

DAY CAMP ADMINISTRATION



STAFF TRAINING GUIDE

(Revised 2022)

WELCOME TO THE DAY CAMP STAFF TRAINING GUIDE

The following agenda and supporting materials in this document are in accordance with the agenda and supporting material from the National Cub Scout Day Camp Administration 3-part training, for a one-day training period with suggestions for a two-day training agenda at the end of the training syllabus. This is presented as a sample guide for your use. Be sure to adjust your camp training to meet the needs of your individual camp in your specific location.

The National Camp Accreditation Standard that applies to this training is: **SQ-402 - Camp staff and camp personnel have received training commensurate with their responsibilities in accordance with a written training plan approved by the appropriate council committees. Verify with the latest version of NCAP Standards that your training agenda accomplishes the goals of the Standard!**

Be sure to include your program director and staff advisor to help facilitate sessions of this training.

Share with your staff how you will be demonstrating throughout the training what will be happening at camp! Don't forget to use the Day Camp Resource Guide for ideas on helping to make this training theme related and FUN!

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*The following are the required Day Camp Staff training requirements per NCAP SQ-402 Standard **Verify with the latest version of NCAP Standards that your training agenda accomplishes the goals of the Standard!***

Work with your Staff Advisor to include these as part of your Day Camp Staff Training or to be completed separately prior to the opening of your Day Camp.

DAY CAMP STAFF MEMBER TRAINING REQUIREMENTS

- **Youth Protection Training.** All camp staff must have a current or must complete a current Youth Protection training before or at camp and submit proof of training. This training must be renewed every two years.
- **Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff.** All camp staff must also complete Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff, No. 430-149, during staff training and prior to commencing work with youth campers. A roster of those completing training shall be maintained for long-term camps. This training must be renewed annually. Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff, No. 430-149, <https://www.scouting.org/training/youth-protection/>
- **Staff First-Aid Training.** At least 50 percent of staff must be currently certified in American Red Cross Adult CPR/AED, Emergency Care and Safety Institute (ECSI) Adult First Aid, CPR/AED or approved equivalent. The total ratio of trained staff (or volunteers) to campers must not be less than 1:25. This does not include volunteers, CIT's or den chiefs.
- **Hazardous Weather Training.** All staff must complete Hazardous Weather Training. Proof of training is required for staff is required before camp begins. This training must be renewed every two years. Hazardous Weather Training is available online at my.scouting. This training may also be completed as part of the Cub Leader Specific training.
- **Workplace Harassment Prevention for Employees** online training-day camps—**Only paid staff and personnel must have completed current Workplace Harassment Prevention for Employees** online training, which includes reading and agreeing to the Scouter Code of Conduct. Copies of each staff member's Workplace Harassment Prevention for Employees online training certificates are retained on-site and at the council office. This training must be taken annually. Workplace Harassment Prevention for Employees is available at www.skillsoftcompliance.com/academy/default.aspx?orgid=551502.

MATERIALS NEEDED

Literature

Age-Appropriate Guidelines No. 680-685

Cub Scout Day Camp No. 13-33815

Cub Scouts Shooting Sports Guide

Cub Scout Songbook No. 649240

Cub Scout Day Camp Administration Guide

Den Chief Handbook

Group Meeting Sparklers

Guide to Safe Scouting

National Camp Administration Standards

Safe Swim Defense

Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff, No. 430-149

Youth Handbooks and Leader Guides as necessary

(Items underlined should be provided for each staff member at the time of the training)

Posters or Samples (Should be made or provided for your specific day camp)

Council/District Day Camp Rules

Day Camp Schedule

Day Camp Staff Organization

Proper Day Camp Uniform

Staff Duty Roster

Handouts (Appendix A-K)

Appendix A Age-Appropriate Guidelines No. 680-685

Appendix B The 12 Points of the Scout Law Keychain Instructions (one per staff member)

Appendix C The 12 Points of the Scout Law Key Card (one card per staff member)

Appendix D The Cub Scout Age Youth-Building a Foundation Matching Game (one per staff member)

Appendix E The Cub Scout Age Youth-Building a Foundation Matching Game **Key** (for facilitator)

Appendix F The Cub Scout Age Youth-Redirecting Scouts and Scouters Matching Game (one per staff member)

Appendix G The Cub Scout Age Youth-Redirecting Scouts and Scouters Game **Key** (for facilitator)

Appendix H Understanding Cub Scout-Age Children (pages 15-16 from the Cub Scout Leader book. One per den)

Appendix I Disney Concept

Appendix K Gathering Activity Resource

SAMPLE AGENDA FOR A ONE DAY TRAINING

This is an example of a Staff Training Agenda. There are several resources available in the *Day Camp Administration Guide* (pizza/frog) as well. Choose and customize to optimize your training into the best one for your situation,

- 8:30 a.m. Check In & Gathering Activity
- 9:00 a.m. Opening - Greetings and Welcome by Camp Director
Introduction of Staff, Resource Personnel and Special Guests
- 9:10 a.m. What is Cub Scout Day Camp
- 9:20 a.m. Purpose of Cub Scout Day Camp
The 12 Points of the Scout Law Key Chain Activity
- 9:30 a.m. Understanding the Cub Scout Age Youth
Developmental Characteristics – Physical Development, Mental Development,
Needs/Building Relationships, Learning Values – Why Discipline – Age-
Appropriate Activities
- 10:15 a.m. The Staff at Cub Scout Day Camp
Staff Responsibilities – Camp Rules/Regulations (Den Code of Conduct) –
Attitude - Uniform – Salaries, Payday, Security (if staff are paid)
- 10:45 a.m. Break
- 11:00 a.m. Role of Den Leader at Day Camp
Definition – Specific Duties – Volunteer Helpers, Den Chiefs
- 11:10 a.m. Cub Scout Theme Development & Usage – Theme Development – Instant
Recognition for Campers – Day Camp Program Features - Resources
- 12:00 p.m. Lunch and Theme Discussion
- 12:45 p.m. A Typical Day in Camp - Day Camp Schedule/Activity Rotations/Walking Tour
of Camp
- 1:45 p.m. Staff Skills for Program Staff – Spare time Activities – Songs
Games – Choosing a Game – Explaining a Game – Playing a Game
- 2:15 p.m. Keeping Campers Safe – Buddy system – Safe Swim Defense – Lost Youth -
Emergency Procedures – Illness/Accident/Weather – Local Notification – Safe
Camp Transportation – Media Policies

- 2:45 p.m. Camper Security – Check In/Out Procedures – No Shows - Record Keeping – Unwanted Guests – Leaving Camp Early – Area Safety Assessment – Communication to Unit Leaders and Parents
- 3:15 p.m. Break
- 3:30 p.m. Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff
- 4:30 p.m. Stress Management
Causes of Stress – Ways to Help – Potential Stressful Situations – Avoiding Stress
- 5:00 p.m. Graduation & Dismissal

CHECK IN & GATHERING ACTIVITY

Objective

- Create excitement by having an immediate activity that will be used in the Purpose of Day Camp session
- Meet the staff members and gather any specific paperwork for your camp and training verification/certifications.
- Distribute Day Camp Staff Manual
- Choose a fun Gathering Activity
- Distribute 12 Points of the Scout Law Activity materials (Appendix B & C)

Takeaway

- 1) The camp experience starts from the moment of arrival.
- 2) A simple activity will keep campers (and staff) busy as well as set a foundation for another lesson.
- 3) You can learn a great deal about each youth (and staff) by the way they approach a gathering activity.

Methods

Demonstration

Resources and Materials Needed

- Check-in materials
- Whiteboard, flipchart or other method for displaying brainstorming
- *A Cub Scout Youth Building a Foundation and A Cub Scout Youth Redirecting Scouts and Scouters* matching games. (See Appendix E and G. **Not optional**, will be used in an upcoming session)
- Scout Law key chain kits for each participant. (Appendix C and D).
 - a) Pony beads in 12 different colors
 - b) A carabineer or key chain ring
 - c) Threading material (Lanyard cord, hemp or waxed cord)
 - d) Paper printout with the Scout Law and bead colors (recommend covering with contact paper, laminate or tape to waterproof it.) (See Appendix C)
 - e) Instruction sheet (See Appendix D)
- Extra copies of day camp specific staff paperwork (in the event that someone forgets theirs)
- Colored name tags (These will be used to divide your participants into dens. Choose an appropriate number of colors determined by the size of your staff. You could also use a shape in the corner, or other identifier to divide the dens)

NOTE TO INSTRUCTOR: Choose an appropriate gathering activity for your group as needed. There are options in Appendix K, or you can use the activities as listed here.

CHECK IN & GATHERING ACTIVITY (cont.)

Greet each person by name with a smile, if you do not know their name, ask it.

Have staff members sign in and give them the following items:

- Name Tag
- Material for the Gathering Activity Resource (Appendix K)
- Building a Foundation and Redirecting Scouts and Scouters matching games
- Kit with their 12 Points of the Scout Law activity (This activity will be used during the Purposes of Cub Scout Day Camp Session) (Appendix D & F)
- Day Camp Staff Manual

Collect any outstanding paperwork. If necessary, give them a copy to fill out and return by the end of the training.

If online trainings still need to be completed, give them a date to have it completed by and proof of completion sent to you.

Direct them over to the staff member who is leading the gathering activity.

Gathering Activity

Provide a copy to and have each of the staff members complete the Cub Scout Age Youth-Building a Foundation and Cub Scout Youth-Redirecting Scouts and Scouters matching games.

Note: This must be done by each staff member as it will be used in an upcoming session - Understanding Cub Scout Age Youth.

In the case of late arrivals, ensure that they are given the game information and asked to complete it to the best of their ability.

WELCOME AND OPENING

Objective

- Opportunity to welcome and introduce staff
- Identify staff members and their role at Day Camp
- Demonstrate an opening ceremony that will be used during camp
- Set the tone for the training
- Explain that the Camp Director/Program Director is also required to complete training just as the staff members are doing today

Takeaway

- Understand the importance of welcoming everyone signaling the beginning of camp with an opening ceremony.
- A clear and friendly introduction puts people at ease and helps them know who to go for if they have questions
- Opening ceremonies are an important part of camp

Methods

- Demonstration

Resources and Materials Needed

- Scout Oath and Law on poster or flip chart

Using the Cub Scout sign, call the room to order and invite the staff members to group up by name tag den identifier. Briefly explain that the name tags model the Cub Scout den format that can/will be used at Day Camp.

