts of the country.

If those alternatives aren't practical, the leadership of a geographically large district should consider whether it is preferable to deliver at least some portion of the roundtable using one or more of the commercially available telephonic or video services. Some issues to consider and resolve include:

- Availability of telephone jacks in the meeting rooms and/or suitable Internet connectivity at the roundtable site (including Wi-Fi)
- Availability of the equipment necessary to record and transmit a roundtable from the host site, including cameras, quality microphones, and lighting
- Cost of the various telephonic or video services
- Limits imposed by the service provider on the number of simultaneous participants

- Whether to record and broadcast both the joint session and all the breakout sessions, or just the joint session, keeping in mind the need for more equipment if multiple breakout sessions are filmed simultaneously
- Whether to enable two-way communication so remote participants can ask questions and participate in group discussions, or whether the remote participants will only be able to listen to presentations
- Whether the remote participants have access to the necessary technical resources (equipment and bandwidth) to receive a particular type of telephonic or video feed

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

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

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

Other services (such as GoToMeeting, WebEx, and TeamViewer) support a larger number of remote participants but require the payment of either monthly or per-minute fees. Some services have tiered fees for different numbers of simultaneous participants. FreeConferenceCall.com is an example of a service that does not charge to set up a call, but requires participants to pay their own telephone service for the call (such as long-distance charges or wireless-to-landline charges). Some councils choose to provide conference call services that are toll-free to remote participants and absorb the cost of the service, whereas other councils require the remote participants to pay for the call.

Some districts may choose to use a blend of in-person roundtables during certain months, real-time remote audio and/or video roundtables during other months, and YouTube videos or podcasts for selected presentations when the primary need is the dissemination of information rather than an interactive discussion. Examples of the latter

could include recordings of presentations on Friends of Scouting, Internet Rechartering, or a topic that every new leader should hear as a supplement to available online training. Having these supplemental topics available via podcast or YouTube videos would enable new leaders to hear that information whenever they accept a position for which that information would be useful, without having to repeat basic information at roundtable.

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

Roundtable Mechanics

UNIT PARTICIPATION

Roundtables should be presented as learning experiences. Leaders watch demonstrations and then practice what they just learned. Because people learn best by active involvement rather than by observation, leaders attending a roundtable should have as much opportunity as possible to participate. Participation can be in the form of a role-play, a panel discussion, or a hands-on experience with a skill being taught. Roundtables may also engage leaders by making assignments to individuals or a troop in advance so they have time to prepare. This makes roundtables a more satisfying experience and convinces Boy Scout leaders that these are their roundtables. Pride in doing a task well can help Scouters develop their leadership skills.

Unit Assignments

Set up a schedule that allows units or individuals to volunteer in advance to be responsible for presenting a song, skit, game, or ceremony at upcoming roundtable meetings. Designate a roundtable team member to preview all original presentations for suitability, making sure they meet the aims of the Boy Scouts of America. Prior to the meeting, have a team member check on the unit's progress in preparing the presentation, and also send a reminder about the roundtable assignment. Ask this team member to be prepared as a backup should the person or unit fail to deliver on the assignment. Do not leave an embarrassing gap in the evening's program.

Encourage units or individuals that present preapproved, original material to make the information available to all roundtable participants as a handout. This will enable all leaders attending to readily use these ideas in their own meetings.

Show and Tell

Roundtables are most successful when Scout leaders have the opportunity to share information and ideas with other leaders. For example, ask pack leaders to bring examples of their yells and songs, newsletters, flags, and meeting and ceremony props. A special area may be set up to display these items during the preopening.

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 wherever you find Scout leaders.

Invitations. Computer-generated invitations are easily created and are impressive to the new leader. Have the roundtable team attend training events to hand-deliver invitations and invite new leaders to roundtable. This could be done at the closing of the training.

Mailed announcements. This method can be expensive and time-consuming, but it might be worth the effort and expense for special events.

Chartered organization publicity. If chartered organizations produce online or printed bulletins, place stories in them. Try church bulletins 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. Be sure all roundtable dates and meeting places are listed on the district and council calendars. Include relevant information in each month's newsletter 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.

Email/social media messages. Establish a roundtable email directory of district Boy Scout leaders. Reminders of 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 a few weeks 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

Participation is an important part of building roundtable attendance and motivating leaders. A system that has worked well in many districts is to award points to those units that prepare and present a portion of the roundtable program. When a certain number of points are earned, the unit gets an award. Competition for assignments is usually keen, because even adults are eager to work toward an award.

Once 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. They are inappropriate at any meeting that Scouts attend.)

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.
- **Scout Bucks**—Scout leaders earn bucks through attendance at or participation in the roundtable. Leaders can use these bucks to purchase personal or unit items at an auction held once a year. Real money is never used. The only way to earn bucks is through roundtable attendance. Auction items are donated and collected throughout the year. (Note: Be sure to have solicitations of local businesses preapproved by your district or council before you ask a business for a donation.)
- **Door Prizes or Special Drawings**—These awards should be useful to unit leaders. Use program-oriented handicraft items or kits. If you have built a special piece of equipment to demonstrate a game or ceremony, give it away as a prize. The lucky recipients can use it in their unit activities. You may want to choose your winners in different ways each month—draw names of those attending from a hat, mark name tags in a special way, or randomly place a tag under the participants' chairs. Don't forget to post an announcement and pictures of the winning item on your district or council website as promotion and encouragement for others to see.

Getting To Know You

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

Your name _____

Home address _____

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

Email (H) _____ (B) _____

Pack or Troop No. _____ of (town) _____

Chartered organization _____

Registered position _____

What Scouting training have you attended? _____

Previous Scouting experience _____

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

Occupation _____

Spouse _____ Scouting experience _____

Children (please list their Scouting experience) _____

How did you hear about roundtable? _____

Why did you come to roundtable? _____

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

How can roundtable help your unit program? _____

Roundtable Program Evaluation

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

Did you feel welcome and warmly received? Yes No

Why or why not? _____

Did you feel comfortable participating in the program? Yes No

Why or why not? _____

Do you plan on attending the next roundtable? Yes No

Why or why not? _____

Would you encourage other leaders to attend? Yes No

Why or why not? _____

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

Parts of a Roundtable—General Session

Roundtables have distinct program elements that help organize the event and manage time effectively. These may be adapted to fit local needs, but all of the program portions work together to build a diverse, useful, and relevant roundtable meeting that will engage the audience, convey important information, and add to the knowledge and skills of the attendees.

Preopening

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

Organize an interactive, easy-to-join opener such as a get-acquainted game. Ideas for these activities may be found in *Group Meeting Sparklers* and *Troop Program Resources*.

Displays and Information Tables

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

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

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

Displays might include:

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

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

Registration

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

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

GENERAL OPENING (ALL SCOUTING PROGRAMS)

Welcome

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

Prayer

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

Opening Ceremony

Use a simple opening ceremony that leaders will be able to duplicate in their units. You may wish to delegate this opportunity to a particular pack or group, or use participants if appropriate. Use the U.S. flag to emphasize citizenship, respect for the flag, and character development.

Other options, such as reciting the Scout Oath or Baden-Powell words of wisdom, celebrating Scouting's birthday, or demonstrating alternate flag ceremonies, can provide unit leaders with ideas to liven up their programs.

Introductions and Announcements

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

Be sure to explain the flow of the evening's activities. Point out the various program groups and where they will be gathering. Take care of housekeeping items such as the location of restrooms and any policies specific to the building in which you are meeting.

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

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

Big Rock Training Topic

The Big Rock topic is information relevant to all Scout leaders across BSA programs. It is important to include a Big Rock topic as part of each month's opening activity.

Big Rocks are aimed at reminding unit leaders of basic information that helps them execute a better program.

While a number of Big Rocks are provided in this year's *Cub Scout Roundtable Planning Guide*, their use is flexible based on the needs of the council or district. If a topic that is not covered needs to be addressed, use the template provided at the end of the Big Rock section to design a local Big Rock topic. Big Rocks from previous roundtable guides are archived at www.scouting.org/Commissioners/roundtable.aspx.

Commissioner's Minute

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

Roundtable Big Rocks

RETENTION

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenter(s)

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

Presentation Method

An enthusiastic verbal presentation

BSA Reference Materials

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

Presentation Content

- What are the contributing factors to a high retention rate in a unit?
 - Fun
 - Well planned meetings
 - Year-round program
 - Consistent communication
 - Boy-run troops
 - Timely recognition
 - Outdoor emphasis/monthly outings
 - Diverse activities
 - Low cost
- What kinds of fun can happen during a unit meeting?
 - Active: Includes the boys in the activity
 - Passive: The Scouts are part of the audience

- What are the qualities that contribute to fun?
 - Uniqueness
 - Engaging
 - Challenging
 - Physically active
 - Purposeful/Learning new concepts
- Where can you put fun into your meetings?
 - Gathering period
 - Opening ceremonies
 - Skills instruction
 - Recognition ceremonies
 - Games
 - Closing ceremonies
- What does it take to make things FUN?
 - Planning
 - Preparation
 - Enthusiasm
 - Inspiration
 - Interactivity

RECRUITING

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenter(s)

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

Presentation Method

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

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

BSA Reference Materials

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

Online Resources

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

Presentation Content

- Recruiting is the lifeblood of our units.

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

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

DUTY TO GOD

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenters(s)

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

Presentation Method

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

BSA Reference Materials

- Cub Scout handbooks
- Boy Scout 2017 rank requirements
- BSA Declaration of Religious Principles
- Duty to God religious emblems brochure
- November 2014 CubCast on Scouting.org

Online Resources

- Bible reading program, www.praypub.org/rp3
- National Catholic Committee on Scouting religious activity awards, www.nccs-bsa.org/index.php/religious-activities
- National Jewish Committee on Scouting religious activity awards, www.jewishscouting.org/store/

Presentation Content

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

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

- "The Boy Scouts of America, therefore, recognizes the religious element in the training of the member, **but it is absolutely nonsectarian** in its attitude toward that religious training."
- "In no case where a unit is connected with a church or other distinctively religious organization shall members of other denominations or faiths be required, because of their membership in the unit, to take part in or observe a religious ceremony distinctly unique to that organization or church."
- All Scouts now say the Scout Oath and Law, which include "duty to God" and "a Scout is Reverent."
- The new Cub Scout requirements contain a duty to God element at every rank. Each Cub Scout handbook includes a series of age-appropriate nonsectarian activities that help boys learn and demonstrate their duty to God.
 - Each Cub Scout handbook also includes a discussion about the importance of religion in the boy's life, together with examples of ways the boy can complete his duty to God requirement.
 - Bear and Webelos ranks include an option for the Cub Scout to complete his duty to God requirement by earning the religious emblem for his age and faith.
 - Since not all faiths have a religious emblem, and since not all congregations offer them, both the Bear and Webelos ranks have an alternate way to complete the duty to God requirement.
 - If a Scout's faith uses the same religious emblem for fourth and fifth grades, and if the Scout earns it as a Bear, he will need to complete the alternate requirement as a Webelos Scout.
- The 2017 Boy Scout rank requirements include a duty to God element for all ranks above Scout.
 - The duty to God element is now part of the requirement to show Scout spirit:
 - "Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God. ..."
- Does including "duty to God" as a part of the Cub Scout and Boy Scout rank requirements put too much emphasis on religion? Does it create a requirement of belonging to a religion?

- Not as written. There is no requirement that a Scout identify a religious faith as part of his duty to God—although, if the Scout does have a religious faith, it is likely to be part of the self-reflection and expression. It is important to note that Scouting is nonsectarian and promotes no specific religion. In fact, a boy need not belong to any official religious institution—he could practice his beliefs privately at home.
 - However, while membership in an organized religion is not necessary or implied, a Scout does have to ascribe to the Declaration of Religious Principles, and express belief in a higher power. The parent or guardian's signature on the BSA Youth Application acknowledges this condition of membership.
 - Unlike the Cub Scout rank requirements, the Boy Scout rank requirements do not elaborate on how a Scout is to do his duty to God. Does this mean troop leaders need to examine and evaluate a Scout's Duty to God, and then determine whether it is sufficient by some standard?
 - No. The verb in the requirement is "Tell how you have done your duty to God." Not demonstrate, discuss, show, prove, etc.
 - The troop leader is merely to listen to the Scout *tell* about how he (the Scout) believes he has done *his* duty—that is the requirement. The idea is for the Scout to have a self-reflection about belief and reverence. Nothing more is required.
 - The requirement does not indicate that a discussion or a two-way conversation should take place. This is a monologue by the Scout, not a dialogue between a Scout and his leader.
 - The telling might be a very brief statement, depending on the Scout and the family's beliefs, and on where the Scout is in his development of understanding of such matters, which often evolves as the Scout matures.
 - A unit leader's beliefs about God may be different from those of the Scout. With the requirement "tell how you have done your duty to God," a troop leader might believe that the Scout should do more or do something differently to show duty to God. Can a boy be withheld from advancing for that reason?
 - No. The troop leader does not evaluate whether a Scout's expression of how he shows duty to God is sufficient by any standard. In signing off the requirement, the leader simply acknowledges that the Scout *has told* how he has done *his* duty to God. The leader should make no judgment and the Scout should not be held to any specific standard of belief or level of activity in order to complete the requirement.
 - There will often be differences of belief among troop members and troop leadership—but the troop leader's beliefs do not establish a standard for the Scout. The policy of the Boy Scouts of America is that "the home and the organization or group with which the member is connected shall give definite attention to religious life." The troop leader is to respect those differences, with no attempt to impose his or her personal beliefs on the Scout.
- Although the Boy Scout requirements do not include specific activities for demonstrating a Scout's duty to God, unit leaders should make their Scouts aware of the following *optional* religious activities and awards that can help deepen a Scout's faith:
- Earning the religious emblem for his age and faith.
 - If the religious emblem takes several months to complete, a Scout might use the continued pursuit of his religious emblem to tell how he has done his duty to God for more than one rank (if he completes one rank while pursuing his religious emblem and completes the religious emblem while working on his next rank).
 - If a younger Boy Scout is unable to earn a religious emblem, the duty to God discussions and examples in the Bear and Webelos handbooks might serve either as reminders of the things he is already doing in his faith life, or might serve as guideposts for his duty to God.
 - Serving as the troop's chaplain's aide.
 - Participating in Scout Sunday or Scout Shabbat services.
 - The Scout shops sell annual nonsectarian Scout Sunday patches for Scouts who attend services related to Scout Sunday. The National Jewish Committee on Scouting sells a similar patch for Scouts who participate in Scout Shabbat services.
 - Other religious activities and awards
 - P.R.A.Y. recently introduced the Bible Basics RP3 program to encourage more Christian Scouts to read their Bible and put what they learn into action. The Bible Basics program currently consists of four subjects, each with three Bible stories to read, discuss with parents, and put into action. A fifth subject is coming soon. A patch is available upon completion of the requirements for each subject.

