



Varsity Coach Position-Specific Training “The Varsity Vision”



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COURSE OBJECTIVES

OBJECTIVES

Trained leaders at all levels are the key to quality, safe Scouting programs and to successfully recruiting and retaining youth members. Participants will discuss the roles and responsibilities of a Varsity Scout team's leaders and how to keep positively engaged in the functions of a successful team that meets the aims of Scouting.

Specific Objectives

As a result of this course, participants will be able to:

- Explain the nature of the Varsity Scouting program and its value to youth.
- Outline the specifics of the Varsity Scouting program.
- Identify the aims and methods of Varsity Scouting.
- Identify Varsity Scouting's five fields of emphasis.
- Know how to conduct a safe Varsity Scouting program.
- Explain the relationship between team youth leaders and team adult leaders.
- Identify the main functions of Varsity Scout team leaders.
- List additional resources for Varsity Scout team leaders.

INTRODUCTION (Read Me First)

Varsity Scout Coach Position-Specific Training: “Varsity Vision” is designed to be conducted at the council, district, or chartered organization level. It is primarily for Varsity Scout Coaches, assistant Coaches, and team youth members, but any interested Scouter is welcome and encouraged to attend, especially team committee members and Varsity Scout team commissioners.

- This course consists of a single 12- to 14-hour experience that can be delivered in either an overnight or a single-day format.
- The training schedule is detailed and carefully designed. Timing of events is important. The events of the first five hours especially need to be performed in sequence and on time.
- Advance preparation (at least one staff development meeting) for the course by the staff—both adults and youth—is essential.
- The course works by immersing the participants in the experience of being a member of a Varsity Scout team.
- The course trains adult leaders and youth together.
- The course requires active participation, so information presentations are kept to a minimum and are generally short. Time blocks as short as one minute are used in some places to enhance the impact of a message.
- Preparation and prior rehearsal of presentations is critical.

Note: In areas where there are fewer Varsity Scout teams and members or where this course is not scheduled, other versions of Varsity Scout Coach Position-Specific Training are available for download via www.scouting.org/training/adult.

METHOD

“Learning by doing” rather than by lecture moves training closer to the action-centered methods used by Lord Baden-Powell in the earliest days of Scouting at Brownsea Island. Training in those days not only gave Scouts information in short bursts but also provided immediate opportunities for its application. This “experiential learning” is still deemed by educators as among the best ways for learning to occur.

While timing is important, one of the keys to success is that the trainers observe the participants during the sessions to be sure the participants learn the topic before moving on.

CHARTERED ORGANIZATION-SPECIFIC

The Varsity Scouting program is designed to serve the needs and values of the team’s chartered organization. This means:

- A chartered organization representative and member of the commissioner service team should take part in the training.
- At key points within the training, the value messages of the chartered organization should be part of the course message.

- The Varsity Scouting program should harmonize with and not compete with other programs of the chartered organization for Varsity Scout–age youth.

Varsity Scouting fills an important place in the family of Scouting programs. It supports the sustained development of a youth as he encounters new growth tasks, learns greater self-reliance, takes on additional responsibility for value choices, and accepts the challenges of leading, teaching, and serving others. The Varsity Scout program can be adapted to the purposes of the local chartered organization, its values, its resources, the needs of its youth, and the size and makeup of the local youth population it serves.

VARSITY SCOUTING

This syllabus recognizes the importance of mentored planning as perhaps the most important element of the Varsity Scouting program. The Varsity Scouting program is organized to give every youth a leadership assignment. The primary value of Varsity Scouting is that it gives the Varsity Scout practice at planning and taking responsibility for some part of the team's activities. Shooting baskets on a basketball court improves shooting ability; the leadership and life skills of a Varsity Scout improve with practice in a similar way, given support by understanding, patient, and experienced adults.

It is important to keep in mind that it is the practice field—not the game—where sports skills are developed. Varsity Scouting is not an activity program but a training program—a practice field where life skills important for Varsity Scout–age young men can be practiced and improved. The activities in Varsity Scouting provide motivation for the Scout to take part in the Varsity Scout team, but mentored planning that leads to great activities is what nurtures the skills and confidence of the youth in performing leadership and service to the team—skills that help prepare the youth for life.

“TRAINED”

This course meets part of the training necessary for an adult Varsity Scout leader to be considered “trained.” The other necessary courses are Youth Protection training and Introduction to Outdoor Leader Skills.

THE COURSE

This course incorporates all of the principles described above. A well-trained staff is essential to providing youth and adults a vision—the Varsity Vision—of what can be.

Portions of the course may be tailored to local circumstances and resources, but trainers are strongly urged to maintain the integrity of the course. In this way, a well-rounded, consistent, and enjoyable experience can be provided uniformly to all trainees wherever they are in the BSA.

A thriving Varsity Scouting program requires the concerted efforts of all adults and youth associated with Varsity Scouting in the chartered organization and the district. The Varsity Vision training course is designed for use with trainee groups of any size larger than eight to 10 people, using local staff and local resources, and taking advantage of local expertise and circumstances. The training can be administered by local districts or chartered organizations as well as councils.

The Varsity Vision course combines training of adult leaders and youth together to obtain several benefits:

- Adults and youth learn about the Varsity Scouting program by reading “from the same music.” That is, they have received the same training message and shared a common Varsity Scouting experience.
- The shared training experience creates high levels of motivation in youth and adults simultaneously.
- Experience gained in training can be applied immediately without the need for further training.

An adult leader completing this course, Youth Protection training, and Introduction to Outdoor Leader Skills is considered “trained” as a Varsity Scout Coach and assistant Coach. (The position-specific training for team committee members to be considered “trained” is Team Committee Challenge.)

SMALL-GROUP COURSES

This version of Varsity Scout Coach Position-Specific Training can be conducted with a staff of as few as four youth and two adults. Adult and youth staff members play multiple roles in this case. This can be made more interesting by using hats that represent the different functions a staff member is playing at any given moment. Visible, perhaps changeable, name tags will also help to show the staff member’s current role.

The number of youth and adults trained in a smaller course can be as small as a single team. An attempt should be made to keep squads as close to six members as possible. Where this is not possible, squads must meet all youth protection standards and should have at least three youth.

Other versions of Varsity Scout Coach Position-Specific Training, including a self-study for teams that are very isolated, are in development.

USE OF TRAINER’S EDGE

Trainer’s EDGE principles (i.e., Explain, Demonstrate, Guide, Enable) are followed in the Varsity Vision course. This emphasizes the point that presentations are not the main instructional method. Instead, this course consists of brief bursts of well-presented information followed by longer periods of application (that is, practice) with feedback.

Staff members are encouraged to participate in a Fundamentals of Training course and/or a Trainer’s EDGE course.

PREREQUISITE TRAINING FOR PARTICIPANTS

There is no prerequisite training for participants in this course. Participants are urged to contact their local council to determine any additional required training courses for new leaders.

The Varsity Vision course introduces but does not fully cover specialized safety training guidelines such as those for youth protection, Safe Swim Defense, shooting range operations, etc. These courses should be taken as necessary via either the local council training team or MyScouting.org.

REFERENCE MATERIALS

This course follows and uses the content of the *Varsity Scout Guidebook*. Each staff member should own a copy of the book and be familiar with its contents.

The *Guide to Safe Scouting* is a reference for the safe conduct of the course and for the Scouting Safe and Sound presentation.

When the course is conducted for leaders in teams chartered to the Church of Jesus Christ of Latter-day Saints, the *Scouting Handbook for Church Units in the United States* and “Safe Church Activities” on LDS.org should be reviewed and referenced by the course staff.

STAFF DEVELOPMENT

Varsity Vision training course staff should be selected and prepared using the following guidelines:

- The staff should consist of both experienced staff members from previous courses and new staff members who can learn from their own experience how the course is conducted and delivered.
- The training staff must hold one or more staff development events in which they learn and actively practice their position roles and responsibilities and conduct a “walk-through” of the course. The staff must know their parts well and be able to perform them confidently.
- Staff members should complete Fundamentals of Training and Trainer’s EDGE if at all possible.

These provisions are necessary because Varsity Vision training is a fast-paced, intensive, hands-on immersion course. It differs in its approach from some basic training programs and requires some experienced staff and preparation that includes practice. A list of specific staff positions, roles, and responsibilities is given in Appendix A: Staff Roles and Responsibilities.

COURSE LOGISTICS

The following local preparations are required prior to conducting a Varsity Vision training course.

Staff Selection and Preparation

- Select a course Coach and staff with a balance of experience and no experience.
- Include experienced Varsity Scouting personnel.
- Plan to hold at least one staff development event at which staff roles are learned and practiced.
- Include a staff member with medical or first-aid training if possible.

LOCATION

Select a location that offers the best combination of qualities:

- Geographic location
- Accommodation for safe outdoor experiences
- Isolation from distractions
- Size to accommodate expected number of participants
- Camping sites if an overnight course is planned
- Separate gathering areas (isolated, reservable, varied terrain if possible):
 - Course gathering area
 - Squad gathering and meeting areas
 - Separate cooking and meal serving area
 - Areas to hold a variety of Varsity Scouting-type experiences

Food

- Quartermaster-prepared; planned for easy serving and eating in half an hour
- Three meals:
 - Evening dinner, breakfast, lunch, snacks (overnight course)
 - Continental breakfast, lunch, dinner, snacks (one-day course)
- Cleanup by quartermaster group

Equipment

- Equipment for a variety of activities from all fields of emphasis (course will choose)
- Tables and chairs for quartermaster area (or participants bring camp chairs)
- Two flagpoles
- American and Varsity Scouting program flags, ropes, pulleys
- Scout Oath and Scout Law posters
- Easels for posters, marking pens (broad-tipped), duct tape, twine, tarps (in case of rain)
- Extra camping equipment (emergency)
- Lights for after-dark events
- First-aid supplies
- Manuals for display
- Other displays or display items (awards, memorabilia, event displays, newsletters)

Materials

- *Varsity Scout Guidebook* (one for each staff member)
- Team and squad position emblems as needed
- Training Attendance Report
- Participant notebooks, note paper, pencils or pens
- End-of-course awards for participants
- Name tag materials
- Secure cash box, receipt forms
- Coach's Key and Scouter's Training Award for Varsity Scouting progress records for adult participants (www.scouting.org/training/adult)

Areas should be identified that are large enough to accommodate at least five Varsity Scouting-type activities, including wide games, high adventure/sports, personal development, and special programs and events.

A service project will also be conducted within the course area, so it will be necessary to plan how and where to carry it out.

A member of the youth staff is assigned to be a scribe or secretary. This staff member can videotape or photograph events from the course. These can be used as a follow-up to remind participants of their experience and for publicity for future courses.

FLAG CEREMONIES

The course may be held at training sites used for Wood Badge or National Youth Leadership Training (NLYT) courses, which means that three flagpoles may already be in place. These training areas are suitable for a Varsity Vision course. However, if there are not three existing flagpoles in place, courses should not erect three flagpoles at their training sites in order to resemble the Wood Badge flagpoles. Varsity Vision is not an NLYT or Wood Badge event, and participants should be encouraged to attend NLYT (for youth) or Wood Badge (for adults) to obtain that experience.

Staff should prepare in advance to conduct a quality, inspirational flag ceremony. A well-done opening flag ceremony will give participants the (correct!) perception that you are prepared and care about the details.

UNIFORM

Staff members should be fully and correctly uniformed during the course and at staff development in order to provide an example for course participants. Staff members should decide on the uniform standards they will follow during the course and should obtain the proper uniform(s).

Don't assume! If you are not sure, check www.scouting.org/Media/InsigniaGuide for proper uniform and patch placement.

LEARNING EVENTS

Details of course events are described below. In carrying out the events, the following should be kept in mind:

- A member of the training staff other than the Coach should be designated as the course timekeeper and should help the staff by signaling when events are scheduled to conclude. Timing of course events must be managed carefully in order for the essential events to be accomplished within the time available.
- Course staff members must be trained in their responsibilities, and presentations must be rehearsed at staff development events. The limited time allotted to each session event requires that presentations be clear, be well-prepared, stay on script, and be delivered in a professional manner that participants can emulate.
- The sounding of a signal (bell, whistle, horn, etc.) must be used to let course participants know when to gather for course assemblies.
- Though the *Varsity Scout Guidebook* is the course reference text, some elements have been changed since its publication. Revised information is provided in this syllabus.

WALK-ONS

A series of walk-ons takes place throughout the course for the purpose of acquainting the participants with the aims of Scouting and the methods of Varsity Scouting. These are given in a brief, well-presented, memorable form.

One-minute walk-ons will be more memorable than long lectures. What the youth should remember from these walk-ons is the name of the aim or method and a brief, well-spoken statement about what it means. These ideas should be inspirational, not academic; energetic, playful, a little spontaneous, and yet carry a serious message. The walk-ons give youth and adults uplifting ideas to think about during and after the course. The main ideas should echo the content found in the *Varsity Scout Guidebook*, which should be considered the authoritative source.

Staff members doing the walk-ons should keep in mind the one-minute time limit. The walk-ons are a good opportunity to enlist other staff members in helping (holding signs, speaking lines, etc.). Creative ways to get the idea across within the one-minute time limit are encouraged. The walk-on should have the flavor of a very short skit.

Memorize your walk-on enough to be confident in giving it. Practice, practice, practice. Choose from the presentation recommendations or make up a presentation idea of your own. Start the walk-on by summarizing the main idea and then get into the details. Have fun!

COURSE PHILOSOPHY

The Varsity Vision training course is part of a system for adult and youth training in the BSA and has the following characteristics:

- Phased—Starts simple, builds depth and experience over time.
- Attractive—The learner is drawn forward; training is fun, not forced.
- Immersive—Training simulates real team operations; participants live the program.
- Chartered organization–aligned values—Course content can incorporate organization values.
- Self-directed—Participants set goals, mark their own progress, and self-assess.
- Mentored—Participants receive, then they are trained to give back.
- Multimodal, multimedia—Many media forms are available 24/7; you can use social media as well as in-person events to communicate.
- Application-oriented—Leads directly to action.
- Role-sensitive—Adults, Scouts, and all other stakeholders are trained in their position duties through participation.
- Modular, tailorable—Training fits within local constraints of time, place, resource availability, geography, group size, etc.
- Vision-building—Training uses a model of success to build a vision of how the Varsity Scouting program works.