After everyone is grouped, have them sit down with their den.

Demonstrate an opening ceremony by asking the group to rise and join you for the Pledge of Allegiance, the Scout Oath and the Scout Law or a preplanned opening. If you use the Scout Oath and Scout Law, you may want to have a poster or the words of the Scout Oath and Law on a flip chart so that staff can follow along.

Introduce key members of your staff including Camp Director, Program Director, Medical Officer, Tot Lot Supervisor, Shooting Sports Leaders, Aquatics Leader and Ranger/Quartermaster. (Depending on the type and size of camp you run, your staff line up may look slightly different – however, make sure that your key staff follows the NCAP standards for your camp.) If you have District or Council employees visiting your training, introduce them and give them a few minutes to extend their personal welcome.

WHAT IS CUB SCOUT DAY CAMP?

Objective

- Define a Day Camp
- Explain expectations to be NCS certified for Camp/Program Director

Takeaway

Day camp is a council-organized program of two or more days under council-retained leadership at an approved site during daylight or early evening hours but not overnight. The program may operate at the Tiger Scout, Cub Scout, Webelos Scout, Scouts BSA, Venturer, or Sea Scout level.

Methods

- Discussion

Resources and Materials Needed

- *National Camp Accreditation Program (NCAP) Standards*, No, 430-056

What is Cub Scout Day Camp?

Day camp is a council-organized program of two or more days under council-retained leadership at an approved site during daylight or early evening hours but not overnight. The program may operate at the Tiger Scout, Cub Scout, Webelos Scout, Scouts BSA, Venturer, or Sea Scout level. (*NCAP Standards Book – Glossary*)

Explain that you as the Cub Scout Day Camp Director as well as the Day Camp Program Director and Staff Advisor received the required leadership certification to run Cub Scout Day Camp by completing 3 separate trainings. (Include staff advisor if they attended training as well).

Review briefly the National Day Camp Administration **On-Line training**, the National Day Camp Administration **Council training** and the National Day Camp Administration **In-Person training** that you and the program director have received.

Show the National Camp Accreditation Standards from the Boy Scouts of America, National Outdoor Program Group that the day camp will follow. The standards applicable to Cub Scout Day Camps were taught in all 3 of the trainings for your leadership certification.

Explain that the National Camp Accreditation Standards are established to:

1. Promote the health, safety, and well-being of every camper, leader, visitor, and staff member while participating in a BSA-accredited camp.
2. Guide councils so that each camper and leader obtain a quality program consistent with the BSA brand.

The Standards are the rules and regulations for holding Cub Scout Day camps and must be met to be able to:

- Run the Cub Scout Day camp
- To receive accreditation for the Cub Scout Day camp

Explain to the staff members that day camps are conducted during daylight or early evening hours. Emphasize to the staff members that day camps **do not include any overnight activities.**

PURPOSE OF CUB SCOUT DAY CAMP

Objective

- Explain the Purpose of Cub Scout Day Camp
- Demonstrate how the use of the Scout Oath and Law are a valuable tool
- Understand how the day camp program aims of Scouting (character development, citizenship training, personal fitness and leadership)

Takeaway

- Including the Scout Oath and Scout Law in activities can help redirect behavior in a positive way when needed
- Camp activities can provide a simple method to help the den learn the Scout Law
- Reminds everyone that our behavior must always be guided by the positive concepts in the Scout Law

Methods

- Activity
- Discussion

Resources and Materials Needed

- Scout Law poster or words on flip chart
- White board or flip chart
- Markers
- *Guide to Safe Scouting* No. 34416
- *National Camp Accreditation Program (NCAP) Standards* No. 430-056
- Copy of Camp Emergency Plan
- 12 Points of the Scout Law Key Chain instructions and supplies (Appendix B & C)

Introduction

Ask staff members what the purpose of Cub Scout Day Camp is? Record answers on white board or flip chart where everyone can see.

Go over the following listed items and sub-items below. Recognize those items that the staff may have given alike or the same answers for.

- 1) To provide a safe environment by;
 - Using the *Guide to Safe Scouting* for age-appropriate activities
 - Following the *National Camp Accreditation Program (NCAP)* requirements
 - Having a Day Camp staff that understands their individual job requirements
 - Having clear communication
 - Having a complete understanding of the Camp Emergency Plan (to be covered in an upcoming session)

- 2) Align with the Scout Oath and Law in:
 - Staff conduct
 - Program development
- 3) Provide a program that supports the aims of scouting - character development, citizenship training, personal fitness and leadership
- 4) Provide exciting program in an outdoor environment
- 5) Participate in scouting activities that are only offered on a district or council level
- 6) Help Cub Scouts grow in the following areas:
 - Learn in an outdoor environment
 - Meet new people
 - Experience challenge and success while learning new skills
 - Foster social development and citizenship while they work with others while completing activities
 - Build excitement for the Cub Scout program

12 Points of the Scout Law Key Chain Activity

Ask for a volunteer to lead the group in the Scout Law again. Ask participants to really concentrate on the words.

Explain that every action at Cub Scout Day Camp should be guided by the Scout Law. Give these examples:

- Interactions with the youth.
- Interactions with other staff members
- Designing program areas
- Implementing theme
- Dealing with frustrations
- Communication

Have each den complete their 12 Points of the Scout Law key chain. This hands-on activity will teach them that a simple craft can be an excellent and inexpensive teaching tool. This section should take no more than 5 minutes.

UNDERSTANDING CUB SCOUT-AGE YOUTH

Objective

- To help the staff who oversee the camp activity areas, den chiefs, and den leaders understand what makes Cub Scout age youth behave and learn the way they do.
- Teach the staff how and when to re-direct Scouts and Scouters.

Takeaway

- Understanding Cub Scout age youth will help you plan and run a successful day
- Appropriate behavior will make any camp more enjoyable

Methods

Gathering Activity Matching Game
Buzz group
Brainstorming
Discussion group projects

Resources and Materials Needed

- Completed Gathering Activity Matching Game Sheets
- Flip chart and markers - Brainstorming
- *Cub Scout Leader Book*, No. 33221 (Handout of pages 15-16, one for each den)
- *Guide to Safe Scouting* No. 34416
- *Age-Appropriate Guidelines* No. 680-685 (one for each staff member)

Introduction

Developmental Characteristics of First- Grade Through Fifth-Grade Cub Scouts

For this section, the camp staff members will be making brainstorming lists of the developmental characteristics of Cub Scout age youth. They then will compare those lists to the handout Understanding Cub Scout-Age Children from the Cub Scout Leader book.

In the interest of time, you may wish to have different dens brainstorm for the different age groups. The brainstorming lists can be written on flip chart paper for all to see.

Physical Development - Ask the camp staff members to "Describe the physical development of a 1st grade scout." Brainstorm for ideas. Continue with 2nd 3rd, 4th and 5th grade. List the answers.

Mental Development - Ask the camp staff members to "Describe the mental development of a 1st grade scout." Brainstorm for ideas. Continue with 2nd 3rd, 4th and 5th grade. List the answers.

Needs/Building Relationships - Ask the camp staff members to "Describe the needs of a 1st grade scout and how this age builds relationships" Brainstorm for ideas. Continue with 2nd 3rd, 4th and 5th grade. List the answers.

Learning Values - Ask the camps staff members to "Describe the understanding of values of a 1st grade scout." Brainstorm for ideas. Continue with 2nd 3rd, 4th and 5th grade. List the answers.

Handout copies of Understanding Cub Scout-Age Children (pages 15-16 from the Cub Scout Leader Book – one for each den.) (Appendix H)

Group the dens into the 4 areas (Physical Development, Mental Development, Building Relationships, Learning Values) to review and compare the content on the handouts under their area to the brainstorm list created for that area. They should also note items from the handout that were not listed in the brainstorming activity.

Ask each area group to present their area findings.

Why "Discipline" at your Cub Scout Day Camp?

Clarify that for the purposes of Cub Scout Day camp, discipline is a positive way to build a foundation that allows Scouts and Scouters to redirect negative behaviors and attitudes and develop positive self-control.

It is not "punishment" to humiliate or destroy self-confidence. We do not use discipline as punishing belittlement for Scouts and Scouters, we are seeking to maintain safety at all times as well as creating a safe, positive environment for growth.

Ask the camp staff members, "How do we classify or label Cub Scout youth?" Get responses. Ask whether scouts really fit those labels all of the time or just some of the time.

Point out that youth do not fit completely into one category all of the time. Explain that attempting to treat every scout according to one personality trait fails to consider the total, individual youth.

Gathering Activity Review

Ask if the camp staff members need a few minutes to complete their gathering activity matching games. Give them a few minutes, if needed.

Go over both matching games handed out at gathering (Appendix E & G), discussing briefly

Continue the discussion with one (or more if time allows) of the following topics:

- How would you work with a shy Cub Scout? How can you bring this scout out?
- How would you work with bully behaviors? How can you reach this scout?

- How would you work with a youth who does not seem interested? How can you get this scout involved?
- At what point does the den leader or program staff member take behavior or environmental concerns to the Day Camp administrative staff? (Before teaching this section, make sure that the administrative staff is clear regarding their chain of command as well as situational behavior expectations and solutions.

Age-Appropriate Activities at Camp

Explain that all activities for Cub Scouts are designed to be age-appropriate, providing a learning experience relative to their age level.

Hand out to each staff member the Age-Appropriate Guidelines No. 680-685. (This document can be found at <https://www.scouting.org/health-and-safety/guidelines-policies/>).

Give examples of camp activities which can adjusted to meet the abilities of each level of Cub Scouting – Tiger, Wolf, Bear, and Webelos and Arrow of Light. For example, use Baseball:

- Tigers – Adult pitches, scout hits larger, soft ball (rolled up sock) with their hand and runs a short distance to the base
- Wolf – Scout pitches. Large ball, longer distance to base.
- Bear - Scout pitches wiffle ball and ball, regulation bases
- Webelos – Use a regular softball and bat, regulation bases
- AOL – Kickball with large rubber ball and regulation bases

Show the *Guide to Safe Scouting No. 34416* and where the age-appropriate guidelines can be found. Let the camp staff members know that the Guide to Safe Scouting is available for download at <https://www.scouting.org/health-and-safety/gss/> or the guide can be purchased from the scout shop or at scoutshop.org online.