- The National Catholic Committee on Scouting has three series of religious activities (with two more coming) and two international activities. The activities offer youth and adults fun, easy ways to learn more about their faith and Catholic role models, and become more aware of the faith community around the world. Several patches are available.
- The National Jewish Committee on Scouting has announced a Passover Patch, which will be available for sale through the next 10 years. Also, each year starting with 5775/2015, the NJSC will issue a “rocker” depicting one of the 10 plagues. The design of the rockers is such that they will form a mural that encircles the central 10-sided patch.
- Duty to God hike/ride.
- Some councils or districts organize a duty to God or Ten Commandments hike or ride that involves visits to several places of worship and an overview by a religious leader of key tenets of the faith practiced at each place of worship.
- Including different faiths in the program enhances the educational value of the event.
- An event that includes Christian, Jewish, Islamic, Hindu, and other places of worship would be ideal, if feasible in light of the local demographics.

YOUTH WITH DISABILITIES

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenter(s)

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

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

Presentation Method

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

Materials Needed

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

BSA Reference Materials

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

Presentation Content

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

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

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

VOICE OF THE SCOUT

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenter(s)

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

Presentation Method

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

Online Resources

- *Scouting Wire*, <http://scoutingwire.org>
- My.Scouting.org
- Voice of Scouting Findings and Analysis, www.scouting.org/scoutsource/Awards/JourneyToExcellence/vos_findings.aspx

Presentation Content

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

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

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

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

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

Ann: Yes, it is.

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

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

Ann: What is the Big Rock?

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

Ann: What is the Voice of the Scout?

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

Ann: How is the information collected?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ann: Yes, if you think it will help.

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

RESOURCES

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenter(s)

Ideal presenters include:

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

Presentation Method

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

BSA Reference Materials

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

Online Resources

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

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

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

Presentation Content

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

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

THE AIMS OF SCOUTING

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenters

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

Presentation Method

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

BSA Reference Materials

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

Online Resources

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

Presentation Content

- State that this discussion will be about the “takeaway” of the Scouting program. Ask participants to estimate what percentage of the Scouting program is focused on the each of the following areas: advancement, the outdoors, uniform, leadership development, and Scouting ideals. (The answer for each one should be 12.5 percent; these five methods plus the patrol, adult association, and personal growth methods make up the whole of the Scouting program.)
 - Acknowledge and record all responses on a white board or a flip chart.
 - Ask if any of the leaders present can tell the group the aims of Scouting.

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

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

CUBCAST/SCOUTCAST

Time Available

10-20 minutes depending on the agenda format being used

Learning Objectives

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

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

Suggested Presenter(s)

Roundtable commissioners

Presentation Method

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

Online Resource

CubCast and ScoutCast: www.scouting.org/ScoutCast/

Equipment Needed

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

Presentation Content

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

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

CYBERBULLYING

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenter(s)

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

Presentation Method

Verbal overview and presentation on bullying prevention materials

BSA Reference Materials

- Cub Scout handbooks
- 2017 rank requirements
- *Troop Leader Guidebook*, Vol. 1, No. 33009

Online Resources

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

Presentation Content

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

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

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

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

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenter(s)

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

Presentation Method

Talk and discussion

BSA Reference Materials

- Graduate Webelos Scouts Into a Troop: www.scouting.org/Home/BoyScouts/YearRoundGuide/graduate/ (One copy per participant)
- 2016 CubCast, January 2016—Preparing for the Webelos-to-Scout Transition: www.scouting.org/Scoutcast/Cubcast/2016/
- Troop Open House: www.scouting.org/scoutsource/BoyScouts/TroopOpenHouse/
- Patrol Plus: www.scouting.org/scoutsource/BoyScouts/Resources/PatrolPlus
- Commissioner Training—Bachelor Courses: www.scouting.org/scoutsource/Commissioners/training/BachelorsCourses
- Council Membership Plan: www.scouting.org/scoutsource/Membership/Youth_Recruitment/PlanningStrategies
- Training the Chartered Organization Representative—Session 2. Overview of the BSA: www.scouting.org/scoutsource/Media/Relationships/TrainingtheCOR/02
- 2009 CubCast, Webelos-to-Scout Transition and MyScouting Interviews: www.scouting.org/Scoutcast/Cubcast/2009
- Webinars, Podcasts & Newsletters—Webelos to Scout Transition: www.scouting.org/Home/Membership/Podcasts
- Annual Program Planning: www.scouting.org/scoutsource/BoyScouts/Planning.aspx
- 2017 JTE Troop Scorecard: www.scouting.org/filestore/mission/pdf/2017_JTE_Troop_Scorecard.pdf
- 2017 JTE Pack Scorecard: www.scouting.org/filestore/mission/pdf/2017_JTE_Pack_Scorecard.pdf
- Developing the Plan The Growth-Planning Schedule: www.scouting.org/filestore/membership/doc/developing_the_plan.doc
- Council 013—Strategic Membership Plan “A Plan for Cub Scout Growth”: www.scouting.org/filestore/membership/doc/membership_plan_council_013.doc
- *Webelos-to-Scout Transition DVD* and brochure, No. AV-02V012

Presentation Content

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

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

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

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

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

Answer any questions.

BIG ROCK TEMPLATE

Brief Topic Title

Time Available

10 minutes

Learning Objectives

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

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

Suggested Presenter(s)

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

Presentation Method

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

BSA Reference Materials

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

Presentation Content

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

- Keep the information comprehensive but concise.

Parts of a Cub Scouting Roundtable Session

Opening for Cub Scout Interest Topic— Ceremony/Skit/Song/Game

Use a simple opening ceremony/skit/song/game that leaders will be able to duplicate in their units. You may wish to delegate this opportunity to a particular pack or group, or use participants if appropriate. Flag ceremonies, and reciting the Scout Oath and Law, are some of the appropriate types of opening ceremonies.

Skits, songs, or games can be tied into the monthly interest topic and are a great way to involve everyone at the meeting. Remember to provide any information needed such as song lyrics, etc., so that everyone will participate. Involve all participants in a memorable activity that they can take home and plan for their Cub Scouts. It is important to encourage everyone to participate. These activities may come from the *Cub Scout Leader How-To Book*, *Group Meeting Sparklers*, and the *Cub Scout Songbook*.

Introductions

Although you have already welcomed those in attendance at the general session, welcome the Cub Scout leaders again and extend a special welcome to newcomers. Make them feel welcome so they'll bring additional unit leaders with them to the next roundtable. The Cub Scout roundtable team and any special guests should be introduced at this time.

Be sure to explain the flow of the evening's activities by introducing the Cub Scout monthly interest topic. Point where the breakout groups will meet if using a leader-specific breakout plan. Take care of housekeeping items such as the location of restrooms and any policies specific to the building where you are meeting.

Cub Scouting Monthly Interest Topics and Points of the Scout Law

The interest topic is a roundtable feature designed to address Cub Scouting-specific subjects. The interest topic may be a training highlight, a review of an upcoming annual event, advancement information, or a variety of other topics related to Cub Scouting issues. Several of the Cub Scouting interest topics tie in to the Cub Scouting Adventures.

Several interest topics have been provided in this guide and can be used for monthly roundtable training based on council or district priorities. The topics are written as suggested outlines for a discussion or presentation, and each is customizable to local interests and resources. In other words, they are flexible to fit the local roundtable audience.

A blank template is included for developing interest topics based on local needs. The template is designed for a combined group meeting of 60 minutes in length. The 12 interest topics selected for the 2017–2018 Cub Scout roundtable plans were based on feedback from roundtable attendees regarding what they would like to learn more about.

An interest topic overview is provided in each of the Cub Scouting roundtable plans. Ceremonies, Cubmaster's Minutes, Commissioner's Minutes, and some activities at roundtable meetings should reflect that month's interest topic. They should also reflect a point of the Scout Law, which reinforces the mission of the Boy Scouts of America and is there to guide us as leaders in all that we do in Scouting.

Tips for Pack Activity

These ideas are linked to the month's interest topic, and packs might consider using them as activities at pack meetings or as part of a pack outing. A roundtable is a great place to share these tips, whether pulled from training resources, suggested by participants, or collected from commissioner observations on unit visits. Many of the books and media resources developed by the Boy Scouts of America are listed throughout this guide on the interest topic being discussed. These resources may provide tips, or roundtable leaders may even choose one or two of the resources to introduce in this part of the meeting. Explain how these materials might help the units deliver a better program for their Cub Scouts and where the resources can be obtained.

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 in various fields. Feel free to highlight these as well, but remember to point out any BSA policies that may be in conflict with the materials referenced.

Cub Scout Leader Combined Session

All of this year's interest topics are universal and pertain to all Cub Scout leaders. The interest topics are best presented to the entire group rather than presenting the same material to smaller breakout groups. The National Cub Scouting Committee feels that the combined sessions are the best option to cover the Cub Scout interest topics.

Cub Scout Leader Breakout Session

The Cub Scout leader breakouts separate the participants into smaller leader groups. Roundtable commissioners can determine if and when leader breakout sessions are to be used to best meet the needs of the units in the district.

Q&A and Announcements

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.

This portion of the meeting is also used for announcing upcoming events. Limit each announcement to a short introductory statement about the event and where more information can be found, such as fliers and websites.

Do not let announcements hijack the time and program needs of units! Keep them to a minute or less.

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

Closing

The closing 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. This can serve as a model for the Cubmaster’s Minute at the end of their meetings. This is the chance for the assistant district commissioner for roundtable, or others as appropriate, to offer a significant and uplifting message or meaningful thoughts regarding a point of the Scout Law. The Commissioner’s Minute helps bring the general session to a close and transitions to the program-specific breakouts. Explain that the next session will begin in a few minutes, and point out the locations.

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. Also, this fellowship time following the scheduled portion of the roundtable meeting is often a super opportunity for Scouters to connect with each other. It is best to keep things simple: Time constraints must be respected for those needing to clean up. Check with the venue ahead of time to make sure there are no food restrictions at the facility. 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.

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.

Cub Scout Roundtable Program Agenda Templates

The following 60-minute program agenda represents best practices for an informational supplemental training. Some roundtable programs can also be done with an optional 90-minute format. Some months have a combined group session only, and some months have the option of combined or breakout sessions for the leaders. The roundtable commissioner should choose the best option based on the size of the group attending.

Suggested times are provided for each portion of the program agenda. 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 will receive proper attention.

CUB SCOUT ROUNDTABLE PROGRAM OUTLINE (60 MINUTE FORMAT)— COMBINED GROUP OPTION

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: _____ Location: _____ Date: _____

CUB SCOUT INTEREST TOPIC: _____

Cub Scout Roundtable—60-Minute Format			
Time Allotted	Activity	Assigned to	Content
20 minutes from start time	General Session		
2 minutes	Travel from general session to Cub Scout leader session		
Cub Scout Leader Session—under leadership of Cub Scout roundtable commissioner (15 minutes)			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	
	Tips for pack activity	Cub Scout roundtable team or participants	
Cub Scout leader session—all pack leaders combined			
20 minutes	Cub Scout interest topic review and discussion extension—combined session	Cub Scout roundtable team	
Questions/answers, announcements, and closing			
2 minutes	Q&A Announcements	Cub Scout roundtable team	Opportunity to answer any additional interest topic questions.
1 minute	Closing	Cub Scout roundtable team or participants	
End on time			
After the meeting	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

Cub Scout Roundtable Sessions

These sessions may be conducted in any order, based on local needs. If desired, more than one Cub Scout interest topic may be presented at a roundtable meeting. Adjust the length of the discussions to fit the time available. For example, the session on Leader Recruitment and Succession Planning could be presented during the same roundtable meeting as the session on Leader Appreciation.

Introduction to the New Cub Scout Interest Topic Format for 2017–2018

Based on survey input, the National Cub Scouting Committee has modified the presentation style for the Cub Scout interest topics for this year. In order to improve communications throughout the pack leadership, it is recommended that all Cub Scout leaders attend the interest topic discussion together as a single group. This new method will provide everyone with the same information and will facilitate important discussion about these topics between all Cub Scout leaders.

As always, the *Cub Scout Roundtable Planning Guide* provides suggested options for each council or district. The use of any specific topic is flexible based on the needs of the council or district. Each council or district may also select other topics that would be beneficial to the needs of the Cub Scout leaders in their respective council or district.

Additional resource materials from the BSA can be used if the district chooses to do individual leader breakout sessions. The Philmont Cub Scout Roundtable Supplements are a great resource to consider for the breakout session model.

Interest Topic: Joining Night

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team	<p>Have the room set up as a mock Joining Night (see Resources section). Arrange in advance to have samples of council, district, and pack promotion fliers, etc., on hand. Before the meeting, set up an exhibit of these samples along with other recruiting ideas.</p> <p>Discuss the importance of having a Joining Night or other fall recruitment activity for every Cub Scout pack. Conduct an overview of the district's or council's Joining Night routine. Discuss how to recruit new Scouts to your pack.</p> <p>Review the Outline for School Talks in Resources, and allow time for unit volunteers to practice giving school talks if they're the people who will be giving them in the community.</p> <p>Share and discuss any roadblocks to successful recruiting and some possible solutions.</p> <p>Review the checklist for unit leaders (see Resources) and discuss their duties for Joining Night.</p>
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions.
5 minutes	Closing	Cub Scout roundtable commissioner	Present the Recipe for Cub Scouting closing (see Resources).

Topic: Joining Nights

Takeaway: Pack leaders should know and understand what every unit needs to do for a successful recruiting season, including working with district and council volunteers and professional Scouters.

GENERAL SESSION

Introduction

We place a strong emphasis on fall recruiting when school starts, but our program allows a Scout to join at any time and begin the adventure right then. At their age, a lot of other activities don't allow that flexibility. So it's important that we educate everyone about year-round recruiting.

Cub Scout Fall Youth Recruiting Overview

We gain the majority of our new Scouts during the fall recruiting period. What do we want to accomplish during that time?

- Ensure that every youth receives an invitation to join Cub Scouting.
- Enroll prospective Cub Scouts into existing packs.
- Enlist parent participation as unit leaders and helpers.
- Organize new packs to serve youth in areas we are not currently serving.

Sample Recruiting Plan Overview

For recruiting to be successful, there are several things to think about:

- Your district may have a plan in place for where and when recruiting events occur. Your unit should work with the district executive to make these events happen.
- Each Cub Scout pack in your district may conduct its own recruitment event.
- Unit and district volunteers can work together to conduct the events using a recruitment packet.
- Ensure all new members learn at the recruiting event when their first meeting will be held (ideally within two weeks of their recruitment).
- Packs may want to schedule a time for orienting parents and recruiting adult leaders. This can be part of the first pack meeting of the school year or a separate meeting.
- Distribute fliers to every grade in every school to extend an invitation to all children. If each pack conducts its own recruitment event, make certain the correct fliers go to the children in each school.
- Provide information to religious organizations to extend an invitation to youth. Coordinate with the schools and religious organizations to avoid any confusion for families.