The name of the Varsity Vision course suggests that imparting information is not the main purpose of the course. The main purpose is to create a fun and instructive experience that instills in participants a vision of how the Varsity Scouting program works.

The course prepares adults and youth to begin participating immediately in the Varsity Scouting program, while leaving an inviting door open to further training and experience. If the course is properly conducted, the Varsity Vision training will forge bonds of mutually strengthening brotherhood among all participants, both adult and youth.

SAMPLE OVERNIGHT SCHEDULE OF EVENTS

| Friday | | Saturday | |
|---------------|---|-----------------|---|
| 3:00 PM | Staff arrives, begins setup | 7:00 AM | Rise, dress, etc. |
| 5:00 PM | Final staff briefing | 7:20 AM | Breakfast |
| 5:30 PM | Registration and Squad Assignment | 7:40 AM | Assembly, flag ceremony, inspirational (value or patriotic) message |
| 6:00 PM | Welcome | 8:05 AM | Program manager/program advisor meeting to finalize activity plans |
| 6:40 PM | Walk-on 1: Scouting Aims—Fitness | 8:20 AM | Course assembly |
| 6:41 PM | Walk-on 2: Scouting Aims—Citizenship | 8:21 AM | Walk-on 8: Varsity Method—Outdoors |
| 6:42 PM | Walk-on 3: Scouting Aims—Character | 8:22 AM | Walk-on 9: Varsity Method—Uniform |
| 6:43 PM | Camp setup | 8:23 AM | Squad captains jointly announce the schedule for the remainder of the course |
| 7:15 PM | Dinner | 8:40 AM | Program managers and squads make final preparations and set up for activities |
| 7:45 PM | The Captain and the Five Fields of Emphasis | 9:00 AM | Course assembly—Scouting Safe and Sound |
| 8:15 PM | Squad Leadership Elections | 9:30 AM | Field activity 1 |
| 8:30 PM | Course Assembly | 10:00 AM | Field activity 2 |
| 8:31 PM | Walk-on 4: Varsity Method—Association With Adults | 10:30 AM | Field activity 3 |
| 8:32 PM | Walk-on 5: Varsity Method—Team/Squad Method | 11:00 AM | Field activity 4 |
| 8:33 PM | Walk-on 6: Varsity Method—Ideals (Scout Oath and Scout Law) | 11:30 AM | Field activity 5 |
| 8:34 PM | Making an Annual Plan | 12:00 PM | Varsity Scouting advancement and awards |
| 8:44 PM | Walk-on 7: Varsity Method—Leadership Development | 12:15 PM | Assemble for lunch |
| 8:45 PM | Executing the Annual Plan | 12:16 PM | Walk-on 10: Varsity Method—Personal Growth |
| 8:55 PM | Model Team Meeting | 12:17 PM | Lunch |
| 9:10 PM | Break to move to program manager/program advisor planning event | 12:45 PM | Values presentation |
| 9:15 PM | Program manager/program advisor planning event | 1:00 PM | Goals/action items workshop |
| 9:45 PM | Squad Meetings; program managers report to squads for planning | 1:30 PM | Camp cleanup |
| 10:15 PM | Reflection | 1:45 PM | Pack up camp |
| 10:30 PM | Evening Program | 2:00 PM | Closing |
| 10:45 PM | Lights out | | |

SAMPLE ONE-DAY SCHEDULE OF EVENTS

| | | | |
|----------|--|---------|--|
| 6:00 AM | Staff arrives, begins setup | 1:15 PM | Reflection |
| 8:00 AM | Final staff briefing | 1:30 PM | Program manager/program advisor meeting to finalize activity plans |
| 8:30 AM | Registration and Squad Assignment | 1:45 PM | Course Assembly |
| 9:00 AM | Welcome | 1:46 PM | Walk-on 8: Varsity Method—Outdoors |
| 9:40 AM | Walk-on 1: Scouting Aims—Fitness | 1:47 PM | Walk-on 9: Varsity Method—Uniform |
| 9:41 AM | Walk-on 2: Scouting Aims—Citizenship | 1:48 PM | Squad captains jointly announce the schedule for the remainder of the course |
| 9:42 AM | Walk-on 3: Scouting Aims—Character | 2:00 PM | Program managers and squads make final preparations and setup for activities |
| 9:45 AM | The Captain and the Five Fields of Emphasis | 2:20 PM | Course assembly—Scouting Safe and Sound |
| 10:15 AM | Squad Leadership Elections | 2:50 PM | Field activity 1 |
| 10:30 AM | Course Assembly | 3:20 PM | Field activity 2 |
| 10:31 AM | Walk-on 4: Varsity Method—Association With Adults | 3:50 PM | Field activity 3 |
| 10:32 AM | Walk-on 5: Varsity Method—Team/Squad Method | 4:20 PM | Field activity 4 |
| 10:33 AM | Walk-on 6: Varsity Method—Ideals (Scout Oath and Scout Law) | 4:50 PM | Field activity 5 |
| 10:34 AM | Making an Annual Plan | 5:20 PM | Varsity Scouting advancement and awards |
| 10:44 AM | Walk-on 7: Varsity Method—Leadership Development | 5:35 PM | Assemble for dinner |
| 10:45 AM | Executing the Annual Plan | 5:36 PM | Walk-on 10: Varsity Method—Personal Growth |
| 10:55 AM | Model Team Meeting | 5:37 PM | Dinner |
| 11:45 AM | Program manager/program advisor planning event | 6:00 PM | Values presentation |
| 12:00 PM | Lunch | 6:30 PM | Goals/action items workshop |
| 12:45 PM | Squad Meetings; program managers report to squads for planning | 7:00 PM | Closing |

SETUP AND ARRIVAL

TIME: As needed (see schedule)

OBJECTIVES

The purpose of this session is to:

- Convey a sense of preparation, organization, and readiness to participants.
- Provide time for final preparation for members of the course staff.

The youth and adult staff should be fully set up and ready when the participants begin to arrive. This will convey a sense of preparation, organization, and readiness that Coaches and Scouts can see as an example for their team in the planning and execution of events.

PREPARATION

Areas should be selected and set up for:

- Registration
- Gathering activities
- Course assemblies (standing room)
- Course instruction areas
- Squad camping and squad meeting areas
- Cooking and meal service
- Equipment storage (secure, out of sight)

FINAL STAFF BRIEFING

The purpose of this staff briefing is to pass on last-minute information, to review the critical sequence of initial course events, to confirm assignments, and to rehearse any staff parts that may need more practice.

A walk-through of the course schedule is very useful now. Rehearsals can take place naturally as part of the walk-through. Most presentations are short, so there should be time for some rehearsal.

Reminder: This time should **not** be used as the only staff development event. Pre-course staff development is essential to the success of the course.

REGISTRATION AND SQUAD ASSIGNMENT

TIME: 30 minutes

OBJECTIVES

The purpose of this session is to:

- Model a gathering activity for team meetings.
- Obtain information for participants' training records.
- Allow participants to get to know each other while learning something new.

MATERIALS

- Training Attendance Report
- Gathering activity materials

PREPARATION

The purpose of gathering activities is to let the Scouts and Scouters become acquainted and see each other in action. These activities also keep youth and adults from having to wait around with nothing to do, and also can be used for action events like games or instruction, such as skills training for simple Varsity Scouting skills.

The staff should select an appropriate activity and necessary materials based on projected attendance. For example, the activity could be making On-Target* mirrors and showing how they are used. Or the time could be used to demonstrate Leave No Trace camping practices.

The area should be set up to funnel newly arrived participants to the registration/check-in table. There they should receive safety information about the area and be given a notebook containing participant materials, which will include a map of the camp (see Appendix C for notebook contents).

At registration the staff should inquire about special needs of participants (diet, access needs, medical conditions, etc.).

If the registration staff has access to the MyScouting Tools Training Manager, participants can be given training credit for the Varsity Scout Coach Position-Specific Training course. If not, complete and submit a Training Attendance Report to the local council.

*On Target is a high-adventure activity for Varsity Scouts that may also include Venturers and older Boy Scouts. Scouts scattered across a particular area, perhaps mountain peaks or other prominent points within line of sight of each other, use large signaling mirrors to relay messages from point to point.

Squad assignments should take place in a way that separates Scouts and Scouters from the same home team. This increases the breadth of experience and new ideas each participant can be exposed to and which he can bring back to his team. Near the end of the course, there will be an event where members of the same team and their Coach reunite for the purpose of sharing ideas and setting goals for their own team.

After registering, participants should be directed to the gathering activity.

WELCOME

TIME: 43 minutes

OBJECTIVES

The purpose of this session is to:

- Start the course on a confident note.
- Post the colors.
- Set the tone of the course.
- Introduce the staff.
- Demonstrate the Scout sign and Scout salute.
- Present the aims of Scouting.

MATERIALS

- Staff Roles and Responsibilities (Appendix A)
- Introductions Script (below and from Appendix B)
- Course Objectives (page 2 and Appendix C)
- Walk-on scripts 1, 2, and 3 (Appendixes D, E, and F)

WELCOME

The welcome should be brief, positive, and friendly, without a speech.

Posting of the colors should be done efficiently, as should the religious or patriotic observance.

This is a chance to demonstrate the Scout sign and Scout salute and to recite the Scout Oath and Scout Law.

The program should move quickly to the introductions.

INTRODUCTIONS

- Coach introduction
- Captain introduction
- Youth staff introductions
- Adult staff introductions
- Course objectives
- Course method

The purpose of these introductions is to identify the youth and adults staffing the course and their positions and responsibilities. This sets the pattern for everything that follows. The purpose at this point is not to define the fields of emphasis. Those definitions are made more clear and detailed at team leader meetings, which follow shortly.

Use the Introductions Script (Appendix B and below) and Staff Roles and Responsibilities (Appendix A) for directions on how to perform this important event of the course. This event sets the stage for the rest of the course and needs to be performed well. It should be rehearsed in advance at a staff development until it can be done as a well-coordinated effort by all staff members.

The overall course objectives are on page 2 and should be included in the participant notebook.

Keep things short and simple. Getting off schedule here complicates things later. Therefore, a scripted approach is used where remarks of each staff participant are kept to what is essential at this point.

This opening event of the course is very important. This is where the participants meet the staff and begin to learn about the positions they represent.

This presentation has a firm time limit. Introductions should be limited to the time allotted. The order of introductions should follow the script below. Position roles and responsibilities are provided in Appendix A. Staff members should memorize their roles and their part of the script so that the presentation goes smoothly.

At this point in the course you are gaining the confidence of the course participants.

Note: Scripts are in Appendix B.

Welcome (Cameo) by Either a District Leader or a Chartered Organization Representative

Welcome and Self-Introduction by Coach

Captain Self-Introduction

First Assistant Self-Introduction

Program Manager 2 Self-Introduction

Program Manager 3 Self-Introduction

Program Manager 4 Self-Introduction

Program Manager 5 Self-Introduction

Second Assistant Self-Introduction

In Summary and Scribe Introduction (by Captain)

Scribe Self-Introduction

Coach: Comments on Youth Organization

Coach: Introduction of Adult Staff

Committee Self-Introductions (Repeat Five Times)

Coach: Program Advisor Summary

Coach: Chartered Organization Representative Introduction

Chartered Organization Representative Self-Introduction

Coach: Unit Commissioner Introduction

Unit Commissioner Self-Introduction

Course Objectives and Course Method

The Coach and/or Captain presents the course objectives and course method, then ends the event, stepping aside for the first walk-on.

Walk-ons

Walk-on 1: Scouting Aims—Fitness (Appendix D)

Walk-on 2: Scouting Aims—Citizenship (Appendix E)

Walk-on 3: Scouting Aims—Character (Appendix F)

THE CAPTAIN AND THE FIVE FIELDS OF EMPHASIS

TIME: 30 minutes

OBJECTIVES

The purpose of this session is to:

- Recognize Varsity Scouting's five fields of emphasis.
- Understand the role of the team captain and Coach.

MATERIALS

- Varsity Scouting's Five Fields of Emphasis (Appendix C)

PREPARATION

The purpose of this event is to prepare the youth to elect their own squad leaders. To do this, the captain and program manager positions for the five fields of emphasis are described in more detail by the youth staff members who hold each position, accompanied by the corresponding adult program advisor.

The youth leader should make this presentation, and the course Coach should monitor quality and add comments as needed, but sparingly!

This event is conducted as a round-robin. Six periods of five minutes each are used for presentations by each staff program manager/program advisor pair and the captain/Coach pair, which move around to each of the squads and make their presentation to each squad separately. If there are more than six squads in the course, additional staff member pairs may be called upon to fill in as needed.

Remember, time limits are still important.

Each program manager/program advisor pair needs to paint for the participants a picture of the kinds of activity that fit within the different fields of emphasis. The idea is not to draw hard lines between the fields but to suggest the many kinds of things they might think of calendaring and planning that fall within their field.

The fields of emphasis are:

- High adventure/sports
- Service
- Personal development
- Advancement
- Special programs and events

At the beginning of the event squads should be in their campsites, having just finished dinner and setting up their camp. The course signal (horn, bell, whistle, etc.) sounds and a pair of staffers (a program manager/program advisor pair) enters each of the campsites and asks for five minutes of time. At the end of the five-minute period, the signal sounds again, and the staff pair advances to the next campsite to repeat the presentation.

