

# First Year Camper Program Guide

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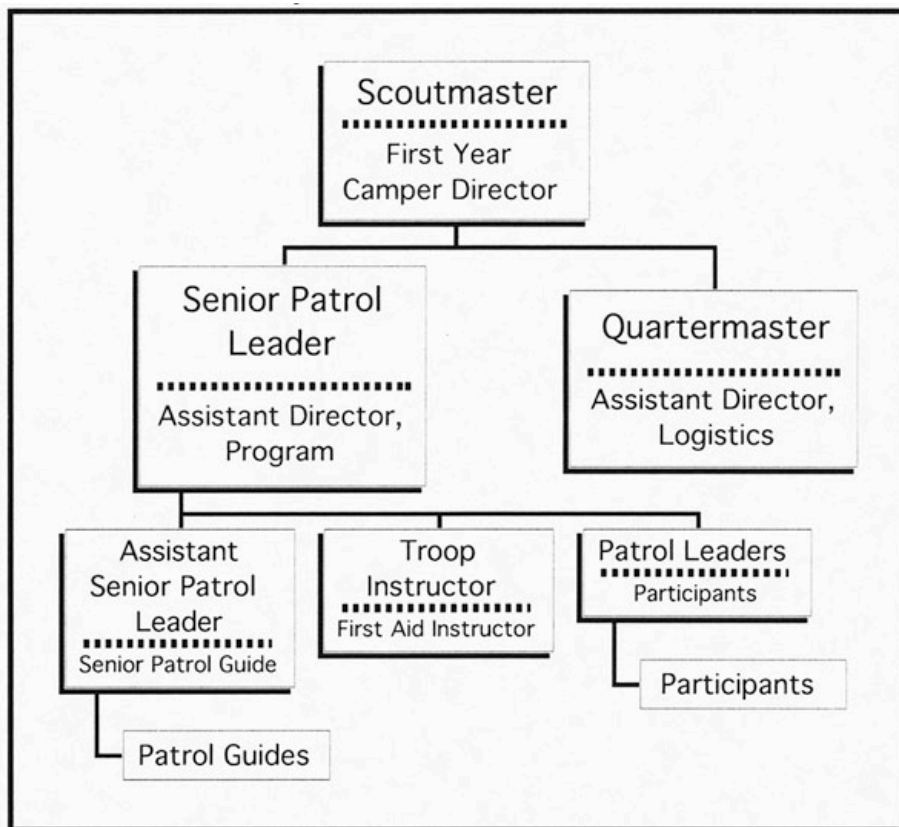
# PROGRAM ADMINISTRATION

## Program Operation

The first-Year camper program is designed to fully integrate new Scouts (i.e., pre-First Class) into the Scouting method. To that end, the program is set up like a troop, with the first-year camper director acting as a Scoutmaster, his youth assistant as a senior patrol leader, and so on.

Participants are split up into patrols with patrol leaders. There is a daily patrol leaders' council meeting, designed to get the participants used to the patrol method and the operation of a model troop.

The staff is organized as follows:



The director (Scoutmaster) has direct control over the two assistant directors, but, if done properly, the participants won't be able to tell. The senior patrol leader in this program will, as in a normal troop, take charge and appear to run the program. He will have to work with the director beforehand to make sure that everything runs flawlessly from his end, though the director will be a driving force behind the scenes, especially during staff development. The program is also split into two areas so that, were the director (Scoutmaster) to disappear for a while, all would function smoothly under the capable hands of his assistants.

### **Staffing Requirements:**

- Director
- Assistant director for program
- Assistant director for logistics (plus assistants if necessary)
- Patrol guides (1 per patrol, including the senior patrol guide)
- Troop instructor (1 per 10 patrols)

### ***Staff Position Descriptions***

While the organization of the program and the positions in it have already been discussed, it is necessary to explicitly list the positions and their responsibilities in order to ensure a well-functioning staff team.

#### **First-Year Camper Director (Scoutmaster)**

- Has overall responsibility for the performance of the staff.
- Has overall responsibility for the safety of the participants.
- Shares responsibility with camp leadership for recruiting staff.
- Shares responsibility for training the staff with the assistant director for program.
- Shares responsibility for managing equipment and food supplies with the assistant director for Logistics.

#### **Assistant Director for Logistics (Quartermaster)**

- Responsible for obtaining any and all equipment needed by the course.
- Responsible for transporting equipment where needed.
- Responsible for daily food issue.
- Responsible for issuing all patrol equipment.
- Responsible for care of course equipment.
- Other duties as assigned.
- Reports to director.

### **Assistant Director for Program (Senior Patrol Leader)**

- Responsible for recruiting and training patrol guides and first aid instructors, via the assistant senior patrol leader and the troop instructor.
- Runs all troop meetings, flag ceremonies, etc.
- Runs the daily patrol leaders' council meeting.
- Evaluates staff performance.
- First resort for staff/participant conflicts.
- Other duties as assigned.
- Reports to director.

### **Senior Patrol Guide (Assistant Senior Patrol Leader)**

- Coordinates instruction of Scout skills.
- Trains patrol guides.
- Other duties as assigned.
- Reports to assistant director for program.

### **Patrol Guide**

- Guide patrol through a successful experience.
- Work with patrol leader to make patrol succeed.
- Instruct Scout skills.
- Be knowledgeable in all requirements through First Class.
- Understand the patrol method, and work to make it succeed.
- Other duties as assigned.
- Reports to senior patrol guide and/or assistant director for program.

### **Troop Instructor (First Aid)**

- Direct first aid instruction.
- Instruct participants in first aid skills.
- Be energetic, enthusiastic, and knowledgeable about their topics.
- Other duties as assigned.
- Reports to assistant director for program

It cannot be stressed how important it is for the Patrol Guides to be enthusiastic about their responsibility. They will have the most contact with the participants, and it is important that they both know their stuff and delight in sharing their experience with the participants.

Staff Development should emphasize skills and presentations.

## ***Patrol Organization/Home Troop Contribution***

Just as the staff is organized so as to support the patrol method, the patrols themselves are organized so as to represent the patrol method. Each patrol of 10 boys is split into five buddy pairs. The pairs share the same responsibilities, and rotate among the five duties in the patrol (leadership, cooking, cleanup, fire-making, and quartermaster). The patrol leader goes to a daily patrol leaders' council meeting. In all ways, this program attempts to replicate the ideal troop.

The patrols will, in a sense, compete against each other in meal evaluations and on knowledge of skills (evaluated during the 5-mile hike).

Each troop participating in the first-year camper program should provide at least one adult who will either assist in skills instruction or who will follow a patrol for the week, assisting as needed (during the pioneering presentations, for example).

### **Assistant Scoutmaster (Home Troop Adult)**

- Assist in skill instruction, where needed.
- Assist patrol where needed.
- Accompany his/her patrol to all activities.

## ***Requirements Covered***

The following is a table of all the requirements covered in the program, sorted by category. As the aquatics requirements are not taught directly by first-year camper program staff, it is necessary to coordinate beforehand with the waterfront staff to ensure the correct requirements are completed.

### **Woods Tools**

S2c	On one campout, demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.
S2d	Use the tools listed in requirement 2c to prepare tinder, kindling, and fuel for a cooking fire.

### **Cooking**

T-3	On the campout, assist in preparing and cooking one of your patrol's meals. Tell why it is important for each patrol member to share in
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	meal preparation and cleanup, and explain the importance of eating together.
S-2e	Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.
S-2f	Demonstrate how to light a fire and a lightweight stove.
S-2g	On one campout, plan and cook over an open fire one hot breakfast or lunch for yourself, selecting foods from the food pyramid. Explain the importance of good nutrition. Tell how to transport, store, and prepare the foods you selected.
F-4d	Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.

### Pioneering

J-6	Demonstrate tying the square knot (a joining knot).
T-4a	Demonstrate how to whip and fuse the ends of a rope.
T-4b	Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.
F-7a	Discuss when you should and should not use lashings.
F-7b	Demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.
F-7c	Use lashing to make a useful camp gadget.
F-8a	Demonstrate tying the bowline knot and describe several ways it can be used.

### Map and Compass

S-1a	Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.
S-1b	Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.
F-1	Demonstrate how to find directions during the day and at night without using a compass.
F-2	Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).

### Aquatics

S-7a	Tell what precautions must be taken for a safe swim.
S-7b	Demonstrate your ability to jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.
S-7c	Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.
F-9a	Tell what precautions must be taken for a safe trip afloat.
F-9b	Successfully complete the BSA swimmer test.
F-9c	With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)

### Nature

T-11	Identify local poisonous plants; tell how to treat for exposure to them.
S-5	Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.
F-6	Identify or show evidence of at least 10 kinds of native plants found in your community.

### First Aid

T-12a	Demonstrate the Heimlich maneuver and tell when it is used.
T-12b	Show first aid for the following: <ul style="list-style-type: none"> <li>• Simple cuts and scratches</li> <li>• Blisters on the hand and foot</li> <li>• Minor burns or scalds (first-degree)</li> <li>• Bites or stings of insects and ticks</li> <li>• Venomous snakebite</li> <li>• Nosebleed</li> <li>• Frostbite and sunburn</li> </ul>
S-6a	Show what to do for "hurry" cases of stopped breathing, serious bleeding, and internal poisoning.
S-6b	Prepare a personal first-aid kit to take with you on a hike.
S-6c	Demonstrate first aid for the following: <ul style="list-style-type: none"> <li>• Object in the eye</li> <li>• Bite of a suspected rabid animal</li> </ul>

	<ul style="list-style-type: none"> <li>• Puncture wounds from a splinter, nail, and fish hook</li> <li>• Serious burns (second degree)</li> <li>• Heat exhaustion</li> <li>• Shock</li> <li>• Heatstroke, dehydration, hypothermia, and hyperventilation</li> </ul>
F-8b	Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.
F-8c	Show how to transport by yourself, and with one other person, a person: <ul style="list-style-type: none"> <li>• From a smoke-filled room</li> <li>• With a sprained ankle, for at least 25 yards</li> </ul>
F-8d	Tell the five most common signs of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).