- Encourage chartered organizations to assist in the recruitment of youth for the units they sponsor.
- Provide simple resources for Scouts and their parents to promote their pack's program and the Joining Night event.
- Attend open houses and "meet the teacher" events at schools to provide Scouting information.
- Contact schools to arrange school talk visits in classrooms, lunch rooms, or playgrounds.

Sample Timeline for Cub Scout Recruitment Efforts

May

- Attend a district program kickoff meeting, where you may get some information to use in your promotional materials.

June

- Packs promote Scouting through local events (parades, festivals, etc.)
- Designate a unit membership/recruitment chair and new member coordinator(s).
- Hold a unit planning meeting.
- Schedule your pack's school talks and Joining Night for dates in September.

August

- Have your pack's entire recruitment team attend a district orientation/training for fall recruitment.
- Attend the August roundtable to learn any additional recruiting information or to get recruiting supplies.
- School talks and school open houses begin.
- Place yard signs and posters in high traffic sections of each community.
- Promote Scouting through local events (e.g., parades, festivals, service projects).
- Districts and packs send out news releases to local media outlets to promote recruiting events.
- Enlist parents to help by inviting families in their neighborhoods to the Joining Night.
- Confirm all pack recruiting and school talk dates.
- Deliver promotional posters to every school, place of worship, community center, library, etc., in the pack's recruiting area.
- Post the information via social media.

September

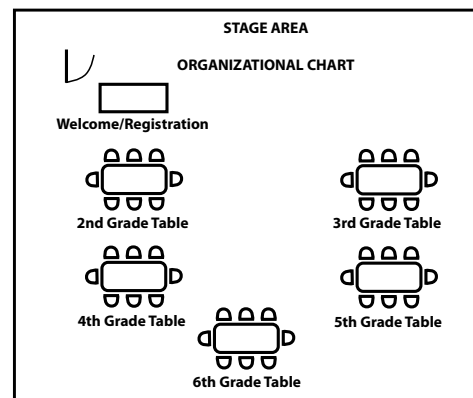
- Continue school visits and school talks by pack and district leaders.

- Distribute fliers to schools, places of worship, community centers, libraries, etc.
- Districts and packs send out more news releases to local media (see above) to promote joining events.
- Conduct a parent orientation meeting and recruit new leaders.
- Conduct Joining Night or other recruitment event.
- Preparations for Joining Night

Preparations for Joining Night

Display Table Checklist

- Pack poster with fee information
- Cash box to make change
- Youth AND adult applications
- Boys' Life* mini-magazines
- Pack photos/albums
- Welcome to the adventures of Cub Scouting and Boy Scouting
- Pinewood derby cars and trophies
- Handouts about the next meeting with a pack calendar
- Tiger, Wolf, Bear, and Webelos handbooks



Above is a sample layout of a Joining Night setting. As parents and youth enter the room, ask them to sign an attendance roster. **Hand out applications** and direct people to the registration tables. Have unit volunteers help with filling out the applications and answering questions one on one. The idea is to make registration quick and easy for everyone, and to ensure they all leave with the information on the next meeting date, time, and location.

If online registration is available, use it.

Checklist for Unit Leaders

- Wear your uniform.
- Make sure arrangements are in place for table displays.
- Make copies of your pack calendar for the year.
- Make copies of your pack information sheet (info about the first pack meeting, pack contacts, etc.)
- Communicate leadership needs to unit membership chair.
- Ensure participation from all leadership, including the new member coordinator.
- Have the pack checkbook on hand at the event.
- Arrive at the event site at least 30 minutes before registration will start.
- Set up the den/pack displays.
- Welcome guests as they arrive.

After the meeting:

- Clean up the room.
- Sign all youth and adult applications. Write one check to cover registration cost.
- Review youth applications for adult information that may suggest possible leaders to invite to the orientation.
- Print a copy of the attendance roster. Follow up with all unregistered youth on the roster, and all youth who expressed interest in Scouting.
- Be sure all information collected is submitted to the council.

Parent Orientation Meeting

Note: This meeting should be separate from the first pack meeting, as it is for new families only.

- Follow the suggested script for this meeting.
- Orient new parents, and recruit new leaders and helpers.
- Ensure the pack trainer (or designee) coordinates **Youth Protection** for all adults, and ideally New Leader and position specific training as quickly as possible.

October

- Conduct follow-up youth recruiting as needed.
- Follow up with parents who said they “might be able” to serve as new leaders.

Age-appropriate activities for the Joining Night can be found in the handbooks for each Cub Scout rank. Examples include Tigers learning magic tricks, Wolves making paper airplanes, Bears playing a game of marbles, Webelos/Arrow of Light Scouts creating electrical circuits with lightbulbs and batteries. Other great activities can be taken from the STEM/NOVA information at <http://www.scouting.org/stem.aspx>.

RESOURCES

Outline for School Talks

Setting and timing—It is important that school talks happen class to class in small groups. Often a school principal will suggest that it would be easier to bring all the students together in the school and we talk to all of them at once. The reality is that the rally is less impactful that way and it actually takes more time away from the classroom. The best method is for the school talk presenter to take the time to go classroom to classroom and spend no more than three minutes in each room. Since it would take a lot longer than a few minutes to put an assembly together, this method reduces non-instructional time. Coordinate with school personnel on the best time to meet each class of students. Some schools allow this to be done only at the end of recess or the lunch period. Get a map of the school so that you can easily find the classrooms.

Enthusiasm—This is the key ingredient, not the design of the flier or the sticker. Nothing can take the place of the level of enthusiasm displayed by the school talk presenter during the presentation. The presenter should practice the presentation prior to giving it.

Appearance—Look your best. Remember that you are the face of the BSA during this presentation. Wearing a Scout uniform may be appealing to younger children. If your school talk is for older students, the uniform may not be appealing, but a Scout T-shirt may be. Look like you’re ready for fun and adventure. A good-looking day bag or backpack that contains fliers, stickers, and props is ideal. Fliers should include the date, time, and location of the open house, joining night, or parent meeting, along with contact information for the local pack. Stickers can show the date and time and the words, “I want to be a Scout.” Fun props might include a pinewood derby car or a bug sucker. If your council gives a premium item upon joining (rocket, fishing pole, coupon for a free movie, etc.), bring an sample of that. Also bring a thank you card for each teacher.

Announcements—See if you can be included in the school news. An announcement about your presence at the school will ensure the teachers know you are coming.

The Element of a Good Talk

Start by entering the room and saying, “Hi! Is now a good time to talk to the class about Scouts?” Be prepared in case a teacher says “Not now.” Ask when you can come back,

and mark the classroom on your school map to make a note of when to return. Once you have permission to enter, get your fliers ready.

Ask the teacher if there is a class helper for the day. This will reinforce any current class structure and avoid disappointing a child who looks forward to serving as the class helper and/or you picking someone the teacher doesn't want.

If the teacher does not have a helper for the day, pick someone at random. Do not ask if someone wants to help; it will cause disruption and waste time. Once you have identified a student to help, hand the fliers to that student. Avoid giving the teacher the opportunity to take the fliers and hand them out later. This often never happens, and the fliers don't go home.

As the fliers are being handed out, start your presentation:

Element One: The Introduction—BIG, LOUD, and full of ENERGY! Introduce yourself by name, and tell them you are with the Boy Scouts of America. Here is a sample introduction: "Hi, boys and girls, my name is Anthony and I am with the Boy Scouts of America, and I am here to invite your parents to a very special night."

Element Two: Time, Date, and Location—Repeat, repeat, repeat. "Thursday night in the cafeteria at 7:00 is going to be your chance to join the Cub Scouts! The cool thing about Cub Scouts is that we have a special club just for you second graders. It's called Wolf Scouts! Who here can howl like a wolf?"

Element Three: Responses—Children at this age take direction well when it's presented at the beginning. To avoid yelling, cheering, and too much disruption, inform the class how you want them to respond to your questions. "So what do Wolf Scouts do? Let me ask you what you like to do. Raise your hand if you like to ..."

Element Four: Program and Activities—This is where you should have a list of activities and events that are specific to the pack, district, and council and that are fun and exciting. Use animated hand movements whenever possible, but the tone you use and the energy level need to be high. Try elevating it with each new activity.

"... Go camping?... Shoot bows and arrows? ... Build a campfire and roast marshmallows? Raise your hand if you like to build things. ... Raise your hand if you would like to build a car just like this one." This is where you would pull out the pinewood derby car out from your bag like a magician pulling a rabbit out of a hat.

"In Cub Scouts you will get a chance to design and build your own car just like this one. Everyone gets together and we race them down a track to see who has the fastest car. Who thinks they can build the fastest car in the school?"

"Raise your hand if you would like to build your own rocket, just like this one!" This is where you would pull out your rocket.

"If you join Cub Scouts Thursday night in the cafeteria at 7 o'clock, we're going to give you your own free rocket to build, and then we are going to launch those rockets at our next campout!"

Stick to about five things to highlight in total—too much of this, and the group loses interest.

Element Five: Date, Time, Location—Repeat!

Element Six: The Flier Needs to Go Home Tonight—

Some will do this as a game and ask the kids to fold up the flier and put it in their pocket. The key is to make sure the students know that the flier has all the information Mom or Dad needs to know to sign them up so it is important that they get it. My favorite is to say, "Everyone has their flier. On the front of the flier is the cool stuff you get to do in Scouts, but on the back of the flier is all the information that Mom or Dad needs to know to sign you up so it is important that when you get home tonight that you show it to them. So, when you get home (start talking really fast) I want you to show this to everyone; your mom, your dad, your brother, your sister, your aunt, your uncle, your dog, your cat, your pet goldfish!" This usually gets a good laugh.

Element Seven: Date, Time and Location (Stickers)—

Repeat! Get your stickers out and get ready to walk the room. Gather your pinewood derby car and rocket. As you are talking, you are putting things away and getting your stickers out. Work your way from the front to the back toward the door.

"So remember Thursday night. What time? Where? Great! Now if you want to join Cub Scouts, stand up next to your desk and I have a special sticker for you that will help remind you and your parents about the meeting. Once I give you your sticker, sit down so I know that you got yours." Walk around quickly and place stickers on those standing up. Only put stickers on those students who are standing. By them standing, they are giving you permission to place the sticker on them.

When you are done, all the students are at their desks ready for the teacher.

Element Eight: Thank You—The best situation is to have handwritten thank you notes that you give the teacher as you leave. Teachers can be very helpful to remind everyone on Thursday about the meeting. Be careful not to get the class too crazy, as you don't want it to be a challenge for the teacher to regain control. You want to be welcomed back next year.

Interest Topic: New Member Coordinator

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team assisted by district committee members	Review the Tufts University study on the impact of Scouting on youth character (www.tuftscampstudy.com). Then provide an overview of the role of a new member coordinator and discuss the content in the General Session section below.
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions
5 minutes	Announcements and Closing	Cub Scout roundtable commissioner	Closing flag ceremony

Topic: New Member Coordinator

Sustaining strong membership in a unit depends not only on having new members join the unit, but also on engaging youth and their families in the unit experiences so that they feel welcomed and want to stay. The role of the new member coordinator is to ensure that both keys to success take place.

GENERAL SESSION

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 of those who leave soon after joining? Would you like to have more volunteers to help you? If so, a new member coordinator is for you.

A new member coordinator:

- Coordinates unit recruitment
- Guides joining and welcoming
- Makes sure families feel welcome and get their questions answered
- Is easily identifiable. (Units can decide how the new member coordinator will be identified.)

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.

Who in your pack 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.

Present the New Member Coordinator Welcome module, available through the BSA LearnCenter at my.Scouting.org. It explains the role of the new member coordinator, and may be an effective “sales” tool for you.

What resources are there to help the new member coordinator get started? Besides the Welcome module, three “Parts of the Job” training modules will also be available soon through the LearnCenter:

- Sharing the Benefits of Scouting
- Coordinating Recruiting
- Guiding the Joining and Welcoming

In addition, council support is available, including printed materials, social media campaigns, and other recruitment assistance. The district committee and district membership chair can assist.

What a wonderful sense of community you’ll create in your pack!

Interest Topic: Webelos/Arrow of Light Transition to Boy Scouts

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable and participants	<p>This session will provide an overview of the Webelos/AOL to Boy Scout transition process and what steps need to be taken to ensure a smooth transition for each Scout. This is also important to the ongoing relationship between the pack and the troop.</p> <p>“Tiger Scout to Venturing,” located in the General Session section, may also be shared during this session. Encourage the pack to participate in occasional activities with a local Boy Scout troop. Invite the troop to participate in pack activities as well. Share ideas for joint pack/troop activities, such as pinewood derbies, raingutter regattas, bicycle rodeos, or using a den chief.</p> <p>Share some best practices for retention and transitioning from one rank to the next in the Cub Scouting program. Also provide a quick overview of the Webelos Scout program.</p> <p>Discuss the role of adult leaders in the Webelos/AOL to Boy Scout transition process, including a review of the timeline involved (see General Session section).</p> <p>Discuss the Cubmaster’s role in the transition process. From the Resources section of this interest topic, review the transition timetable, pack responsibilities, and the duties of a district Webelos transition chair.</p> <p>Discuss the committee’s role in the transition process, including a review of the timeline involved, pack responsibilities, and the duties of a district Webelos transition chair (all in General Session section).</p>
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions
5 minutes	Closing	Cub Scout roundtable commissioner	Perform the Cub Scout Trail ceremony located in the Resources section.

Topic: Webelos/Arrow of Light to Boy Scout Transition

Takeaway: Transition time (crossing over) is important to the Scout, as it is the next big step in a Scouting career. It is also important to the health of the Boy Scout troop. Having a transition plan that includes the Scout, the family, the pack, and the troop is the key to successful transition. Smooth and effective transition through the ranks and into a troop will be helpful in retention of the Scout.

Transition from Arrow of Light (Cub Scouting) to Boy Scouting may occur at any time of year, but ideally it occurs sometime in the months of November through February. The local pack(s) and troop(s) should work together. The transition may or may not be a part of a pack meeting. If it is, the pack meeting agenda will need to include the crossover ceremony, and the time necessary for it.

GENERAL SESSION

Explain that although this roundtable session is focused on Webelos/AOL to Boy Scout transition, it is important that the leaders remember there is a transition period between each rank, and, as leaders, each of us is responsible for doing all we can to ensure that the transition happens: Tiger to Wolf, Wolf to Bear, and Bear to Webelos.

Keeping the Webelos program front and center of the pack—along with the crossover ceremony—will create a visual enticement for the Tiger, Wolf, and Bear Scout to continue to work hard. Seeing the age-appropriate activities and camping opportunities as well as troop interaction will make them aspire to the Eagle rank.

Discuss the Webelos leader’s role in the Webelos to Scout transition process. Provide a discussion on the timeline involved (see Resources section) so that the transition

happens and the Cub Scout goes from the pack to the troop without missing any meetings or events with the troop.