Squad members are seated, and the staffers make a presentation on the field of emphasis they represent. They describe the kinds of activities they have seen being used in their field. Chapter 3 of the *Varsity Scout Guidebook* should be referenced as one source of ideas, and the program helps that exist online should be mentioned as a source of detailed planning information. Presenters should describe how district and council activities can be used in the team's activity calendar, and each staff pair should point out how these relate to their specific field of emphasis. The presentation should be more like a brainstorm and a discussion than a lecture, and participants should be encouraged to offer their own ideas as well. However, the staff members should leave behind some stimulating ideas for activities that could be used in the course and back home.

So that they can enter the campsites with some seed ideas, staff member pairs should have time at the staff development meeting to jot down ideas that could be suggested during this presentation. Be inventive; think big. Presenters should mention equipment, resources, skills, or geographical features of the course location that might lend themselves to activities in their field of emphasis. What the staffers leave behind should be a picture of the kinds of activities associated with their field of emphasis.

The Coach and the captain also take part in this round-robin. They make a presentation about their responsibilities in managing the planning process using team meetings. A model team meeting later in the course will give details of how team meetings are run, so emphasis should be on:

- How the planning process leads up to activities.
- How a major activity can incorporate several fields of emphasis.
- How the yearly planning cycle should include a balance of activities from the five fields of emphasis.

In the last squad presentation, each teaching pair should refer to the Five Fields of Emphasis handout in the participant notebook and the squads should be instructed how to carry out squad leader elections for any needed positions to support the course.

SQUAD LEADERSHIP ELECTIONS

TIME: 15 minutes

OBJECTIVES

The purpose of this session is to:

- Have training squads elect their own leadership.

MATERIALS

- Team position emblems
- Varsity Scout Team Organization (Appendix C)

PREPARATION

Participants should write the names of the leaders elected in the space provided on the organization chart in their notebooks. This will help squad members learn each other's names.

ELECTIONS

The squad leader elections should not be allowed to run over the scheduled time. Allow a few moments after this event for moving to the course assembly.

Each squad program manager and captain should be given an emblem of their position to wear during the remainder of the course. It may be a take-home item, so it should be something worth keeping.

Tell the participants that electing leadership is part of learning citizenship and that serving in a leadership role is part of learning leadership.

ELECTIONS FOR SMALL GROUPS

When elections are held for small groups at training courses, squads should elect a captain and each of the program managers should be assigned multiple fields of emphasis. One program manager can be assigned three fields, and the other can be assigned two. In such cases, the model team meeting and planning event that occur later in the course should be adjusted to fit the configuration of the squads.

COURSE ASSEMBLY

TIME: 4 minutes

OBJECTIVES

The purpose of this session is to:

- Present three of Varsity Scouting's methods.

MATERIALS

- Walk-on scripts 4, 5, and 6 (Appendixes G, H, and I)

PREPARATION

The captain calls the group to order and then stands aside once the group is ready. The walk-ons do not need introduction.

Walk-on 4: Varsity Scouting Method — Association With Adults (Appendix G)

Walk-on 5: Varsity Scouting Method—Team/Squad Method (Appendix H)

Walk-on 6: Varsity Scouting Method—Ideals (Appendix I)

MAKING AN ANNUAL PLAN

TIME: 11 minutes

OBJECTIVES

The purpose of this session is to:

- Demonstrate putting together a Varsity Scout team yearly planning calendar.
- Explain how a plan should be balanced by picking events from the five fields of emphasis.
- Demonstrate how every program manager participates in planning every team event in some way.

MATERIALS

- A flip chart or whiteboard on an easel and pens or markers
- Enough seating for all participants
- A poster listing the five fields of emphasis with sample activities that work in the local area (see below)
- Walk-on script 7 (Appendix J)

PREPARATION

| THE FIVE FIELDS OF EMPHASIS | | | | |
|-----------------------------|---------------------------|---------------------------------------|---------------------|-------------------------|
| Advancement | High Adventure/ Sports | Service | Special Programs | Personal Development |
| Merit badges | Backpacking | Community projects | Mountain Man | Computing |
| Activity pins | Mountaineering | Chartered organization projects | Joint events | Speakers |
| Positions | Survival | Individual projects | On-Target | Leadership training |
| Boards of Review | | | | |
| Courts of Honor | | | | |

A flip chart/whiteboard is premarked with a year's calendar ahead of the current date, like the one below.

| | | | |
|-----------|----------|----------|----------|
| January | February | March | April |
| May | June | July | August |
| September | October | November | December |

MAIN IDEAS

- Making an annual plan takes place once a year, usually in the fall, for the coming year.
- The plan is updated as details are added by program managers (working with program advisors).
- Every program manager will have an assignment to plan part of every team activity.
- Planning takes place at two levels:
 - The yearly cycle of events (covered in this presentation).
 - The detailed planning of each event (covered in a later presentation).

PRESENTATION

A Varsity Scout team's yearly plan of events is made a year in advance. A planning session is usually held by the team in the fall. Everyone in the team participates, and Boy Scouts who are about to turn Varsity Scout age can participate as well. We will demonstrate creating a schedule for this team, as if we were planning next year. We will place on this yearly calendar the cycle of major events for our team. In a later presentation, we will learn how the details of events are added by program managers (working with the program advisor).

We will plan four major events for the year. The time between events will be spent in detailed planning, training, and conditioning of team members. We will make use of major events that are offered by the council and/or our chartered organization, but most events will be ones we plan for ourselves because they are the kind of things we want to do.

Let's begin by looking at the major events offered by the council this year. We might learn that our council is holding a turkey shoot in October and an outdoor survival event in June. Our chartered organization might be planning a youth conference, and the council might be holding a commemorative event.

Ask: Is there one of these that you would most like to put on our schedule for next year? (Let the group decide on any of these. The goal is for them to imagine how each activity might be fun to take part in.)

OK, next let's decide on some other events until we have scheduled at least four that we really like. We need to keep in mind a balanced program. That's what Varsity Scouting's five fields of emphasis are for. (Draw attention to the poster that lists the five fields.) Many different activities fall under each of the five fields. The ones shown here are only a small sample to give you the general idea. (If you feel there is time, you might ask the group if they have some they would like to add.)

Let's choose activities until we have four major activities on our yearly calendar. (Let the group pick until at least four major events have been placed on the calendar. Help the group reach a majority consensus, and try to space the activities evenly so they are not all in one season. In the western United States, you might propose the On-Target Peak-to-Peak signaling activity, which takes place on the third weekend of July. If On-Target is not adapted to your region, there may be other regional events that use the geography, history, or resources of the region to create a meaningful traditional event.)

The goals are to have a variety of events and for each program manager to take part in planning a part of each event. In the Executing the Annual Plan presentation, you will see how assignments are made to each program manager. The goal here is to have four major events spread out over the yearly calendar. Help the group keep in mind that this is only a demonstration and that the events their team will choose at home may be very different, depending on the interests of the team.

Walk-on 7: Varsity Scouting Method—Leadership Development (Appendix J)

EXECUTING THE ANNUAL PLAN

TIME: 10 minutes

OBJECTIVES

The purpose of this session is to:

- Demonstrate how each program manager takes an assignment to add detail to an event plan.

MATERIALS

- The yearly calendar from the previous Making an Annual Plan presentation
- A flip chart or whiteboard on an easel and pens or markers
- Posters showing the planning process leading up to an event as the important part of the Varsity Scouting experience for a youth
- The Five Fields of Emphasis poster from the Making an Annual Plan presentation
- An additional blank poster for planning an individual event, like the one below
- Printed pictures of slices of pizza, or real snacks

| Advancement | High Adventure/ Sports | Service | Special Programs | Personal Development |
|-------------|---------------------------|---------|------------------|----------------------|
| | | | | |

MAIN IDEAS

- Program managers work as a team with program advisors to plan their assigned parts of events.
- The crucial idea of Varsity Scouting is learning to plan and lead by doing, with the help of an adult advisor.
- Each program manager (with the help of a program advisor) plans and carries out a part of every major activity of a team.
- Planning for an event and then executing it is perhaps more valuable to the individual Varsity Scout than the event itself because it is during planning and execution that the Varsity Scout learns how to plan and exercise leadership.

PRESENTATION RECOMMENDATIONS

Pass out the pizza pictures as if you were distributing food at a planning meeting, or use real snacks. Emphasize that the planning meeting needs to be fun and usually involves some kind of food.

Let's pick one of the events on our annual planning calendar and walk through how it is planned and executed in more detail. (Help the group pick one.)

The name of the activity goes on top. (Fill in the activity name.) Also, add the name of the field of emphasis and the program manager who will be primarily responsible for this event. Other program managers will assist in planning and executing parts of the event, but this program manager will have overall responsibility for planning and execution.

Next, lead the group in a brainstorming activity to identify weekly events that should take place leading up to the main event to get the team members ready and fit, plan and acquire the equipment, arrange the transportation, secure any needed permits, and plan the food and cooking. As these become details of the overall plan, write them beneath one of the fields of emphasis, showing that an assignment will be made to a particular program manager/program advisor planning team.

These assignments result in either training or business items during a regular team meeting. For example, training in canoe safety can be taken on by the service program manager. Training in canoe handling can be planned and delivered by the personal development program manager. Planning and reporting on arrangements for obtaining the canoes can be done by the special programs and events program manager. Planning and reporting on conditions and reservations for the canoeing site can be handled by the high adventure/sports program manager. Lastly, the advancement program manager can plan and give training on any of the requirements for the Canoeing merit badge not covered by the other program managers. The advancement program manager could also invite a special guest who is experienced in canoeing to present at a team meeting. He could also arrange an on-the-water demonstration at a location close to the team's meeting place.

This simulated planning exercise shows that every program manager has a planning and leadership responsibility for each major activity (assisted by a program advisor). It also emphasizes that planning and training for an event is equally if not more important to the development of the Varsity Scout than the event itself.

MODEL TEAM MEETING

TIME: 15 minutes

OBJECTIVES

The purpose of this session is to:

- Demonstrate the reporting and accountability process that takes place in a team meeting.
- Show the results of exercising the planning skill.
- Witness youth leaders presenting their plans to the group.

MATERIALS

- Sample Team Meeting Outline (Appendix C)

PREPARATION

This event is a demonstration by the staff of a team meeting. It prepares the course members for their own squad meeting, which takes place later in the course.

The model team meeting demonstrates an example of a typical team meeting. The Coach and the youth staff take part, each playing their own staff role. The actual content of the meeting (events being reported and planned, etc.) are made up by the staff but not on the spot. Participants should speak loudly and distinctly and position themselves so that everyone can hear them clearly.

MAIN IDEAS

Share that:

- A team meeting consists of a business event and one or more elective events.
- In the business portion, announcements are made and information is gathered that is needed for planning by each of the program managers.
- Elective events may include:
 - Instruction that will help the team prepare for an upcoming activity, improve its skill levels, carry out safety training, or lead to advancement. Instruction can be carried out by program managers or specialists who have been invited to contribute their expertise.
 - A contest or game (though not always the same one).
- Youth leaders conduct the team meeting.

A standard outline is followed for most team meetings.

MODEL TEAM MEETING OUTLINE

Staff conducts a short model team meeting using the following outline:

- Gathering activity (game, interesting display, something to make, work on projects, etc.)
- Opening
 - Welcome
 - Flag ceremony
 - Prayer
- Business
 - Event planning reports and discussion
 - Confirm assignments
 - One-, three-, and six-month look-ahead
 - New assignments
- Elective events (one or more of the following):
 - Guest specialist or instruction by program manager
 - Contest or game
 - Special (coed) activity
- Coach's Corner (values message)
 - Closing
- Reflection with captain

PLANNING EVENT

TIME: 30 minutes

OBJECTIVES

The purpose of this session is to:

- Model a planning event.

MATERIALS

- Squad Meetings presentation session (page 28) for each squad leader

PREPARATION

This session works in conjunction with the squad meeting that follows. The two are essential to the planning of a successful set of activities that is later executed by the participants. It is at this point that the balance of responsibility begins to be turned over to the participants. They are largely responsible for the planning and execution of the course activities that follow.

PLANNING EVENT

Representatives from each squad who have been elected to their position meet in program manager groups with the field youth staff program manager and the adult program advisor.

The youth and adult staff members begin a discussion among the program managers about what major half-hour activity their field of emphasis will sponsor and execute later in the course.

The adult and youth staff members provide information on available equipment and geographical resources and may suggest ideas from which the participant program managers might choose.

During the event the staff members turn the discussion over to the youth participants. The goal is a fairly detailed plan of the activity and who will take responsibility for leading and participating as leaders in the activity.

The plans must be clear enough for the program managers to take back with them to their squad meetings, which follow this planning event, so that the squad understands what part it will play in the activities.

Staff members should be careful not to take charge of the meetings and not to execute the planning but to support and encourage the planning process.

Squad leaders meet to discuss an overall leadership plan for executing the activities. A copy of the Squad Meetings presentation (page 28) should be provided to each squad leader.

During this period adult leaders will meet separately. They participate in a question and answer session and receive information pertaining to the operation of a Varsity Scout team. Good topics for discussion might include:

- Conducting an annual planning event
- Leadership styles
- The importance of having the boys take leadership
- The importance of having an adult mentor from the committee to help youth
- Additional training opportunities

SQUAD MEETINGS

TIME: 30 minutes

OBJECTIVES

The purpose of this session is to:

- Model and execute a squad meeting.

PREPARATION

This meeting is for relaying the information from each of the program manager meetings. Each program manager is asked to report using the pattern taught in the model team meeting. Each squad plans how it will respond to the plan, and assignments may be made as required.

SQUAD MEETING

The program managers return to their squads with important information about needed plans for their involvement in the five fields of emphasis activities.

The squad receives information reports from each program manager and from the captain. The squad then makes its plans and preparations for taking part in the activities. This may also include the program manager giving instruction to the squad that is necessary for participation by squad members.

For example, if On-Target is planned as one of the activities, the program manager may need to share where the squad is to be located and how to signal using On-Target mirrors.

An adult and youth representative of the staff should meet with each squad, but their participation should be limited to answering questions or heading off major mistakes.