THE STAFF AT CUB SCOUT DAY CAMP

Objective

- Review the role of each camp staff member and establish those to whom they are responsible
- Show the “whys” and “what” of camp rules and regulations (*Guide to Safe Scouting & National Standards*)
- Review the role of an additional adult volunteer for dens at day camp
- Teach the camp staff how to present a Scouting example in the best possible way to Cub Scouts
- Define official uniform for staff and campers at Cub Scout Day Camp
- Understand the Disney Concept

Takeaway

- A great staff is the result of staff development that motivates as well as teaches.
- Camp staff training follows a specific agenda and must include
 - Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff
 - Hazardous Weather Training
 - Stress Management
 - Workplace Harassment (if there are paid staff members)
- A staff manual is given to each staff member. It is a written reinforcement of the key points covered in the staff training.
- A code of conduct for camp makes staff members aware of the conduct expected at camp for both staff and campers.
- The staff manual should be with each staff member during camp as a reference.
- Staff training does not end with the pre-camp training. Each staff meeting held after this Day Camp Staff Training, should contain training reinforcement.
- Wearing an official camp uniform will identify you as a staff member and youth as campers, give you a sense of belonging and encourage appropriate behavior.

Methods

Discussion

Activity – Creating a Den Code of Conduct

Resources and Materials Needed

- Cub Scout Day Camp Organizational Chart
- Your camp “Code of Conduct”
- Poster showing approved camp staff uniform
- Cub Scout Day Camp Staff Organization Chart (Identify page in Staff Manual)
- Staff Manual (one for each staff member)
- Disney Concept – Appendix I (one for each staff member)

Introduction

Note to Camp Director: It is very important that you customize this session for your specific Day Camp and that the customized information has been added to your Day Camp Staff Manual.

Staff Responsibilities

Check to see if each person has a copy of your Day Camp Staff Manual. All of the information covered in this session should be in the staff manual.

Have each staff member sign and return their Code of Conduct agreement.

Review, in general, the roles and responsibilities of all staff members, as outlined in their staff letters of agreement and job description guidelines.

Refer to the Cub Scout Day Camp organization chart to establish lines of responsibility between camp leadership, program staff, den leaders, den chiefs and walking leaders.

Explain how the camp uses the "Tot Lot" programs.

Explain how the camp uses Den Chiefs.

Explain how the camp uses adults (parents, grandparents or guardians) who volunteer for ½ a day or full day or for a few days of the camp to help out in the dens.

Explain how these additional adults will be identified at camp?

Discuss the role and responsibilities of an additional adult helper to a den. Ask the staff members, "How can the additional adult who volunteers be best utilized in your den"? List the answers given. Remember, if these adults have not completed the YPT training, they will be supervised by someone who has.

Camp Rules and Regulations (CAMP STAFF Code of Conduct) – Staff Conduct

Review camper rules and regulations. State that these rules apply to all staff.

Review additional staff rules and regulations regarding:

- Smoking
- Grooming
- Firearms
- Knives
- Uniform
- Swearing, abusive language
- Initiations (harassment of younger, inexperienced staff members or campers)

Remind staff members that they will adhere to the Scout Oath and Law at all times in camp.

Allow a few minutes for each den to practice creating a Den Code of Conduct.

Remind the camp staff member that while creating a den code of conduct with their Scouts, they should guide them towards safety rules and keep it positive. Rules should be at Cub Scout level, and the den members should participate in the development.

It is important that the Scouts have ownership and create several of the rules themselves, so that they will be more likely to follow them.

Staff Attitude

Handout Appendix I to each of the Day Camp Staff Members. Review the "Disney Concept."

Inform camp staff members again, that all of their actions should be in line with the Scout Oath and Law at all times.

Remind staff members that an enthusiastic, well-prepared staff equals happy campers!

Staff Uniform

State that the staff uniform will consist of (show your specific day camp uniform).

Ask, "Why is it important to wear the uniform in camp?" Allow responses. Answers should include:

- a) We are setting an example
- b) We want the campers to be identifiable as Scouts
- c) The uniform reminds us of the Scout Oath and Law
- d) The uniform is a method by which we identify as members of the Boy Scouts of America
- e) Encourages appropriate behavior

If there are actions to taken for camp staff members being out of uniform (such as being sent home to put it on), be sure that all staff members are aware of them.

Answer any questions about uniforms.

Staff Salaries, Payday, and Social Security

Review this information if your day camp is paying the staff.

- Review the when, where, and how of payment.
- Explain that salaries are personal and will be considered as such.
- Review withholdings.
- Insurance – Discuss liability, accident and sickness insurance
- Business Practices – Remind the staff that day camp operation must follow sound business procedures.

THE ROLE OF THE DEN LEADER AT DAY CAMP

Objective

- Define who is considered a Den Leader at Day Camp
- Understand the role of the Den Leader at Day Camp

Takeaway

- Important to understand who
- Important to understand duties of those at Day Camp

Methods

- Discussion

Resources and Materials Needed

- Organization Chart

Definition

1. Registered adult member of the BSA in charge of each Den of Cub Scouts.
2. Also called Den Walkers, Den Leaders, Walk Around Leaders
3. Not necessarily the same Den Leader that they have in their pack.
 - Each Camp Director/Staff needs to make the decision whether or not they have the attending Cub Scouts grouped with their Unit Leaders at Camp or if the Day Camp Staff sorts them into a Camp Den and assigns leaders that will be responsible for those specific youth during their Day Camp session.

Specific Duties

Every Day Camp

- Maintain Youth Protection standards.
- Maintain buddy system.
- Clearly understands the Emergency plan and where to take their Cub Scouts when the hazard signal is sounded.
- Takes roll and submits it to Camp Headquarters by this time _____.
- Escort the den to and from each program area.
- Stays with their den during each program session.
- Makes sure that the Cub Scouts are hydrated.
- Watches for signs of weather fatigue. Example, heat stroke, too cold, too wet.
- Builds den spirit through songs, cheers and yells.
- Be an example of the Scout Law and Oath at all times.
- Wears the camp uniform, whether it is the official uniform of the Scouts USA, camp specific shirt, hat or scarf.
- If first aid is needed, escorts the Cub Scout in need to the medical station. They must make sure that the rest of the den is still protected by two-deep leadership.
- Maintains a positive attitude and control of the behavior of their den.

- At the end of the day, makes sure that any visible name tags are removed.
- Adheres to the requirements of SQ-402

Your Day Camp Specifically

If your camp has added these policies or other policies approved by the Camp Director and the Staff Advisor.

- Awards den beads or instant recognition.
- Serves as an extra set of hands for the area specific program directors.

A TYPICAL DAY IN CAMP

Objective

- Staff members will have a clear understanding of ~~the camp rules and~~ their duties during the daily routine of camp.
- Understand how check in will work during day camp
- Understand the camp schedule and what can impact the schedule

Takeaway

- Staff members will be aware of and know how to follow the schedule
- Identify the camp medical officer and be familiar with the location of the health lodge/tent/area
- Importance of creating a well-balanced weekly and daily camp schedule

Methods

- Discussion
- Tour of Camp

Resources and Materials Needed

- Day Camp Rotation Schedule
- Duty Roster (either large enough to be seen by everyone or a printout in the Staff Manual)
- Sample of the daily attendance form. (Either large enough to be seen by everyone or a printout in the Staff Manual)
- Staff Manual – clearly mark where emergency procedures are
- *Guide to Safe Scouting* No. 34416

Instruction

NOTE: *You are presenting a complete Day Camp plan in this session. Not brainstorming, forming or adding to. (Unless you discover a gap that must be filled). Provide the policy/procedures that are in place for your Day Camp. This must be developed after you have completed all 3 of the Cub Scout Day Camp Administration Trainings for your key staff members:*

- *Part 1: Online training module*
- *Part 2: Council-led training module, facilitated by local council leadership*
- *Part 3: In-person two-day training held at locations around the country*

Camp Schedule

- a) Show the camp schedule; verbally walk through a typical day at camp for one den.
- b) List the program length time and the time allowed between rotations.
- c) How will check in work?
- d) What will the scouts be doing while leaders and scouts are arriving?
- e) Take walking tour of camp

Rotation of Dens

- a) Demonstrate the rotation signal
- b) Clearly explain the order of rotation in the schedule.
- c) Emphasize the importance of keeping to the scheduled times. Not rotating on time causes a cascade effect that affects the schedule for the entire camp.

Attendance Records

- a) Explain how the records will be distributed and collected from each den.
- b) To Whom and When they should be turned in.
- c) What to do if a Cub Scout arrives late or needs to leave early.

Time Use while Dens are Rotating

- a) Program Area staff will reset area for the next group.
- b) Camp Den Leaders will use the time for:
 - Bathroom breaks
 - Hydration breaks
 - Buddy checks
 - Singing songs, using den yells as they walk (keeps up the excitement/morale)

Den Duties (might include)

- Opening ceremony
- Closing ceremony
- Latrines
- Daily hazard hunt
- Lunchtime duties, mealtime grace
- Others as needed

Health/Medical Officer and First Aid in Camp

1. Introduce your Health/Medical officer.
2. If possible, tour the health lodge/tent/area. If not, clearly indicate where it is on the camp map in the staff manual.
3. Explain first aid policies for your Day camp.
4. Explain that all injuries must be treated by the camp Health/Medical officer and recorded in the First Aid Logbook.
5. Point out the emergency telephone location/numbers
6. Explain your camp policy on how to get an injured camper to the health lodge/tent/area OR in a serious event get them to injured party.
7. Have the Health/Medical officer review basic first aid procedure and hygiene in camp. (Hand washing/sanitizer station)

CUB SCOUT THEME DEVELOPMENT AND USAGE

Objective:

- Demonstrate and discuss how theme development enhances the Cub Scout Day Camp experience
- Explain how costuming can be used to enhance the camp theme
- Understand importance of developing theme-oriented programs that support the aims of Scouting that can be implemented in several elements of a camp program
- Understand how to develop theme-related programs that are exciting, dynamic, and appealing to today's youth

Takeaway

- Theme development enhances the camp experience and adds excitement for Cub Scouts
- Theme development at the staff level adds to staff unity
- Using a camp theme supports creative program development and FUN!

Methods

- Discussion
- Break out groups
- Brainstorming

Resources and Materials Needed

- Decorations supporting the current Day Camp theme
- Staff costumes supporting the theme
- Whiteboard, flipchart, or other method for displaying brainstorming
- Paper and pens
- *Cub Scout Day Camp Administration Guide* No.430-338
- NCS Theme Resource Book

Introduction

Theme Development

Have the participants jump up and join in a cheer. (See Theme Development Resources at the end of this session)

Introduce the theme of your camp.