- Troop visits—When the Cub Scout transitions into a Boy Scout troop, there should be a feeling of comfort and familiarity with the troop being joined. If you are in a large area with many units, how do you share contact information for all of the packs and troops?
- Timeline—Review the Webelos to Scout transition timeline found in the Webelos to Scout Transition Plan below. Discussion may include visiting troop meetings, participating in troop activities, and getting to know the members of the troop. All of these things happening in a timely manner will enable each Scout to have a smooth transition.
- Discuss the Cubmaster's role in the transition process. Review the pack responsibilities in the Webelos to Scout Transition Plan. Discussion may include having den chiefs from the troop and planning Webelos overnight activities.
- Discuss the committee's role in the transition process. Review the Webelos to Scout Transition Plan. Discussions could include involving the unit commissioner, involving the district Webelos to Scout transition chair, and comparing calendars with the troop and pack to coordinate activities.

Tiger Scout to Venturing

It should be the goal of the Cubmaster and Webelos den leaders to graduate every Webelos Scout into a Boy Scout troop. The key to accomplishing this is to begin promoting Boy Scouting when Cub Scouts are still in their Tiger, Wolf, and Bear dens, and to “sell the sizzle” of the great outdoors. Scouting should be viewed as an ongoing adventure, and the progression should be as normal as moving from elementary school to middle school.

- Develop a working relationship with the leadership of a Boy Scout troop or troops in the community. Most troops should have either an assistant Scoutmaster or a committee member assigned to new Scouts. Your unit commissioner can help put you in contact with troop leaders.
- Compare troop and pack calendars to coordinate activities. Community events can be done together.
- Work with troop leaders to secure den chiefs for each Cub Scout den.
- Work with troop leaders to plan and conduct Webelos overnight activities.
- Work with troop leaders to plan visits to troop meetings. Never show up without making arrangements in advance.

- Invite the Scoutmaster and troop youth leaders to special pack activities. This will help create familiarity and a level of comfort for the Webelos Scouts and their parents as they ease into the troop.
- Plan a meaningful crossover ceremony at the pack's blue and gold banquet. Have troop leadership present to accept the Webelos Scouts as they graduate to Boy Scouting.
- Webelos leaders should be strongly encouraged to move into the troop with the Scouts, either as assistant Scoutmasters or troop committee members. This will give the new Scouts a familiar face at troop meetings and a connecting link to Boy Scouting.
- If a troop does not exist in your community, discuss with the head of the pack's chartered organization the possibility of organizing a troop. A graduating Webelos Scout den can form the nucleus of a new troop.

Webelos to Scout Transition Timetable

August

- Get names, addresses, and telephone numbers of second-year Webelos Scouts.
- Plan a joint Boy Scout troop/Webelos den camping trip for October or earlier.
- Plan a Boy Scout presentation at a Webelos den meeting to be held two months prior to the crossover to explain to the Webelos Scouts how the Boy Scout troop works.
- Select a den chief for each Webelos den.
- Have den chiefs attend a local council or district training course.

September

- Mail a letter of introduction from the Boy Scout troop to second-year Webelos Scouts to introduce them to the troop. The letter should include an invitation to join the troop.
- Put second-year Webelos Scouts on the mailing list to receive the troop newsletter electronically.
- Continue planning the joint camping trip.
- Set a date for Webelos Scouts and their parents to visit a Boy Scout troop meeting.

October

- Conduct the joint camping trip with the Webelos Scouts, if you have not already done so.
- Conduct the Boy Scout presentation during the Webelos den meeting visit two months prior to the crossover to explain to the Webelos Scouts how the troop works.

- Have the Webelos Scouts and their parents visit a troop meeting. Conduct a recruitment meeting/orientation for the parents of the prospective Boy Scouts. Discuss summer camp.
- Plan an Arrow of Light ceremony and bridging to be conducted at the blue and gold banquet in February (or another time) to welcome graduating Webelos Scouts to their new troop.

November–February

- Conduct the Arrow of Light ceremony and bridging. Include Boy Scouts from the troop and the Scoutmaster.
- Get new Scouts actively involved with the troop through troop activities.
- Recruit parents of new Scouts to become assistant Scoutmasters or troop committee members.

November–May

- Work closely with new Scouts and parents during their transition to the Boy Scout troop, ensuring their needs are met and that their move has been smooth and fun.

December–May

- Work on rank advancement with new Scouts.
- Prepare the new Boy Scouts for summer camp. Conduct a camp orientation for the parents.

January

- Attend a meeting for first-year Webelos Scouts to introduce them to Boy Scouting.

March–April

- Invite Boy Scouts to assist the pack with its pinewood derby.

April

- Attend a meeting of Bear Scouts to introduce them to Boy Scouting.

May

- Continue to prepare the new Boy Scouts for summer camp.

June–August

- Ensure that all new Boy Scouts attend summer camp.
- Work on rank advancement with new Boy Scouts.

Duties of the District Webelos Transition Chair

- Contact all packs in early fall to update a list of all fifth-grade Webelos Scouts.
- Coach Cubmasters and Webelos den leaders in the transition process at roundtables and training courses, and through personal contact.

- Report to the membership committee chair, and keep the district committee informed.
- Track and maintain records of Webelos graduation by using a wall chart that lists the transition record of each pack.
- Work with unit commissioners to follow up on Webelos Scouts who have not joined a troop.
- Work toward 100 percent Webelos to Scout transition.

Note: A helpful hint is to set up a wall chart (or similar monitoring method) of the months your district units intend to transition to a troop. This will be the guide for activity planning, ceremony arrangements, etc.

RESOURCES

Closing: Cub Scout Trail

Preparation: A leader holds a Bobcat badge; a Tiger Scout holds a Tiger badge; a Wolf Scout holds a Wolf badge; a Bear Scout holds a Bear badge; a Webelos Scout leader holds a Webelos badge, a den chief holds an Arrow of Light award, and a Scoutmaster or senior patrol leader holds a Boy Scout badge. (Enlarged color print outs may be used as well.) Space the badges apart so that they form a trail.

Narrator: Tonight, we are honoring some Webelos Scouts who are moving forward along the Scouting trail. Will the following Scouts please come forward? (Call the names.) You are taking a giant step—from Cub Scouting to Boy Scouting. We would like to think back on some of the steps you have taken along the way.

(Walk with the Scouts to the Bobcat station.) Remember when you joined Cub Scouts? The Cub Scout motto, the Scout Law, and the Scout Oath were new to you then. It seemed hard at first, but now you know them well.

(Walk with the Scouts to the Tiger station.) At this stop, you worked on adventures that included exploring the world around you, and learning to be part of a team.

(Walk with the Scouts to the Wolf station.) At this stop, you worked on adventures that taught you how to howl at the moon and how to help your community.

(Walk with the Scouts to the Bear station.) While working on the Bear badge, your adventures were becoming full of responsibility as you earned your Whittling Chip card and learned how to take care of yourself on a campout.

(Walk with the Scouts to the Webelos station.) As Webelos Scouts, your adventures continued, becoming more difficult as your skills grew. You explored how to be strong in body and spirit and how to help others in need.

(Walk with the Scouts to the Arrow of Light station.) As you reached for the highest award in Cub Scouting, you learned

how you can build a better world and experienced outdoor activities in your Scouting Adventure. All you have learned during your Cub Scout trail has made you better, stronger, and wiser.

(Walk with the Scouts to the Boy Scout station.) And now you have reached the beginning of a new trail. I would like to introduce your new Scoutmaster and senior patrol leader. (The Scoutmaster and senior patrol leader take a few moments to welcome the new Boy Scouts.)

Interest Topic: Den and Pack Behavior and Discipline

Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team and participants	<p>Have a discussion on different ways to explain den and pack behavioral expectations to Scouts and parents. Share ideas and best practices.</p> <p>Discuss conducting a parent orientation meeting where the pack's expectations for den and pack behavior can be discussed with parents. This discussion is in addition to other information presented at the parent orientation meeting.</p> <p>Discuss distributing the den and pack expectations in handouts to parents and on the pack's website or social media.</p> <p>Discuss what age-appropriate behaviors are.</p> <p>What is the best way to establish those behaviors in a den, and when?</p> <p>What is the den code of conduct?</p> <p>What is the best way to maintain control in a den meeting?</p> <p>What is the best way to maintain control in a pack meeting?</p> <p>Discuss the importance of leaders modeling appropriate behavior for everyone else attending the meetings. If the leaders are talking among themselves while the Cubmaster or someone else has the floor, what kind of example does that give to others?</p> <p>For Webelos Scouts, discuss beginning the patrol method of running the den to help prepare for transition to a troop.</p>
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions
5 minutes	Closing	Cub Scout roundtable team or participants	Conduct the Leadership Ceremony located in the Resources section.

Topic: Den and Pack Behavior and Discipline

Takeaway: One of the developmental tasks of childhood is to learn appropriate behavior. Children are not born with an innate sense of propriety, and they need guidance and direction.

GENERAL SESSION

Every parent starts somewhere when joining the Cub Scout pack. Sometimes they have no idea what Scouting is or what is expected of them and their child. Units will find that it helps both parents and the unit to hold a parent orientation meeting so everyone can share a common understanding. Choose a date for this at the beginning of the program year, soon after recruitment night and preferably before the first den or pack meeting. Parents find it helpful to receive an orientation handout or booklet at this meeting. It may include the topics listed below and parents can keep it for future reference. Be sure to distribute the

handout to any parents who are unable to attend the meeting.

Plan to cover the following topics:

- Introduce the pack leaders and have the parents introduce themselves.
- Describe the Scouting program.
- Explain what a den meeting is and what a pack meeting is.
- Discuss expectations, including participation expectations and behavioral expectations for Scouts and parents.
- Discuss any rules set by the chartered organization.
- Discuss any rules set by the meeting place.

Show the parents what handbook, uniform, and insignia will be needed. Have a sample uniform and handbook at the meeting.

- Explain the registration processes and fees.
- Provide a pack calendar for the full program year.
- Allow time for questions and answers.
- Provide the leaders' contact information to the parents. Try to keep the meeting as brief as possible, in consideration of the busy schedules of both parents and volunteers. You can also provide all of this online through a pack website or social media page where parents can easily reference information and communicate with pack leadership.

Den Code of Conduct

The den leader and the Scouts in the den should develop a den code of conduct. Introduce this concept during an open discussion of how friends act toward one another. The Scouts may contribute rules for the code of conduct that relate to safety, respect for property, and relationships with others. Ask each Scout to contribute a rule. By creating the rules, the Scouts take ownership of them. You can make suggestions, too, if the Scouts need help creating the list. Some suggestions are:

- Do not interrupt when others are speaking
- No bad language
- No running, unless running is part of our activity
- Help with cleanup

They also need to learn about caring. Just as they can make up rules, they can decide on some of the caring values that they want to represent in their den. The ideas of fairness, helpfulness, and cooperation are all found in the Scout Oath and Scout Law. These important values can be a good start for discussions about conduct. With guidance, even young Cub Scouts can discuss their actions and decide how they fit with the den's chosen values. Such exchanges not only reinforce these values but also help Scouts develop critical thinking skills. Some dens have the members sign on a line at the end of the code.

Praise and positive reinforcement of good behavior will lead to more good behavior. When someone in the den behaves well, tell the den they are the best behaved den you have ever seen and then watch what happens. (The Scouts all become even better behaved!) Other ways of encouraging positive behavior include using positive recognition or reinforcement aids such as good conduct candles, marble jars, and stickers. This can be shared with parents and guardians.

Young Scouts tend to be noisy, active, and full of energy, but you can keep your Cub Scouts under control and handle the noise they create. Be sure to have a meeting

location where some noise is not an issue. Be thoroughly prepared for every den and pack meeting. Make certain the planned activities are appropriate for the group. Lack of preparation can lead to some confusion or even chaos. When that happens, it is difficult for the Scouts to maintain good behavior.

Webelos Scouts are much more adept at developing rules and can generally be depended on to adopt reasonable ones for their group. They might want to change rules from time to time as circumstances change. By age 10, children are beginning to understand that even public laws are made by people and that people can change them. They are ready to discuss rules in a fairly businesslike manner and will engage in a lot of bargaining with peers and adults.

Webelos Scouts also need active encouragement if they are to continue developing a caring orientation in their lives. They are ready to begin exploring the meaning of responsibility for the welfare of others. You can use their growing ability to see the perspective of others as a tool in your guidance. For example, encourage them to talk about the "whys" of the Scouting for Food drive in terms of real human needs in their communities.

Give the Scouts responsibility to help them think more deeply about positive attitudes, beliefs, values, norms, and actions. Teach the Scouts how to learn from experience and how to gain some mastery over the events in their lives. This approach will take effort at the beginning but will soon begin to take hold as the Scouts learn to discipline themselves.

Helpful Hints for Den Discipline

Use the Cub Scout sign to get attention. When Scouts and adults see the sign, each should stop talking and raise his or her arm in the sign. Eventually, the room will be quiet. Don't shout or yell for attention. Don't speak while you are using the Cub Scout sign. Wait until everyone is quiet before speaking.

Keep den and pack meetings well-paced, and have many interesting activities. Have activities for early arrivals, and alternate active and quieter parts of the meeting. Plan the meeting well so that you can accomplish everything you planned without being too rushed or having down time.

Try to get to know each Scout. Find out what the Scout likes and dislikes. Stay in contact with the Scouts' families and be responsive to what might be going on in other aspects of their lives.

Behave toward the Scouts impartially, regardless of race, social class, religion, personal friendship, and any other difference. Children expect fair treatment, and the example of all leaders becomes their model. If you make promises as a leader, you must make every attempt

to keep them. At the same time, point out that at times, promises may need to be modified for good reasons. Knowing that young Scouts don't have a clear idea of "maybe," you need to offer as much guidance as possible.

Listen attentively and try to understand what is written or spoken. If you have trouble understanding a Scout, ask to clarify. If possible, try to look at the situation from the Scout's point of view. Remember that they do not yet have the maturity of an adult.

Don't criticize a Scout in front of his den or pack. Doing so will make the child feel betrayed and humiliated.

Wait until you can talk with the Scout alone (yet in view of other adults, in accordance with Youth Protection policies). Get the Scout to tell you what went wrong from their perspective, and then explain how you interpret the situation. Make an effort to find some common ground and begin once more.

Focus on the positives and minimize the negatives.

Help Scouts to look for good in every situation. Remember to give praise when it is earned and even when it's not expected. Robert Baden-Powell, the founder of Scouting, said, "A pat on the back is a stronger stimulus than a prick with a pin. Expect a great deal from Scouts and you will generally get it."

Give Scouts opportunities to make choices. Provide real options and involve them in the planning of group activities. Sharing the power as well as the fun gives Scouts a feeling of ownership of the group's success and responsibility for things that do not go well.