Note: The Advancement Field of Emphasis activity must be kept as the final activity so that it can be used to illustrate the value of planning with advancement in mind. The activity should illustrate how the activities that have preceded it could have been used to fill advancement purposes for participants who have arrived at different stages of advancement. The squad that selects (or is assigned) advancement should be guided to emphasize the value of setting advancement goals by demonstrating how advancement occurs as a byproduct of a well-planned schedule.

The squad and the participants should be encouraged and guided from this point without being directed.

REFLECTION

TIME: 15 minutes

OBJECTIVES

The purpose of this session is to:

- Introduce the process of reflection and conduct a reflection by the participants on the course so far.
- Introduce the idea of “Start, Stop, Continue.”

MATERIALS

- “Start, Stop, Continue” poster

PREPARATION

The course Coach conducts this event. He gives a brief presentation about what a reflection is and how one is conducted.

REFLECTION

The Coach should explain that a reflection asks the questions:

Start: “What should we start doing that will make things better?”

Stop: “What should we stop doing because it isn’t helping?”

Continue: “What is working well that we want to continue doing?”

A poster that contains the three sentences above will help the course participants keep these three actions in mind.

This session should be a discussion, eliciting responses from as many participants as possible, especially the youth participants. Encourage comments that specify what to start, what to stop, and what to continue.

EVENING PROGRAM

TIME: As needed before taps

OBJECTIVES

The purpose of this session is to:

- Close out the day (or the morning in a one-day course) with a snack and a thought from the course Coach.
- Model the Coach’s Corner.

MATERIALS

- Cracker barrel items

PREPARATION

Set up the cracker barrel in advance. The Coach should prepare an appropriate inspirational Coach's Corner story.

COACH'S CORNER

The Coach's Corner is a chance for the course Coach to model for the participant Coaches how a Coach's Corner is conducted.

The Coach's Corner should take less than five minutes and should present an inspiring idea, a story with a point to it, or a personal insight, especially one taken from the course so far. It may reveal a quiet act of service someone performed or an act of kindness or good character on a participant's part.

FINALIZE ACTIVITY PLANS

TIME: 15 minutes

OBJECTIVES

The purpose of this session is to:

- Tie up loose ends with program managers.
- Confirm final assignments for executing their activities.

PREPARATION

At this point, the course members should be doing the work and taking charge of almost everything. Staff members should be working in the background to support the program managers and the captains in their roles.

Adult and youth program manager and program advisor staff members should attend these meetings to observe and guide as necessary but should be careful not to take charge.

MEETING

Program managers meet together at this time to be ready to lead their squads in participating and to plan event supervision. The part each squad is to play is clarified at this point.

Following this meeting, the program managers should report back any last-minute changes to their squad captains, who should then hold a brief meeting themselves to make a combined schedule for the remainder of the course. The course Coach and the course captain should meet with them.

Together this group may have to make some decisions about event order and manner of execution using the updated information from their program managers.

Note: Remember, the Advancement Field of Emphasis activity must be kept as the final activity so that it can be used to illustrate the value of planning with advancement in mind. The activity should illustrate how the activities that have preceded it could have been used to fill advancement purposes for participants who have arrived at different stages of advancement. The squad that selects (or is assigned) advancement should be guided to emphasize the value of setting advancement goals by demonstrating how advancement occurs as a byproduct of a well-planned schedule.

COURSE ASSEMBLY

TIME: 20 minutes

OBJECTIVES

The purpose of this session is to:

- Bring the participants together to hear the remainder of the schedule for the course.
- Initiate the activity portion of the course under participant direction.
- Present two more of Varsity Scouting's methods.

MATERIALS

- Walk-on scripts 8 and 9 (Appendixes K and L)
- Course schedule

PREPARATION

The course Coach conducts this assembly, leaving the course captain free to meet with the squad captains to finalize activity plans. It may be useful to conduct a brief reflection to fill extra time.

Walk-on 8: Varsity Scouting Method—Outdoors (Appendix K)

Walk-on 9: Varsity Scouting Method—Uniform (Appendix L)

SQUAD CAPTAINS SHARE SCHEDULE

At this point, the participants take over the course direction. A representative for the squad captains takes charge of the assembly and gives directions and a schedule for the remainder of the course.

Captains together supervise time and the movement of the groups between activity locations.

FIVE FIELDS OF EMPHASIS ACTIVITIES

TIME: A total of three hours (including the Scouting Safe and Sound presentation)

Note: Participants should not use this time to break camp and pack belongings.

OBJECTIVES

The purpose of this session is to:

- Have squads plan and present an activity focusing on the five fields of emphasis.
- Allow participants to experience each of the five fields of emphasis.
- Learn the BSA guidelines for safe activity planning and execution.

MATERIALS

- Equipment and supplies as needed to conduct selected activities

PREPARATION

This event gives the participants a chance to carry out the Varsity Scouting activities that they planned earlier and for all the participants to learn more about the five fields of emphasis.

Each activity is 30 minutes in length. The order should be:

- Scouting Safe and Sound (see next section for event outline)
- Field of Emphasis 1
- Field of Emphasis 2
- Field of Emphasis 3
- Field of Emphasis 4
- Field of Emphasis—Advancement

Other than the Scouting Safe and Sound and Advancement sessions, there is no set order for the other fields of emphasis. Squads should move among the activities until they have experienced each one.

Note: The Advancement Field of Emphasis activity must be kept as the final activity so that it can be used to illustrate the value of planning with advancement in mind. The activity should illustrate how the activities that have preceded it could have been used to fill advancement purposes for participants who have arrived at different stages of advancement. The squad that selects (or is assigned) advancement should be guided to emphasize the value of setting advancement goals by demonstrating how advancement occurs as a byproduct of a well-planned schedule.

SCOUTING SAFE AND SOUND

TIME: 30 minutes

OBJECTIVES

The purpose of this session is to:

- Learn the BSA guidelines for safe activity planning and execution.

RESOURCES

- *Guide to Safe Scouting*

PREPARATION

The course chartered organization representative makes this presentation, emphasizing that the decisions of the Scouts as well as the decisions of the Coach will influence safety. Liability to individuals in cases where the rules are neglected should be highlighted.

There are so many safety points that they are not easily covered in a short period. The real goal of this presentation is to make the leaders and youth aware that the rules count and that there are training resources they need to seek out.

The youth protection guidelines must also be covered in this presentation.

Additionally, the presenter might ask the staff during staff development which safety points they feel are most important because they have had a relevant experience, either positive or negative, or because those safety points are related to activities common in the area where the participants are from. The presenter may ask for one or two of these stories.

Note: When the course is conducted for leaders in teams chartered to the Church of Jesus Christ of Latter-day Saints, the *Scouting Handbook for Church Units in the United States* and "Safe Church Activities" on LDS.org should be reviewed and referenced by the course staff.

MAIN IDEAS

Hopefully each participant has already completed Youth Protection training. If not, encourage them to take it as soon as possible.

Review the main ideas of safe Scouting in the BSA:

- Leaders are responsible for safe Scouting.
- Leaders should seek training offered by the BSA on safe Scouting practices.
- Leaders must then train youth in what is considered safe.

- Leaders must provide:
 - Discipline: A realization by everyone that “anything goes” is not the case and that everyone is accountable for safety and is expected to act responsibly.
 - Supervision: A realization that both leaders and Scouts must keep their eyes open to dangerous situations at all times.
 - Qualification: A realization that some activities require specialized skills and equipment and that everyone should know the bounds of safety.
- Leaders may be held personally liable when safe practices are not observed.
- Youth protection principles include:
 - Adult registration
 - Trained leader
 - Two-deep leadership
 - No one-on-one contact
 - Respect of privacy
 - Separate accommodations for sleeping and dressing
 - No secret organizations
 - No hazing, initiations, or verbal insults
 - Constructive discipline; no corporal punishment
 - Reporting of abuses
 - Recognize-Resist-Report

The participant notebook contains a list of BSA courses that can provide information on safety regulations. The presenter should refer the participants to those, to council training regulations, and to upcoming training courses.

ADDITIONAL MAIN IDEAS

Note: Refer to the online *Guide to Safe Scouting* (www.scouting.org/HealthandSafety) for the latest information and guidelines.

End the session with:

We want you to know that the safety of our youth and volunteers cannot be compromised. Health and safety must be integrated into everything we do to the point that no injuries are acceptable beyond those that are readily treatable by Scout-rendered first aid.

The Scouting program itself, activities that Scouts participate in on a regular basis, and the outdoor classroom used in Scouting all have inherent risks. A challenging program and activities help attract youth and retain them in Scouting. Perceived risk during such ventures heightens awareness and builds confidence and discipline vital to building tomorrow's leaders.

There is a place in Scouting for age-appropriate events that push youth beyond their normal comfort level and stretch their abilities. This is appropriate when risks are identified and mitigated. But one should not participate in or promote activities when risks are unknown or ignored. We must protect our youth as part of our program. In a sense, safety is our license to operate.

In particular, Scout leaders are responsible for the physical and mental well-being of everyone under their supervision. Parents who entrust Scout leaders with their children justifiably expect them to return uninjured.

To achieve that goal, everyone must work together to do the following:

- Know, understand, and comply with all rules, policies, and procedures.
- Model safe behaviors when participating in Scouting events.
- Encourage staff, volunteer leaders, and youth members to share in the management of risk.
- Promote, provide, and, when appropriate, require health and safety training.
- Communicate the importance of incident and near-miss reporting and hold staff members accountable for implementing reporting procedures at unit, district, and council levels.
- Study incidents that do occur to learn from them, and modify risks where appropriate.
- Support enterprise risk management concepts.

Thank you for being part of Scouting and creating an exciting and safe experience for every participant.

ADVANCEMENT AND AWARDS

TIME: 16 minutes

OBJECTIVES

The purpose of this session is to:

- Illustrate how teams may choose among advancement options to tailor the variety of awards and recognitions to the needs of their team.
- Present the final Varsity Scouting method—Advancement.
- Gather for lunch (overnight schedule).

MATERIALS

- Varsity Scouting Advancement (Appendix N)
- Coach's Key and Scouter's Training Award for Varsity Scouting progress records for adult participants
- Unit Leader Award of Merit nomination form
- Walk-on script 10 (Appendix M)

PREPARATION

This session describes Varsity Scouting awards and the manner in which the Eagle Scout rank, Varsity Scout letter, activity pins, and Denali and Venturing awards form a trail of goals for those who desire them. The options for award programs should be described.

PRESENTATION

Varsity Scouts use the same advancement program as Boy Scouting—from Scout to Eagle Scout.

Personal growth comes through advancement and through the acknowledgement of a youth's competence and ability by peers and adults. The advancement program is more than just earning awards. As a Varsity Scout progresses through the program, he will learn valuable skills and competencies that have been identified as vital to achieving success in education, in a work environment, and in life.

Varsity Scouting provides a series of surmountable obstacles and steps in overcoming them through the advancement method. The Scout plans his advancement and progresses at his own pace as he meets each challenge. The Scout is rewarded for each achievement, which helps him gain self-confidence. The steps in the advancement system help a Scout grow in self-reliance and in the ability to help others.

Describe available Varsity Scouting awards and the manner in which the Eagle Scout rank, Varsity Scout letter, activity pins, and Denali and Venturing awards form a trail of goals for those who desire them. The options for award programs should be described. (Use Appendix N as a resource for key points. This may be included in the participant notebook if desired.)

Mention the BSA *Guide to Advancement* (www.scouting.org/advancement), and the MyScouting Tools Advancement Manager as resources.

Share that there is also recognition for adult leaders in Varsity Scouting. Distribute a copy of the Coach's Key and Scouter's Training Award for Varsity Scouting progress records, and Unit Leader's Award of Merit nomination form to all adult participants.

GATHER FOR LUNCH (OVERNIGHT SCHEDULE)

Squad captains are in charge of calling the group together. They may choose whether to have the home teams eat together or to have the groups eat in squads.

Before lunch, present Walk-on 10.

Walk-on 10: Varsity Scouting Method—Personal Growth (Appendix M)

VALUES

TIME: 15 minutes

OBJECTIVES

The purpose of this session is to:

- Allow the chartered organization's values to be discussed in connection with the Varsity Scouting program.

PREPARATION

If the course is for members of a common chartered organization, this event allows the values of the organization to be inserted into the course. In particular, there should be a discussion of how the Varsity Scouting program fits with and helps promote the values of the chartered organization. The course chartered organization representative or commissioner should conduct this event.

If the course is for members of teams chartered to multiple organizations, you may divide the group to align with the different organizations, or the time may be added to the Goals/Action Items Workshop session.

GOALS/ACTION ITEMS WORKSHOP

TIME: 30 minutes

OBJECTIVES

The purpose of this session is to:

- Give home teams time to start planning how to implement what they have learned on the course.
- Have each team make a written list of goals and action items for themselves.

PREPARATION

Home team members gather and discuss how they can implement what they have learned on the course. Home Coaches or their representatives (chartered organization representatives, parents, etc.) should conduct these meetings if they are in attendance.

Teams should make a written list of goals and action items for themselves.

A group for youth participants who have come on their own without a leader should be conducted by the course Coach to help the youth plan things they can do to help the Varsity Scouting program work in their home teams.

CAMP CLEANUP AND PACKING

TIME: 30 minutes

OBJECTIVES

The purpose of this session is to:

- Clean up the environment of the camp and leave it without a trace of the course.

This session gives course participants a chance to exercise Outdoor Ethics principles, gather their gear together, and get it loaded into their transportation before the closing event.

CLOSING

TIME: As needed

OBJECTIVES

The purpose of this session is to:

- Conduct a final reflection and gather evaluation information about the course.
- Distribute a self-evaluation checklist that teams can use at home.
- Present training awards to those who have earned them.
- Recognize the staff for their service.
- Retrieve the flag and adjourn.

MATERIALS

- Training certificates
- Trained patches
- Team Self-Evaluation Form (Appendix C)

PREPARATION

Everyone will be anxious to travel, so this set of activities should be conducted efficiently.