### Rainy-Day Activities

T-5	Explain the rules of safe hiking, both on a highway and cross-country, during the day and at night. Explain what to do if you are lost.
T-6	Demonstrate how to display, raise, lower, and fold the American flag.
T-7	Repeat from memory and explain in your own words the Scout Oath, Law, motto, and slogan.
T-9	Explain why we use the buddy system in Scouting.
S-3	Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.

## ***Staff Development***

The most important element of a successful program is an energetic, enthusiastic, well-prepared, and knowledgeable staff. Without this key element, the program will not be all that it can. Thus, staff development cannot start on the first day of staff week. It must begin before that, and it must start at staff recruitment.

When staff are recruited to join the program, they must know how important their role is, how vital it is for them to be prepared, and how much fun they will have. They will be in a position of great responsibility, for a recent study has shown how important summer camp is to the Scouting experience, and how boys who have a negative camp experience are more likely to drop out of Scouting.

Because of its importance, staff selection is vital to the success of the program. Eagle Scouts, or those close to that rank, those with council youth leadership training experience, and other strong candidates should be recruited; skill knowledge is a must, as is the ability to work well in a variety of circumstances.

Whoever the staffers may be, it is important that they receive the Staff Guide as soon as possible. With it, they should receive their position description, a list of assignments to complete before staff week, and a list of presentations to prepare. Suggested materials are included in the appendix and are listed below.

After the Staff Guide is sent, confirm that it arrived and check in with staff members to see how they are progressing on their presentations and skills. Make sure they have a current copy of the *Boy Scout Handbook*. Advance work before staff week can save much agony later on. When staff week, and the time for staff development, arrives, the first-year camper staff has three goals:

- Set up the program area
- Practice presentations
- Work together as an effective team.

The schedule for staff week has been designed to ensure that all of these tasks are carried out.

## *The Staff Welcome Letter*

When a staff member is designated as a member of the first-year camper program, he should be sent a packet of information that includes this guide. In it should be the following (these can all be found in the appendix): **[[WEB: Please link individually to the pieces in the appendix]]**

- Letter to Program Staff
- Presentation Assignments
- Staff Skill Questionnaire (on a sheet of its own)
- The Effective Teaching Process
- “S-I-E-D-A-S”—A Simplified Approach to Effective Teaching
- Presenting the Subject
- Preparing a Presentation Plan

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
9 a.m.	With rest of camp staff	Initiative games	Troop meeting games	5-mile hike scout and setup	8:30 a.m.—mock troop meeting	With rest of camp staff	Final skills review		
9:30 a.m.			Finish tarp setup		Practice presentations			With rest of camp staff	
10 a.m.									Giving effective presentations
10:30 a.m.		Visit program area and welcome	Other program liaison meeting				Commitment ceremony		
11 a.m.		Unpack equipment							Practice presentations
11:30 a.m.			Cooking the daily meals						
Noon				With rest of camp staff					
12:30 p.m.			With rest of camp staff						
12:45 p.m.		With rest of camp staff		With rest of camp staff	With rest of camp staff				
1:30 p.m.		Program overview—daily schedule	With rest of camp staff				Troop meeting area setup		
2 p.m.		skills review		With rest of camp staff	With rest of camp staff				
2:30 p.m.			Mock troop meeting				Practice presentations		5-mile hike station mock run/setup
3 p.m.				Skills application—set up tarps	1-mile orienteering course run				
3:30 p.m.		Erect flagpole	1-mile orienteering course setup				Finish organizing equipment/package dry goods		
4 p.m.				With rest of camp staff	With rest of camp staff				Anything else that needs to be done
4:30 p.m.		With rest of camp staff	With rest of camp staff						
5 p.m.				With rest of camp staff	With rest of camp staff				
5:30 p.m.		With rest of camp staff	With rest of camp staff						
5:45 p.m.	With rest of camp staff			With rest of camp staff	With rest of camp staff				

- Presentation Plan Form
- Presentation Evaluation Form

It is important that the Staff Skill Questionnaire be on a page of its own so that it can be returned to the director before staff development begins.

## ***Staff Week Schedule***

### ***Initiative Games***

The staff must work together as a team, and it is important to start staff week by working together as a team. The Scoutmaster will run the initiative games, with all program staff taking part. Suggested initiative games are in the appendix, under “Initiative Games for First-Year Scouts.”

### ***Visit Program Area and Welcome***

The staff will visit the program area, selecting patrol sites, the troop meeting area, and sites for the woodyard. While assembled in the troop meeting area, the director (or assistant director) welcomes the staff to the program.

### ***Unpack Equipment/Finish Organizing Equipment***

The staff unpacks the equipment delivered by the ranger and organizes it in the storage facility. The equipment should be cataloged, an inventory should be made, and the equipment should be stored in a manner so as to make its issue to troops a breeze. A list of missing equipment should be compiled and given to the ranger or camp director. Suggestions on organizing equipment can be found in the Quartermaster’s Guide.

### ***Program Overview—Daily Schedule***

The director (or assistant director) goes through the daily schedule with the staff, highlighting the key points of the daily program, and explaining how integration with other camp programs work. Remind the patrol guides that they are to stay with their patrol at all times, even when at the handicraft lodge and waterfront, in order to serve in a supervisory role.

### ***Skills Review/Final Skills Review***

The director and assistant director review all Scout skills covered in the program with the staff. If the staff is competent in all skills, have them build a handicraft project, just like the Scouts in the program will.

## ***Skills Application—Set Up Tarps/Erect***

### ***Flagpole/Finish Tarp Setup***

The staff sets up the patrol areas, erecting the tarp for each patrol. Then, the staff erects the program flagpole. A sample flagpole schematic can be found in the appendix. On Tuesday morning, the staff finishes setting up the patrol tarps. Be sure to use the correct and proper knots in all cases.

### ***Troop Meeting Games***

The staff plays all of the games to be played at the troop meetings.

### ***Giving Effective Presentations***

The director or assistant director gives a presentation on giving effective presentations—see the appendix.

### ***Practice Presentations***

The staff practices their presentations, presenting them to the group. Presentations are evaluated by the group, with an eye to improving the presentation as much as possible.

### ***Mock Troop Meeting***

On Tuesday afternoon and Thursday morning, the staff takes part in a mock troop meeting, chosen from one of the six troop meetings (including the organization session).

### ***1-Mile Orienteering Course—Setup***

The staff sets up the 1-mile orienteering course. It's more efficient if the course is laid out first, with staff members sent out in pairs to set up individual stations.

### ***5-Mile Hike—Scout and Setup***



The staff hikes the 5-mile hike with an eye for the skill stations.

### ***1-Mile Orienteering Course—Run***

The staff runs the 1-mile orienteering course, making sure that it is suitable for first year campers.

### ***Other Program Liaison Meeting***

The staff meets with staff members from the aquatics, outdoor skills, and nature staffs to coordinate the interaction between the various programs.

### ***Cooking the Daily Meals***

The staff members cook the menu items for the three set meals (Monday-Wednesday) in order to make sure that they can assist the patrols if needed.

### ***Troop Meeting Area Setup***

The staff sets up the troop meeting area—picnic tables, tarp, etc.

### ***5-Mile Hike Station Mock Run/Setup***

The staff sets up and operates the challenge stations on the 5-mile hike (but not on the actual path; this can be done in the troop meeting area).

### ***Package Dry Goods***

The daily food issue can be sped up if the quartermaster has condiments, fruit, cookies, drink mix, cutlery, plates, cups, and other such equipment pre-packaged. During this period, the staff should package these items in as large a quantity as either possible or needed.

### ***Anything Else That Needs to be Done/Final***

### ***Preparations***

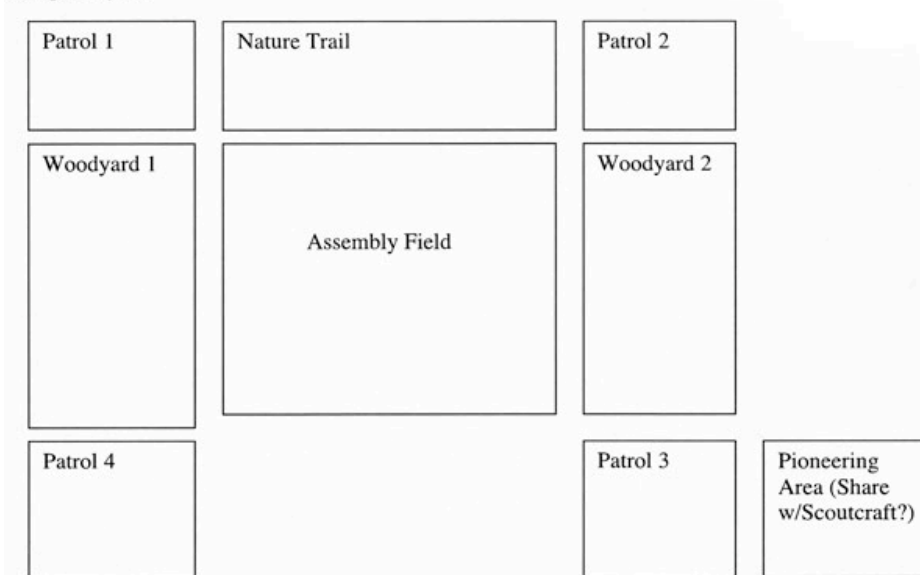
The staff performs any and all tasks needed to be done to prepare the program for the campers.

## ***Commitment Ceremony***

The staff participates in a ceremony designed to motivate them in the coming weeks. See the appendix. Because local conditions and circumstances vary, the above schedule can be adapted whenever necessary. It is, however, important that all of these activities occur.