Provide Scouts with appropriate challenges. What is exciting to a 7-year-old might bore a 10-year-old. What is exciting to a 10-year-old might frighten a younger child. Focus on the strengths of each developmental stage, and develop the program with the Scouts. Remember that the youngster who tests your patience the most might need Cub Scouting the most.

Take some extra time to reflect on each meeting and learn from your own experience. Start with what went particularly well. What made it go? What part did you play? What parts did the Scouts and/or other adults play? How can this combination work again? Also focus on what didn't work well. What aspects of the meeting needed more planning, resources, and leadership? What could have been done to prevent problems? Could these ideas be put into action earlier the next time a problem arises?

Are there best practices that can be shared?

With Tigers, bring a definite set of rules. Explain to the Scouts how they are expected to behave at den meetings and activities as well as pack meetings and events. As the Scouts get older, give them a say on what the rules are so they feel they have a stake in how the den works. This could also start a discussion on what happens if a member constantly breaks the rules.

Discuss using the denner system as a way to let the Scouts help run the den. Remember, with younger ages, start with smaller tasks and as the Scouts get older give them more responsibility.

When they are Webelos Scouts and will soon move on to Boy Scouts, it may be time to start running the den as a patrol. Have the Scouts discuss roles of responsibility, and give them ownership of their patrol. The roles can be switched out several times over the course of the year to give everyone a chance. This will be a stepping stone to the boy-led model they will experience in a troop. Encouraging them to set rules that are age-appropriate will give them a "buy-in" to maintaining order and morale during a den meeting.

Interest Topic: Derbies

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team and participants	<p>Explain different types of derbies and competitions you can offer at a pack level. Discuss derby events offered at the district or council level.</p> <p>Have an example of a pinewood derby car, a raingutter regatta boat, and a space derby rocket. If possible, have a track, a rain gutter, and a rocket launcher on hand to demonstrate how each will work. Create a display or handout using examples of racing brackets and schedules from several pack sizes.</p> <p>Consider showing short videos of derbies.</p> <p>Guide a discussion with the packs on which derbies they do and how they conduct them. Exchange ideas for what works in one pack and might be the idea another pack needs. Discuss how racing derbies supplement the Cub Scout program and how to conduct a successful event. Share a list of packs that are willing to lend derby track or other equipment.</p> <p>Choose one of the activities in the Resources section that leaders could offer at their pack and/or den meetings leading up to a packwide derby.</p>
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions
5 minutes	Closing	Cub Scout roundtable team	Present the “Pinewood Derby Conclusion” closing.

Topic: Derbies

Takeaway: Racing in a Cub Scout derby is great fun. Each Scout gets to design a racing vehicle, work with a parent or other adult to build it, and see it perform on race day. Win or lose, Scouts can take pride in having done their best. Participants learn craft skills, the rules of fair play, and good sportsmanship—things they will remember all their lives.

GENERAL SESSION

Why a derby? Derbies are a great way for Cub Scouts to create a vehicle and race against their peers. They help the Scouts show creativity, learn new skills, and show they can “take the high road” when things don’t go their way. Derbies are a great tradition for packs to revisit each year. But where do you start?

Encourage Scouts to actually build their own vehicle. Whether building a pinewood derby car, a regatta boat, or a space derby rocket, the task is a bonding experience for parent and Scout. The Cub Scout isn’t—and shouldn’t be—expected to do it all alone. But what about when Mom or Dad takes on a little too much of the work? Make the task age-appropriate, and let the parents know what level of effort and skill their Cub Scout should be able to do. Tigers

might need more of a helping hand designing and making their derby vehicle, while most Webelos Scouts know the science and the skills needed to make a race winner.

Check the rule book. Whether it’s cars, boats, or rockets, does your local council or district have special derby rules and regulations? If so, you should adopt those same rules for your pack’s derby. Following the council’s rule book makes your winners eligible for district- and council-level derbies. And it ensures a level race for all Scouts.

Plan a workshop for building the vehicles. How do you ensure the Scouts have a hand in making their car, boat, or rocket? What do you do for parents who don’t have a wood shop at home? Bring them all under one roof! Host a building workshop where parents and Scouts build their project together and parents bring tools to share. It’s fun, and it’s a great way for the less mechanically inclined to learn a thing or two. Some of the best workshops use the assembly line approach. Parents and Scouts go from station to station working on their project. When they’re done, they have a near-finished product ready for painting.

For more tips on planning one of these workshops, check out past articles in *Scouting* magazine.

Hold side races for parents. Try as you might to encourage a Scout-built project, there are still some ultra-competitive dads and moms out there. Harness that competitiveness into a race just for parents (and/or siblings). Some packs call these “outlaw races.” In other packs, the outlaw name is reserved for Scout-built cars that don’t meet the regular race requirements.

In some packs, these parents-only races are used as pack fundraisers. The entry fee—maybe \$5 a race—goes into a pot where the winners get a nice prize and the pack keeps the rest to help offset pack expenses. In other words, everyone wins.

Schedule wisely. Create a tournament bracket that gives each Scout several races, even if he loses them all. Try ideas like double elimination, lane rotation, and other formats. Scheduling is a decision for you and other Scouters, but you have several options at your disposal. Elimination-style races, where the first racer across the finish line wins, are the most exciting for live viewers. But these may favor the racers assigned to “fast lanes”—flaws in some tracks or rain gutters where one lane is faster than others. Round-robin formats, where every car or boat races in every lane, are great for those with high-tech timing equipment to determine the first through fourth place winners. Otherwise, it’s hard to tell who’s winning that way. The size of your pack may also influence how you set up your racing schedule. Refer back to previous years to find a system that works best for your unit.

Stagger arrival times. If you know the Webelos Scout race won’t start until 5 p.m., do the Webelos Scouts and their parents really need to show up at 3:30 with everyone else? Give parents specific, staggered arrival times to minimize waiting around. Also, think about whether the order of races should go from older to younger, or younger to older. Think about how long you can keep a Tiger occupied while he waits versus a Webelos Scout. This comes in handy when determining if you will award trophies per rank. You could even hold several awards ceremonies—one after each division is finished—so that families can leave when their Scout’s racing category has concluded. Finally, do you want to plan a race where a winner takes all—where a Tiger might beat a Webelos Scout?

Giving siblings plenty to do. Families who have other children often bring siblings to the event. To avoid chaos, it’s best to have something to help keep the siblings occupied. Set out a big container of Legos for the siblings of racers to enjoy during the derby. Distribute racing-themed coloring pages and colored pencils. Set up a game room with board games or maybe a TV with a video game system. Invite someone to run a face-painting station or make balloon animals. Whatever you do, be sure to offer something to keep those non-racers occupied.

Make an event out of it. A maximum of four Scouts will be racing at any one time. So what will Scouts and parents do between races? They can cheer on their fellow Scouts. They can purchase food at a concession stand operated, perhaps, by a local Boy Scout troop or Venturing crew. They can race their cars on a designated secondary track for practice and fun. If your event does not allow the car or boat to be touched once checked in, a secondary track could be used to allow participants who are not advancing to another round to continue the fun.

Make memories, take pictures. A derby will be over in a couple of hours, but the memories will last forever. That’s especially true if you take official race day photos of Scouts and their families. First, create a fun backdrop. It should include your pack flag, some racing imagery, and the current year. Next, assign a volunteer to take the photos of the Cub Scouts with their racers and parents. You could even do close-ups of each Scout’s racer. You can make the photos available on a website like Flickr for parents to download and post to Facebook for all the world to see. However, be mindful of the BSA guidelines regarding social media, posted at www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx.

RESOURCES

Cub Scout Derbies: www.scouting.org/CubScouts/Activities/Adults/derbies.aspx

Cub Scout Grand Prix Pinewood Derby Guidebook, No. 33721

Clothespin Racer Neckerchief

Slide Materials

- Spring-type clothes pins
- PVC pipe cut into $\frac{3}{8}$ -inch lengths, or chenille stems; if using PVC pipe, $\frac{3}{4}$ -inch diameter pipe works well
- Small black beads (smaller than the normal bead size)
- Markers
- Hot glue gun

Directions

- Take apart the spring-type clothespin.
- If using a chenille stem, fold it in half and insert it between the two halves, where the spring was. Both ends of the chenille stem should be equal length and should come out of the back side of the car. No chenille stem should show on the front side of the car. Glue the stem in place. Glue the flat sides of the clothes pin together. The stem can be wound around the neckerchief to form a slide.
- Use small black beads as the wheels and glue them on one side of the car, toward front and back.

- Glue on a colored round bead for a helmeted driver's head.
- If using the PVC pipe instead of the chenille stem, attach the ring on the back of the car to form the neckerchief slide.
- Use markers to decorate the car.

Pinewood Derby Racing Song

Tune: "Take Me Out To The Ball Game"

Take me out to the pinewood,
Take me out to the crowd.
Buy me some graphite and a sanding block,
I don't care if I ever get back.

We will root, root, root for my racer.
If I don't win, you can say
That I cut, sanded, and designed it myself
in the Cub Scout way!

B'gosh, they're starting the race now.
I see my friend's in the heat.
He's standing there biting his fingernails,
But I am sure that he'll never be beat!

For, we'll root, root, root for my den mate.
If he doesn't win, we can say
That he cut, sanded, and designed it himself
In the Cub Scout way!

The Scouts have declared a winner.
And I am proud to say
My racer, it got to the end of the track.
And my den leader let me bring it back.

For a second heat in consolation
Was my decision today.
But I cut, sanded, and designed it myself
in the Cub Scout way!

Race Day Jokes

Scout #1: What words would you write on an old jalopy's headstone?

Scout #2: Rust in peace!

Scout #1: Did you hear about the wooden car with the wooden wheels and the wooden engine?

Scout #2: No, I didn't hear. What happened?

Scout #1: It wooden go!

Scout #1: I've come to buy a car, but I don't remember the name. It starts with a "T."

Scout #2: Sorry, we don't have any cars that start with tea. All our cars run on gasoline.

Scout #1: Son, here are the keys to my magic car.

Scout #2: Is it really magic?

Scout #1: Yes, one speeding ticket and it will disappear!

Scout #1: This is a ticket for speeding.

Scout #2: Wonderful! When do I get to use it?

Scout #1: What kind of shot do you give a sick car?

Scout #2: A fuel injection.

Closing: Pinewood Derby Conclusion

Cubmaster: At the conclusion of our pinewood derby, I would like to point out that we were all winners here tonight.

- Dad has more respect for his Scout, whether a humble winner or a graceful loser.
- Mom was proud of her Scout, whether she gave a hug of congratulations or comfort.
- The Scouts gained a better knowledge of competition: how to win, how to lose, how to be happy for a friend who is taking home the trophy that we might have wanted for ourselves.
- The leaders, in the pride they feel knowing that all of their Scouts have done their best.
- Building the car helped bring parent and Scout closer together.

Yes, there are only winners here tonight. Thank you all for helping to make the pack go and the Cub Scouts grow. Good night, and congratulations to all of us winners!

Interest Topic: Blue and Gold Banquet

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team	Set the meeting room up as a mock blue and gold banquet to demonstrate table arrangement, decorations, etc. Conduct the session by addressing all the questions included in the General Session section below, and share best practices among the group. Print out and share the sample blue and gold banquet planning timeline below.
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions
5 minutes	Closing	Cub Scout roundtable commissioner	Closing flag ceremony

Topic: Blue and Gold Banquet

Takeaway: The blue and gold banquet is a celebration of the birthday of Scouting. The anniversary of that date is February 8, so these banquets are usually held in February. Working together and including everyone in the pack will make the event fun for everyone. Many hands make light work. It's a good idea to include Tiger, Wolf, Bear, and Webelos parents in the planning and preparations. This develops a plan of succession for future years by giving parents of younger Scouts an opportunity to learn. This event is also an ideal time to conduct the Arrow of Light Ceremony, crossing those Scouts over to a Boy Scout troop.

GENERAL SESSION

Blue and Gold Banquets

Most Cub Scouts celebrate Scouting Anniversary Week in February with a "birthday party" called the blue and gold banquet. In nearly all packs, the blue and gold banquet is the highlight of the year. It brings families together for an evening of fun and friendship. It's often the pack meeting for February. The purpose of the blue and gold banquet is to celebrate the date of the founding of Scouting, February 8, 1910. It is also a time to thank pack leaders and other adults who have helped the pack, and inspire the leaders, Scouts, and parents. Packs often like to invite former members and other Scouting or community leaders to take part in their blue and gold banquet.

By awarding the badges of rank to the Cub Scouts in the pack and including the Arrow of Light ceremony, the event will draw a large crowd of parents who will be pleased to see their children receive awards. You could have a video or slide show of what the pack did over the past year. You might consider having your annual Friends of Scouting appeal at this event, since the crowd will be large.

The following are points to address during this roundtable session:

- What is a blue and gold banquet?
- Why do we celebrate it?
- How can we make it successful?
- What are some important aspects of the dinner?
- Length of the event is important. Try to keep the entire event (banquet and Arrow of Light ceremony) to less than two hours. Consider families with young children.
- Will the banquet be held on a week night or a weekend?
- Will it be potluck? Catered?
- Discuss types of table decorations (if desired), invitations, etc., that the pack may wish to create.
- If the Arrow of Light ceremony is part of the event, who is planning that? Have the Boy Scout troop(s) and their leader(s) been invited?
- Prior to the Arrow of Light ceremony, will Tigers, Wolves, Bears, and Webelos Scouts be presented with their badge of rank?
- Plan to recognize the graduating Webelos leaders.
- Do you want to recognize the other den leaders? Anyone else?
- Are there any special guests to be invited (school principal, school superintendent, mayor)?
- Will the Friends of Scouting appeal be conducted at the banquet or at the ceremony following?
- How will the banquet be financed?
- Who needs to help to make it successful?

- Share resources (Oriental Trading, Pinterest, various Cub Scout pack websites).
- Share best practices among the group.
- Share the sample blue and gold banquet planning timeline below.

Blue and Gold Banquet Planning Timeline

A good banquet needs lots of planning. Most packs begin to plan at least two months ahead of time. The timeline here is a suggestion and may be changed to fit your event.

Two to three months before the blue and gold banquet

Review last year—Review evaluations of last year’s banquet if available. If not, ask several parents and leaders to share something from the event that was positive and something that could use improvement. This will enable you to avoid past mistakes.

Date and time—Confirm the date and time of the banquet with the pack committee. Was the date set by the committee at the annual planning meeting? You may use the date that corresponds with your monthly pack meeting, or choose Friday night, Saturday night, or a Sunday afternoon.

Location—Use your regular pack meeting place if possible. Make certain the date is on the calendar of the site you will use for the banquet (school gym, place of worship fellowship hall, community center, etc.). This reservation may need to be placed many months in advance of the event. Check with those who manage the location.

Budgeting for the dinner/event—Check with your pack committee to see what type of money has been set aside for the banquet. You may see if the committee will set money aside from the pack fundraisers to pay for expenses or you may decide to charge each family a small fee to cover the cost of the meal.