The final reflection should be brief.

As part of the reflection, the Coach should give a brief Coach's Corner message focusing on the self-evaluation form in the participant notebook, which teams can use to measure their progress in team improvement. An inspirational idea about Scouting and its value may be presented.

Training certificates should be presented to all participants. Trained patches should be distributed to adult leaders who have completed all training necessary (this course, Youth Protection, and Introduction to Outdoor Leader Skills for Coaches).

The staff should be recognized briefly but not to the point of taking attention away from the participants, who now own the course.

APPENDIX

Appendix A: Staff Roles and Responsibilities

Appendix B: Introductions Script

Appendix C: Participant Notebook Contents

Appendix D: Suggested Content for Walk-on 1: Fitness

Appendix E: Suggested Content for Walk-on 2: Citizenship

Appendix F: Suggested Content for Walk-on 3: Character

Appendix G: Suggested Content for Walk-on 4: Association With Adults

Appendix H: Suggested Content for Walk-on 5: Team/Squad Method

Appendix I: Suggested Content for Walk-on 6: Ideals

Appendix J: Suggested Content for Walk-on 7: Leadership Development

Appendix K: Suggested Content for Walk-on 8: Outdoors

Appendix L: Suggested Content for Walk-on 9: Uniform

Appendix M: Suggested Content for Walk-on 10: Personal Growth

Appendix N: Varsity Scouting Advancement

APPENDIX A

STAFF ROLES AND RESPONSIBILITIES

The staff for this course consists of both adult and youth members acting out their parts as if they were in a regular team setting. The duties and responsibilities of each staff member are described in this appendix. These duties and responsibilities should be used to fill in the blanks in the self-introduction script in Appendix B. Staff members should memorize their duties and responsibilities so that they can say their parts without hesitation.

The staff organization used for this course is the “small team” organization described in Chapter 2 of the *Varsity Scout Guidebook*, 2000 edition (pages 19–25). The organizational diagram on page 23 of the *Varsity Scout Guidebook* shows that the team captain works with two assistants (labeled “squad leaders”). Most Varsity Scout teams are small, not having enough Scouts to organize into meaningful squads. For this reason, the small team organization is the recommended organization for Varsity Scout teams and is the one used as an example in this course. The “large team” organization is recommended only for teams of more than 25 members, as stated in the *Varsity Scout Guidebook*.

The term “squad leader” is used only in teams large enough to use the squad method. For small teams, the assistants to the team captain are designated as the “first assistant” and the “second assistant.” The assistants are given program manager responsibilities over combined fields of emphasis. The first assistant is responsible for the advancement, service, and personal development fields, and the second assistant is responsible for the high adventure/sports and special programs and events fields. The captain is also assisted by a scribe/secretary who keeps records and assists the captain with communications and records.

As teams grow in size, additional program managers are added to the organization under the supervision of the assistants. As each new program manager is added, one of the assistants sheds a field of emphasis, which is assigned to the new program manager. This process continues until there are five program managers, at which time the process of adding program managers continues by adding assistant program managers.

This use of the small team organization as the basic recommended pattern for team organization solves a few problems:

- It fits the team organization to the typical size of a team, which tends to be smaller rather than larger.
- It leaves room for teams to add leadership positions as they grow larger. In cases where all five program manager positions are filled, assistant program managers can be added. New cocaptain positions may also be added. Finally, squads can be formed if the team continues to grow, and squad leaders can be added when the team reaches sufficient size.

- The top-level organization using the small team pattern is more likely to match the chartered organization's leadership pattern, which may include a youth leader and one or two assistants with a secretary.
- A team can be staffed with a minimum of three or four team members. The staffing serves the purposes of the program, not the other way around.

Given these guidelines for team organization, the positions for the Varsity Vision course staff are as follows:















| ADULT STAFF MEMBERS | | |
|---|--|--|
| Position | Duties in a Team | Duties on Course |
| Coach | I supervise the Varsity Scout team. I make sure that every team member has a leadership responsibility. I train and support the team captain in his role. I make sure every program manager has an adult program advisor to work with. I monitor adult supervisor work to make sure it is effective. | I selected and trained the course staff. I lead the course at the very beginning and then turn responsibility for running things over to the captain and then over to the course participants. |
| Program Advisor 1 Program Advisor 2 Program Advisor 3 Program Advisor 4 Program Advisor 5 | I am responsible for working with a youth program manager in the planning and execution of (field of emphasis) activities for the team. I help the program manager with advice, but I don't take over the job of planning, and I don't do the execution myself. From time to time I give a little training, but it's usually in the form of help, not a lecture. I do everything I can to help the program manager have success. | I am responsible for helping the staff program manager for (field of emphasis). Together we teach course participants how program managers in (field of emphasis) fulfill their role. Together we provide an example of adult-youth cooperation in leadership. |
| Chartered Organization Representative | I am the liaison between the Scouting units chartered to our organization, the local Boy Scouts of America council, and our chartered organization. I see that the Coach and program advisor positions are fully staffed. I oversee the quality of the Scouting program for our organization. | I am one of the quartermasters, and I am also one of the presenters. I work with the youth scribe/secretary to keep the course on schedule. |
| Unit Commissioner | I maintain the quality of the Varsity Scout team through observation. I provide feedback on the overall quality of the Varsity Scouting program and give help where I see it is needed. I help keep the Coach's knowledge and ideas up to date. | I am one of the quartermasters, and I am also one of the presenters. |
| District Representative | I supervise all Scout training (and/or Varsity Scout) programs for the district. | I am responsible for putting on this training. I selected the course Coach and helped him organize and train the staff and conduct the course. |

| YOUTH STAFF MEMBERS | | |
|---|--|---|
| Position | Duties in a Team | Duties on Course |
| Captain | I am the team's leader. I provide an example of leadership. I take charge of all leadership and team meetings. In leadership meetings, I call on the program managers to report their plans and accomplishments. In team meetings, I turn the floor over to program managers for progress reports and announcements about activities they have planned. At activities, I call the group to order and then turn the event over to the program managers who have planned it. | When we were preparing the course, the Coach and I worked together, and I made sure the program managers were trained and prepared. Now that the course has started, the Coach will turn it over to me and I will take charge and lead course events from this point. For events that have been planned by a program manager, I turn control of the event over to him. When the event is over, I am back in charge. |
| First Assistant | I am the team captain's assistant. In a small team, I may be responsible for the advancement, service, and personal development fields of program emphasis. As the team size grows, I give up fields to program managers so that they have a leadership position and help to train and supervise them. In a large team, I become a cocaptain and supervise program managers. | This course team is a medium-sized team. Therefore, I serve as the captain's assistant, but I also serve as the (field of emphasis) program manager. |
| Second Assistant | I am also the team captain's assistant. In a small team, I may be responsible for the high adventure/sports, and special programs and events fields of program emphasis. As the team size grows, I give up fields to program managers so that they have a leadership position and help to train and supervise them. In a large team, I become a cocaptain and supervise program managers. | This course team is a medium-sized team. Therefore, I serve as the captain's assistant, but I also serve as the (field of emphasis) program manager. |
| Scribe/Secretary | I help the team captain with communications, records, and reports. This can include scheduling meetings, calling people with reminders, coordinating publicity for upcoming events, and keeping a visual and written record of our activities. | On this course I am the historian, the photographer, the videographer, and the timekeeper. A big part of my job is keeping the course on schedule. I will keep a record of this course. |
| Program Manager 1 Program Manager 2 Program Manager 3 Program Manager 4 Program Manager 5 | I work with an adult program advisor for the planning and execution of (field of emphasis) activities for the team. I may ask the program advisor for advice and help, but it is my responsibility to carry out as much of the planning as I can. I report progress in planning at team leader meetings and at team meetings. When it is time for the activity, I take charge and lead the activity. From time to time I need a little training, but it's usually in the form of help, not a lecture. I do everything I can to provide a good program in my field of emphasis. | I am responsible for teaching course participants how program managers in (field of emphasis) do their job. Together with the program advisor for this field of emphasis, I provide an example of adult-youth cooperation in giving leadership. |
| Squad Leader | I lead a squad of program managers, one from each field of emphasis, during activities. A squad is an identity group that participates together. Squads are used in large teams where there are many program managers. | On this course, squad leaders are the squad captains. Each captain leads a squad of program managers (participants) during activities. A squad is an identity group that participates together. |

The Introductions Script (Appendix B) includes additional information that helps to orient the participants to the course objectives and method. The information in the tables above is used during the introductions.

During the self-introductions of the staff at the beginning of the course, each staff member places a photo and his or her name on a staff roster poster, which remains up until the end of the course. The poster helps participants to learn the names of the staff and to recognize faces.

A suggested layout for this poster is provided below.

| DISTRICT | CHARTERED ORGANIZATION | TEAM | |
|---|---|--|--|
| Unit Commissioner | Chartered Organization Representative | Coach | Captain |
|  Grant |  Wally |  Dennis |  Stuart |
| | |  Program Advisor 1 Dave |  First Assistant Gerald |
| | |  Program Advisor 2 Keith |  Second Assistant Kevin |
| | |  Program Advisor 3 Rob |  Scribe Thomas |
| | |  Program Advisor 4 Steve |  Program Manager 3 Ken |
| | |  Program Advisor 5 Terry |  Program Manager 4 Bryce |
| | | |  Program Manager 5 Sam |

APPENDIX B

INTRODUCTIONS SCRIPT

This opening event of the course is very important. This is where the participants meet the staff and begin to learn about the positions they represent. This presentation has a firm time limit. Introductions should be limited to the time allotted. The order of introductions should follow the script below. Position roles and responsibilities are provided in Appendix A. Staff members should memorize their responsibilities and their part of the script so that the presentation goes smoothly. At this point in the course you are gaining the confidence of the course participants.

Welcome (cameo) by either a district leader or a chartered organization representative

- We hope you have a good time and learn about the Varsity Scouting program.

Welcome and Self-Introduction by Coach

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- (Place picture and name on the leaderboard.)
- We will learn the Varsity Scouting program by becoming a team.
- We hope you will join in and have a good time.
- We have organized a staff that will introduce themselves to you.
- In your notebooks is a diagram of our staff organization.
- Each staff member will give an example of the positions involved in the Varsity Scout team.
- Each staff member will exemplify their position's duties throughout this training.
- The captain will introduce himself now.

Captain Self-Introduction

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- (Place picture and name on the leaderboard.)
- I have two assistants.
- I would like them to introduce themselves and those who work with them.

First Assistant Self-Introduction (or Program Manager 1)

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- I am a program manager responsible for one of the Varsity Scouting five fields of emphasis.
- (Place picture and name on the leaderboard.)
- Working with me are two program managers.
- I would like them to introduce themselves at this time.

Program Manager 2 Self-Introduction

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- I am a program manager responsible for one of the Varsity Scouting five fields of emphasis.
- (Place picture and name on the leaderboard.)

Program Manager 3 Self-Introduction

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- I am a program manager responsible for one of the Varsity Scouting five fields of emphasis.
- (Place picture and name on the leaderboard.)

Program Manager 4 Self-Introduction

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- I am a program manager responsible for one of the Varsity Scouting five fields of emphasis.
- (Place picture and name on the leaderboard.)

Program Manager 5 Self-Introduction

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- I am a program manager responsible for one of the Varsity Scouting five fields of emphasis.
- (Place picture and name on the leaderboard.)

Second Assistant Self-Introduction (if used)

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- I am a program manager responsible for one of the Varsity Scouting five fields of emphasis.
- (Place picture and name on the leaderboard.)
- Working with me is one of the program managers.

In Summary and Scribe Introduction (by Captain)

- The program managers and I constitute the youth leadership of the Varsity Scout team.
- There is one additional position, the scribe.
- He will introduce himself now.

Scribe Self-Introduction

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- (Place picture and name on the leaderboard.)

Coach: Comments on Youth Organization

- The captain has introduced his youth staff.
- In large teams, having two assistants working with program managers allows the captain to focus on conducting leadership meetings and making assignments.
- The number of specific positions in the Varsity Scout team depends on the size of the team.
- With a minimum of three team members, the youth leadership can be staffed.
- For a large team, position assignments can be doubled, creating as many program managers as necessary for every youth to hold a leadership position at all times.

Coach: Introduction of Adult Staff

- Now I would like the adult leaders to introduce themselves.
- First we will hear from the program advisors, who are adult committee members.

Committee Self-Introductions (repeat five times)

- I am (name). I am the program advisor for (field). My duties at home are (see Appendix A). My course duties are (see Appendix A).

Note: This lengthy introduction is only necessary for the first committee member. The rest can just give name and field of emphasis.

- On this course I will work with the (field of emphasis) field and (youth staff member's name).
- (Place picture and name on the leaderboard.)

Coach: Program Advisor Summary

- The role of the program advisor is critically important in the functioning of the Varsity Scout team.
- The relationship between adult program advisors and youth program managers is the key to teaching leadership skills and responsibility to youth.

Coach: Chartered Organization Representative Introduction

- Now I want to introduce another leader critical to the success of the Varsity Scouting program, the chartered organization representative.

Chartered Organization Representative Self-Introduction

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- (Place picture and name on the leaderboard.)
- I create a bridge between the Varsity Scout team and the chartered organization.
- I participate in many of the activities with the Varsity Scout team, but my responsibilities are to see that the team is functioning well and has all of the support and resources that it needs.

Coach: Unit Commissioner Introduction

- Finally, I want to introduce one last person critical to the success of the Varsity Scouting program, the unit commissioner.

Unit Commissioner Self-Introduction

- I am (name). My duties at home are (see Appendix A). My course duties are (see Appendix A).
- (Place picture and name on the leaderboard.)
- I am responsible for making sure that a quality experience is being provided to Varsity Scout team members.
- One of the ways I do this is by encouraging attendance at ongoing training opportunities for the Coach in which youth leadership may also participate. These are called Varsity Scout huddles. Boy Scout leaders call these get-togethers roundtables.