## ***Precamp Planning***

Sample Layout:



Curriculum for non-Scout skills program elements:

- **Swimming:** Instructional swim (for Second and First Class rank requirements) or Swimming merit badge, based on swimming ability. First-year camper program patrols will be grouped according to swimming ability (and possibly current rank, should you so desire) in order to facilitate scheduling of swimming instruction.
- **First Aid:** Tenderfoot, Second Class, and First Class rank requirements will be covered (but NOT the First Aid merit badge); daily topics set out in the syllabus sheet.
- **Handicrafts:** Easy merit badges at the discretion of the handicrafts staff.

# THE DAILY PROGRAM

## Daily Schedule

	Sunday (Day 1)	Monday (Day 2)	Tuesday (Day 3)	Wednesday (Day 4)	Thursday (Day 5)	Friday (Day 6)
8 a.m.		Staff Meeting				
8:30 a.m.		Troop Meeting				
9:30 a.m.		Period I				
10:30 a.m.		Period II				
11:30 a.m.		Period III				
12:20 p.m.		Food Issue Begins				5-mile hike— trail lunch
12:30 p.m.		Patrol Leaders' Council Meeting				
12:40 p.m.		Food preparation must begin by this time.				
12:55 p.m.		Eat lunch; cooking presentation				
1:30 p.m.		Period IV				
2:30 p.m.		Period V				
3:30 p.m.		Closing session of the day				
3:45 p.m.		Orienteering Course (optional for participants)/Staff Meeting				
7 p.m.	Organization session with Scouts					

## Monday – Thursday

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	Handicrafts	Scout Skills
Period II	Scout Skills	First Aid	Handicrafts	Scout Skills	Swimming
Period III	First Aid	Handicrafts	Scout Skills	Swimming	Scout Skills <sup>1</sup>
Period IV	Handicrafts	Scout Skills	Swimming	Scout Skills	First Aid
Period V	Scout Skills	Swimming	Scout Skills	First Aid	Handicrafts

<sup>1</sup>If the nature hike is available only in the afternoon on Thursday, switch the second Scout Skills session with Handicrafts, so that the Thursday schedule reads: Scout Skills, Swimming, Handicrafts, First Aid, Scout Skills.

## Friday

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout	First Aid	First Aid	Scout

		Skills			Skills
Period II	Scout Skills	First Aid	Swimming	Scout Skills	Swimming
Period III	First Aid	Swimming	Scout Skills	Swimming	First Aid
Period IV	Hike				
Period V					

**Daily Emphasis:**

**Day 2:** Map and Compass

**Day 3:** Woods Tools

**Day 4:** Pioneering

**Day 5:** Fire / Nature

**Day 6:** Finish work from previous days

**Note:** In the event that rain forces the cancellation of one of the daily emphases, backup presentations can be used:

- Flags
- Safety
- Scout Oath / Law / Motto / Slogan

***Program Notes***

***Overall***

As with any first-year camper program, it is vital that the skills taught in this program be taught perfectly. The area must be set up perfectly. There can be no flaws. Why? Scouts learn from our example, especially if it's their first time. If they see us handling an ax improperly, that's the way they'll handle it. If they see a poorly setup tarp, they'll follow that example. Because this program deals with the most impressionable campers, everything about it must be perfect.

The daily troop meeting is designed to show the participants what a well-run troop meeting looks like. The basic template for a troop meeting is followed, with the skills instruction, patrol meeting, and interpatrol activity changing each day. The "opening" is rotated among the patrols, each doing the same flag ceremony done by the staff at the Sunday troop meeting.

## ***Sunday (Day 1)***

The goal of the Sunday program is to divide the program troop into patrols and have the Scouts get organized for the next day. It is suggested that, for the convenience of the waterfront staff, the patrols be divided by swimming ability. If your camp does swimming checks on Sunday, it is a good idea to get the program roster and visit the buddy board to get everyone's swimming abilities before the organization session.

## ***Monday (Day 2)***

The focus of the daily program is map and compass. It's the first topic covered so as to give the Scouts as many opportunities as possible to complete the 1-mile orienteering course (also make sure you've set up the pace course). Stress the orienteering course as much as you can. Some groups will be very adept at map and compass and will finish quickly. Others take a bit longer. If groups finish early, it is suggested that they begin working on fire building, as that topic is not only important, but takes a while for some Scouts to get. It is also important that the first food issue today be flawless (and include peanut butter and jelly for those that don't like tuna salad). From the program administration standpoint, being on time throughout the day is extremely important.

## ***Tuesday (Day 3)***

Woods tools is the focus of Tuesday. This is one of the more exciting topics for Scouts, but it is also one of the more dangerous ones. It is important that the instructors use safe methods at all times and follow all safety rules. The campers will be quick to pick up on the visual example of the staff, so it is vital that the example be a good one. It is also important to make sure that the campers have a chance to practice all three tools; multiple instructors and multiple woodyards can help this happen. Also, keep in mind that many Scouts expect to earn their Tot'n Chip at camp. Be sure to emphasize the orienteering course as well.

## ***Wednesday (Day 4)***

Pioneering is the focus of Wednesday. Like woods tools, this is an important topic as well as a more difficult one to cover. It is important that each camper have his own length of rope to work with, both fusing and whipping. Some camps may have very low-quality plastic/nylon rope unsuitable for most tasks; cut this rope into small strips and use it to practice fusing. Also be sure that a supply of wood for lashing is available. Continue to emphasize the orienteering course.

### ***Thursday (Day 5)***

Fire and nature are the focus of the day. The troop meeting covers poisonous plants, and the nature hike (often in the afternoon) covers the remainder of the nature requirements (as best as possible). The first presentation, on fire, is the most variable. Be prepared with enough wood supplies (and prebuilt fire lays) to help the new Scouts get off on a good start with fires. Stress that this is the last day for both the orienteering course and for visits to the handicraft lodge.

### **Friday (Day 6)**

The major focus of the day is the 5-mile hike. The morning instruction in both first aid and Scout skills is to review topics not yet covered. It is important that this opportunity to go over topics not be wasted. With the hike, safety is very important (be sure to have water at each station), but be sure to have fun with the hike as well. Sometimes the hike runs over time and the closing ceremony has to be omitted; be aware of this.

## ***First Aid Syllabus***

Because there are multiple ways to teach the topics covered in first aid, a set presentation is not provided. The troop instructor is encouraged to be as creative as he likes in teaching first-aid skills. An outline is provided below; topics get progressively harder as the week goes on. Care has also been taken to ensure that each day's topics can be covered in an hour.

The abbreviations are as follows:

- FA—First Aid merit badge
- F—First Class requirement
- S—Second Class requirement
- T—Tenderfoot requirement

Note that the Scouts will not earn the First Aid merit badge through this program. References to the merit badge are included so as to make finding teaching resources easier. Topic 1 of Day 2 is included as basic information all Scouts should know.

Day	Topics
2	<ol style="list-style-type: none"> <li>1. Explain how to get emergency help (FA-2a).</li> <li>2. Simple cuts and scratches, blisters, minor burns and scalds, bites and stings of ticks and insects, venomous snakebite, nosebleed, and frostbite and sunburn (T-12b).</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Object in eye, rabid animal bite, puncture wound, heat exhaustion, shock, heatstroke, dehydration, hypothermia, hyperventilation (S-6c, FA-3f).</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Moving sick and injured people (FA-6a, b; F-8c).</li> <li>2. Injuries to head, upper arm, and collarbone, and sprains (demonstrate bandaging) (F-8b).</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Heart attack (FA-3a; F-8d).</li> <li>2. CPR (FA-3b, c; F-8d).</li> <li>3. Hurray cases (S-6a; FA-3d).</li> <li>4. Heimlich maneuver (T-12a).</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Review; catch up on requirements omitted.</li> </ol>

Feel free to introduce a situational approach into the instruction, especially on Day 6 when there may not be enough material to fill the entire class period.

### ***Shared Program Elements***

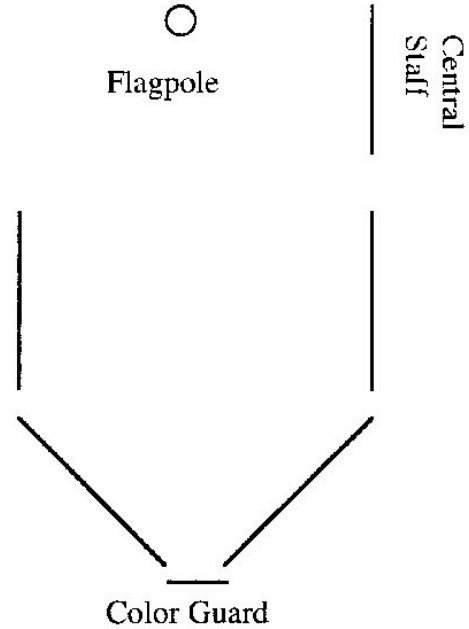
Some elements of the daily program are virtually the same each day—opening and closing assemblies, patrol leaders’ council meetings, and lunch. To save paper and make this guide as compact as possible, these shared elements have been put in their own section. When going through the daily schedule, it is important to remember that, even though these elements are not in the daily sections, they are still important.