Decide on the menu—What has worked well in the past? What hasn’t? Some ideas might include

- Covered dish dinner
- Desserts-only event
- Spaghetti dinner
- Catering

Program

- Badge of rank for Tigers, Wolves, Bears, and Webelos
- Other awards and/or recognitions
- Arrow of Light ceremony and crossover into Boy Scouts

Four to six weeks before the banquet

- Send out event fliers. Include the date, time, cost, location, and contact information. (Always include a date when RSVPs need to be turned in.)
- Plan decorations. Be sure to involve all the dens in the pack. Decorations may be simple or elaborate, but remember this point of the Scout Law: A Scout Is Thrifty.
- Invite the Scoutmaster(s) or assistant(s) and some Boy Scouts from the local troop(s) to participate in the Arrow of Light/crossover ceremony. Invite them to be guests of the pack for the dinner itself.
- Work with the Cubmaster to establish the program for the banquet, award ceremony, and Arrow of Light ceremony so nothing will be forgotten.
- Plan for setup and cleanup at the event.

One to two weeks before the banquet

- Reconfirm location, food, and any speaker, special guests, etc., that you have previously booked.
- Reconfirm that the Scoutmaster(s) or assistant(s) and some of the Boy Scouts from the local troop(s) will participate in the Arrow of Light crossover ceremony. Remind them to join the pack for the dinner preceding the ceremony.
- Send reminder notices via social media and email.
- Reconfirm plans for setup of the banquet site and cleanup afterward.

On the day of the banquet

- Arrive in plenty of time and with plenty of people to complete setup.
- Have fun!

One week AFTER the banquet

- Evaluate the event and make notes of challenges and successes for next year’s planning.

Interest Topic: Planning Safely

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team and participants	<p>Discuss the BSA Safety Moments—online resources that provide help in preparing an activity, reviewing safety measures, and reporting incidents correctly.</p> <p>Using information shared on Scouting.org or in the YouTube video, “Using a Safety Moment in Scouting Activities,” present the BSA Safety Moment on Family Camping. Provide copies of the downloadable fact sheet to all participants (see Resource section for link).</p> <p>Review the Sweet Sixteen of BSA Safety, Safety PAUSE, and safety checklists (see Resources section for links).</p>
10 minutes	Q&A	Cub Scout roundtable team and participants	Opportunity to answer any additional questions
5 minutes	Closing	Cub Scout roundtable team or participants	Present the “Be Prepared” closing (see Resources).

Topic: Planning Safely

Takeaway: In Cub Scouting, we need to protect our youth and our volunteer leaders by planning safely. Learn about BSA Safety Moments, how to present them, and how to incorporate them into meetings. Also learn how the Sweet Sixteen of BSA Safety, Safety PAUSE, and safety checklists can help in planning safely.

GENERAL SESSION

Proper planning for all Scouting activities is important. Planning safely will help ensure a fun, exciting, and safe activity for everyone participating.

The BSA has a series entitled Safety Moments, which allows leaders to choose a topic and learn about it. A different Safety Moment topic can be shared each month using a pack newsletter, social media, and/or a hands-on activity at a pack meeting or pack committee meeting. Topics in the series include incident reporting helps, safe use of medication in Scouting, weather-related safety, winter activity, and winter sports.

Notes to Presenter

Using the information shared in the YouTube video “Using a Safety Moment in Scouting Activities” (see links in Resources), present the BSA Safety Moment on Family Camping and give a copy of the Family Camping Safety Moment fact sheet to each participant. Also review the Sweet Sixteen of BSA Safety, Safety PAUSE, and safety checklists (see links above), and give copies of each resource to all participants.

Ask a volunteer to share with the group an upcoming camping event or outdoor activity. Depending on the size of your group, you may:

- Have the volunteer tell about his or her event and then use the Sweet Sixteen of BSA Safety to review and see if they considered safety or planned safely when planning their event; or
- Have members of the group raise their hands each time they hear something from the Sweet Sixteen of BSA Safety while listening to the volunteer tell about the activity.

In closing, remind the leaders that there are many resources and tools available to them to make a plan. Being attentive to safety concerns when planning their activities will ensure fun and safety for those attending.

RESOURCES

- The Sweet Sixteen of BSA Safety, www.scouting.org/HealthandSafety/Resources/sweet16.aspx
- Safety Moments, www.scouting.org/HealthandSafety/Safety_Moments.aspx
- Using a Safety Moment in Scouting Activities, www.youtube.com/watch?v=kl9VtXA91DY
- Safety PAUSE, www.scouting.org/filestore/healthsafety/pdf/680-046.pdf
- *Guide to Safe Scouting*, www.scouting.org/HealthandSafety/GSS.aspx

- Safety Moments, www.scouting.org/HealthandSafety/Safety_Moments.aspx
- Checklists, www.scouting.org/HealthandSafety/GSS/gssax.aspx
 - Event Safety Checklist, www.scouting.org/filestore/HealthSafety/pdf/event_checklist.pdf
 - Campout Safety Checklist, www.scouting.org/filestore/HealthSafety/pdf/campout_checklist.pdf
- Health and Safety newsletters, www.scouting.org/HealthandSafety.aspx

Tips for Pack Activity

Using a BSA Safety Moment in Scouting Activities

What do nuclear power plants, construction sites, aircraft carriers, and many hospitals have in common with Scouting? All constantly look for ways to eliminate hazards that could be life-altering or fatal. One tool used by many safety-conscious groups is the safety moment or safety briefing that starts each meeting or activity with a pause to discuss a hazard or risk that can be prevented. The safety moment focuses the attention of the group on safety and how to achieve it.

Who can deliver a safety moment? Anyone who is willing to be prepared and to step up. Ideally, each Scout or Scouter (with some preparation) could step up and make a difference within his or her unit or group.

When and where should a safety briefing be delivered? At the beginning of a meeting or just before an activity—especially one that has some risk such as shooting, climbing, or aquatic activities.

What makes a great safety moment? Almost anything that focuses or educates the audience on a safety topic. The BSA publishes several safety moments, and new topics are being developed on a regular basis. Other topics can include the use of checklists or safety tools such as PAUSE or focus on something such as hydration, safe driving, or simply the location of fire extinguishers or evacuation routes. The *Guide to Safe Scouting*, the Scouting Safely website, and the Health and Safety newsletters are also great sources of ideas. If you have information that's accurate, don't shy away from discussing injuries or other incidents that occurred during a recent outing as long as the focus is on learning and prevention. Make it simple and easy to understand, and help the learners know how to apply the message.

How should the message be delivered? All messages should be delivered using facts and simple language and should be appropriate to the audience. Using a handout, slides, or a demonstration will help assure that those who hear the message understand it and know how to apply it. The message should be delivered in just a few minutes. Don't belabor the point or make it difficult.

Closing: Be Prepared

One Cub Scout walks to center of the stage, stands to attention, salutes, and says, "BE PREPARED!" This is repeated by three other Cub Scouts. When they are all standing side by side, a loud motor horn or explosion is let off behind the audience. The Scouts then all say, "We told you to be prepared!"

Interest Topic: Flag Ceremonies

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team and participants	Demonstrate how to conduct an opening flag ceremony. Then have groups of participants practice conducting one themselves. Remind them that the Scout Oath and Law are printed on the back cover of the Cub Scout handbooks, for easy reference during a flag ceremony. Demonstrate how to conduct a closing flag ceremony. Demonstrate how to fold the American flag. Lead a discussion on different ways to use the flag in den and pack meetings. In which activities is flag use appropriate? How can units work with their school and others in the community to conduct flag ceremonies?
10 minutes	Q&A	Cub Scout roundtable team and participants	Opportunity to answer any additional questions
5 minutes	Closing	Cub Scout roundtable commissioner and team	Conduct a closing flag ceremony.

Topic: Flag Ceremonies

Takeaway: Civic duty is an important part of Scouting. The American flag is a symbol of our country. The flag represents us as a people and as a nation. Working with Scouts and showing respect to a flag, whether it's saying the pledge, presenting a flag at a ceremony or parade, or learning to properly retire an old, tattered flag, is how we help Scouts develop pride in their country.

GENERAL SESSION

The American flag is a symbol of this country, a symbol of all the people who live here. In the Scouting program we embrace the flag and teach how to properly use it. From den and pack meetings to special events like parades, we as leaders are responsible for showing our Cub Scouts how to respect and use the flag.

Questions for the group:

- Do you conduct a flag opening at all meetings, both den and pack?
 - When you have the Scouts conduct a flag ceremony at each of their den meetings, they will be comfortable conducting the pack meeting flag ceremony.
- Do you have the Scouts set up the flag?
- Do you regularly say the Pledge of Allegiance?

- When you do outdoor events do you bring the American flag with you?
- In what other settings can a flag be used or a flag ceremony conducted?
 - At school assemblies and functions
 - At high school sporting events
 - At community parades and functions
 - At village or city council meetings
 - In cemeteries as gravestone markers
- How can units work with others in the community to conduct flag ceremonies?

Discuss flag etiquette and demonstrate how to conduct a flag ceremony. Have roundtable participants practice conducting a flag ceremony, giving each participant an opportunity to play different roles in the ceremony.

Demonstrate how to fold the flag and how to properly carry a folded flag. Have the participants practice each.

Explain the Pledge of Allegiance (see Resources).

Discuss the use of a den flag. Bring samples of den flags to show the participants.

Discuss the history of the American flag, and discuss the history and symbolism of your state flag.

RESOURCES

- American flag set, www.scoutstuff.org/american-flag-set.html
- *Your Flag*, No. 33188: www.scoutstuff.org/your-flag-book.html

What the Pledge of Allegiance Means

When you pledge allegiance to the flag, you promise loyalty and devotion to your nation.

I pledge allegiance ...

You promise to be true

... to the flag ...

to the emblem of our country,

... of the United States of America ...

a nation made up of 50 states and several territories, each with certain rights of its own;

... and to the republic ...

a country where the people elect representatives from among themselves to make laws for them.

... for which it stands ...

The flag represents the United States of America,

... one nation under God, ...

a country whose people are free to believe in God.

... indivisible, ...

The nation cannot be split into parts,

... with liberty and justice ...

and freedom and fairness

...for all.

for every person in the country—you and every other American.

The Colors of the Flag

Setting: An American flag, three candles (red, white, and blue), a narrator, and three Cub Scouts. This can be done at an outdoor summer meeting. If you are meeting indoors, be sure to check fire codes for the location in advance, or use electric candles.

Narrator: Have you noticed the strong bond between our flag and our oath? Let me show you.

Cub Scout #1 (lights the blue candle): Blue is the color of faith. Believing in yourself, your country, and your religion. This is like the first part of the Scout Oath—doing our best—and our duty to God and our country.

Cub Scout #2 (lights the red candle): The color red in our flag means sacrifice and courage, the qualities of the founders of our country. Red symbolizes the second part of the Oath: “to help other people at all times,” which often requires acts of courage to help anyone in trouble and self-sacrifice as we put others first.

Cub Scout #3 (lights the white candle): The last color of the flag is white. It is the symbol of purity and perfection. It represents keeping ourselves strong and having strong morals.

Narrator: Let us rise and say the Pledge of Allegiance to the flag.

Flag Etiquette

Flag ceremonies should be respectful and tailored to the Scouts participating. All Scout flag ceremonies should be solemn events, but they shouldn't all be the same. For younger Cub Scouts, plan a flag ceremony that's short and simple. For older Cub Scouts, add a few more lines. For Boy Scouts, suggest the Scouts plan something more elaborate and deeper in meaning, perhaps with additional comments by an adult or a more senior Scout.

As a sign of respect, don't ever let the flag touch anything beneath it—such as the ground, the floor, or water. However, contrary to legend, the U.S. Flag Code does not state that a flag that touches the ground should be burned or retired.

Never add anything to an American flag. The American flag is great enough as it is. That's why the flag “should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature” (U.S. Code, Title 36, Chapter 10, paragraph 176g).

The flag isn't to be worn as a costume. No part of the flag should ever be used as a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, firefighters, police officers, and members of patriotic organizations like the BSA.

The flag occupies a position of honor.

- In a procession, the American flag is carried to the marching right of other flags, or in front of other flags.
- When displayed, the American flag should be to the flag's own right (also described as “the speaker's right” or “the audience's left”).
- When grouped with other flags (e.g., state, Scout, council), the American flag should be at the center, in front of or higher than the other flags.
- When with another flag on crossed staffs, it should be on the flag's own right, and its staff should be in front of the staff of the other flag(s).
- When the flags of two or more nations are flown, the American flag should be flown from a separate staff of the same height. International use forbids the display of the flag of one nation above that of another nation in times of peace.

When it's time to retire a flag, do so in a dignified way.

The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning. Be sure to take into account such things as local fire codes, and the fabric from which the flag is made. Some fabrics such as nylon should not be burned.

The flag may be burned as a whole or separated into pieces. Separation is appropriate when the flag is large, or when you have only a few flags and a large number of Scouts who wish to take a substantive part in the ceremony.

The flag should be lowered daily. Unless the flag pole is lighted, it should be lowered at dusk. Again, special care should be taken that no part of the flag touches the ground.

Fold the American flag properly. In this country, we have a special way we fold our flag. Only the American flag is folded into a triangle.

A folded flag is carried against the chest. A properly folded flag should show only a triangular blue field of stars. The flag, when folded, may then be held against the chest with the arms crossed and folded, with the triangle point up, or other ways that demonstrate respect and honor for the flag.

Interest Topic: Leader Appreciation

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team	Discuss ways to show appreciation to den leaders, the pack's top leadership, and parents and guardians who have helped the den or pack. Review recognition awards that are appropriate for volunteers in the pack. Share best practices for recognition ceremonies at pack meetings.
10 minutes	Q&A	Cub Scout roundtable team and district committee	Opportunity to answer any additional questions.
5 minutes	Closing	Cub Scout roundtable commissioner	Do the "Thank You" closing ceremony (see Resources section) to recognize your roundtable attendees.

Topic: Leader Appreciation

The people who volunteer their time and resources to help our packs function are precious, and it's important to thank them. Whether this is done via an award or presentation at a pack meeting, or you show your appreciation with kind words or a small gift, the right gesture can mean a lot to others.

GENERAL SESSION

With the group, guide a discussion on how units recognize and hand out awards to the adults. These can be training knots, appreciation awards, or awards from outside organizations. Also discuss awards that might be available at the district and the council level.

Discuss ways to show appreciation to den leaders, the pack's top leadership, parents and guardians who have helped the den or pack, and chartered organizations if appropriate.