COACH PRESENTS COURSE OBJECTIVES AND COURSE METHOD

- All of these adult leaders are essential to the proper functioning of the Varsity Scout team.
- They help the Coach carry out his responsibilities and share the burden so that the Coach does not experience burnout.
- Later in this course the squads you have been assigned to will elect a captain and program managers as if you were a Varsity Scout team.
- By participating in event planning and execution, each of you will experience taking part in leadership, which is the most important part of the Varsity Scouting program.
- Discuss overall course objectives (page 2).

Coach ends the event, stepping aside for the first walk-on.

APPENDIX C

PARTICIPANT NOTEBOOK CONTENTS

The pages that follow should be duplicated and placed in a folder or binder given to each participant in the Varsity Vision course, both adults and youth. Page size can be reduced to make the binder easier to carry around. The participant's name should be placed on the cover of their binder. A nice-looking package will increase the probability that the youth will want to keep theirs.

Participants should also be given a pen or pencil for taking notes and encouraged to take notes for use after the course. This may include ideas for activities that come to mind during the course or goals the youth might want to set.

As an option, courses may include additional pages that provide Coaches and youth with information of local interest:

- Contact information for Varsity Scouting leadership at the district and council level
- Schedules and locations for upcoming Varsity Scout training events
- Schedules and locations for huddles and roundtables
- Contact information for the district huddle commissioner (if appropriate)
- A course roster with contact information for the adults (with permission)
- Local resources on district or council policies and information resources
- The name of a Coach mentor who can be contacted with questions and for advice
- Local Web URLs (council, district), local online resources, and newsletters

COURSE OBJECTIVES

OBJECTIVES

Trained leaders at all levels are the key to quality, safe Scouting programs and to successfully recruiting and retaining youth members. Participants will discuss the roles and responsibilities of a Varsity Scout team's leaders and how to keep positively engaged in the functions of a successful team that meets the aims of Scouting.

Specific Objectives

As a result of this course, participants will be able to:

- Explain the nature of the Varsity Scouting program and its value to youth.
- Outline the specifics of the Varsity Scouting program.
- Identify the aims and methods of Varsity Scouting.
- Identify Varsity Scouting's five fields of emphasis.
- Know how to conduct a safe Varsity Scouting program.
- Explain the relationship between team youth leaders and team adult leaders.
- Identify the main functions of Varsity Scout team leaders.
- List additional resources for Varsity Scout team leaders.

COURSE GOALS

What should you try to get out of this course?

Things to watch for:

Leadership

- Who leads a Varsity Scout team?
- How many leadership positions are there?
- How many for youth?
- How many for adults?
- What does each leadership position do?
- How do adults and youth work together?

Planning

- How does a team plan its yearly calendar?
- How are individual team events planned?
- Who plans them?
- How do adult advisors help youth make plans?
- Who runs a team event?

Organization and Meetings

- What happens during a team meeting?
- Who runs a team meeting?
- How many fields of emphasis are there?
- Why are there fields of emphasis?
- What is the goal of Varsity Scouting?

THE AIMS AND METHODS OF VARSITY SCOUTING

The Scouting program has three specific objectives, commonly referred to as the “aims of Scouting.” They are character development, citizenship training, and mental and physical fitness.

The methods by which the aims are achieved are listed below in random order to emphasize the equal importance of each.

IDEALS

The ideals of Varsity Scouting are spelled out in the Scout Oath, the Scout Law, the Scout motto, and the Scout slogan. The Varsity Scout measures himself against these ideals and continually tries to improve. The goals are high, and, as he reaches for them, he has some control over what and who he becomes.

SQUADS

The squad method gives Varsity Scouts an experience in group living and participating citizenship. It places responsibility on young shoulders and teaches boys how to accept it. The squad method allows Scouts to interact in small groups where they can easily relate to each other. These small groups determine team activities through their elected representatives.

OUTDOORS

Scouting is designed to take place outdoors. It is in the outdoor setting that Scouts share responsibilities and learn to live with one another. It is here that the skills and activities practiced at troop or team meetings come alive with purpose. Being close to nature helps Scouts gain an appreciation for God’s handiwork and humankind’s place in it. The outdoors is the laboratory for Scouts to learn ecology and practice conservation of nature’s resources.

ADVANCEMENT

Varsity Scouting provides a series of surmountable obstacles and steps in overcoming them through the advancement method. The Scout plans his advancement and progresses at his own pace as he meets each challenge. The Scout is rewarded for each achievement, which helps him gain self-confidence. The steps in the advancement system help a Scout grow in self-reliance and in the ability to help others.

ASSOCIATION WITH ADULTS

Boys learn a great deal by watching how adults conduct themselves. Scout leaders can be positive role models for the members of their units. In many cases, a Coach who is willing to listen to boys, encourage them, and take a sincere interest in them can make a profound difference in their lives.

PERSONAL GROWTH

As Scouts plan their activities and progress toward their goals, they experience personal growth. The Good Turn concept is a major part of the personal growth method of Scouting. Boys grow as they participate in community service projects and do Good Turns for others. Probably no device is so successful in developing a basis for personal growth as the daily Good Turn. The religious emblems program also is a large part of the personal growth method. Frequent personal conferences with his Coach help each Varsity Scout to determine his growth toward Scouting's aims.

LEADERSHIP DEVELOPMENT

The Varsity Scouting program encourages boys to learn and practice leadership skills. Every Scout has the opportunity to participate in both shared and total leadership situations. Understanding the concepts of leadership helps a boy accept the leadership role of others and guides him toward the citizenship aim of Scouting.

UNIFORM

The uniform makes the Varsity Scout team visible as a force for good and creates a positive youth image in the community. Scouting is an action program, and wearing the uniform is an action that shows each Scout's commitment to the aims and purposes of Scouting. The uniform gives the Scout identity in a world brotherhood of youth who believe in the same ideals. The uniform is practical attire for Varsity Scout activities and provides a way for Scouts to wear the badges that show what they have accomplished. Varsity Scouts and leaders wear orange loops on their uniform.

VARSITY SCOUTING'S FIVE FIELDS OF EMPHASIS

Varsity Scouting, through the five program fields of emphasis, offers youth members a wide range of opportunities. All program fields are equally important, and each field should be represented in the program planning of the Varsity Scout team. The five program fields of emphasis are:

- **Advancement**—Varsity Scouting uses the same advancement program as Boy Scouting. Personal growth comes through advancement and through the acknowledgment of a youth's competence and ability by peers and adults. The advancement program is more than just earning awards—as a Varsity Scout progresses through the program, he will learn valuable skills and competencies that have been identified as vital to achieving success in education, in a work environment, and in life.
- **High Adventure/Sports**—Varsity Scouts plan and take part in a wide range of tough mental and physical activities, from backpacking to whitewater rafting, and from bowling to triathlon. These activities are supported by BSA resources that aid teams during the planning process.
- **Personal Development**—The Varsity Scouting program stresses personal development through spiritual growth, leadership, citizenship, and social and physical fitness. The program manager responsible for personal development helps team members select and participate in activities that will enhance their personal development.
- **Service**—Service encourages youth to identify a community need and to take action to address that need. Service helps youth make a difference in the world beyond themselves and in the process develop the disposition to put the needs of others first.
- **Special Programs and Events**—Varsity Scouting's emphasis on sports and adventure helps provide team-building opportunities, new meaningful experiences, practical leadership application, and lifelong memories to youth. Varsity activities are interdependent group experiences in which success is dependent on the cooperation of all. Learning by doing in a group setting provides opportunities for developing new skills.

SAMPLE TEAM MEETING OUTLINE

- Gathering activity (game, interesting display, something to make, work on projects, etc.)
- Opening
 - Welcome
 - Flag ceremony
 - Prayer
- Business
 - Event planning reports and discussion
 - Confirm assignments
 - One-, three-, and six-month look-ahead
 - New assignments
- Elective events (one or more of the following):
 - Guest specialist or instruction by program manager
 - Contest or game
 - Special (coed) activity
- Coach's Corner (values message)
 - Closing
- Reflection with captain

VARSITY SCOUT TEAM ROLES AND RESPONSIBILITIES

Teams only work when every member knows and does their job. A Varsity Scout team is this way too, and when a team is working right it is a lot of fun. Keep the information below handy so you know the duties of your position.

YOUTH POSITIONS

Varsity Scout team members are assigned positions that they hold for a while. Then they receive a new assignment to a different position. Here are some of the positions you may fill in a Varsity Scout team.

| Position | Duties |
|---|--|
| Captain | <p>I am the team leader.</p> <p>I provide the example of leadership.</p> <p>I take charge of all leadership and team meetings.</p> <p>In leadership meetings, I ask program managers to report progress on their event plans.</p> <p>In team meetings, I turn the floor over to each of the program managers for progress reports and announcements.</p> <p>At activities, I call the group to order and then turn events over to the program managers who planned them.</p> |
| First Assistant (Program Manager 1) | <p>I am the team captain's assistant.</p> <p>In a small team, I may be responsible for the advancement, service, and personal development fields of emphasis.</p> <p>As the team size grows, I give up some of these fields to program managers so that they have leadership positions.</p> <p>In a large team, I can become a cocaptain and supervise program managers.</p> |
| Second Assistant (Program Manager 2) | <p>I am also the team captain's assistant.</p> <p>In a small team, I may be responsible for the high adventure/sports and special programs and events fields of emphasis.</p> <p>As the team size grows, I also give up some of my fields so that others can have a leadership position.</p> <p>In a large team, I can become a cocaptain and supervise program managers.</p> |
| Program Managers 3, 4, and 5 | <p>We each work with an adult program advisor from the team committee to plan and execute events in our assigned field of emphasis.</p> <p>I may ask the program advisor for advice and help, but it is my job to carry out as much of the planning as I can on my own.</p> <p>I report progress in planning at team leader meetings and at team meetings. When it is time for my event, I take charge and lead the event.</p> <p>I do everything I can to provide a good program in my field of emphasis.</p> |
| Squad Leader | <p>I lead a squad of program managers—one from each field of emphasis—during activities. A squad is an identity group that participates together. Squads are used in large teams where there are many program managers.</p> |
| Scribe/Secretary | <p>I help the team captain with communications, records, and reports. This can include scheduling meetings, calling people with reminders, coordinating publicity for upcoming events, and keeping a visual and written record of our activities.</p> |

ADULT POSITIONS

Adult leaders are like coaches in sports. They don't play on the team, but they train team members and guide from the sidelines. Every team has a coaching staff. All of these adult positions are necessary for the proper functioning of a Varsity Scout team.

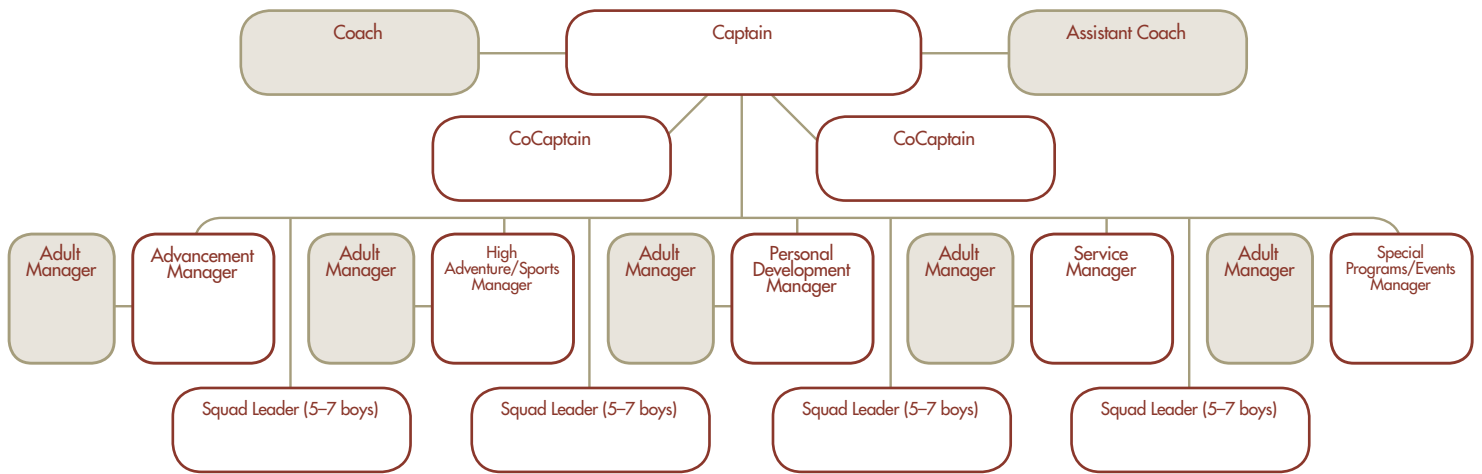
| Position | Duties |
|---------------------------------------|---|
| Coach and Assistant Coach | <p>We supervise the Varsity Scout team. We make sure that every team member has a leadership responsibility. We are responsible for seeing that youth leaders have the training they need. We train and support the team captain in his role. We make sure every program manager has an adult program advisor to work with. We monitor the support that program advisors give to the youth to make sure it is effective and fun.</p> |
| Program Advisors 1, 2, 3, 4, and 5 | <p>We are each responsible for working with a youth program manager to support him in planning and executing events in his field of emphasis. We help our program manager with advice, but we don't take the job of planning from them, and we can help, but we don't execute the event ourselves. From time to time we give a little training, but it's usually in the form of help, not a lecture. We do everything we can to help our program managers have success.</p> |
| Chartered Organization Representative | <p>I supervise the Varsity Scout team. I make sure there is a Coach and a team committee. I make sure the Coach and the committee get all the training they need. I join in team activities and events as often as possible. I make sure that team members and adult leaders are registered and that they have had training in the rules of safe Scouting. I oversee the quality of the Varsity Scouting program for the chartered organization and report to the leader of the chartered organization. I attend roundtable and make sure adult leaders are attending huddle.</p> |
| Unit Commissioner | <p>I maintain the quality of the Varsity Scout team through inspection from the outside. I provide feedback on the overall quality of the Varsity Scouting program and give help where I see it is needed. I make sure the adult leadership positions are fully staffed and help these leaders find training resources and program helps.</p> |
| District Huddle Commissioner | <p>I provide refresher training for Varsity Scout Coaches and assistant Coaches monthly at Varsity Scout huddle (roundtable). I get to know Coaches and the characteristics of their teams so I know what they need. I keep in contact with the Coaches as best I can. I get advice from the district about the chartered organization's assessment of the Varsity Scouting program and special training topics the sponsor would like emphasized. I provide a place where Coaches can get to know each other and form supportive friendships. I involve Coaches in training other Coaches and sharing successes and ideas that work.</p> |