#### ***Morning Assembly***

At 8:30 a.m., the patrols line up around the flagpole as detailed below:

The assembly proceeds as follows:

1. The troop is brought to attention
2. Patrols report:  
The senior patrol leader says, "Patrols, report."  
They respond with: "\_\_\_\_\_ Patrol, (all present OR \_\_\_ missing)."  
When all patrols have reported, the senior patrol leader turns to the Scoutmaster (director) and says, "Sir, the troop is formed."  
The Scoutmaster (director) responds with "Carry on."
3. Flag ceremony
  - a. The senior patrol leader commands "Color guard, raise the colors."
  - b. The color guard marches up to the flagpole, unties the halyard, and attaches the flag to the halyard
  - c. The senior patrol leader commands "Scout Salute."
  - d. The bugler plays "To the colors."
  - e. The senior patrol leader commands "Ready, to!"
  - f. The color guard retires.
4. The senior patrol leader leads the troop in the Scout Oath.
5. The senior patrol leader commands the troop to "At Ease."
6. The director is recognized for announcements
  - a. Drink lots of water—you should always have a water bottle with you. Note: Consider adding a daily toast into the assembly if you are in an extremely hot area.
  - b. Always have your *Boy Scout Handbook* with you.
  - c. Be sure to have your swimgear with you, or you won't be able to swim today. A change of clothes is also suggested.
  - d. Don't forget your rain gear.
  - e. Remember to be on time to all activities.
7. The senior patrol leader dismisses the troop into the troop meeting (Skills Instruction).





## *Cooking*

Patrol cooking is a staple of the first-year camper program. Not only does it give the Scouts needed experience in cooking a meal, but it also gives them time to work together as a group. Past experience has found that it takes longer than the prescribed time to prepare, cook, consume, and clean up, so the more ahead of schedule a patrol is, the more likely it is to finish on time. The menus have been carefully chosen to increase in difficulty throughout the week, and it is very important that the patrol guide does not do the cooking for the patrol. The patrol guide is there to guide, not to take over. He can assist, but he should not try to do it himself. If he does, the Scouts won't learn as much as they would have otherwise.

The quartermaster should have the food ready for pickup each day at 12:20. As soon as possible, the patrol should put a pot of water on to boil for cleanup. It is important to emphasize that all dishes are to be cleaned by the patrols, including drink pitchers and the like. When the meal is completed, the patrols should return all unused items (including plasticware, plates, cups, napkins, food, condiments, etc.) to the quartermaster.

During the time allotted for meal preparation, consumption, and cleanup, the patrol guide should give a presentation on cooking, an outline of which is presented below. The Day 3 presentation is very important, as it forms the basis for the meal on Day 5.

### *DAILY PRESENTATIONS*

#### **Day 2: Food Handling**

1. Food Storage
  - a) Protect from rodents, bears, etc., by using a bear bag.
  - b) Keep perishables well cooled.
2. Leftovers
  - a) Carry them home or burn them.
  - b) Do not bury leftovers; do not scatter them unless well burned.
3. Dishwashing
  - a) Put a pail of water on the stove when you begin to eat

- b) When it's time to clean up, use three pots
  - i. Wash Pot: Hot water and soap
  - ii. Cold Rinse: Cold water and sanitizing tablet / bleach (a few drops)
  - iii. Hot Rinse: Clean, hot water
  - iv. Let them air dry
- c) Dishwater Disposal
  - i. Sump

### **Day 3: Plan a Menu / Utensils**

1. Contents of Menu:
  - a) Breakfast
  - b) Lunch—to be eaten on Thursday by patrol
  - c) Dinner
2. Content of Meal Information
  - a) Recipe
  - b) Food List
3. List all utensils needed

### **Day 4: Cooking Fire vs. Lightweight Stove**

1. Cooking Fire Disadvantages
  - a) Chars ground, sterilizes soil
  - b) Consumes items that could be shelter for animals
  - c) Spoils appearance of the land
  - d) Must be carefully watched
2. How to Build a Campfire
  - a) Clear area of brush
  - b) Gather Tinder (catches fire easily, burns fast), Kindling (dead twigs no thicker than a pencil), and Fuel (everything that's thicker than kindling).
  - c) Lay the fire (teepee method)
  - d) Put it out
  - e) Clean it up
3. Lightweight Stoves
  - a) Easier to use
  - b) List safety rules (see Handbook pg. 254-5)

### **Day 5: Review**

Make sure that all topics have been covered and review those that haven't.

## ***MENUS***

The actual menus are left to the discretion of the course. Suggested recipes for the five days are in the appendix. Meals should get gradually more difficult to prepare as the week progresses. It is suggested that the patrol plan a meal on Tuesday to be cooked and served on Thursday. A brief note on the meal for Thursday: it is important to be clear in what is needed from the patrols at the end of Tuesday's program. They need to turn in an ingredients list, with quantities of food clearly indicated, not just a list of food needed. With the exception of paper goods (like napkins, plates, plasticware, etc.) and bleach for sterilizing dishes, if the patrols do not request it, it should not be issued to them.

## ***GUESTS***

No meal is complete without guests. Each patrol will have one guest for lunch, plus the patrol guide, to lunch each day (the adult going around with the patrol is also welcome to eat with them; the quartermaster should take this into account when distributing food and supplies to the patrols.). The guest will rate the patrol on the meal (a suggested evaluation form can be found in the appendix), the results of which will be recorded and returned to the patrol leader at the next patrol leaders' council.

## ***Patrol Leaders' Council Meetings***

The patrol leaders' council meetings are conducted by the senior patrol leader. Their purpose is to pass on general information (such as schedule) and see how things are going. The meetings should be relatively short, but, if need be, could be longer. Keep in mind that they occur during the lunch preparation time, and the patrol leader (and you, for that matter), will want to eat lunch.

## ***GENERAL FORMAT***

1. Open with Scout Oath or Law.
2. Introductions—patrol leaders, director, assistant directors.
3. Ask how things are going in the patrols. Try to keep comments positive.
4. Review schedule until next PLC.

5. Go over any announcements that need to be made.
6. Closing remarks by first-year program director.
7. Dismiss.

### ***DAY 2 (MONDAY)***

Come up with a schedule for the flag ceremonies (Tuesday, Wednesday, Thursday, and Friday ceremonies will be performed by the patrols). All of them will be at the morning assembly. Discuss troop meeting items to be run by patrols. Ask patrol leaders to make sure that all Scouts in their patrol have their *Boy Scout Handbook*. Remind patrol leaders as to the cleaning procedures used—where can hands be washed, where should graywater be disposed of, etc. Ask that they stress the orienteering course with their fellow patrol members.

### ***DAY 3 (TUESDAY)***

Make sure all is well with the patrols. Discuss troop meeting items to be run by patrols. Also discuss equipment care. Patrols are to come up with a menu for Thursday lunch and turn in an ingredients list (with quantities) at today's closing session. The patrols with the (a) most creative and (b) most delicious meal will be recognized. Note that to win most creative, the meal must be (i) edible and (ii) good.

### ***DAY 4 (WEDNESDAY)***

Discuss troop meeting items to be run by patrols. Check on how patrol is working together. Return meal evaluations. Collect ingredients list and recipes for Thursday lunch.

### ***DAY 5 (THURSDAY)***

Discuss troop meeting items to be run by patrols. Check on how patrol is working together. Talk about Friday afternoon hike—patrols should choose a navigator for the hike. Return meal evaluations.

### ***DAY 6 (FRIDAY)***

None—on trail.

## *Closing Session of the Day*

At the end of each day the program assembles in the troop meeting area for 15 minutes to close out the program for the day. The suggested format is below:

1. The troop is brought to attention
2. Patrols report:

The senior patrol leader says, "Patrols, report."  
They respond with: "\_\_\_\_\_ Patrol, (all present OR \_\_\_\_ missing)."

When all patrols have reported, the senior patrol leader turns to the Scoutmaster (Director) and says, "Sir, the troop is formed."  
The Scoutmaster (Director) responds with "Carry on."
3. Flag ceremony
  - a. The senior patrol leader commands "Color guard, lower the colors."
  - b. The color guard marches up to the flagpole, unties the halyard, and attaches the flag to the halyard.
  - c. The Bugler plays "Retreat."
  - d. The senior patrol leader commands "Scout Salute."
  - e. The bugler plays "To the colors."
  - f. When the flag is unclipped from the halyard, the senior patrol leader commands "Ready, to!"
  - g. The color guard folds the flags.
  - h. The color guard retires.
4. The senior patrol leader leads the troop in the Scout Law.
5. The senior patrol leader commands the troop to "At Ease."
6. The director is recognized for announcements
  - a. Drink lots of water—you should always have a water bottle with you (if you don't have one Friday, you can't go on the hike). Note: consider adding a daily toast into the assembly if you are in an extremely hot area.
  - b. Orienteering course is available through Thursday afternoon.
  - c. Bring your *Boy Scout Handbook* tomorrow.
  - d. Bring your swimming gear tomorrow, otherwise you won't be able to swim. A change of clothes wouldn't hurt, either.
  - e. Don't forget your raingear!
  - f. Monday—collect index cards from interpatrol activity at troop meeting.

- g. Tuesday and Wednesday—collect ingredients list from patrols for Thursday lunch.
  - h. Wednesday and Thursday—the last day for Handicrafts is Thursday.
7. The senior patrol leader dismisses the troop for the day.

On Friday, the last day of the course, the scouts should be congratulated for their accomplishment and encouraged to earn their Eagle Award.

## ***Sunday (Day 1)***

### ***Pre-Program Staff Meeting***

1. Welcome staff.
2. Assign patrol names to patrol guides.
3. Make sure each patrol guide has an index card and a writing instrument with which to create the patrol roster.
4. Distribute tennis balls to patrol guides.
5. Assign flag team and issue American flag.
6. Other items at discretion of program director.
7. Dismiss to assembly area.

### ***Troop Meeting/Organizational Session***

On Sunday night, all of the participants in the first-year camper program, along with the entire first-year camper program staff, should meet for about an hour. This is the first troop meeting, and it is mostly an organizational one. The goals are:

- Have the participants know where to meet each morning.
- Split the participants up into patrols.
- Have the patrol members learn each other's name (Toss-a-Name).
- Select a patrol leader/assistant patrol leader.
- Assign buddy pairs.