Den Leaders

- Den leader training awards
- Flowers given to den leaders at the blue and gold banquet (yellow potted daffodils in a container covered in blue foil)
- Certificates of appreciation
- A thank you card given to the den leader created and signed by all of the Scouts in the den
- A gift card from a restaurant or other merchant purchased by the parents to give to the den leader
- A den scrapbook with photos
- A handwritten thank you note presented by the Cubmaster

- Consider special ways to recognize longtime and graduating den leaders

Pack leaders

- Pack photo with a card signed by all of the Scouts and parents in the pack
- Gift card
- Certificate of appreciation
- Flowers
- Consider special ways to recognize those who are especially important "behind the scenes," such as the pack treasurer.
- It's good to recognize graduating volunteers at the blue and gold banquet. Recognize the other volunteers, many of whom may be continuing in their current roles, at the end of the program year; this could be the pack meeting held in the month of May.

Parents and Guardians

- For those who have chaired a big event such as the pine-wood derby or the blue and gold banquet, recognize them publicly at the event itself with a certificate, gift card, or other token of appreciation. Recognize them again at the pack's main recognition event of the year.
- For those who have helped in a smaller way (e.g., Scouting for Food driver, event planning committee member, popcorn sale parent), recognize them at the pack meeting immediately following their volunteerism. Ask them to stand and give them applause. Recognize them again at the pack's main recognition event of the year.

Review BSA training knots (see below) that are appropriate for the volunteers in your pack and could be presented when they are earned or at the blue and gold banquet or year-end pack meeting.

How might the pack show appreciation to the chartered organization, if appropriate?

Have the group share some best practices for a recognition ceremony held at a pack meeting.

Training and Award Knots

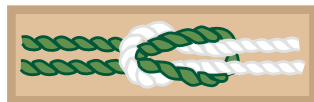
The BSA offers a variety of awards for leaders and Scouters that can be added to their uniforms to reflect the service and commitment they have given to your pack. The training and award knots are patches that are awarded based on the training that a BSA volunteer has completed. These are awarded at the unit level and are a great way for volunteers to show their experience.



Den Leader Award



Scouter's Training Award



Cubmaster's Key



Unit Leader Award of Merit

Each knot is a rectangular, embroidered patch with a square knot on it. The patch is displayed on the uniform to denote that the wearer has received the corresponding award. The award is usually in the form of a certificate, and many awards also include a medallion or other memento.

- Den Leader Award
- Scouter's Training Award for Cub Scouting
- Cubmaster's Key
- Unit Leader Award of Merit

The committee chair or Cubmaster can download the requirements from the BSA website, www.scouting.org. Once the

volunteer has completed the required tasks, the pack can bring the requirements form to a Scout shop and purchase the patch for the volunteer.

Service Stars

The BSA offers an award called a service star. These awards may be awarded by the pack or troop. The service star is a small medal which denotes the length of time the person has been involved in Scouting. To explain this program, here are some questions and answers:

What are service stars? Small pins that indicate how many years of tenure a Scout or Scouter has in the BSA. Each star is worn on a circular backing colored according to the phase of Scouting it represents.

What do the colors indicate? Four colors represent youth service: gold for Cub Scouting (including Webelos Scouts),

green for Boy Scouting, brown for Varsity Scouting, and red for Venturing and Sea Scouts. Adult service is shown with a blue backing. Adults may combine their youth and adult tenure and just wear stars with blue backing.

How do the stars show the number of years of service?

Each star displays a number. The youth or adult member combines stars to show his or her years of service. For example, someone who was a Cub Scout for four years and a Boy Scout for six years would wear a four-year service star on a gold backing and a six-year service star on a green backing. An adult with 27 years of service would wear two stars on blue backing: a 20-year service star and a seven-year service star.

What service stars are available? Stars are available in one-year increments from one to 10. After that, they are in five- or 10-year increments up to 90. Pins and backing may be purchased at local Scout shops.

Where are service stars worn? Above the left pocket of the uniform shirt. If a medal or an embroidered knot is worn, service stars are worn a quarter inch above the medal or knot.

Who is eligible to wear service stars? Any youth or adult member with at least one year of tenure.

Must a person's tenure be continuous? No. Someone who was a Scout as a youth and returned years later as an adult could wear stars representing both periods of tenure.

RESOURCES

Leader Recognition Ceremony

Cubmaster: Tonight, I would like to recognize one of our den leaders who has completed the requirements for the Den Leader Award. Will _____ please come forward? We want you to know that we appreciate all the time and effort that you put forth. You are helping shape these Scouts' lives and building leaders of tomorrow. I would like to present to you the Den Leader's Award Certificate and the Square Knot that you can wear on your uniform.

Scouting Is a Candle

Materials: Long taper candles OR small birthday cake candles. Mount each candle on a piece of wood or plywood. Write in black marker: "Thank you for shining your light in our pack." Have the Cubmaster or committee chair read this poem:

Scouting is a candle that will light your way.
It's trying on your honor, and helping every day.
Exploring worlds around you, and looking wider still.
Pitching tents out in the woods and hiking up a hill.

Music and voices blended under God's majestic sky,
Helping those around you, kindness in great supply.

The meaning in a moment, in a smile, or in a tear,
Makes you a little taller with each new Scouting year.

A promise to your God, and to your country too,
Makes you a part of your world, and your world a part
of you.

It's something that you carry wherever you may go,
A secret deep inside you that only Scouts would know.

But it's the kind of secret that you want the world to know,
You can't hide all the happiness; you can't hide all the glow.
A candle glows together, it shines externally. Make it shine
on everyone, that's the way the world should be.

Cubmaster: Tonight we would like to say thank you to
some leaders and parents who have lit up our pack
meeting with their helping hands. *(Call adults forward and
give them thanks and the memento.)*

And Then Some

These three little words are the secret to success.

They are the difference between average people and top
people in most organizations.

The top people always do what is expected ...
and then some.

They are thoughtful of others, they are considerate and
kind ... and then some.

They meet their obligations and responsibilities fairly and
squarely ... and then some.

They are good friends and helpful neighbors ...
and then some.

They can be counted on in an emergency ...
and then some.

I am thankful for people like this for they make the
world more livable.

Their spirit is summed up in these three little words:
and then some.

Lighting the Path

Materials: Candle or a small flashlight mounted on a
display that reads, "Thank you for lighting our path."

Cubmaster: There are some leaders and parents with us
tonight who have shared the bright light of their enthu-
siasm with us all year, and we need to thank them for their
time and their dedication to our pack program. They lit our
path with the energy they put into this event, and I would
like them to come forward so we can show them our
appreciation. *(Call adults forward and present award.)*

Closing: "Thank You"

A den brings a banner or poster to the front of the room
that reads, "Thank You for Having Faith in Me." Then the
den members say the following:

Cub Scout #1: Thank you, parents, for helping us earn
our ranks.

Cub Scout #2: Thank you, den leaders, for showing us
new things.

Cub Scout #3: Thank you, Cubmaster, for leading us
each month.

Cub Scout #4: Thank you, pack committee, for helping
us to grow.

Cub Scout #5: Thank you, Cub Scouts, for giving
us goodwill.

All: Thank you, and good night!

Interest Topic: Leader Recruitment and Succession Planning

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team and participants	<p>Leader recruitment is the responsibility of the chartered organization. However, unit leaders are probably the most valuable resource the chartered organization has to help identify new leaders. Current leaders are often very familiar with the parents of current Scouts and parents of prospective Scouts.</p> <p>Where does a unit begin? When should leader recruiting happen? Have the group discuss how to identify leaders. Share the brochure “Selecting Cub Scout Leadership” (available online; see links in the Resources section) and the Family Talent Survey Sheet (in Resources). Share best practices on how the information can be used to recruit new pack leadership.</p> <p>Share and review the position specific new leader brochures, also available online (links in Resources). Share best practices for vetting prospective den leaders and pack leadership.</p> <p>Discuss orientation and training, and their impact on leader retention. Discuss other ways to support the leader. Who can teach him or her how to plan and conduct den meetings and how to communicate effectively with the parents?</p> <p>Discuss how a unit can recover if the wrong selection was made.</p> <p>Discuss succession planning (see Resources).</p> <p>Share your local council/district training chair information as well as how to learn about training events in your council.</p>
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions
5 minutes	Closing	Cub Scout roundtable commissioners	Leader appreciation ceremony (see Resources section).

Topic: Leader Recruitment and Succession Planning

Takeaway: Leader recruitment is an ongoing process for every unit. The den leader is one of the most important volunteer roles we have, since the den leader will determine the quality of the experience each Cub Scout has. Sometimes it is a challenge to find the right person for the job, to find enough people to fill the positions, and to retain them.

GENERAL SESSION

Note to presenter: Explain that every leader is a recruiter of another leader so that the pack will continue to grow and remain healthy. Give each participant a copy of “Selecting

Cub Scout Leadership” (see link in Resources), and tell them: “This BSA publication offers steps to success, lists the qualities of unit leadership, and includes ideas on selecting leaders. All of this information will be helpful to you in the process of recruiting leaders.”

Provide multiple copies of the six “So You’re a New ...” publications (see links in Resources) for participants to take home. Explain: “Once a leader has been recruited, how can we keep that leader? The process begins with orientation, then moves immediately to training and support. These additional BSA publications will acquaint a new leader with the job for which they have been recruited. Some units may also have positions such as “unit popcorn kernel,” “recruiting night coordinator,” and so on. For those

positions, a pack will need to create a position description or list of responsibilities to help each leader in his or her new position.

Succession Planning

Change of leadership is to be expected in a Scouting unit. Often, leaders move up in the program with their child. It is extremely important that every unit have a succession plan. Succession planning is an ongoing process of systematically identifying, assessing, and developing talent to ensure the leadership continuity for all key positions in an organization.

For every unit position there should be someone preparing to take over that position at a later date. The newest members can observe and help. Experienced parents and leaders act as co-chairs and co-leaders.

Almost everyone has something to contribute, and may only be waiting for you to ask. A good place to begin is by asking a parent to help in a small way. If they do well, they can be asked to take on a larger responsibility in the future.

Create a culture of volunteering in your unit! When you sign up new Scouts, be sure the parents understand that once their child is registered, they are encouraged to help, even if it is a small responsibility.

You can give future leaders a head start by speaking with them early about the possibility of them taking on a volunteer role with the unit. This will give them time to observe what is currently being done in that role and begin to get training.

Sample Succession Planning

What are your leadership roles? Every unit has leaders (Cubmaster and pack committee chair), assistant leaders, and key committee people such as the treasurer and coordinators for pinewood derby, the blue and gold banquet, etc. Assess the likelihood that those people may be leaving over the next year or two. Determine which den leaders will need to be replaced.

Evaluate your resources. List the adults in your pack who are not currently in a leadership role, including new parents. Try to determine their talents and abilities, and the job for which they would be best suited. Make certain that the parents of the youngest members of your unit are tapped early for small jobs that can lead to positions of greater responsibility. Vet your prospects so that you are selecting the very best person for each job.

Approach the prospects. Once you have confirmed an established leader's intent to depart at some future date, invite your prospects to consider the first steps toward taking over. If you plan ahead, the new leader could shadow the current leader for several months, receiving on-the-job training in the position.

Set a final date for the transition. If the parent of a second-year Webelos Scout is moving with her child to a troop, her position (as blue and gold banquet coordinator, for example) will likely open up sometime in late winter or spring. Agree with all parties on a transition date. Don't forget to have all your new leaders complete Youth Protection Training and ask them to complete basic training for the position.

RESOURCES

Selecting Cub Scout Leadership

Have a copy of this four-page publication to give each roundtable participant: www.scouting.org/filestore/pdf/13-500.pdf

Family Talent Survey Sheet

Have all parents in the unit complete the Family Talent Survey Sheet shown on the next page. Explain why this document can be very helpful to a den leader and to pack leadership. The document is available for downloading at www.scouting.org/filestore/CubScoutMeetingGuide/PDF/Appendix/34362.pdf.

New Leader Orientation

Information contained in the BSA publications listed below will acquaint new leaders with the job for which they have been recruited:

- So You're a New Tiger Cub Den Leader, www.scouting.org/filestore/pdf/510-233.pdf
- So You're a New Cub Scout Den Leader, www.scouting.org/filestore/pdf/510-239.pdf
- So You're a New Webelos Den Leader, www.scouting.org/filestore/pdf/510-247.pdf
- So You're a New Cubmaster, www.scouting.org/filestore/pdf/510-237.pdf
- So You're a New Pack Committee Member, www.scouting.org/filestore/pdf/510-240.pdf
- So You're a New Den Leader (English/Spanish), www.scouting.org/filestore/pdf/510-239.pdf

Closing: Leader Appreciation Ceremony

Materials: Four candles

The Cub Scout roundtable commissioner says the following:

Scouting is made up of many things, people, and ideas. Tonight we are going to take a few minutes to reflect on some of the more pertinent aspects of Scouting.

(Lights the first candle.) First, Scouting is a program. As depicted by our first candle, it is a program dedicated to

the development of character, citizenship, and the mental and physical fitness of our youth.

(Lights the second candle.) Second, Scouting is for the youth of our community. Young people who are learning expect to gain recognition by advancement. But, most of all, they expect to have fun with others their own age.

(Lights the third candle.) Third, Scouting is for the parents of our Scouts. Without parents taking an interest in the activities of their children, taking them to meetings, and fulfilling their part of the Scouting program, we could not have Scouts.

But, as you can see, this leaves one lone candle. This candle represents the leaders of Scouting. As I call your name, would you please come forward? (Calls each of the leaders receiving appreciation.)

(Lights the fourth candle.) Leaders, I light this candle for you, for you have been a faithful leader to us and we want you to know that your work, dedication, and tireless effort are greatly appreciated. Without your leadership and the leadership of ALL Cub Scout leaders, the first three candles—program, youth, and parents—would be meaningless. Thank you!



CUB SCOUTING AND YOUR FAMILY

The Cub Scout program helps to meet your child's developmental needs, such as:

- 1 To learn new physical skills.** This can be done through games, sports, and projects. As coordination is developed, a child gains a sense of worthiness and acceptance by his peers.
- 2 To learn to get along with others of the same age.** Your child needs to form friendships with other children and learn how to balance giving and receiving in order to relate well to peers. Your child needs to belong to a group of others of the same age. Being a part of a Cub Scout den helps fulfill these needs.
- 3 To develop mental processes.** Your child can develop mental processes by reading, writing, and calculating. Children need opportunities to use language to express ideas and to influence others. They must move from a preoccupation with self to understanding how and what others think of them. Opportunities for observation and experimentation will help your child learn self-reliance. Den activities and meetings help your child develop mentally.
- 4 To develop a value system.** Your child is developing a sense of what is right and wrong and what is fair and unfair. Children will do this by cooperating with others, by being taught, by examples of adults, and from positive reinforcement.
- 5 To develop personal independence.** Your child is becoming less dependent on adults. Same-age friends become important to your child. In a Cub Scout den, and in the pack, your child exercises independence while learning to get along with others.

Your child also needs to belong to a group of the same age. This group is a key component of the Cub Scout program. A den is like a neighborhood group of six or eight youth in which your child will achieve status and recognition.

As you learn more about how Cub Scouting works and what goes on in a den and a pack, you will see that the program helps your child in these five important developmental needs. The uniqueness of Cub Scouting is that you, as family, participate in the program with your child. You will help all along the way.