Explain the reason Day Camps use themes.

- Aids in program development
- Adds to the fun experience for the Cub Scouts by creating an environment to learn new skills.
- Carry throughout the camp to aid in the experience. Example, Songs, games, program areas, signage, costuming, den names, den yells, special guests

- Must always be Cub Scout age appropriate and align with the Scout Oath and Law.

Activity - Brainstorming

Break the staff into their groups. (Do not include your core staff – Camp Director, Program Director, or anyone that has been working on program development thus far. Let them roam around the room to aid if needed).

Distribute pens and paper to each group.

Activity: Using the four reasons for Day Camp themes given above, the staff will have 5 minutes to brainstorm ways to develop and implement theme at Day Camp. Have them use the current theme of your training.

Call the group back at the end of five minutes and have each group share their ideas. Write the ideas on a flipchart/whiteboard so the group can see. Keep an eye on the clock, so that this section moves effectively.

Theme Related Instant Recognition

(This is the time as a staff to decide what you are going to use going forward so that you are unified. See the Resources at the end of this session for ideas).

Instant recognition can come in two forms. Both have their merits.

- Non-tangible - Cheers, Adding something to the day camp den flag, Grand Howl.
- Tangible – D.A.F.F.Y ring, beads, stickers etc. (See Theme Development Resource at end of this session for further explanation)

Explain that there are many reasons for instant recognition.

- Encourage – in the Cub Scout age group, youth are excited by instantly being recognized for achieving a goal.
- Reward - Should be given immediately. In this age group, the longer they wait, their excitement for the reward dwindles. Rewarding at the end of the task keeps their morale and enthusiasm high.
- Recognize accomplishment. The Cub Scout motto is “Do Your Best” if a youth has given their all, their actions should be recognized.

We do not ever use them in the following manner:

- Use them as a disciplinary measure.
- Single out one Cub Scout over another.
- Take them away after they have been awarded.
- Use them as a reward for special favors/tasks.

Decide as a staff what type of instant recognition you are going to do. Are you going to use one or the other? Or a combination of the two.

Cub Scout Day Camp Program/Theme Development Features

Cub Scout advancement should not be the driving reason in program development. This should be done at home and in Cub Scout den and pack meetings. If an area naturally aligns with advancement, develop an effective way to track what advancement has been done and how it will be delivered to the Unit leaders.

Cub Scout adventure loops and should not be awarded at camp.

An effective and fun Cub Scout Day Camp experience is a fun learning opportunity that helps keep our youth excited and invested in the Scouting program.

Scouts will be able to participate in program areas like Shooting Sports, Aquatics and program offerings that are different from what they will enjoy in their den/pack setting.

The current year theme development resource can be found online at <https://www.scouting.org/outdoor-programs/national-camping-school/>

Encourage staff to continue the theme related conversation at lunch.

Theme Development Resources for this Training

Intangible Instant Recognition – Cheers & Applauses

BANDANNA APPLAUSE: Throw a bandanna into the air. Everyone applauds until the bandanna reaches the floor. Repeat, catching bandanna at different points during the drop.

DO YOUR BEST APPLAUSE: Divide group into three sections, giving each a word to yell. Point to each and have them call out their letter. After going through a few times, hold arms open and have all say, "Do your best!"

DAY CAMP CHEER: Divide the group in half. One side will yell "Day" and the other will yell "Camp." All together "Day Camp!"

THUMBS UP APPLAUSE: Hold your hand in front of you. Make a fist, hold your thumb up, and say, "Great job!"

(Use cheers learned at your In-Person Day Camp Administration training to coordinated with this year's camp theme. Below you will find cheers that are found in the Group Meeting Sparklers book.)

Tangible Instant recognition devices:

- Beads – Decide what you are going to put the beads on. Leather shape? Cord? (Should not go around the Cub Scout's neck for safety reasons.) Binder ring? Make sure that the beads have a large hole for easy threading and can be given at different program areas and or in their walking den.
- D.A.F.F.Y – Daily Affirmation For Fantastic Youth – Each Cub is given a D.A.F.F.Y cord or shower curtain ring to put on their belt loop or backpack at the beginning of camp. As they traverse and complete the different program areas, they are given small token that represents that activity to put on their

D.A.F.F.Y. cord/ring. This could be a foam shape a sticker on a piece of cardstock or a small object. It is up to each program area person to produce and make their D.A.F.F.Y. item. They should be inexpensive and small.



STAFF SKILLS

Objectives

- Help staff members prepare for their roles at day camp by increasing their comfort level with spare time activities, including songs and games.
- Show how activities can help maintain control
- Show staff members where to find resources for working with younger scouts

Takeaway

- Having extra ideas for spare time activities and the materials to execute them to help keep the day moving and attitudes positive
- Games and songs are more than fillers, they are skill and team building activities

Methods

- Discussion
- Demonstration

Resources and Materials Needed

- *Group Meeting Sparklers*, No. 33122
- *Den Chief Handbook*, No. 33211
- *Cub Scout Songbook*, No. 33222
- *Day Camp Administration Guide* No.430-338
- Whiteboard, flipchart or other method for displaying brainstorming
- Materials for the game of your choice
- Basket or bin
- Timer
- Paper and pens

Introduction

Spare-Time Activities

Ask, "What do you do with your den when you move them from activity to activity?"

Expect responses that are similar to these answers:

Sing, Big Bear Hunt (Group Meeting Sparklers), awareness games (such as "Who can see the most ...?")

Ask, "What do you do with your den if you arrive at the next activity before the activity area director is ready for your group?" Expect these answers:

Play quiet games, sing, sit, work on the den flag, den yell, or den skit

Ask, "Should you be prepared to do something with your den? What resources do you have?" Suggest that each den chief and/or den leader have a bag of instant game materials (balloons, ropes for teaching knot-tying or playing rope games, softball or tennis ball, etc.).

Ask - could the activity that was used during the gathering activity in the morning serve as an activity to keep the campers busy?

If each den is preparing a den flag, suggest working on the flag during spare time. Show the resource materials for other spare-time activities.

Hints on Song Leading

Choosing the Song

Plan your selections carefully. All scout activities should build self-esteem, should be age-appropriate, and should not offend participants or the audience. Proper choice of songs can create, sustain, or change the mood of a group. Don't ask what song they want to sing – give them a short list of appropriate songs and let them choose from that. Topics to avoid include:

- References to undergarments, nudity, or bodily functions
- Cross-gender impersonation
- Derogatory references to or stereotyping of ethnic or cultural backgrounds, economic situations, or disabilities **Sensitive social issues such as alcohol, drugs, gangs, guns, suicide, etc.**

The Name and Information about the song... the words ... the tune.

Announce each song clearly, be sure that everyone in the group knows the song. If they do not know it, teach them. Use the following to help teach as song:

- The Tempo-Beating Time. Hum or sing the song first. Start everyone at the same time; call out in rhythm with the time, "let's go", or clap your hands (or stomp your foot) and start on the next beat. Sing along with the group.
- Pep-Enthusiasm. If you are having fun and not afraid, then that attitude will rub off on your Scouts
- Do not insist on volume at the first.
- Allow the Scouts to sing the song until they can do so, with success.

Demonstrate using a theme related song from the Theme Resource Booklet. HAVE FUN!!

Game Theory

Scouting is a Game with Purpose

Explain the following information in your own words:

Our founder, Robert Baden-Powell referred to Scouting as a Game- A game with a purpose. Games harness the natural energy of Cub Scouts and direct it in positive and fun manner. Games are a great way to teach the youth various skills and how to have a healthy mind and body. Good sportsmanship is a natural result of incorporating the values from the Scout Law into all that we do.

Types of Games

If they are not already in groups, split the participants into groups and equip each group with four pieces of paper and pens.

Place a basket in the middle of the room.

Briefly explain the types of games by writing them on a flipchart.

- Independent play games
 - Puzzles
 - Codes
 - Scavenger hunts
- Outdoor games
- Team Building games
- Indoor games
- Team games
- Relays
- Sports

Set the timer for five minutes. Challenge each group to produce three types of games in each category. When they complete their three, have them gently crumple the list and throw it in the basket.

When the time is up, ask for a couple of volunteers to retrieve the papers and share the ideas with the group. Keep a list of the games on either a whiteboard or flip chart. Ask your participants to either copy or take a picture of the list before they leave. The game list will be valuable if they if they need rainy day ideas, program area ideas or an activity to amuse their den.

Review the following helpful ways to choose a game, how to explain a game and how to play a game.

Choosing a Game

- Access your age group.
- Use the Guide to Safe Scouting for age-appropriate activities.
- Consider the following,
 - Mental stage - will this be easy to understand, develop quick thinking, alertness and basic strategy?
 - Education – will this teach new skills?
 - Physical – Consider the group, it should satisfy the strongest and not overtax the weakest player. Pick games that stimulate growth and muscle development. Running and chasing games are excellent but avoid long endurance games.
- Does it align with the spirit of the Scout Law and the Scout Oath?
- Is it easy to explain?
- Does it fit your space requirements?
- Do you have the equipment?

- Do you need judges or referees?
- Is it fun?

Explaining the Game

- Know your game thoroughly. What the rules are and how to play.
- Stand where everyone can see and hear you.
- Teach the game in steps. Walk through it and demonstrate.
- Allow questions for clarification.

Playing the Game

- Clear start and end signal.
- Follow all of the rules consistently to teach sportsmanship.
- Encourage cooperation and positive attitudes.
- Let the Cub Scouts enjoy the game with enthusiasm and noise while still maintaining order.
- Closely watch for any youth that are struggling.
- End the game while it is still fun.

Demonstrate one of the games that the campers will play during camp.

KEEPING CAMPERS SAFE

Objective

- Staff members will have a clear understanding of the chain of command in the event of an emergency accident, illness, or weather conditions.
- Procedures for reporting are clearly understood.
- Staff members understand who will represent the Camp to the Media.

Takeaway

- There is an emergency plan in place for accidents, illness and weather conditions. Learn it.
- Media attention needs to be handled in a positive manner from an assigned spokesperson.
- Staying calm in the situation and noting down the facts is important.