VARSITY SCOUT TEAM ORGANIZATION

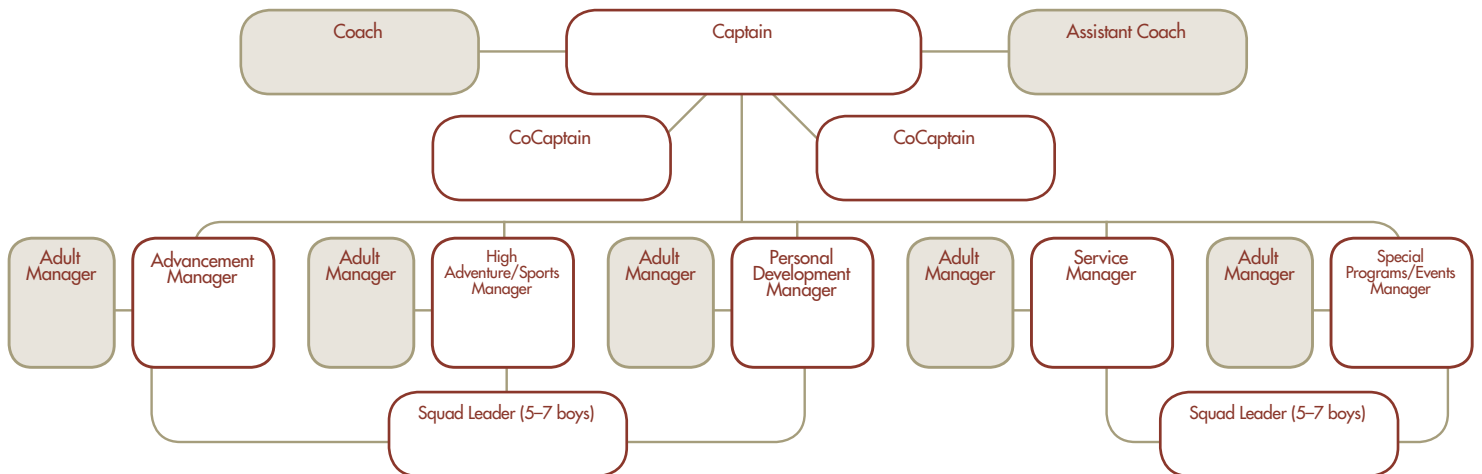
YOUTH LEADERSHIP IS BUILT UPON A FOUNDATION OF ADULT SUPPORT

Young Men Adults

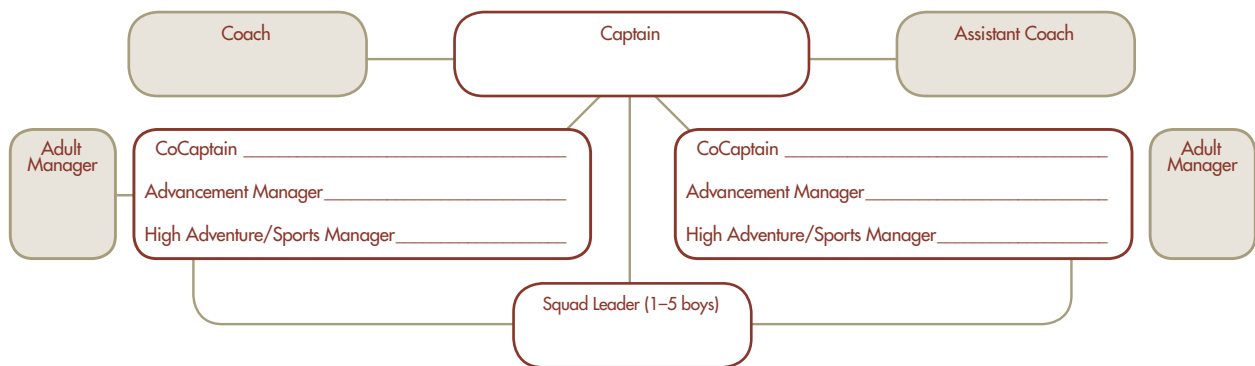
Large teams (more than 20 members)



Medium teams (5-20 members)



Small teams (Less than 5 members)



Number of squads determined by number of boys in team.

Varsity Coach Position-Specific Training

VARSITY SCOUT TEAM BUSINESS MEETING PLAN WORKSHEET

Feature: This worksheet is used to plan the details of the business meeting for this team.

Monthly location: _____

Date: _____ Time: _____

| Activity | Description | Person Responsible | Time |
|---|-------------|--------------------|------|
| Warm-Up (Preopening) <ul style="list-style-type: none"> • Early arrival activity • Set up meeting room | | | |
| Opening <ul style="list-style-type: none"> • Ceremony or song • Prayer or prayer thought • Welcome • Announcements | | | |
| Team Business* <ul style="list-style-type: none"> • Reports • Assignments • Advancement • High Adventure/Sports • Service • Personal Development • Special Programs and Events • Squad Events • Other reports | | | |
| Skills Instruction* <ul style="list-style-type: none"> • Squad meetings • Advancement work • Practice time • Guest specialist/consultant • Contest or game • Special activity | | | |
| Closing <ul style="list-style-type: none"> • Coach's Corner • Quiet song • Closing ceremony | | | |
| Wrap-Up <ul style="list-style-type: none"> • Evaluate meeting • Cleanup | | | |

*Not all of these activities will occur at each meeting because of time constraints.

ANNUAL VARSITY SCOUT TEAM PLANNING CHART

| Quarter | Program Feature | Advancement | High Adventure/ Sports | Personal Development | Service | Special Programs and Events |
|---|-----------------|-------------|---------------------------|-------------------------|---------|--------------------------------|
| First (September, October, November) | | | | | | |
| Second (December, January, February) | | | | | | |
| Third (March, April, May) | | | | | | |
| Fourth (June, July, August) | | | | | | |

VARSITY SCOUT TEAM ACTIVITY PLANNING WORKSHEET

TEAM CAPTAIN

Activity: This worksheet is used to plan the details of the activities for the team.

Program manager: _____ Field of emphasis: _____

Team committee member/consultant: _____

Place: _____ Date: _____

Team captain's comments: _____

Follow-up: _____

Activity plans are in the *Varsity Program Features*.

PROGRAM MANAGER

Plan the activity. (Meet with your team committee member/consultant; make the plan.)

What needs to be accomplished?

Identify needs and resources.

Equipment and facilities needed: _____

Determine payment plan for team members. _____

Number of people required: _____

| Job to Be Done | Assigned to |
|----------------|-------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Follow up. At additional meetings and through personal contacts, follow up on all assignments until you are sure that everything is ready. If the going gets tough, call on your Coach for help.

Carry out the plan. Just before the activity, double-check all arrangements. Conduct the activity to the best of your ability, using your team committee member/consultant as a resource.

Inform others. Give a copy of the plan to the team captain, program manager, team committee member, and Coach.

BSA SAFETY TRAINING

Copy the main page from www.scouting.org/HealthandSafety/training to ensure you have the most current information on available BSA training courses.

VARSITY SCOUTING AIMS AND METHODS

SCOUTING AIM 1: FITNESS

Main Ideas

- Fitness is a personal choice.
- Only you can decide how hard you work to stay fit.
- You may not live longer and you may not be healthier, but you'll have a lot more fun if you're fit.

SCOUTING AIM 2: CITIZENSHIP

Main Ideas

- Citizenship is a personal choice.
- Citizenship means more than just being born in a country.
- Citizenship means pitching in and taking part in your society by:
 - Helping others, serving them.
 - Being loyal to your nation.
 - Making where you live a better place—your neighborhood, your community.
- Scouting is a world brotherhood of young men who respect each other and their differences.

SCOUTING AIM 3: CHARACTER

Main Ideas

- Character is a personal choice.
- Character means making right choices even when no one is looking or when no one will ever know.
- Character is standing up for what you know is right and just.
- Character is doing the hard thing and doing it well.

Varsity Scouting Method 1: Association with Adults

Main Ideas

- Association with adults is one of the ways the Varsity Scouting program helps you grow.
- Varsity Scouts are close in age to being adults; young men should be thinking about what it means to be making adult choices.
- Youth earn the respect of adults and make friends with them by working together in problem-solving situations.
- Youth learn from adult association what it means to lead and be their own person.

Varsity Scouting Method 2: Team/Squad Method

Main Ideas

- The team/squad method is one of the ways the Varsity Scouting program helps you grow.
- Every Varsity Scout is automatically a member of the team.
- This means more than just using the word “team”; team members begin to think and act like members of a winning team.
- Team action means:
 - Looking out for the needs and interests of each other.
 - Planning and then acting as a group to carry out the plan.
 - Overlooking each other’s mistakes and creating a positive attitude within the team by noticing and celebrating successes and good work.
- The team needs your loyalty and support.
- You have a responsibility to the team as a Varsity Scout, doing your part, fulfilling your position’s responsibilities, and being reliable.
- The team needs to be able to depend on you.

Varsity Scouting Method 3: Ideals

Main Ideas

- Teaching high ideals is one of the ways the Varsity Scouting program helps you grow.
- The Scout Oath identifies commitments that Varsity Scout–age young men should strive to keep.
- The Scout Law names qualities of an honorable Varsity Scout.

Varsity Scouting Method 4: Leadership Development

Main Ideas

- Leadership development is one of the ways the Varsity Scouting program helps you to grow.
- Skill comes from practice: No practice, no skill.
- Leadership is a set of skills that can be learned.
- As a Varsity Scout, you are at the stage of your life where you are deciding whether to lead or to let others make your decisions for you.
- Leadership skills require:
 - Constant practice of the basics.
 - Close observation of good leader role models.
 - A strong desire to take charge of your own life.
- Sometimes leaders don't do it right the first time. When that happens, they analyze their mistakes, ask for feedback, and try to get it right the next time.

Varsity Scouting Method 5: Outdoors

Main Ideas

- The outdoors method is one of the ways the Varsity Scouting program helps you grow.
- The outdoors is one of the main Varsity Scouting training grounds.
- We use the outdoors for:
 - Challenge (mountains).
 - Adventure (rivers).
 - Learning (rocks, sky).
 - Isolation and reflection (woods).
- We walk lightly on the land and leave no trace so that others can use the outdoors for their learning experiences too.

VARSITY SCOUTING METHOD 6: UNIFORM

Main Ideas

- The uniform options for a Varsity Scout team include:
 - Tan Boy Scout field uniform shirt with orange tabs and green Boy Scout trousers.
 - Brown “V” action shirt and utility trousers (for activities). In cold weather, the burnt orange hooded sweatshirt and “V” baseball cap can be worn as the uniform.
 - Venturer green or gray shirt with orange tabs and green or gray trousers.
- A team should decide, in consultation with its Coach, what its uniform options will be. Factors to take into consideration include the age of team members, the activity programs of the Venture patrols or Venturing crews available for team members to move into at the appropriate age, the finances of team member families, and the interests of the boys.
- The placement of insignias, awards, and patches for the uniform options are described in existing BSA publications. Insignias for the action shirt, hoodie, and baseball cap are imprinted on the uniform pieces. Awards and patches are not normally worn on this uniform and may tear the fabric during strenuous activities.

VARSITY SCOUTING METHOD 7: PERSONAL GROWTH

Main Ideas

- The personal growth method is one of the ways the Varsity Scouting program helps you grow.
- As a Varsity Scout, you will become more aware that the choices you make and the goals you set determine what you are and what you can become.
- Fulfilling your promise and potential depends on the choices you make.
- The Varsity Scouting program encourages you to take charge of your own choices and become responsible for reaching your potential.
- You can do this by setting worthwhile goals and filling your thoughts and your actions with worthy, worthwhile things.

VARSITY SCOUTING METHOD 8: ADVANCEMENT

Main Ideas

- You grow the most when you set high goals and then plan and work to achieve them.
- Varsity Scouting has unique awards that promote the trail to Eagle and also encourage leadership development:
 - Varsity Letter
 - Denali Award
- Activity pins also encourage participation in a variety of challenging and rewarding team activities.

TEAM SELF-EVALUATION FORM

This form should be used two or three times per year at team leader meetings to assess the progress of the team. This self-evaluation can be used as the basis for setting goals for the next performance period.

Yes No

- Team has earned the Journey to Excellence Award at an equal or higher level than last year.
- Coach has completed position-specific training and Outdoor Leader Skills.
- Team follows standard team meeting pattern (business meeting, plus skills training).
- Ratio of adult leaders and advisors to youth is 1:1.
- Leaders regularly attend roundtables/huddles.
- Team meetings are planned at a regular (weekly) team leaders' council.
- The *Varsity Scout Guidebook* and Program Features books are used in planning team program.
- Team recruits new members each year.
- Team has an annual minimum of 20 days and nights of camping.
- Team holds a yearly long-term camp using council facilities as a base.
- Leaders and youth are proficient in outdoor skills, including Leave No Trace methods.
- Every team member has a leadership assignment.
- The team holds an annual planning and calendaring conference.

APPENDIX D

SUGGESTED CONTENT FOR WALK-ON 1: FITNESS

Main Ideas

- Fitness is a personal choice.
- Only you can decide how hard you work to stay fit.
- You may not live longer and you may not be healthier, but you'll have a lot more fun if you're fit.