In the traditional troop meeting format:

	<b>Detail</b>	<b>Responsible</b>	<b>Time</b>
Opening	<ul style="list-style-type: none"> <li>• Participants in horseshoe</li> <li>• Colors presented</li> <li>• Pledge of Allegiance</li> </ul>	SPL	7:00-7:05
Skills Instruction	<ul style="list-style-type: none"> <li>• Tell participants where to meet each morning</li> </ul>	SPL	7:05-7:15

	<ul style="list-style-type: none"> <li>• Divide participants into patrols</li> <li>• Tell participants to bring swimgear, water bottle, and <i>Boy Scout Handbook</i> with them tomorrow</li> </ul>		
Patrol Meeting	<ul style="list-style-type: none"> <li>• Toss-a-Name</li> <li>• Select PL/APL</li> <li>• Assign buddy pairs</li> <li>• Patrol roster</li> <li>• Work on task for next day's troop meeting</li> </ul>	PG	7:15-7:45
Interpatrol Activity	<ul style="list-style-type: none"> <li>• SPL's choice from initiative game list</li> </ul>	SPL	7:45-7:55
Closing	<ul style="list-style-type: none"> <li>• SM's Minute: "Why are you in Scouting?"</li> </ul>	SM	7:55-8:00

## ***OPENING***

Arrange the participants in a horseshoe shape around the flag. Welcome the Scouts into the first-year camper program. Explain that, for the duration of the week, they will be a part of a model troop and that, each day, the program will begin with a troop meeting. As it so happens, this is the first troop meeting of the week, and every troop meeting begins with an opening flag ceremony. (Note: The color guard for the Sunday troop meeting is made up of FYCP staff.)

1. Flag ceremony
  - a. The senior patrol leader commands "Color guard, raise the colors."
  - b. The color guard marches up to the flagpole, unties the halyard, and attaches the flag to the halyard
  - c. The senior patrol leader commands "Scout Salute."
  - d. The bugler plays "To the Colors."
  - e. The senior patrol leader commands "Ready, to!"
  - f. The color guard retires.
2. The senior patrol leader leads the troop in the Scout Oath.
3. The senior patrol leader commands the troop to "At Ease."

## ***SKILLS INSTRUCTION***

Welcome the Scouts into the first-year camper program again. Explain that, starting tomorrow morning, the flag ceremonies will be performed by patrols. Yet there currently are no patrols. In any manner of your choosing, divide the campers up into patrols with no more than 10 members. It is strongly suggested that the patrols be organized by swimming ability. Once that is done, introduce each patrol to their patrol

guide. Remind them that, while in the program, they should always have the following items with them:

- Boy Scout Handbook
- Swimming suit
- Change of clothing
- Water bottle
- Raingear

Dismiss into the patrol meeting segment.

### ***PATROL MEETING***

The first item of business is to introduce everyone in the group.

### **Toss-a-Name**

**Equipment:** Tennis Balls (at least four)

1. Get everyone in the group in a circle.
2. Have patrol members hold out their hands, cupped, until they catch a ball. When they catch the ball they are to, after tossing it to someone who is not directly next to them, put their hands behind their back so as not to confuse the people who have not thrown a ball yet.
3. When you throw the ball, call out your name.
4. Repeat this a few times.
5. Then, have the patrol members call out the name of the person to whom they are throwing the ball.
6. Do that a few times.
7. Now, do it silently.
8. Add a few more tennis balls into the fray.

Then, see who can name all members of the patrol. It works fairly well.

### **Patrol Name Assignment**

Tell the patrol what their patrol name is. The assignment should have been made beforehand; a list of suggested names is in the appendix.

### **Patrol Leader / Assistant Patrol Leader Selection**



Explain to the patrol that, while participating in the program, they will run themselves according to the patrol method. Thus, each patrol will be led by a patrol leader and an assistant patrol leader. These responsibilities will change every day, and they will all have the chance to try at least one position. Outline the duties of the patrol leader at this first-year camper program:

1. Lead their patrol to and from events.
2. Represent their patrol at the patrol leaders' council meetings.
3. Look out for all members of the patrol.
4. Make sure each patrol member performs his responsibilities properly.

The assistant patrol leader has the following duties:

1. Lead patrol in absence of patrol leader.
2. Other duties as necessary.

Assign a patrol member to be the patrol leader and another to be the assistant patrol leader for the duration of the day and through the patrol leaders' council meeting on Monday.

### **Buddy Pair Assignments**

Have the remaining Scouts split up into pairs of two (the "buddy pairs"). Give the patrol leader a "Duties" chart (from the appendix), with names of each buddy pair and the necessary responsibilities (cooking, cleanup, patrol leader / assistant patrol leader, quartermaster, and water). The patrol leader is to fill out the chart immediately.

### **Patrol Roster**

From the names collected for the buddy pair assignments, the patrol guide compiles a patrol roster that contains the Scouts' first and last names and troop number.

### **Preparation for Morning Troop Meeting**

Give patrol their assignment for the morning's troop meeting (assigned in advance; see appendix for suggested tasks). In the time remaining, the patrol is to work on completing whatever task they have been assigned, such as opening ceremony, etc.

## *INTERPATROL    ACTIVITY*

The senior patrol leader chooses a game from the appendix (but not the Human Knot) for the patrols to play to foster teamwork.

### *CLOSING*

#### **Scoutmaster's Minute: "Why Are You in Scouting?"**

"You know, there are more than a million Scouts in our country. I wonder how many of them will stay in Scouting and climb to the top, don't you?"

"Tell me, why are you in Scouting? (Pause for answers). So many boys enter Scouting for just one reason—to have fun. If you think that's the only reason you're in Scouting, believe me, there are other good reasons, too.

"Sure Scouting is fun. But a lot of other things are fun, too. If you're just looking for fun, you can play all kinds of indoor and outdoor games, go to the movies, watch television—or a thousand other things.

"Scouting must be more than just fun for you. It must be a way of life, a law and an oath to which you are loyal. Unless you try to live Scouting, you'll find that other kinds of fun are easier and you'll quit. The loyal Scout is dedicated to the Scout Oath and the 12 points of the Scout Law. He has a deeper reason for sticking than just having fun. He sees the importance of learning the Scout skills, of developing himself so that he can be prepared to face anything that comes. He wants to grow to be a real man. That's why he's loyal. That's why he sticks. I hope you won't ever quit until you're up before a court of honor some day to get your Eagle Scout badge. That will be one of the biggest days of your whole life—your Scoutmaster's, too."

### ***Post-Program    Staff    Meeting***

1. Progress report on patrols
2. Collect tennis balls
3. Collect patrol rosters
4. Other items at discretion of program director
5. Dismiss

## **Monday (Day 2)**

<b>Time</b>	<b>Program Item</b>
8:00 a.m.	Pre-Program Staff Meeting 53
8:30 a.m.	Morning Assembly Troop Meeting
9:30 a.m.	Period I
10:30 a.m.	Period II
11:30 a.m.	Period III
12:20 p.m.	Food Issue Begins
12:30 p.m.	Patrol Leader's Council Meeting
12:40 p.m.	Food preparation must begin by this time
12:55 p.m.	Eat lunch, cooking presentation
1:30 p.m.	Period IV
2:30 p.m.	Period V
3:30 p.m.	Closing Session of the Day
3:45 p.m.	Orienteering Course (optional for participants) Post-Program Staff Meeting

### **Patrol Rotation Schedule:**

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	Handicrafts	Scout Skills
Period II	Scout Skills	First Aid	Handicrafts	Scout Skills	Swimming
Period III	First Aid	Handicrafts	Scout Skills	Swimming	Scout Skills
Period IV	Handicrafts	Scout Skills	Swimming	Scout Skills	First Aid
Period V	Scout Skills	Swimming	Scout Skills	First Aid	Handicrafts

### **Pre-Program Staff Meeting**

1. Welcome staff.
2. Distribute patrol rosters.
  - a. Corrections to rosters due at end of day
3. Make sure staff has index cards and a writing instrument for the interpatrol activity.
4. Choose a patrol to do the flag ceremony at the morning assembly.

- a. Issue American flag to patrol guide.
- 5. Other items at discretion of program director.
- 6. Dismiss to morning assembly.

## ***Troop Meeting***

	<b>Detail</b>	<b>Responsible</b>	<b>Time</b>
Skills Instruction	<ul style="list-style-type: none"> <li>• How to measure heights</li> <li>• How to measure widths</li> </ul>	PG	8:40-9:00
Patrol Meeting	<ul style="list-style-type: none"> <li>• Go over daily schedule</li> <li>• Discuss handicraft visits</li> <li>• Work on task for next day's troop meeting</li> </ul>	PG (PL)	9:00-9:05
Interpatrol Activity	<ul style="list-style-type: none"> <li>• Height and width relay</li> </ul>	SPL	9:05-9:20
Closing	<ul style="list-style-type: none"> <li>• SM's Minute</li> </ul>	SM	9:20-9:25

### ***SETUP INFORMATION***

To prepare for this troop meeting, the following materials will be necessary:

- Measure height of two trees and width of road/stream/whatever for interpatrol activity.
- Yardstick

### ***SKILLS INSTRUCTION***

At the end of this presentation, each Scout should be able to

- Measure the height of an object.
- Measure the width of an object.

Relevant Requirements:

- F-2: Using a compass, complete an orienteering course that covers at least 1 mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).

### **Measuring Heights**

The patrol guide takes his patrol out to the road, or to another area where objects of various heights can be found.

Say: "Who here knows his height?" If no one knows their own height, use a yardstick to measure the height of one patrol member. Tell him to remember his height.

Say: “Sometimes we need to measure heights of objects when we’re out in the wilderness. Trees, for example, or cliffs. However, we don’t often have precision measuring equipment with us. In these circumstances, we can measure elevation/height by two separate methods: the stick method and the felling method.”