Methods

- Discussion

Resources and Materials Needed

- Visual aids if you determine that you need them
- Staff manual – clearly mark where emergency procedures are (Consider copying them in a different color)
- *Guide to Safe Scouting* No. 34416
- *Safe Swim Defense* No. 34370
- *Cub Scout Day Camp Administration* Guide No.430-338
- Copy of your camp Emergency Plan

Introduction

NOTE TO CAMP DIRECTOR: The keeping campers safe plan and emergency plan for your Day Camp must be developed after your certification training and your key staff member certification trainings. It must be ready to present during this Day Camp Staff training. You are presenting a complete plan in this session. No brainstorming, forming or adding to. (Unless you find a gap that must be filled)

Buddy System

Before this training decide if camp policy dictates whether or not the buddy system is just for the Cub Scouts or if the adult staff members follow this as well. Exceptions might include Key staff members who are carrying a radio.

- Clarify what the buddy system is.
- State that the buddy system will be used the entire time the camp is in session.
- Do several buddy checks during the day.
- Explain how to pair buddies.
 - Can be done in the den
 - May be changed daily or kept the entire time

Safe Swim Defense (If you have Aquatics at your Cub Scout Day Camp)

- Provide the policy/procedures that are place for your camp regarding Safe Swim Defense.
- Review the Safe Swim Defense Plan. This is required if there is water on the property whether or not it is being used in the program.

Lost Youth Plan

- Provide the policy/procedures that are place for your camp regarding a lost youth.

Emergency Procedure

- Provide the policy/procedures that are place for your camp regarding emergency procedures

Illness/Accident/Weather

- Provide the policy/procedures that are place for your camp regarding illness and accidents.
- Clearly cover at the minimum the following;
 - Immediate care plan for illness
 - Immediate care plan for minor accident (Camp Medic is able to take care of it in the camp setting)
 - Immediate care plan for major accident (Outside agency like an ambulance, EMT or Fire department is needed)
 - Transportation methods
 - Immediate plan for inclement weather

Local Notification

- Provide the policy/procedures that are place for your camp regarding notifications to family or media.
- Should clearly cover at the minimum the following;
 - That the facts should be immediately gathered. Who, What, Where, When Why and How?
 - Clearly state those to whom those facts should be reported.
 - Clearly state who will notify parents/guardians/emergency contact relative or next of kin. (In the case of a fatality, it is the sole responsibility of the Scout Executive for your council or their designated representative.)
 - Who the media contact will be?
 - How to direct unannounced media to the designated media representative.

Safe Camp Transportation

- Provide the policy/procedures that are place for your camp transportation safety.
- Cover the Parking lot rules for your Cub Scout Day Camp location.
- Explain where the Cub Scout Day Camp Emergency vehicle will be parked and who can drive it.
- If the camp staff is transporting Cub Scouts to an offsite location;
 - Follow the rules in the *Guide to Safe Scouting*
- Cub Scout drop off

- Where this will occur
- Who is in charge of it?
- Procedure for safe transport of the Cub Scouts from the minute they exit the vehicle until they meet with their Camp Den Leader on camp property.

Media Policies

- Provide the policy/procedures that are place for your camp regarding speaking to the media.
- Should clearly cover at the minimum the following;
 - Who the designated Day Camp spokesperson for the camp is?
 - How to direct media questions to the camp spokesperson. Example; "Let me introduce you to _____. I would like you to have all of the information that you need for your coverage.
 - Posting Camp activities on social media. Example face book, blogs, etc. Some guardians do not want their Cub Scout's image on social media. How will you identify these youth?
 - If it is an accident or weather evacuation being covered, make sure that the Cub Scout parent/guardian is notified before the media airs the information.

CAMPER SECURITY

Objectives

- Describe the camp security plan designed to keep campers safe.
- List camper security issues related to check-in
- List methods of identifying staff members, campers, leaders, and visitors
- Explain prudent checkout procedures for release of campers
- Identify areas in camp for potential security problems
- List camper security information that should be communicated to unit leaders and parents

Takeaways

- Security information should be communicated to unit leaders, staff, and parents prior to attending camp and at registration
- Security precautions should be taken to prevent identity theft
- Identifying staff, leaders, campers, and visitors is important
- Camps employing outside food service contractors or other vendors whose function requires that their personnel be regularly on-site should request certification that criminal background checks have been conducted
- Have a plan in place to address unwanted visitors
- Identify potential security risk areas in your camp

Methods

- Discussion

Resources and Materials Needed

- Each staff member will need their Day Camp Staff Guide.
- *Guide to Safe Scouting*, No. 34416
- Youth Protection

Introduction

NOTE TO CAMP DIRECTOR: The camper security plan, check in and check out procedures for your Day Camp must be developed after your certification training and your key staff member certification trainings. It must be ready to present during this Day Camp Staff training. You are presenting a complete plan in this session. No brainstorming, forming or adding to. (Unless you find a gap that must be filled)

Camper Security and Check-In and Check-Out Procedures

Identification of staff members, campers, and leaders:

- Everyone in attendance at the camp wears identification that signifies their role in the camp program. The importance of wearing this identification is stressed when the units check in.

- Show identification used in camp to identify staff members, campers, visitors, and unit leaders.

No-Shows

Once the check-in process is complete, contact any missing campers to determine if they are arriving late or simply not coming that day. If required by the local council, submit a list of those campers daily.

Record Keeping

- Visitors will be directed to sign the visitor logs and obtain proper identification before being allowed into den and program areas.
- Be friendly to all visitors. Ask visitors to check in with the office.
- Camp Director will escort official visitors at all times, to avoid independent contact with volunteers, staff members, or other potential sources of incorrect information.
- Be cautious. Remember that anything said could be "on the record," even in an informal setting.

Unwanted Guests

- Anytime a person is spotted in camp without a visitor's nametag or camp participant identification, that person should be escorted to the office to sign in.
- Be attentive to personal appearance, posture, mannerisms, vocal tone, and facial expressions of any visitor.
- Describe steps that need to be taken for intrusion of "unwanted guests."
 - Report their presence to the camp director and/or professional advisor.
 - Camp director or professional advisor approaches "unwanted guest" to determine why they are at the camp. They may have innocently come on the property, took the wrong road, etc.
 - Camp Director will keep them within sight until they have left.
 - If they do not leave the camp property when asked to, contact law enforcement, all the while maintaining eye contact with them.

Procedures for Checking Out Youth Who Leave Early

- It may be necessary, either expectedly or unexpectedly, for a camper to leave camp before the scheduled end of the camp session. The custodial parent, signing a permission slip, must provide authorization. With the rise in single parent families, abduction by non-custodial parents has become more common. It may be necessary to verify the custodial status of a parent prior to the surrender of the child.
- Usually, unexpected departures will be verified with a phone call from the Director to the parent or guardian who signed the permission slip.
- Staff should alert camp director immediately, if camper is taken from their program area.

Identifying Areas in Camp for Potential Security Problems.

Identify and discuss areas of potential risk and the steps you have taken to minimize risks of Abuse. Areas could include swimming pool-changing area, behind cabins, busy roads,

Public parks, public access areas, or congested registration centers.

Communicating Security Measures to Unit Leaders and Parents

Emphasize that implementing a camper security plan requires support from the pack leaders and parents. In camp information literature, orientation pieces, registration packets and pack visits, the following information has been communicated to unit leaders and parents:

- Camp transportation plan including tour permits, vehicle safety, map and directions and parking.
- Camp identification plan for campers, leaders, and visitors.
- Permission slips and authorization forms for early release of campers
- BSA policies that will be enforced concerning buddy system and supervision.
- Other safety information pertinent to the camp program.

UNDERSTANDING AND PREVENTING YOUTH-ON-YOUTH ABUSE

Objective

- Explain how BSA Youth Protection is implemented in a day camp setting.
- Understand the requirements for Youth Protection for all adults at day camp.
- Complete the Understanding and Preventing Youth on Youth Abuse Training for Camp Staff as required by SQ-402 B

Takeaway

- Youth Protection is a key component of keeping our scouts, scouters, and staff safe at camp.
- It is critical that day camp administrators ensure that all BSA YPT policies are always followed.
- Camp Directors should ensure that they have documentation on day camp staff YPT, Understanding and Preventing Youth-On-Youth Abuse for Camp Staff Training, and for those to whom it applies.

Methods

- Discussion

Resources and Materials Needed

- **Understanding and Preventing Youth on Youth Abuse Training for Camp Staff and NYLT Staff – Facilitator Guide**, available at <https://pdsouting.wpenginepowered.com/wp-content/uploads/2022/01/Understanding-and-Preventing-Youth-on-Youth-Abuse-Training-for-Camp-Staff-and-NYLT-Facilitators-Guide-2022.pdf>
- **Understanding and Preventing Youth on Youth Abuse Training for Camp Staff and NYLT Staff – Powerpoint**, available at <https://pdsouting.wpenginepowered.com/wp-content/uploads/2022/02/Understanding-and-Preventing-Youth-on-Youth-Abuse-2022-Camp-staff-version-slides.pdf>
- **Camp Leadership – Youth Protection Begins With You Brochure**, available at https://pdsouting.wpenginepowered.com/wp-content/uploads/2019/09/623-12719-CampLeadershipBrochure_WEB.pdf

Before this hour-long session begins, it would be a good time to let your day camp staff take a quick break (5-10 minutes)

STRESS MANAGEMENT

Objective

- Gain an understanding of how stress can affect the entire camp in a negative way and how to manage stress so that it is contained and negated
- Identify symptoms of stress in camp staff and leaders
- List methods to identify symptoms of stress in self
- Explain techniques of stress prevention
- Identify possible stressful situations in camp

Takeaway

- Know and understand what your role is at camp
- Knowing who to go to if you have a problem can help relieve stressful situations
- Learn to identify the symptoms of stress in youth, staff members and unit leaders
- Know and be able to employ methods of dealing with stress in the youth, staff and unit leaders
- Understanding that a positive attitude in camp helps lessen the chance of stressful situations
- Understanding the camp policy on discipline, whether Cub Scout or Staff

Methods

- Discussion
- Brainstorming
- Q & A

Resources and Materials Needed

- Whiteboard, flip chart or other method for displaying brainstorming
- Paper and pens
- *Day Camp Administration Guide* No.13-33815

Introduction

Identifying Stress

Ask the participants to demonstrate what they think stress looks like. (They should make various faces at you)

Explain that although there are common stress indicators, the “face” of stress looks different for every person.

Stress reaction is a change in their normal reaction to a person or situation.