Presentation Recommendations

- Have staff members step forward in high-adventure or sports gear. Have each one demonstrate the kinds of motion or action involved in their activity that may lead to fitness or require fitness.
- Point out the different areas of the body that need to be worked out the most.
- Point out that two of the important parts of fitness are a healthy heart and the ability to sustain physical activity over long periods of time.
- Recommend that participants plan a regular workout that uses each of the main areas of the body and increases wind capacity.

APPENDIX E

SUGGESTED CONTENT FOR WALK-ON 2: CITIZENSHIP

Main Ideas

- Citizenship is a personal choice.
- Citizenship means more than just being born in a country.
- Citizenship means pitching in and taking part in your society by:
 - Helping others, serving them.
 - Being loyal to your nation.
 - Making where you live a better place—your neighborhood, your community.
- Scouting is a world brotherhood of young men who respect each other and their differences.

Presentation Recommendations

- Draw posters for each of the citizenship merit badges. Describe why each is important to a Varsity Scout.
- Ask a few participants to name something they did to earn one of the citizenship merit badges that meant something important to them.
- Ask a few participants to name something they could do to improve:
 - Their neighborhood.
 - Their community.
 - Their nation.
 - The world.
- Ask someone (staff or participant) to describe their experience at a national jamboree or a world jamboree. Ask what they learned about citizenship and about accepting others for what they are.

APPENDIX F

SUGGESTED CONTENT FOR WALK-ON 3: CHARACTER

Main Ideas

- Character is a personal choice.
- Character means making right choices even when no one is looking or when no one will ever know.
- Character is standing up for what you know is right and just.
- Character is doing the hard thing and doing it well.

Presentation Recommendations

- Ask a member of the staff to relate an experience in which he or she felt doing the right thing was hard but would go back and do the same thing over again.
- Ask how many participants take part in sports. Ask how many have felt like giving up at some point but are glad they didn't.
- Ask a participant to relate a story in which he or she felt that being honest when others weren't willing to be made a difference.
- Ask participants to think about a friend who has started to make wrong character choices. How will this affect the friend's future if he or she doesn't change course?

APPENDIX G

SUGGESTED CONTENT FOR WALK-ON 4: ASSOCIATION WITH ADULTS

Main Ideas

- Association with adults is one of the ways the Varsity Scouting program helps you grow.
- Varsity Scouts are close in age to being adults; young men should be thinking about what it means to be making adult choices.
- Youth earn the respect of adults and make friends with them by working together in problem-solving situations.
- Youth learn from adult association what it means to lead and be their own person.

Presentation Recommendations

- Get one program manager/program advisor pair to describe how they have gotten to know and respect each other during the course preparation.
- Have a staff program manager describe what he has learned from observing and working with adults in leadership positions or in preparation for the course.

APPENDIX H

SUGGESTED CONTENT FOR WALK-ON 5: TEAM/SQUAD METHOD

Main Ideas

- The team/squad method is one of the ways the Varsity Scouting program helps you grow.
- Every Varsity Scout is automatically a member of the team.
- This means more than just using the word “team”; team members begin to think and act like members of a winning team.
- Team action means:
 - Looking out for the needs and interests of each other.
 - Planning and then acting as a group to carry out the plan.
 - Overlooking each other’s mistakes and creating a positive attitude within the team by noticing and celebrating successes and good work.
- The team needs your loyalty and support.
- You have a responsibility to the team as a Varsity Scout, doing your part, fulfilling your position’s responsibilities, and being reliable.
- The team needs to be able to depend on you.

Presentation Recommendations

- Show a poster that illustrates a football play. Point out what would happen if just one member of the team failed to carry out an assignment in the play.
- Tell the story of a famous play that led to winning a sports event. Show how each player on the team not only did their job well but also made smart adjustments—even sacrifices—to make the play work.

APPENDIX I

SUGGESTED CONTENT FOR WALK-ON 6: IDEALS

Main Ideas

- Teaching high ideals is one of the ways the Varsity Scouting program helps you grow.
- The Scout Oath identifies commitments that Varsity Scout-age young men should strive to keep.
- The Scout Law names qualities of an honorable Varsity Scout.

Presentation Recommendations

- Ask the participants to recite the Scout Oath with you, reading from prepared posters.
- Prepare posters for the points of the Scout Law. Have staff members read the posters one at a time and give a brief explanation of that point of the law for Varsity Scouts.

APPENDIX J

SUGGESTED CONTENT FOR WALK-ON 7: LEADERSHIP DEVELOPMENT

Main Ideas

- Leadership development is one of the ways the Varsity Scouting program helps you to grow.
- Skill comes from practice: No practice, no skill.
- Leadership is a set of skills that can be learned.
- As a Varsity Scout, you are at the stage of your life where you are deciding whether to lead or to let others make your decisions for you.
- Leadership skills require:
 - Constant practice of the basics.
 - Close observation of good leader role models.
 - A strong desire to take charge of your own life.
- Sometimes leaders don't do it right the first time. When that happens, they analyze their mistakes, ask for feedback, and try to get it right the next time.

Presentation Recommendations

- Describe someone's leadership style that you have tried to imitate.
- Point out what you consider the key leadership strengths of the members of the course staff and recommend to the participants that they watch for those and other qualities during the course.
- Describe a personal experience in leadership where you messed up but then you finally got it right.

APPENDIX K

SUGGESTED CONTENT FOR WALK-ON 8: OUTDOORS

Main Ideas

- The outdoors method is one of the ways the Varsity Scouting program helps you grow.
- The outdoors is one of the main Varsity Scouting training grounds.
- We use the outdoors for:
 - Challenge (mountains).
 - Adventure (rivers).
 - Learning (rocks, sky).
 - Isolation and reflection (woods).
- We walk lightly on the land and leave no trace so that others can use the outdoors for their learning experiences too.

Presentation Recommendations

- Create a poster of the outdoors with separate parts representing mountains, rivers, etc. Label each part and add each one to the poster with tape as you present the main idea.
- Describe the best outdoor experience you have ever had that was challenging enough to teach you something. Describe why it was necessary to be outdoors in order for the learning to take place.
- Point out practices the course will be following to leave no trace behind.

APPENDIX L

SUGGESTED CONTENT FOR WALK-ON 9: UNIFORM

Main Ideas

- The uniform options for a Varsity Scout team include:
 - Tan Boy Scout field uniform shirt with orange tabs and green Boy Scout trousers.
 - Brown “V” action shirt and utility trousers (for activities). In cold weather, the burnt orange hooded sweatshirt and “V” baseball cap can be worn as the uniform.
 - Venturer green or gray shirt with orange tabs and green or gray trousers.
- A team should decide, in consultation with its Coach, what its uniform options will be. Factors to take into consideration include the age of team members, the activity programs of the Venture patrols or Venturing crews available for team members to move into at the appropriate age, the finances of team member families, and the interests of the boys.
- The placement of insignias, awards, and patches for the uniform options are described in existing BSA publications. Insignias for the action shirt, hoodie, and baseball cap are imprinted on the uniform pieces. Awards and patches are not normally worn on this uniform and may tear the fabric during strenuous activities.

Presentation Recommendations

- Obtain examples of the different uniforms and have assistants hold up each one while you point out the differences.
- Have a member of the staff wear each uniform while you point out the differences.
- Describe for each uniform the kinds of activity (meetings, outdoor events, etc.) for which it is appropriate.
- Ask the group to identify reasons why a team might want to choose a standard uniform.

APPENDIX M

SUGGESTED CONTENT FOR WALK-ON 10: PERSONAL GROWTH

Main Ideas

- The personal growth method is one of the ways the Varsity Scouting program helps you grow.
- As a Varsity Scout, you will become more aware that the choices you make and the goals you set determine what you are and what you can become.
- Fulfilling your promise and potential depends on the choices you make.
- The Varsity Scouting program encourages you to take charge of your own choices and become responsible for reaching your potential.
- You can do this by setting worthwhile goals and filling your thoughts and your actions with worthy, worthwhile things.

Presentation Recommendations

- Recall the concept of reflection introduced earlier in the course.
- Ask a few participants to describe how reflections apply to promoting personal growth.
- Relate an experience where you became aware that you were in charge of your own choices and that you were responsible for your own growth toward manhood.

APPENDIX N

VARSITY SCOUTING ADVANCEMENT (FROM THE GUIDE TO ADVANCEMENT)

Mechanics of Advancement: In Boy Scouting and Varsity Scouting

Both adult and youth leaders approve Boy Scout and Varsity Scout advancement. This permits greater emphasis on standards and more consistency in measurement, but it also places another level of importance on teaching and testing. As Scouts work with one another, learning takes place on both sides of the equation as they play teacher and student in turn. Parents are involved at home encouraging, mentoring, and supporting, but they do not sign for rank advancement requirements unless they serve as leaders or Lone Scout counselors (see “Lone Scouting,” 5.0.3.0).

Advancement, thus, is not so much a reward for what has been done. It is, instead, more about the journey: As a Scout advances, he is measured and he grows in confidence and self-reliance, and he builds upon his skills and abilities. The badge signifies that a young man—through participation in a series of educational activities—has provided service to others, practiced personal responsibility, and set the examples critical to the development of leadership; all the while working to live by the Scout Oath and Scout Law.

The badge signifies a young man has provided service to others, practiced personal responsibility, and set the examples critical to the development of leadership.

4.2.0.1 Scouting Ranks and Advancement Age Requirements

After being awarded the Scout badge, there are six ranks in Boy Scouting that are to be earned sequentially no matter what age a boy joins the program.

All Boy Scout awards, merit badges, badges of rank, and Eagle Palms are for registered Boy Scouts, Varsity Scouts, and Lone Scouts; and also for qualified Venturers or Sea Scouts who are not yet 18 years old.

The first four ranks are oriented toward learning and practicing skills that will help the Scout develop confidence and fitness, challenge his thought processes, introduce him to his responsibilities as a citizen, and prepare him for an exciting and successful Scouting experience.

All requirements for Star, Life, and Eagle, except for those related to merit badges, must be fulfilled after the successful completion of a board of review for the previous rank.

In Boy Scouting, advancement requirements must be passed as written. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then that is what Scouts must do.

4.2.1.0 Four Steps in Advancement

A Scout advances from Tenderfoot to Eagle by doing things with his patrol and troop, with his leaders, and on his own. A well-rounded and active unit program that generates advancement as a natural outcome should take boys to First Class in their first 12 to 18 months of membership. Advancement is a straightforward matter when the four steps or stages outlined below are observed and integrated into troop programming. The same steps apply to Varsity Scouting.

4.2.1.1 The Scout Learns

He learns by doing, and as he learns, he grows in his ability to do his part as a member of the squad and team. As he develops knowledge and skill, he is asked to teach others; and in this way he learns and develops leadership.

Once a Scout has been tested and signed off by someone approved to do so, the requirement has been met. The Coach is accountable for ensuring proper advancement procedures are followed by the youth leaders of the team. A part of this responsibility includes the careful selection and training of those who approve advancement. If a Coach believes a boy has not learned the subject matter for a requirement, he or she should see that opportunities are made available for the Scout to practice or teach the requirement, so in this way he may complete his learning and further develop his skills.

4.2.1.2 The Scout Is Tested

The Coach authorizes those who may test and pass the Scout on rank requirements. They might include youth or adult leaders. Merit badge counselors teach and test him on requirements for merit badges.

4.2.1.3 The Scout Is Reviewed

After he has completed all requirements for a rank, the Scout meets with a board of review. In Varsity Scouting, boards of review for Tenderfoot, Second Class, First Class, Star, and Life ranks, and Eagle Palms, are conducted by the advancement program manager with assistance from the advancement program advisor and the Coach.

The Eagle Scout board of review is held in accordance with National Council and local council procedures.

4.2.1.4 The Scout Is Recognized

When the board of review has approved his advancement, the Scout deserves recognition as soon as possible. This should be done at a ceremony at the next team meeting. The certificate for his new rank may be presented later, during a formal court of honor.

4.2.1.5 After the Scout Is Tested and Recognized

After the Scout is tested and recognized, a well-organized unit program will help him practice his skills in different settings and methods: at team meetings; through various activities and outings; by teaching other Scouts, enjoying games, and leading projects; and so forth. These activities reinforce the learning, show how Scout skills and knowledge are applied, and build confidence. Repetition is the key; this is how retention is achieved. The Scout fulfills a requirement and then is placed in a situation where he has to put it to work. If he has forgotten what he learned, he may have to seek out a friend, leader, or other resource to help refresh his memory. As he does so, we are able to watch him grow.

4.2.2.0 Varsity Scouting Particulars

Rank requirements for Varsity Scouts are the same as for Boy Scouts, except positions of responsibility are met in Varsity-specific roles that can be found in *Boy Scout Requirements*. Advancement is supervised not by adult leaders, but by a young man called an advancement program manager, with assistance from a team committee member. Methods for conducting boards of review are covered in “Boards of Review: An Overview for All Ranks.” Council and district advancement committees should consult the *Varsity Scout Guidebook* for a full understanding of how the program works.

4.2.2.1 Varsity Scout Letter

The Varsity Scout letter is available to Varsity Scouts and adult team leaders. Requirements include attendance at meetings and activities, active participation in high-adventure or sports programs, and living the Scout Oath and Scout Law. It can be worn on the Varsity Scout jacket or the merit badge sash. Gold bars may be added to signify additional letters earned. For more, see the *Varsity Scout Guidebook*.

4.2.2.2 Varsity Scout Denali Award

The Denali Award is a Varsity Scouting pinnacle. It is available only to team members who have earned a Varsity letter, and requires advancement in rank, a position of leadership, service as a team captain or program manager leading and supporting activities, knowing and living the Scout Oath and Scout Law, and a unit-level board of review. The board of review is conducted according to the procedures outlined in section 8, “Boards of Review: An Overview for All Ranks.” District or council representatives are not involved. Note the exception under 8.0.2.0, “Particulars for Tenderfoot Through Life Ranks (or Palms),” relating to the composition of the board.