To find out how you can support your child by becoming a Cub Scout family, please turn the page and complete the Family Talent Survey Sheet. **Please turn it in at this meeting. Your cooperation and help are appreciated.**



FAMILY TALENT SURVEY



Pack _____

Each adult family member is invited to fill out a separate sheet.

Date _____

Welcome to our Cub Scout pack. Cub Scouting is for adult family members as well as youth. We have a fine group of families who have indicated a willingness to help. We invite you to add your talents and interests so that the best possible program can be developed for your child. We hope that you will enjoy being part of our pack's team and want you to know that whatever you can do to help will be appreciated.

- My interests/pastimes include: Social Media Music Sports (please specify): _____
 Health & Fitness STEM Travel Other Parent Groups (please specify): _____
 Family Activities Gardening Cooking Crafts Video Games DIY Projects Writing Art
 Other Volunteer Work (please specify): _____ Other (please specify): _____
- A topic I would enjoy teaching youth is: _____
- My job, business, or profession might be of interest to Cub Scouts: _____
- I have training or experience that might be helpful.
 First Aid or Safety-Related Training or Credentials (please specify): _____
 Teaching, Coaching, or Mentoring (please specify): _____
 Previous Scouting Experience (please specify): _____
 Other: _____
- I am willing to help my child and the pack by providing behind-the-scene support such as:
 posting on social media helping to welcome other new parents making contacts for trips and activities
 providing transportation serving as a pack committee member being part of a New Member Coordinator team
- I would be willing to help my child and the pack by assisting to present the program, perhaps serving as:
 an occasional presenter part of a team helping a Cub Scout den Den Leader or Assistant Cubmaster or Assistant
- I can help in these areas (please check applicable boxes for all ranks):

General Activities

- Carpentry
- Swimming/watercraft safety
- Games
- Nature
- Sports
- Outdoor activities
- Crafts
- Music/songs
- Citizenship/flag etiquette
- Bookkeeping

Special Program Resources

- Computer skills
- Drawing/art
- Radio/electricity
- Dramatics/skits
- Cooking/banquets
- Sewing
- Transportation
- Hiking
- Other _____
- I have a van SUV or truck
- I have a workshop.
- I have family camping gear.
- I have camping gear that others could use.
- I have access to a cottage, camping property or boat.
- I can help Webelos Scouts with Boy Scout skills.
- I can give other help. _____

Tiger Activity Areas

- Nutrition/health
- Magic
- Biking
- Astronomy
- First aid

Wolf Activity Areas

- Knots
- Sign language
- Coin collecting
- Physics
- Math/codes
- Collections
- Disabilities awareness
- Dinosaurs
- Compass use
- Health
- Gardening
- Civil service/military

Bear Activity Areas

- Pocketknives/wood carving
- Camping
- Computers/technology
- Citizenship/flag etiquette
- Fishing
- American Indian culture
- Animal care
- Forensics
- Physics
- Marbles
- Robotics
- General science

Webelos Activity Areas

- Outdoor cooking
- First aid
- Camping
- General science
- Disabilities awareness
- Survival skills
- Geocaching
- Geology
- Engineering
- Home repair
- Game design
- Wildlife
- Plant life
- Moviemaking

Adult Name _____

E-Mail address _____

[The best way to reach me is via email text cell phone

Street address _____

Youth Name _____

Phone(s) H- _____ C- _____ B- _____

home phone business phone.]

City _____ State _____ ZIP _____

Training

Once a leader has been recruited and has received some orientation, the best way to help them become successful is training. Training is conducted by local district training volunteers. Using the nationally approved materials ensures our leaders are trained across the country using the same information.

It's important to know and understand what training is needed for the various positions.

EVERY leader must have Youth Protection Training. Other training requirements will be based on the program level of the volunteer (Cub Scouting, Boy Scouting, Venturing) and position of the volunteer (den leader, Webelos leader, committee member, Cubmaster, etc.)

Cub Scout Adult Leader Requirements by Position

Cubmaster (CM) and Assistant Cubmaster (CA)

Y01 Youth Protection Training

C40: Cubmaster and Assistant Position-Specific Training, OR

Online: Cubmaster Position-Specific Training
Cubmaster – Before the First Meeting
Cubmaster – First 30 Days

Pack Committee Chairman (CC) and Pack Committee Member (MC)

Y01 Youth Protection Training

C60 Pack Committee Challenge, OR

Online: Pack Committee Position-Specific Training
Pack Committee – Before the First Meeting
Pack Committee – First 30 Days

Cub Scout Den Leader, including Tiger (TL), Cub Scout (DL), Cub Scout Assistant (DA), and Webelos (WL)

Y01 Youth Protection Training

C42 Cub Scout Den Leader and Assistant Position-Specific Training, OR

Online: Den Leader Position-Specific Training
Den Leader – Before the First Meeting
Den Leader – First 30 Days

Chartered Organization Representative (CR)

Y01 Youth Protection Training

D72 Training the Chartered Organization Representative

Adult leaders in units are considered trained—and are eligible to wear the official “trained” emblem—once they

- Have completed Youth Protection Training and the training courses outlined above, OR
- Have completed Youth Protection Training and a previous basic training course when it was current.

Note to presenter: If time permits and internet access is available, present a quick tutorial on the online modules from the e-learning portal at my.Scouting.org.

Interest Topic: BSA Structure

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team assisted by district committee members	Overview of district positions and a recruitment opportunity
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions
5 minutes	Announcements and Closing	Cub Scout roundtable commissioner	Closing flag ceremony

Topic: BSA Structure

Takeaway: Pack leaders will understand how the pack fits into the district and how they can support the district, which in turn helps keep the units in the district strong. Provide an overview of district, council, and national structure; an overview of the Friends of Scouting (FOS) appeal; and council, district, and national opportunities.

GENERAL SESSION

Overview of Council, District, and Pack Structure and Relationship

Every good organization has structure and levels of management. This includes the Boy Scouts of America. To keep the wheels of Scouting turning and provide great program in a safe environment, many people are involved. It all begins at joining night when the parent attends the meeting with their child. Once they join, they are part of a pack, which is part of a district, which is part of a council, which is part of an area, which is part of a region, which is part of the national organization of the Boy Scouts of America.

As a unit Scouter, you may work with district volunteers and council professionals. It is important to understand the part each of these people plays in delivering the promise of Scouting.

The Unit's Purpose

Unit is another name for a pack, troop, crew, team, or ship. The volunteers of a unit (Cub Scout pack) provide the den and pack activities and meetings, applying the mission statement and the aims and methods of Scouting.

The District's Purpose

A Scouting district is a geographical area of the BSA local council. Districts are determined by the council executive board. District leaders are responsible for the growth and success of Scouting units within the district's territory. Unlike a council, a district is not a governing body and does not have a board of directors. The district chairman, the

district commissioner, and the district executive—together known as the District Key 3—are at the head of the district.

The purpose of the district is to work through chartered organizations, community groups, and the units themselves to organize and support successful units. The end result of effective district support is a growing number of youth members receiving a better program.

The operating committees of the district are responsible for carrying out the functions of membership, finance, and program. The chair of each district operating committee may be a member of the related council-level committee.

All districts are responsible for carrying out four standard functions:

District Membership Committee

This committee serves to increase membership through:

- Organizing Scouting units. It schedules units to be organized or reorganized each year, and carries out the schedule.
- Recruiting new members and adult volunteers to join existing units. The district may assist a unit in conducting a roundup night or other recruitment event.
- Cultivating relationships with community organizations and businesses in the district.
- Helping to establish and maintain healthy relationships with schools and religious organizations.

District Finance Committee

This committee encourages the members of the district to provide their financial support to the total council operating budget.

District Program Committee

This committee concentrates on youth advancement and recognition, helping Scouting units with camp promotion, training adult volunteers, and special activities including community service. It often conducts Cub Scout day camps or twilight camps. Quality program has a positive impact on membership retention.

Unit Service

The unit service function provides direct coaching and consultation by district volunteers (commissioners) to unit volunteers to help ensure the success of every Scouting unit.

The membership, finance, and program functions are carried out by members of the district committee. The unit service function is carried out by the district commissioner staff.

The Council's Purpose

The next level in BSA structure is the council. You wear your council's name on the left shoulder of your uniform, signifying you are part of that team. The purpose of the council is to carry out the programs of the Boy Scouts of America within the council jurisdiction. Councils are chartered by the BSA for that purpose. Councils deal with personnel issues, budgets, properties, and more. The council guides and supports its districts for the achievement of the movement's purpose. The council is the corporate legal entity and can be considered a small or sometimes large non-profit business. Major council decisions are made by the council executive board. The council Key 3 consists of the council president, council commissioner, and council Scout executive (CEO).

Friends of Scouting (FOS) Overview

One of the ways the council raises money is through the annual Friends of Scouting campaign. (Note to presenter: Your council will be able to share information with you regarding the amount of FOS funds it raises each year and how that amount contributes to the council's budget.)

With this income, the council operates, maintains, and improves its camps. It also employs the professional staff needed for the support and guidance of volunteers. There is training to provide, activities to plan and implement, and a service center to build or rent and operate.

While the council's income will come from many sources, one of the most important is the annual Friends of Scouting campaign. Under the campaign, people who support Scouting enroll as Friends of Scouting through their financial contributions. This is usually the major source of income raised by volunteers within the council. The Friends of Scouting campaign has three parts:

District/division enrollment. These are district committee members, commissioner staff members, and others who are demonstrating their support by serving Scouting and enrolling.

Family enrollment. All parents of Cub Scouts, Boy Scouts, and Venturers are encouraged to enroll. Though most families welcome the opportunity to give, this is entirely voluntary and not a condition for membership in Scouting. It is important to communicate that money contributed to

Friends of Scouting enables the council to support and build Scouting throughout the communities served. An ideal time to conduct the family enrollment is during the Cub Scout pack's blue and gold banquet and Arrow of Light ceremony, when a large number of parents will be in attendance.

Community enrollment. All prospects not included in the district or family enrollments are enrolled here. This includes former youth and adult members, community businesses, and previous contributors.

District, Council, and National Training Opportunities

Training is an important feature of the district committee. This group keeps up to date on changes in training and makes sure that there are many opportunities for leaders to receive training. Every Scout deserves a trained leader, and a trained leader helps improve retention of youth in the program.

Training is important for other reasons as well:

- It builds the confidence of leaders.
- It improves the experience of the Scouts.
- It increases the tenure of leaders because they derive greater satisfaction from their position.
- It gives leaders the chance to become acquainted with and network with other leaders.

For all unit leaders, several levels of training are available: Youth Protection Training, New Leader Essentials, position-specific training, BALOO, University of Scouting, and many more. Many training courses are offered online or in person and may be taken either way. In addition there is Wood Badge training as well as training for trainers and commissioners, and your council may have a University of Scouting. Volunteers can also benefit from national training opportunities offered at Philmont Training Center, Sea Base, and the Summit Bechtel Reserve.

Interest Topic: Duty, Respect, and Honor

Cub Scout Roundtable			
Time Allotted	Activity	Assigned to	Content
30–40 minutes	General session for all participants	Cub Scout roundtable team and participants	<p>Ask the group to share best practices for activities that reinforce the Scout Oath and Scout Law for a Cub Scout.</p> <p>Examples may include</p> <ul style="list-style-type: none"> • Inviting those in uniform to your den or special pack meetings • Assembling care packages for people who are homeless in your area • Cheering people on when they are doing something challenging (e.g., running a race) <p>Lead a discussion on ways the Scouting program and its activities can be used to reinforce a sense of duty in the youth and adults in our program.</p> <p>Review Cub Scout adventure requirements that relate to duty, respect, and honor (see Resources section).</p> <p>Share best practices from the units.</p> <p>What types of activities can the units participate in? Community events often provide opportunities for demonstrating the values, mission, and vision of the program.</p> <p>How can the pack committee support the dens and pack with activities?</p>
10 minutes	Q&A	Cub Scout roundtable team	Opportunity to answer any additional questions.
5 minutes	Closing	Cub Scout roundtable commissioner	"I Made a Promise" closing (see Resources section)

Topic: Duty, Respect, and Honor

Takeaway: This meeting is an opportunity to involve all leaders as they share best practices for ways that units can reinforce the Scout Oath and Scout Law in their activities. Doing our duty, being respectful, and honoring others are all important parts of being a Cub Scout.

GENERAL SESSION

Lead a discussion on ways the Scouting program and its activities can be used to reinforce a sense of duty in the youth and adults in our program.

Questions for Discussion

- What does it mean to do our duty?
- How do we help our Cub Scouts do their duty?
- What does it mean to show respect? How can we help our Cub Scouts to be respectful?
- What does it mean to honor others? How can we help our Cub Scouts to honor others?
- What can we take away from this session?
- What can we do within our community to show that we are good Cub Scout leaders and Cub Scouts?

- Participate in Scouting for Food.
- Participate in flag ceremonies.
- Participate in parades.
- Participate in conservation projects.
- Participate in community service projects.
- Send thank you cards to service men and women, police officers, first responders, nurses, and doctors.
- Visit veterans' homes and nursing facilities.
- Be kind to and help others.
- Smile.
- Say thank you.
- Volunteer within your community (races, Special Olympics, other community events).

Share best practices from the units.

How can the pack committee support the dens and pack with activities? Some ideas include:

- Communicating about upcoming community events
- Budgeting pack funds to assist with service projects
- Working with the chartered organization to discover needs within the community

RESOURCES

Closing: I Made a Promise

Cub Scout #1: I made a promise. I said that whatever I did, I would do the best I could.

Cub Scout #2: I made a promise to serve my God and my country the best I could.

Cub Scout #3: I made a promise to help other people the best I could.

Cub Scout #4: I made a promise to obey the Scout Oath and Scout Law the best I could.

Cub Scout #5: I have done my best. I will do my best, because I am the best. I am a Cub Scout.

Related Adventure Requirements

- Tiger—Earning Your Stripes, requirement 2: Demonstrate loyalty over the next week at school or in your community. Share at your next den meeting how you were loyal to others.
- Wolf—Hometown Heroes, requirement 4a: As a den or family, honor a serviceman or servicewoman by sending a care package along with a note thanking them for their service.
- Wolf—Cubs Who Care, requirement 8: Attend an event where people with disabilities are participants or where accommodations for people with disabilities are made a part of the event.
- Bear—Paws for Action, requirement 4a: Do a cleanup project that benefits your community.
- Webelos/Arrow of Light—Aware and Care, requirement 4a: Do a Good Turn for residents at a skilled nursing facility or retirement community; requirement 4g: Participate in a service project that focuses on a specific disability; requirement 4h: Participate in an activity with an organization whose members are disabled.
- Webelos/Arrow of Light—Build My Own Hero, requirement 3: Recognize a hero in your community by presenting him or her with a “My Hero Award.”



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510-714
2017 Printing