Stress can look like:

- Crying
- Stomachache (especially in youth when they are unable to explain what they are feeling)
- Headache

- Uneasy laughter
- Anger
- Wanting to sleep
- Withdrawal, refusal to talk or interact
- Yelling
- Hitting things or people, throwing things
- Appetite change, either extreme hunger or lack of hunger
- Swearing

Causes of Stress in a Day Camp Situation

Ask the participants to brainstorm in their den for situations that might cause stress. (3 minutes)

Ask each den to share their ideas. The answers should include the following:

- Weather- heatstroke, sunburn, too cold, wet
- Poor communication
- Fear of the unknown
- Lack of supplies
- Hunger
- Dehydration
- Wasted time at a program area or gathering spot
- Lost youth
- Emergency situations
- Arguments
- Not knowing who their “go to” person is on the key staff for problems
- Den discipline
- Unit Leaders not knowing what their role at camp is. Are they helpers, walk around leaders, assigned to an area?

If items come up that you have not thought about before, take note, it will be useful to the key staff to make sure there is a plan in place for those situations.

Ways to Help Deal with Stress

Stress must be dealt with before it grows. If stress is not dealt with in a positive manner, it will create a situation that may endanger Cub Scouts and other adults.

Staff member stress:

- Time out period. If you are a Den Leader, remember that you must have two-deep leadership at all times. Key staff will identify who can step in for you for a few minutes. (Demonstrate what your staff signal for a time out is)
- Buddy or another helping hand for your area or Cub Scout walk around den.
- Advice from leadership. (Identify the key staff member in your camp they should go to)
- Make sure you are hydrating and have eaten.
- Study the emergency plans and camp map.
- Be prepared for your area assignment.

Youth member stress:

- Time out period (Remember to enforce this in a positive way. Perhaps they could spend some time in the medical area or at staff headquarters. This way they will still be covered under two-deep leadership. Time out in the den setting leads to more embarrassment and an increase in stress and poor behavior choices.)
- A buddy to help them cope with their challenge.
- Regular hydration, food and bathroom breaks.
- Rest time at the medical center if they are suffering from a medical cause of stress.

Potential Stressful Situations

This is a Q & A section. Allow adequate time to answer questions, however, keep an eye on the time. If you do not know an answer, refer to another key staff member or write their question down and promise to get back to them with the answer. Make sure that you follow through.

Review with the camp staff members the following possible scenarios: (Answer each question with your camp policy)

- Frustrated program area leader is having difficulty controlling the den.
- Program area has a Den or Unit leader that is negative and uncooperative.
- Instructor is poorly prepared to lead a station.
- Staff member is unhappy with their assignment.
- Unit leader is unhappy with the program or camp environment.
- Unit leaders are not Scout leaders but are parents who were obliged to come as drivers.
- Youth that are not prepared adequately for weather conditions or have forgotten their lunch or water bottle
- Adults who will not follow the camp rules.
- Emergency situation

Avoiding Stress

Training

- Knowing your job and the rules
- Knowing who to go to if you have a problem
- Understanding the camp policy on discipline, whether Cub Scout or Staff
- Understanding the layout of camp

TWO-DAY DAY CAMP STAFF TRAINING ACTIVITIES

The following are suggestions of activities which can be used interspersed with the previous agenda to create the two-day agenda or added to the one-day agenda as time permits.

Work Projects & Walking Tour of Camp

1) Activity Area Setup

Have all program area directors set up their areas as prescribed for the activities. Where safety is a concern (in areas such as archery, swimming, etc.) be sure there is only one entrance and exit. Mark each area with a sign (such as Archery, Crafts, or Nature).

2) Team Building Games

Help build the Staff Team by playing co-operative games with staff. Consult the *Cub Scout How to Book* for suggestions.

3) Hazard Hunt

Have activity area directors cover their areas for potential hazards (water, sharp rocks, near-by cliffs, dead or fallen trees, etc.)

4) Walking Tour of Camp, Skill Practice by Using Round Robin Rotation

Conduct a round robin rotation. Divide the staff into equal size dens and have each den visit all of the activity areas in a timed rotation process. There should be a demonstration, walk-through, or actual participation at each area so that all staff members have an overall view and become knowledgeable about all of the Cub Scout Day camp program areas.

At each area, be sure to cover related camp policy, methods, and safety factors for that area.







APPENDIX



Appendix A	Age-Appropriate Guidelines No. 680-685
Appendix B	The 12 Points of the Scout Law Keychain Instructions (one per staff member)
Appendix C	The 12 Points of the Scout Law Key Card (one card per staff member)
Appendix D	The Cub Scout Age Youth-Building a Foundation Matching Game (one per staff member)
Appendix E	The Cub Scout Age Youth-Building a Foundation Matching Game Key (for facilitator)
Appendix F	The Cub Scout Age Youth-Redirecting Scouts and Scouters Matching Game (one per staff member)
Appendix G	The Cub Scout Age Youth-Redirecting Scouts and Scouters Game Key (for facilitator)
Appendix H	Understanding Cub Scout-Age Children (pages 15-16 from the Cub Scout Leader book. One per den)
Appendix I	Disney Concept
Appendix K	Gathering Activity Resource

APPENDIX A – Age Appropriate Guidelines –

<https://filestore.scouting.org/filestore/HealthSafety/pdf/680-685.pdf>

AGE APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES Age- and rank-appropriate guidelines have been developed based on many factors. When planning activities outside of program materials or handbooks, ask this question: <i>Is the activity appropriate for the age and for Scouting?</i> Not every activity needs to be conducted.						
	LIONS (WITH ADULT PARTNER)	TIGERS (WITH ADULT PARTNER)	WOLF/BEAR SCOUTS	WEBELOS SCOUTS	SCOUTS BSA	OLDER SCOUTS BSA, SEA SCOUTS, VENTURERS <small>("Older Scouts BSA" are age 13 and have completed eighth grade or 14 years old and up.)</small>

Outdoor Skills						
Hunting						Venturers Only
Mountaineering/Scrambling/Cross-Country Travel						✓
Search and Rescue Missions						✓
Search and Rescue Practice					✓	✓
Fueled Devices (Stoves and lanterns)					✓	✓
Hiking—Multiple Day					✓	✓
Mountain Boards					✓	✓
Orienteering					✓	✓
Wilderness Survival Training				Castaway Elective	✓	✓
Camporees				Day Visit Only	✓	✓
Fire Building				✓	✓	✓
Pioneering				✓	✓	✓
Cooking Outdoors			Bear Necessities Requirement	✓	✓	✓
Horseback Riding			✓	✓	✓	✓
Map and Compass		Map Only	✓	✓	✓	✓
Pioneering Towers (Check requirements for height restrictions.)		Council/District Events Only		✓	✓	✓
Rope Bridges (Check requirements for height restrictions.)		Council/District Events Only		✓	✓	✓
Conservation Projects	✓	✓	✓	✓	✓	✓
Fishing	✓	✓	✓	✓	✓	✓
Hiking—Day	✓	✓	✓	✓	✓	✓

Tools (See SAFE Project Tool Use Guidelines: filestore.scouting.org/filestore/healthsafety/pdf/680-028.pdf)						
Power Tools—Chain Saws, Log Splitters, Wood Chippers, Power Saws	Adult Use Only					
Power Tools						See Age Guidelines for Tool Use
Axes					✓	✓
Bow Saws				✓	✓	✓
Pocketknife			Bear Only	✓	✓	✓
Hand Tools		✓	✓	✓	✓	✓

Trekking						
Horse Treks						✓
Backpacking—Overnight, Backcountry					✓	✓
Bike Treks—Multiple Overnights					✓	✓
Ski Touring—Multiple Days and Nights Carrying Gear					✓	✓
Day Hikes	✓	✓	✓	✓	✓	✓

Shooting (See shooting sports guides at www.scouting.org . Note: Shooting at each other is prohibited.)						
Centerfire/Large-Bore Rifles						Venturers and Sea Scouts
Pistols						Venturers and Sea Scouts
Pistol Safety and Marksmanship Programs						Council-Run Program
Specialty Programs—Cowboy Action Shooting						✓
.22 Rifle					✓	✓
Archery—Field					✓	✓
Muzzleloaders					✓	✓
Shotguns					✓	✓
Specialty Programs—Airsoft					✓	✓
Specialty Programs—Chalkball					✓	✓
Air Rifle (pellet guns)				Webelos Long-Term Camp Only	✓	✓
BB Guns		Council/District Outdoor Programs Only			✓	✓
Archery—Target, Action (moving targets)		Council/District Outdoor Programs Only			✓	✓
Slingshots/Wrist Rockets		Council/District Outdoor Programs Only			✓	✓
Catapults/Trebuchets		Projectiles must be soft and small (no larger than a tennis ball).				

Camping (See Guide to Safe Scouting: www.scouting.org/health-and-safety/gss)						
Unit-Coordinated Camping	Camping as a Pack at Council's Designated Locations			Camping as a Den or Pack at Council's Designated Locations	✓	✓
Council-Coordinated Camping	✓	✓	✓	✓	✓	✓

Age- and rank-appropriate guidelines have been developed based on many factors. When planning activities outside of program materials or handbooks, ask this question:

Is the activity appropriate for the age and for Scouting?

Not every activity needs to be conducted.



(“Older Scouts BSA” are age 13 and have completed eighth grade or 14 years old and up.)