### **Stick Method:**

The patrol guide should demonstrate while he explains, saying: “First, the stick method. All you do is you have someone whose height you know stand next to the object whose height you want to measure.” Ask for a Scout whose height is known to stand next to a tall object (nearby, so that he can hear).

Say: “You then take a straight stick and hold it at arm’s length in front of you. With one eye closed, look at the stick so that the top of the stick is at the top of your buddy’s head. Put your thumb on the stick where the tree (or whatever) touches the ground. Then, you figure out how many lengths of the stick segment it takes to get to the top of the tree (or whatever). Multiply that number by your buddy’s height, and that’s how tall the object is.”

Ask for questions; answer them.

### **Felling Method:**

“The other option is best if you don’t have another person with you, or if no one knows their height. You take the same stick, and hold it at arm’s length, so that the top of the stick is at the top of the object, and your thumb is at the bottom of the object. Then, rotate your stick by 90 degrees, so that it is horizontal, and your thumb is still at the base of the object. See where the end of the stick is. The distance from the base of the object to the top of the stick is the height of the object.”

Ask for questions; answer them. Have them practice both methods, subject to time constraints.

### **Measuring Widths**

Say: “That’s for measuring heights, but what about widths? There are three methods for measuring widths; we’ll learn one now, another later.

So this method is called the salute method, or the Napoleon method.” The patrol guide takes the patrol to a road, ditch, or other thing whose width can be measured.

Say: “If we wanted to measure the width of this stream (or whatever), all we do is stand on the edge, and put our hand at our brow, like a salute. We then adjust the angle of the salute so that the front edge of our hand seems to touch the other edge of the shore. Then, we turn so that we’re facing a flat piece of land, choose a landmark where our hand seems to touch the ground, and walk towards it. The distance from where we were to that landmark is the width of the stream. Any questions?”

Review all three methods.

### ***PATROL MEETING***

Review today’s schedule, discuss what they will be doing in Handicrafts, and, if necessary, discuss the patrol’s assignment for the next day’s troop meeting.

### ***INTERPATROL ACTIVITY***

#### **Height and Width Relay:**

**Equipment:** Measuring tape to measure heights and width of objects.

**Procedure:** Line up the patrols in an area adjacent to the objects they are to measure. Hand each patrol an index card and instruct them to write the heights and width on that card, in paces. They will convert the paces to feet later on in the day. The index card, with patrol name, is to be turned in at the closing session of the day. Explain that all patrol members must assist in measuring the two heights and one width, and that the patrols will be evaluated both on speed and accuracy, with accuracy counting more than speed. To record speed, tell the patrol leader bring the card to you when his patrol has finished. When he does, you should write the time on it and return it to the patrol leader, reminding him to turn it in at the closing assembly. Have them begin.

### ***CLOSING***

**Scoutmaster’s Minute: “Symbols”**

“There are a lot of symbols that we recognize. Let’s take some time to name a few that we know: the Coca-Cola logo, a poison warning label, a stop or yield sign, the K-mart logo, the Scout badge, a heart symbol, cross, etc.

“When you see these symbols, you know what they mean—what they stand for, what some of them instruct you to do.

“You, too, are a symbol. You represent the Boy Scouts of America. People see you and know that you stand for something good. You stand for being trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent. Be a good symbol!”

## ***Map and Compass 1***

### ***LEARNING OBJECTIVES***

At the end of this presentation each scout should be able to

- Identify the parts of a compass.
- Identify the parts of a map.
- Identify common map symbols.
- Orient a compass to a certain bearing.
- Orient a map.
- Determine directions in both day and night.

### ***RELEVANT REQUIREMENTS***

- S-1 a: Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.
- F-1: Demonstrate how to find directions during the day and at night without using a compass.

### ***EQUIPMENT NEEDED***

- 1 compass per Scout
- 1 topo map of camp per Scout
- 1 demonstrator’s compass
- 1 (analog) watch
- 1 large USGS topo map

Say “This session is called ‘Map and Compass’ because we talk about maps”—show the large USGS map—“and compasses”—show the large instructor’s compass. Say “First, we’ll start with the map. This map is published by the United States Geological Survey, and has many important parts.” They are

1. Series/quadrangle name
2. Map itself
3. Date—Tells you when the map was drawn, an old map is little use in an urban area
4. Scale—The scale of the map tells you how big the map is in comparison to the real world
5. Distances—The bar scale can be used to find distances on the map
6. Symbols
7. Location in the state
8. Compass—North is at the top, east at the right, south at the bottom, and west at the left
  - a. Magnetic North
  - b. True North
  - c. General North

Ask “Any questions so far?” Respond accordingly.

Say “Now, you probably see many different symbols and colors on this map.” Point to and explain the following:

1. White— clear areas such as fields, meadows or other open country
2. Green—heavy vegetation such as forests, woodlands or orchards
3. Blue—Water
4. Black—Manmade objects such as roads, buildings, and fences
5. Dashes—Unimproved roads (double), trail (single)
6. Solid Black Line—Low-duty road (double)
7. Red/Black Dashed—Medium-duty road
8. Solid Red—Heavy-duty road
9. Brown—Contour lines

Maps are flat, but the area they represent is not. The contour lines on a map show how steep an area is. If the lines are close together then the area is very steep, perhaps a cliff. The map will tell you how far apart the contour lines are.

Mention that purple means “added in revision.”



Say “That’s all you need to know about maps for now. On to the compass.” Hold up the compass. Say “The compass has three major parts.” Point to each:

1. Needle—Red end always points north.
2. Dial—Used to find directions and has “bed.”
3. Base—Has scale, direction of travel arrow.

Say “We use a compass to go certain directions. North, for example, is  $0^\circ$ , South is  $180^\circ$ , East  $90^\circ$ , West  $270^\circ$ . But we can also go  $243.5^\circ$ , or  $8^\circ$ , or any number imaginable. But how do we do it? Say, for example, we want to head on a bearing of  $120^\circ$ . Our first step is to put 120 where the direction of travel arrow is. Step 2 is to hold the compass so that this flat edge is flush with our bellies.”

“Step 3 is to rotate our body until ‘Red’ is in ‘Bed.’ When red is in bed, the direction of travel arrow is pointing  $120^\circ$ .”

Ask if there are any questions. Respond accordingly. Ask Scouts to orient themselves to:  $180^\circ$ ,  $0^\circ$ , and  $300^\circ$ . Do individual coaching if necessary.

Say “Now we’re going to combine map and compass. Remember that I said the map has a compass that also points north?” Take map, point to compass, then point map in a non-north direction.. Ask “Is it pointing North now?” Rotate a bit. “Now?” Continue. The answers should all be “No.” Say “To get our map pointing north, we use our compass. Take your map, and set it flat on the table (floor, whatever). On your compass, put North at the direction of travel arrow. Now place the direction of travel arrow DIRECTLY ON TOP of the map’s compass, so that both arrows are point north. Now rotate the whole thing, so that ‘red is in bed.’

That’s how you orient a map.” Say, “There is, of course, another way. It’s not as accurate, but if you don’t have a compass, it can be quite useful. It involves using the map symbols to figure out what direction is where. So you want to look at the land for features such as buildings, a bridge or hill tops. On your map find the symbols for those features. Then, turn the map until the symbols line up with the landscape features they represent. That’s another way to orient a map.”

Ask for questions. Respond accordingly.

Say “But what if you have no map? No compass? How can you find North? Or South?”

1. Sun / Moon rise in east, set in west
2. North Star
3. Watch method (Analog watch)
  - a) If in Daylight Savings Time, fall back 1 hour
  - b) Put stick at hour hand, sticking straight up
  - c) Rotate body until shadow cast by stick is along hour hand
  - d) Halfway between the hour hand and 12 is south

If time is left (in excess of 10 minutes), do a compass game. Otherwise, ask for questions and sing a song.

## ***Map and Compass 2***

### ***LEARNING OBJECTIVES***

At the end of this presentation each Scout should be able to

- Know their pace, and how it is used in orienteering.
- Measure the width of a stream.

### ***RELEVANT REQUIREMENTS***

- F-2: Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).

Say: “So let’s review our compass skills. We’re going to play a quick compass game.”

### **Compass Game:**

1. Have Scouts choose a spot (and stand there) in some sort of field.
2. Have them mark their position somehow—with a pencil, bandana, hat, etc.
3. Have them choose a compass bearing (suggest a number below 120°).
4. Have them orient their compasses, and proceed in that direction for 10 paces (a pace is TWO steps).

5. Have them add 120° to their current bearing, and orient themselves in that new direction.
6. Have them proceed in that direction for 10 paces.
7. Have them add 120° to their current bearing, and orient themselves in that new direction.
8. Have them proceed in that direction for 10 paces.
9. They should be in their original position. If not, go over taking bearings again.

When that's completed, say: "But orienteering courses don't say 'go 10 steps,' they say 'go 10 yards,' or something like that. Remember the game at this morning's troop meeting? We measured our widths in paces, but that's not very useful to anybody besides ourselves. How do you know how far a yard is? Most people's strides aren't a yard long. So we need to, somehow, figure out how long our steps are. For this purpose, we have a pace course."

Take the patrol to the pace course.

Say: "This pace course is 100 feet long. Walk at a normal pace, counting every other step (so every time your left foot hits the ground, for instance). Remember that number, and write it in your *Boy Scout Handbook*. Space yourselves out, and follow me."

The patrol guide leads the patrol down the pace course. When done, he makes sure that the Scouts write the number in their *Handbook*.

Say: "Now, let's finish up the game from this morning. Whose paces did we write down? And how many feet do you go in a pace?" Make the conversion, and have the patrol leader write it down on the index card to turn in at the end of the closing session. Review the height and width measuring methods learned this morning.

Ask for questions; review. If you end this session early and ALL SCOUTS KNOW MAP AND COMPASS FRONT AND BACK, play the Official Scout Compass Game.