All-Terrain Vehicles (ATV)					Approved Council Use Only; No Unit Use	
Personal Watercraft (PWC)					Approved Council Use Only; No Unit Use	
BMX Biking			√	√	√	√
Mountain Biking			√	√	√	√
Bike—Day Trip	√	√	√	√	√	√



Caving (other than simple novice activities)						✓
Lead Climbing						✓
Snow and Ice Climbing						✓
Belaying					✓	✓
Rock Climbing					✓	✓
Amusements—Aerial Adventure Parks					✓	✓
Amusements—Canopy Tours					✓	✓
Amusements—Zip Lines					✓	✓
Rappelling				✓	✓	✓
COPE	Age-Appropriate Initiative Games				✓	✓
Bouldering	✓	✓	✓	✓	✓	✓
Climbing (age-appropriate man-made facility)	✓	✓	✓	✓	✓	✓



Aerial Towed Activities (kitesurfing, parasails)	Not Authorized					
Cliff Jumping, High Dives	Not Authorized					
Triathlon: Swim Races in Open Water						Sanctioned Events
Paddle Sports: Youth Operated on Class III or Above Whitewater						✓
Personal Water Craft (PWC)					Approved Council Programs Only	
Paddle Sports: Whitewater With Professional Guide on Board					✓	✓
Paddle Sports: Youth Operated on Class I or II Whitewater					✓	✓
Motorboats: Youth Operated (check state regulations)					✓	✓
Overnight Cruise on Live-Aboard Vessel					✓	✓
Sailboats and Sailboards: Youth Operated					✓	✓
Snorkeling in Open Water					✓	✓
Scuba					✓	✓
Surfing					✓	✓
Towed Activities (waterskiing, knee boarding, floats)					✓	✓
Tubing (floating in gently flowing water)			✓	✓	✓	✓
Paddle Sports: Youth Operated on Calm or Gently Flowing Water	Passengers Only		Paddle Sports Include Canoes, Kayaks, Pedal Boats, Rafts, Rowboats, SUP			
Commercial Marine Transport (ferries, excursion ships)	✓	✓	✓	✓	✓	✓
Day Rides on Large Private Craft With Trained Adult Operator	✓	✓	✓	✓	✓	✓
Swimming	✓	✓	✓	✓	✓	✓
Snorkeling in Confined Water	✓	✓	✓	✓	✓	✓
Water Parks, Slides, and Floating Attractions	Appropriate Age Varies by Feature					

APPENDIX B

12 Points of the Scout Law Key Chain

Supplies Needed Per Kit

- Key Ring
- 2 Feet of Bead Cord per kit
- Scissors
- White Glue
- The 12 different colors of pony beads as shown on the Key Card
- 12 Points of the Scout Law Key Card—Laminated and Hole Punched

Instructions:

- Tie a key ring to middle of the cord.
- On the right hand cord string on the first point of the Scout Law pony bead.
- With the left hand cord go through the same bead in the opposite direction.
- Pull on both cords, tightening the beads up close to the lanyard hook. R
- Repeat with the second row, stringing the second point of the Scout Law pony bead.
- Continue till all 12 Points of the Law pony beads have been strung.
- Tie off each cord close to the last bead.
- Dab a bit of white glue on each knot. Let dry. Trim.



APPENDIX C

12 Points of the Scout Law Key Chain Key Gathering Activity

1. Print out the template, laminate and cut one for each person.
2. Hole punch and attach to the key ring with lanyard string.



APPENDIX D

The Cub Scout Age Youth Building a Foundation Matching Activity

Write the correct letter in front of each positive discipline procedure.

- | | |
|---|---|
| A. During staff training, have each "den" work together to write a sample Den Code of Conduct, to learn how and why to do this with the scouts | ___1. Don't try to "out shout" the scouts. |
| B. During your opening ceremony and while communicating with your walking den leaders; remind them to create a Den Code of Conduct. | ___2. This is a great time for the scouts to decorate a Day Camp den flag, write a den cheer, and play short, simple, games. |
| C. If you have raised your arm in the Cub Scout sign, to get their attention and there are still some talking, try to whisper to get everyone's attention. | ___3. If your scouts understand the concept of building the Den Code of Conduct and how to use it, they will have ownership and be more likely to follow. |
| D. To begin the closing ceremony, you face the scouts and raise your arm in the Cub Scout sign. | ___4. If the scouts are kept busy, they have less time to get into mischief. |
| E. As the Games section leader, you have all materials ready to be distributed quickly and begin giving directions immediately. | ___5. While planning your camp schedule, sort all of your activities into active and less active activities and outdoors in the heat and indoors or in the shade. Then build your schedule. |
| F. Each day you give recommendations and provide supplies, for activities that the den leader can do with their den as they wait for their station leader to begin. | ___6. There is no excuse for anyone to not enforce the Den Code of Conduct if the expectations have been communicated to everyone. |
| G. At your stations and as you walk around ask dens to share their chants to you. | ___7. This is a team building activity for everyone in your camp. |
| H. When planning the daily round-robin rotations, alternate sitting, doing, being quiet, and being less quiet and in the heat and out of the heat. | ___8. This should be how you get the attention of the scouts and adults. It will also teach them that it is the silent signal of Akela. |

APPENDIX E

KEY

The Cub Scout Age Youth

Building a Foundation Matching Activity

Write the correct letter in front of each positive discipline procedure.

- | | |
|---|---|
| A. During staff training, have each "den" work together to write a sample Den Code of Conduct, to learn how and why to do this with the scouts. | C 1. Don't try to "out shout" the scouts. |
| B. During your opening ceremony and while communicating with your walking den leaders; remind them to create a Den Code of Conduct. | F 2. This is a great time for the scouts to decorate their den flag, write a den cheer, and play short, simple, games. |
| C. If you have raised your arm in the Cub Scout sign, to get their attention and there are still some talking, try to whisper to get everyone's attention. | B 3. If your team understands the concept of building the Den Code of Conduct and how to use it, they will have ownership and be more likely to follow. |
| D. To begin the closing ceremony, you face the scouts and raise your arm in the Cub Scout sign. | E 4. If the scouts are kept busy, they have less time to get into mischief. |
| E. As the Games section leader, you have all materials ready to be distributed quickly and begin giving directions immediately. | H 5. While planning your camp schedule, sort all of your activities into active and less active activities and outdoors in the heat and indoors or in the shade. Then build your schedule. |
| F. Each day you give recommendations and provide supplies, for activities that the walking den leader can do with their den as they wait for their station leader to begin. | B 6. There is no excuse for anyone to not enforce the Den Code of Conduct if the expectations have been communicated to everyone. |
| G. At your stations and as you walk around ask dens to share their chants to you. | G 7. This is a team building activity for everyone in your camp. |
| H. When planning the daily round-robin rotations, alternate sitting, doing, being quiet, and being less quiet and in the heat and out of the heat. | D 8. This should be how you get the attention of the scouts and adults. It will also teach them that it is the silent signal of Akela. |

APPENDIX F

The Cub Scout Age Youth Re-Directing Scouts and Scouters Matching Activity *Write the correct letter in front of each discipline procedure.*

- | | |
|--|--|
| A. You see a scout walking to the closing ceremony alone. | ___ 1. Ask the scout to go pick-up the bead and remind him to respect the materials. |
| B. You see an adult speaking to a scout behind a building, out of sight of others. | ___ 2. Be fair. Don't permit one scout to get away with something that you would discipline another scout for doing. |
| C. You see an adult leader grabbing the arm of a scout to get their attention. | ___ 3. Stop him and ask where their buddy is. After their response, ask them to return to their buddy and walk to the closing ceremony with their buddy. |
| D. As the Craft section leader, you see a very active scout throw a bead. | ___ 4. Remove the scout from the activity and ask him to sit out for 5 minutes for not following the rule. |
| E. After discipling the scout mentioned above, you see a normally calm natured scout throw a bead and you do not say anything. | ___ 5. Be consistent. Don't be rigid disciplinarian one day and let something go the next. |
| F. As the Games section leader, you see a scout throw the ball at another scout. | ___ 6. Ask him to ask the Archery Ranger what he can do to help. |
| G. On the second day of camp, you see a scout throw the ball at another scout, but you decide to let it slide this time. | ___ 7. Stand next to the adult. When the adult is finished speaking with the scout, remind the adult of Two Deep Leadership. |
| H. As the Nature section leader, who has already talked to the scouts about not disturbing the environment, you see a scout pick a flower. | ___ 8. You kindly ask the adult "what's going on?", redirect the scout, and then speak with the adult about proper discipline and ask if they need a break |
| I. You see a Den Chief leaning against a tree, looking at their cell phone while the den is at the Archery Range. | |

APPENDIX G

KEY

The Cub Scout Age Youth

Re-Directing Scouts and Scouters Matching Activity

Write the correct letter in front of each discipline procedure.

- | | |
|--|---|
| A. You see a scout walking to the closing ceremony alone. | D 1. Ask the scout to go pick-up the bead and remind him to respect the materials. |
| B. You see an adult speaking to a scout behind a building, out of sight of others. | E 2. Be fair. Don't permit one scout to get away with something that you would discipline another scout for doing. |
| C. You see an adult leader grabbing the arm of a scout to get their attention. | A 3. Stop the scout and ask where their buddy is. After their response, ask the scout to return to their buddy and walk to the closing ceremony with their buddy. |
| D. As the Craft section leader, you see a very active scout throw a bead. | F 4. Remove the scout from the activity and ask him to sit out for 5 minutes for not following rule. |
| E. After disciplining the scout mentioned above, you see a normally calm natured scout throw a bead and you do not say anything. | G 5. Be consistent. Don't be rigid disciplinarian one day and let something go the next. |
| F. As the Games section leader, you see a scout throw the ball at another scout. | I 6. Ask him to ask the Archery Ranger what he can do to help. |
| G. On the second day of camp, you see a scout throw the ball at another scout, but you decide to let it slide this time. | B 7. Stand next to the adult. When the adult is finished speaking with the scout, remind the adult of Two Deep Leadership. |
| H. As the Nature section leader, who has already talked to the scouts about not disturbing the environment, you see a scout pick a flower. | C 8. You kindly ask the adult if he/she "what's going on?", redirect the scout, and then speak with the adult about proper discipline and ask if they need a break. |
| I. You see a Den Chief leaning against a tree, looking at their cell phone while the den is at the Archery Range. | |

APPENDIX H

Understanding Cub Scout-Age Children

Scouting is designed to help children develop character, citizenship, personal fitness, and leadership. To understand where we want them to go, we need to understand where they are.

The Cub Scout years are a time of rapid development for children, falling between the total dependence of early childhood and the relative independence of early adolescence. Cub Scout-age children are becoming more competent, and they need to be able to demonstrate what they can do. Eager to prove themselves to their friends, themselves, and their parent(s) or other caring adults, they show off what they can do, sometimes forgetting to plan ahead and forgoing safety.

Cub Scouting activities are designed for children who are in the normal range of development, but the program is flexible enough to adapt to the needs of those who are developing faster or slower than their peers or who face physical, mental, or emotional challenges.

Cub Scout leaders who understand and recognize the developmental changes of these years will have a much better Cub Scouting experience.

DEVELOPMENTAL CHARACTERISTICS

Although typical behavior patterns exist for any age group, every child is unique. For example, some 10-year-olds are already experiencing the growth spurts associated with puberty, while others still resemble 8-year-olds. It's important not to confuse physical size with psychological maturity. Minds and bodies often develop at different rates.

Physical Development

Children are full of energy. They need a way to burn it off, especially if they've been sitting in a classroom for a long time. They can be noisy and boisterous, and they need to romp and play.

Children are steadily growing. Young children are often quite thin and lack muscle mass. Second graders are losing baby teeth and tend to have an "all teeth and ears" look. By fifth grade, they are taller and heavier, have more stamina, and are capable of more sustained effort.

Children are becoming better coordinated. Children at this age may be clumsy and accident prone, but they gradually become more coordinated. By fifth grade, most children have achieved much better control and increased their mastery of large-muscle activities.

Children are impatient with aspects of personal hygiene. Tasks like brushing their teeth and combing their hair seem unimportant. Self-care routines can be a source of conflict. Few children of Cub Scout age appreciate the importance of cleanliness.

Mental Development

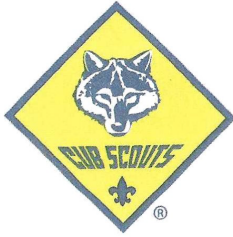
Children are concrete thinkers and take things very literally. Subtleties and humor frequently escape them, and they often interpret "what if" and "maybe" as promises to be kept. However, they are beginning to build concepts out of their concrete experiences and can use these ideas to imagine possibilities and solve problems.

Children are beginning to understand that behavior involves motivation and consequences. By first and second grade, they are likely to try to explain away bad outcomes by saying, "I didn't mean it." Fifth-graders are better at planning ahead to predict possible consequences. They are better at communicating with others because they can begin to see others' points of view.

Children enjoy activities that are distinct from their school-day experiences. By second grade, most children have begun to read on their own with varying success and interest. Cub Scouting often stimulates interest in reading and learning because the activities create a desire to know more. Cub Scouting activities don't have the association with failure that formal schoolwork has for some children; those who have problems at school might turn out remarkable Cub Scout projects.

Children have different learning styles. Some of them learn best visually, and some learn best by listening. Children and adults learn best when lessons are fun and hands-on. Cub Scouting's emphasis on learning by doing gives everyone a chance to shine.





Children are curious and adventurous. For Cub Scouts, the world is still new and waiting to be discovered. First- and second-graders are eager to meet life head-on—often with a willingness to take risks that may outrun their abilities.

Children can be highly imaginative. Children are ready to picture themselves in all kinds of roles and situations. Their ability to pretend lets them explore new ideas and feelings and their relationships with other people. Cub Scouting plays an important role in keeping curiosity alive by letting children do and learn things that interest them.

Children are collectors. Cub Scouts seem to accumulate things indiscriminately, and they're more concerned with quantity than quality. Fifth-graders retain their interest in collecting but often settle down to a more serious focus on one or two kinds of items. They are likely to spend more time counting, sorting, and arranging collections.

Children have short attention spans. First- and second-graders throw themselves into activities with great enthusiasm but might be ready to move on to something else in a remarkably short time. However, when something really interests them, Cub Scouts can stick with it longer. They also like to return again and again to favorite activities.

Children are still developing a sense of time. Many first- and second-graders can tell time with a clock, but they might have little sense of what time means. They express interest in planning and particularly like to know what is coming next. By age 10, most children have improved their time-management skills. They enjoy making rather elaborate plans and can generally get to where they want to be pretty much on schedule.

Building Relationships

Children have a strong need for adult/family support. Although they may be willing to try new things on their own or with peers, children still need family members and adults they look up to whom they can trust and with whom they can share their experiences. By fifth grade, they are ready for greater independence and responsibility. They resent being treated like "little kids," although they still want their parents to be there for them.

Children are learning to interact within groups. Generally, they understand the importance of friends, and many appear anxious about whether others approve of them. Still immature, they often view life mainly from their own perspective.

Children are becoming genuinely devoted and committed to their friends. They usually engage with enthusiasm in group activities. Many youngsters of this age also form spontaneous clubs and other fluid, though often short-lived, peer groups.

Children prefer dynamic group games. Young Cub Scouts love to succeed, and they have a great desire to win every time. They have difficulty understanding and mastering intricate rules of games and may lay blame on their opponents. Fifth-graders, on the other hand, usually have a sharp sense of rules. They can make a distinction between intentional and accidental rule violation.

Children need acknowledgment for their performance. Sometimes children avoid trying innovative endeavors because they are afraid that others might see them perform inadequately. Fifth-graders thrive on praise, too, but they prefer not to be singled out in front of others.

Learning Values

Children are developing ideas about right and wrong. By second grade, many of them do what is right because they've progressed in their moral development and learned important values. Others may do what is right primarily to avoid punishment.

Children are beginning to see the value of trying to get along with others. By age 10, most children have begun to relate conformity to rules with self-interest. They are interested in the benefits they receive when they follow the rules. This age is also a time of much bargaining. They are beginning to understand that others have rights, too.

Children have a growing appreciation for fairness. Some psychologists believe that sensitivity to the feelings of others is the beginning of a moral sense. The young Cub Scout takes a fairly rigid stand on issues of fairness.

Children are beginning to see that values are important. Some of them begin to realize that the ideas expressed in the Scout Oath and Scout Law are values that American society feels are important. Modern American culture requires children to be able to experience moral issues in terms of obedience to rules and to explore them within networks of relationships.

Children like being helpful. At this age they are not too young to do things for others. Children enjoy helping others, especially if they can see that their service actually meets a need. At the end of a service project, it's important to have time for discussion so that your Cub Scouts can understand their experience, learn from it, and grow.

APPENDIX I

DISNEY CONCEPT MARKETING POSITIVE IMAGES – EXAMPLES OF PHILOSOPHIES AND TRADITIONS IN PROGRAMMING

Disney Philosophies

The philosophies listed below were developed by Walt Disney and are a large part of the foundation on which the Disney Company operates today. The Disney Company strongly believes that these concepts must be in practice for them to begin doing a good job before they are able to effectively market who they are:

Quality: "Anything that has a Disney name attached to it is something we feel responsible for."

Value: "When they come here, they're coming because of an integrity that we've established over the years. And they drive hundreds of miles. I feel a responsibility to the public."

Learning: "We have long held that the normal gap between what is generally regarded as 'entertainment' and what is defined as 'educational' represents an old and untenable viewpoint.... Laughter is no enemy to learning."

Curiosity: "When I see things I don't like, I start thinking, "Why do they have to be like this and how can I improve them?"

Having Fun: "Most of my life I have done what I wanted to do. I have had fun on the job. I have never been able to confine that fun to office hours."

Family Entertainment: "The important thing is the family. That's the backbone of our whole business, catering to families – that is what we hope to do."

The Guest Concept: "You don't build it for yourself. You know what the people want, and you build it for them."

Teamwork: "I don't pose as an authority on anything at all. I follow the opinions of the ordinary people I meet, and I take pride in the close-knit teamwork with my organization."

Conservation: "I urge all citizens to join the effort to save America's natural beauty... it's our America – do something to preserve its beauty, strength, and natural wealth."

Patriotism: "Actually, if you could see close in my eyes, the American flag is waving in both of them. I get red, white and blue at times."

"At Disney, we operate on a first name basis. We go about our work in a business-like way, but we feel that work can be fun, and that we can all be friendly and cheerful while we are doing things that we are assigned to do. We believe that everyone in our organization is

important. We soft-pedal job titles, and we feel that one activity is just as important as another.”

Disney Traditions

Every new Walt Disney World cast member, regardless of level attends an orientation program called *Disney Traditions* before starting their role. This one-and-a-half-day program builds pride in the company by sharing its past, present, and future; it also establishes a common thread creating happiness to which all cast members can relate.

In keeping with the theme of “Our Business is Show Business,” new cast members learn that they each play an important role in the Disney show whether onstage or backstage.

Our Cast: Cast members meet one another and learn how they all fit into the “big picture.”

The Disney Story: We share who we are as a company: our heritage, traditions, values and vision.

Our Script: We introduce the “elements of the Disney Show” quality standards that help keep the Disney legacy alive.

A Sneak Preview: Cast members take a firsthand look at the elements of the Disney Show and the stage presence of the cast.

Performance Tips: The cast explores how their posture, gestures, facial expressions, vocal image, and use of humor can make a major impact on our guests’ experiences.

Audience Awareness: We discuss ways in which to meet the special needs of our guests and fellow cast members from different cultures and those with disabilities.

Our Stage: Cast members discover the variety of guest experiences available at the Walt Disney World through a “scavenger-hunt” activity.

Our Worldwide Show: We explore the business unit of The Walt Disney Company and the synergistic opportunities they present.

Dress Rehearsal: Cast members experience elements of a guest visit and identify examples of “good show” and “bad show.”

Sharing the Magic: Cast members learn how Disney creates happiness in the local community.

Our Applause: We discuss motivations and the ways we recognize and appreciate the cast.

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APPENDIX K

Gathering Activity Resource

If I Were...

If I Were is a game that encourages players to imagine themselves in different situations. To play the game, read out the prompts and give each participant a turn to respond.

Here are example prompts:

- If I were a flower, I'd be...
- If I were a country, I'd be...
- If I were a song, I'd be...
- If I were a celebrity, I'd be...
- If I were a food, I'd be...
- If I were a book, I'd be...
- If I were a painting, I'd be...
- If I were a brand, I'd be...
- If I were a cocktail, I'd be...
- If I were a Pokemon, I'd be...
- If I were a four-letter word, I'd be...
- If I were a type of dance, I'd be...
- If I were a wild animal, I'd be...
- If I were a mythical beast, I'd be...

All Alike

All Alike is a game that encourages players to find common ground. To start the game, first split the group into teams of 3 to 6. Next, send teams into breakout rooms or different areas of the physical meeting room. The groups have five minutes to find a trait that all team members share. For example, "we all studied abroad," "we all hate cilantro," or "we all have grandmothers named Barbara." Upon reconvening, the team members share that "all alike" characteristic. You could also turn the exercise into a guessing game where other teams must try to predict which quality the team members share.

Meet Me Bingo

Meet Me Bingo is a fun introduction games for larger groups. To play this game, give each participant a Bingo board. Then, split the crowd into smaller groups and encourage interaction. Players will mark squares with the names of other players who fit the descriptions. The first player to get five in a row wins. Or, you can challenge teams to get the most number of lines, an X, a diamond, or play blackout Bingo and fill the whole square.

Snowball Fight

Have each member write their name and a few interesting facts about themselves on a piece of paper before balling it up like a snowball. Then, give them a couple of minutes

to have an actual indoor snowball fight. Use a buzzer to have them stop and then grab the nearest paper and unroll it. Go around and let each person share the name and facts that are on their snowball.

One Word

Break the group into smaller groups of four to five and ask each group to agree on one word that represents your group or your purpose. Give them enough time to really hash it out and come to a decision amongst themselves. Then, share with the larger group, making a master list of all the words

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