## ***Post-Program Staff Meeting***

1. Welcome staff.
2. How did the day go?
3. How are the patrols doing?
4. Did all patrols get through all presentations (including cooking)?
5. Problems?
6. Deposit American flag in storage shed.
7. Review woods tools for Tuesday's skill instruction.
8. Announcements by quartermaster (if any).
9. Other items at discretion of program director.
10. Dismiss.

## ***Tuesday (Day 3)***

- 8:00 a.m. Pre-Program Staff Meeting
- 8:30 a.m. Morning Assembly  
Troop Meeting
- 9:30 a.m. Period I
- 10:30 a.m. Period II
- 11:30 a.m. Period III
- 12:20 p.m. Food Issue Begins
- 12:30 p.m. Patrol Leader's Council Meeting
- 12:40 p.m. Food preparation must begin by this time
- 12:55 p.m. Eat lunch, cooking presentation
- 1:30 p.m. Period IV
- 2:30 p.m. Period V
- 3:30 p.m. Closing Session of the Day
- 3:45 p.m. Orienteering Course (optional for participants)  
Post-Program Staff Meeting

### **Patrol Rotation Schedule:**

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	Handicrafts	Scout Skills
Period II	Scout Skills	First Aid	Handicrafts	Scout Skills	Swimming
Period III	First Aid	Handicrafts	Scout Skills	Swimming	Scout Skills
Period IV	Handicrafts	Scout Skills	Swimming	Scout Skills	First Aid
Period V	Scout Skills	Swimming	Scout Skills	First Aid	Handicrafts

V					
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### ***Pre-Program Staff Meeting***

1. Welcome staff.
2. Review procedure for Kim's Game.
3. Distribute supplies for troop meeting.
4. Totin' Chips are available from the quartermaster, should you need any.
5. Announce flag ceremony schedule from Monday's patrol leaders' council meeting.
6. Issue American flag to patrol guide of the appointed patrol.
7. Other items at discretion of program director.
8. Dismiss to morning assembly.

### ***Troop Meeting***

	<b>Detail</b>	<b>Responsible</b>	<b>Time</b>
Skills Instruction	<ul style="list-style-type: none"> <li>• Woods tools care and maintenance</li> </ul>	PG	8:40-9:00
Patrol Meeting	<ul style="list-style-type: none"> <li>• Go over daily schedule</li> <li>• Work on task for next day's troop meeting</li> </ul>	PG (PL)	9:00-9:05
Interpatrol Activity	<ul style="list-style-type: none"> <li>• First Aid Kim's Game</li> </ul>	SPL	9:05-9:20
Closing	<ul style="list-style-type: none"> <li>• SM's Minute</li> </ul>	SM	9:20-9:25

### ***SETUP INFORMATION***

To prepare for this troop meeting, the following materials will be necessary:

- 1 ax per patrol
- 1 bow saw per patrol
- 1 pocketknife (can be instructor's) per patrol
- 1 mill bastard file per patrol
- 1 whetstone per patrol
- 1 container honing oil per patrol
- 1 pair gloves per patrol
- Materials and setup for game
- Ax for Scoutmaster's Minute

### ***SKILLS INSTRUCTION***

## Learning Objectives

At the end of this presentation each scout should be able to

- Explain proper care of woods tools.
- Explain proper maintenance of woods tools.

## Relevant Requirements

- S-2c: On one campout, demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.
- TC-1: Read and understand woods tools use and safety rules from the *Boy Scout Handbook*.
- TC-4: Respect all safety rules to protect others.
- TC-5: Respect property. Cut living and dead trees only with permission and with good reason.

Note: Use the paring knife from the Chef's Tool Kit to practice sharpening, as Scouts generally won't be skilled enough to allow the troop guide to feel comfortable allowing them to use his personal knife.

Say: "Today, we're going to learn how to handle woods tools. But now, we're going to learn about proper care and maintenance of the woods tools. The care is the easy part—above all, don't leave them out exposed to the elements. They should be stored under cover, not left in the rain or on the ground. Treat them with respect, and you'll get many years of use from them."

Show them a pocketknife. Say: "We'll start with the pocketknife—it's the easiest. To clean your pocketknife, you take a small piece of cloth, twirl it onto the end of a toothpick, moisten it with light oil, and wipe the inside of the knife. If you've used your blade on food, you should wash it in warm soapy water."

Take out a knife sharpening kit. Say: "To sharpen the knife, you use a whetstone. Hold your knife at about a 30 degree angle to the whetstone, and push the blade along the edge as if you were slicing a layer off the top. Do the same to the other side. You know the knife is sharp if the blade makes no reflection in sunlight—it's that thin."

Take out a camp saw. Say: “Actually, I sort of fibbed a bit—the camp saw is the easiest to take care of. Store it with the sheath on, and keep it out of damp environments. When the blade becomes dull, replace it. There’s no need to sharpen a camp saw by any other means.”

Now take out the ax. Say: “The most important part of ax use is proper handling, which we’ll discuss later this afternoon. Proper care involves correct handling, as well as keeping the ax sheltered from the elements. You should also keep your ax sharp. To do that, you’ll need a mill bastard file, shown here. You’ll also want for it to have this piece of leather, known as a knuckle guard. Your safety is above all else, so you’ll also want to wear leather gloves. Place the ax blade up on the other side of a log, and secure it there, with stakes, for example. Push the file towards the ground (so away from you) along the blade. When you bring the file back toward you, make sure that you don’t run it across the blade, for that could break the file. Sharpen both sides.” Be sure to demonstrate for them, and let them try if possible, bearing in mind the time constraints.

### ***PATROL MEETING***

Review schedule, and go over task for next troop meeting.

### ***INTERPATROL ACTIVITY***

#### **First Aid Kim’s Game:**

**Equipment:** Blanket or tarp; collection of 10 or more first-aid items, such as gauze pads, bandages, splints, adhesive tape, absorbent cotton, soap, scissors, tweezers, sunburn ointment, snakebite kit, calamine lotion, thermometer, etc.; 10 or more items not used in first aid, such as a ball, paper clip, *Scoutmaster Handbook*, pencil, penny, photo, shoe, glove, hand ax, toothpaste, etc.

**Procedure:** Spread all items on the floor and cover them with the blanket or tarp. Group the patrols around the blanket, then remove the cover for exactly one minute. Make sure the patrols do not move closer to the blanket so as to crowd out the other patrols. It may be useful to have the troop walk past, in patrol order, in a single file line, rather than crowding around the blanket. Afterward, the patrols huddle separately and write down all first-aid items they can remember.

**Scoring:** The patrol with the most complete list wins. Deduct 1 point for each non-first aid item listed.

### *CLOSING*

#### **Scoutmaster's Minute: "Losing Your Temper"**

Hold up a hand ax for all to see. Say, "Scouts, I have in my hand a tool that helped the pioneers blaze a trail across our country. Many lives depended upon this instrument to protect, shelter, and feed them. The care and handling of the ax, of course, was given only to a very responsible individual, one who was certain to keep it sharp and clean, one who would know that placing the ax too close to a fire would heat up the metal and cause it to lose its temper, thus rendering it useless.

"Just as the group of pioneers depended upon the ax, so do the people in your life depend upon you as a Scout. When you joined Scouting, it was you who promised to be an individual sharp of mind and clean of body, someone who could be entrusted with many responsibilities, including fire.

"During your time in Scouting, you will undoubtedly be involved in an argument or some fiery discussion while on a campout. When things get out of hand, always try to remain calm and in control of yourself. If you become overheated in those situations and lose your temper, you'll find yourself rendered as useless as that ax."

### *Woods Tools 1*

#### *LEARNING OBJECTIVES*

At the end of this presentation, each scout should be able to

- Explain safety rules for working with woods tools.
- Demonstrate how to properly use an ax, hand saw, and pocket knife.

#### *RELEVANT REQUIREMENTS*

- S-2c: On one campout, demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.



- S-2d: Use the tools listed in requirement 2c to prepare tinder, kindling, and fuel for a cooking fire.
- TC-1: Read and understand woods tools use and safety rules from the *Boy Scout Handbook*.
- TC-2: Demonstrate proper handling, care, and use of the pocketknife, ax, and saw.
- TC-3: Use the knife, ax, and saw as tools, not playthings. Use them only when you are willing to give them your full attention.

Begin inside the wood yard, with the patrol(s) at the picnic table(s). When you enter the wood yard, place your Totin' Chip in the plastic bag on the gate to the wood yard.

Say “This morning at the troop meeting we learned how to care for our woods tools. While very important, it’s not nearly as fun as actually using them. But before you can use them, you need to know the basic woodyard safety rules. First off, the only place we use our woods tools is the woodyard. It’s clearly marked and is designed to keep people away from these dangerous tools. You will also notice that I am the only person in the wood yard. This reduces the chance that someone could be injured greatly, and it’s one of our cardinal rules—only one person in the woodyard at a time. I also have a Totin’ Chip.” Point to your Totin’ Chip, on display in the plastic bag on the wood yard gate. “To use the woodyard, or any woods tool, you need to have a Totin’ Chip; it’s BSA policy. You should also have a buddy with you. You also need to have closed-toed shoes. No open toed shoes are allowed in the woodyard. So those are the safety rules; we’ll do the fun things now.”

Walk over to the ax. Pick it up. “As you saw in the troop meeting this morning, this is the ax. To carry it, hold it like this, and carry it like this. Never run with any woods tool. The most common use of an ax is to chop wood; in our case, usually for fires. To chop wood, we first put the wood in the correct location, assume the proper stance, and unsheath the ax. You hold it like this, and swing it like this. I’ll do it again at the same speed. Now I’ll do it at a normal speed. You then resheath the ax, carrying it properly, and return it to from whence it came. Using an ax is easy, but it can also be very dangerous. So whenever you use an ax, go through this safety checklist:

1. Safe tool—Is the ax in good condition? Is it sheathed?
2. Safe shoes—Closed-toed only

3. Safe working area—Clearly marked wood yard, with no one else in the wood yard
4. Safe technique
5. Safe carrying—Sheathed and pointed away from your side
6. Safe handling

Put the ax down. Ask for questions. Pick up the hand saw. “This is a handsaw, just like the one in this morning’s troop meeting. The best way to sheath it is to use a garden hose—it’s thick, hard to get off (in some cases), and works very well as a sheath. You carry the saw like this. As you remember from this morning, to sharpen the saw we simply replace the blade. But enough about care—we want to use this thing! This is how we hold it—gripping the handle and making sure that the blade is pointing away from our leg. To cut through a piece of wood, we place the wood on a support of some sort (not the ground, if you can help it), and kneel so that our dominant knee (i.e., left knee for lefties) is on the ground. We saw like this: don’t apply downward force; it will take care of itself. All you have to do is move it back and forth. When done, resheath and return. “ Ask for questions.

“Now we come to the pocket knife. It can be used out of the wood yard, but only if you have cleared a ‘blood circle.’ Does everyone know what that is?” Acknowledge responses.

“Always keep the blade away from you, and DON’T BE STUPID!”

Get the patrol(s) to form a line. Each scout will demonstrate proper use of ax, saw, and pocket knife. They are to sharpen the pocket knife while waiting to go in. MAKE SURE ALL safety rules are being followed! Answer questions, and correct Scouts if they make mistakes.

Continue letting Scouts try ax, saw, and pocketknife. Answer any questions. Once he has demonstrated the satisfactory skills, each scout should be issued his Totin’ Chit. If time permits, try to complete requirement S-2d (preparing tinder, kindling, and fuel).

## *Woods Tools 2*

Continue letting Scouts try ax, saw, and pocketknife. Answer any questions. Once he has demonstrated the satisfactory skills, each scout should be issued his Totin' Chit. If time permits, try to complete requirement S-2d (preparing tinder, kindling, and fuel).

### *Post-Program Staff Meeting*

1. Welcome staff.
2. How did the day go?
3. How are the patrols doing?
4. Did all patrols get through all presentations (including cooking)?
5. Problems?
6. Deposit American flag in storage shed
7. Review knots and lashings for Wednesday's skills instruction
8. Review Human Knot for Wednesday's interpatrol activity
9. Confirm adequate supplies for troop meeting and Scout skills sessions.
  - a. 20 pieces whipping string per patrol
  - b. 11 lengths manila rope per patrol
  - c. 1 length thick rope per patrol guide
  - d. 1 length thin nylon rope per patrol guide
  - e. 11 lengths nylon rope for fusing
  - f. Staves: either program provides 11 staves per patrol, or patrol guides obtain necessary wood on their own
10. Announcements by quartermaster (if any)
11. Other items at discretion of program director
12. Dismiss

## ***Wednesday (Day 4)***

### **Time Program Item**

8:00 am	Pre-Program Staff Meeting
8:30 am	Morning Assembly Troop Meeting
9:30 am	Period I
10:30 am	Period II
11:30 am	Period III
12:20 pm	Food Issue Begins
12:30 pm	Patrol Leader's Council Meeting
12:40 pm	Food preparation must begin by this time
12:55 pm	Eat lunch, cooking presentation
1:30 pm	Period IV
2:30 pm	Period V
3:30 pm	Closing Session of the Day
3:45 pm	Orienteering Course (optional for participants) Post-Program Staff Meeting

### **Patrol Rotation Schedule**

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	Handicrafts	Scout Skills
Period II	Scout Skills	First Aid	Handicrafts	Scout Skills	Swimming
Period III	First Aid	Handicrafts	Scout Skills	Swimming	Scout Skills
Period IV	Handicrafts	Scout Skills	Swimming	Scout Skills	First Aid
Period V	Scout Skills	Swimming	Scout Skills	First Aid	Handicrafts

### ***Pre-Program Staff Meeting***

1. Welcome staff.
2. Distribute supplies for troop meeting.
3. Remind staff about cooking presentations.
4. Issue American flag to patrol guide of the appointed patrol.
5. Other items at discretion of program director.
6. Dismiss to morning assembly.

## *Troop Meeting*

	<b>Detail</b>	<b>Responsible</b>	<b>Time</b>
Skills Instruction	<ul style="list-style-type: none"><li>• Length of rope and care</li><li>• Basic knots</li></ul>	PG	8:40-9:00
Patrol Meeting	<ul style="list-style-type: none"><li>• Go over daily schedule</li><li>• Work on task for next day's troop meeting</li><li>• Work on menu for Thursday lunch</li></ul>	PG (PL)	9:00-9:05
Interpatrol Activity	<ul style="list-style-type: none"><li>• Human Knot</li></ul>	SPL	9:05-9:20
Closing	<ul style="list-style-type: none"><li>• SM's Minute</li></ul>	SM	9:20-9:25

### **SETUP INFORMATION**

To prepare for this troop meeting, the following materials will be necessary:

- 1 length of rope per Scout
- 2 lengths of bow string per Scout
- Materials and setup for game

### **SKILL INSTRUCTION**

#### **Learning Objectives**

At the end of this presentation each scout should be able to

- Whip a rope.
- Explain how to care for rope.
- Tie a square knot and two-half hitches.

#### **Relevant Requirements**

- J-6: Demonstrate tying the square knot (a joining knot).
- T-4a: Demonstrate how to whip and fuse the ends of a rope.
- T-4b: Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.

Say: "Today's focus is going to be on knot tying. To that end, you are, for the day, going to be issued a length of rope. Don't lose the rope, and be sure to return it at the end of the day."

Distribute a length of rope to each Scout. Also distribute two lengths of bow string to each Scout. Say: "Now, the most important part about using rope is that you have to care for it. The last thing you want is for

the rope to fray so much that it becomes unusable. So we're going to whip the rope. Whipping the rope prevents it from fraying, and makes it last longer than it would otherwise."

Teach the Scouts how to whip a length of rope. Make sure they do it correctly.

Say: "Now that we have it whipped, we need to mention just one more thing: don't drag your rope on the ground. Next to not whipping it, getting your rope dirty (or dusty) is the next best way to ruin your rope. It might take a while to show, but it will become apparent at the least convenient time."

Say: "Now, we're going to learn a few knots. The first one is the square knot. This is a basic Boy Scout knot, and you all should be able to learn it quickly."

Demonstrate the square knot, and teach it to the scouts.

Say: "The other knot we're going to learn is the two half-hitches. This knot can be used to adjust the length of a rope and, in doing so, tighten a tarp, tent, or other suspended object."

Teach the two half hitches. If there is time, fuse their length of nylon cord.

### *PATROL MEETING*

Review schedule, and go over task for next troop meeting. Also work on the menu for Thursday's lunch.

### *INTERPATROL ACTIVITY*

#### **Human Knot**

**Object:** A group must create a human knot by grasping hands. Players must then untangle the knot without losing contact with each other's hands.

**Procedure:**

1. Have group form a tight circle, facing inwards.

2. Have each person extend both hands into the center of the circle and grasp the hands of two other people, but not the hands of an adjacent person. Challenge players to untangle the knot.
3. Hand-to-hand contact may not be broken to untangle the knot. Grips may change and palms may pivot on one another, but contact must be maintained
4. When the knot has been untangled, the arms of some individuals may be crossed. That's fine.

### *CLOSING*

#### **Scoutmaster's Minute: "Can't to Can"**

"Every now and then we hear a Scout use the word can't: "I can't hike 15 miles" or "I can't tie that knot," etc. It's at that point I'll stop the meeting and ask the Scout to give the Scout sign and repeat after me, "On my honor I will do my best!" Then I write the word can't in big letters on my flipchart, and ask the boys if that word appears anywhere in the Scout Oath or Law. At that point, I erase the 't' and explain to the Scouts that their trail to the Eagle rank will be much easier if they start telling themselves they can do it instead of using that other word.

Before I walk away from the flipchart, I write a big 'I' in front of the can and leave it there until the next meeting. The first thing they see the next time they walk in are the words "I can!"

### *Pioneering 1*

#### **LEARNING OBJECTIVES**

At the end of this presentation each scout should be able to

- Tie the taut-line hitch, timber hitch, and clove hitch.
- Tie the square, shear, and diagonal lashing.
- Use lashings to create a useful camp gadget.
- Tie the bowline.
- Fuse a rope.

#### **RELEVANT REQUIREMENTS**

- T-4a: Demonstrate how to whip and fuse the ends of a rope.

- T-4b: Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.
- F-7a: Discuss when you should and should not use lashings.
- F-7b: Demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.
- F-7c: Use lashing to make a useful camp gadget.
- F-8a: Demonstrate tying the bowline knot and describe several ways it can be used.

***EQUIPMENT NEEDED***

- 1 stave per Scout
- 1 10- to 15-foot length of manila rope per Scout
- 1 5-foot length of nylon cord per Scout (or nylon scrap to fuse)
- 2 1-foot lengths of bowstring per Scout

Say “In our troop meeting this morning, we learned how to whip rope and tie a square knot and two half-hitches. Now we’re going to tie the taut-line hitch, an adjustable knot that is good at keeping lines taut. So it’s used here to tighten or loosen a tent guyline.” Demonstrate and teach them how to tie it.

Say “Our next knot is the timber hitch. We use it to drag logs and to start the diagonal lashing.” Demonstrate slowly and frequently. Move on when everyone can tie it.

Say “Another knot we use in lashings is the clove hitch. It can start most lashings, and we tie it like this.” Demonstrate. This is one of the harder ones. Make sure everyone is able to tie a clove hitch before moving on.

Say “Now we know enough knots to be able to tie lashings. We use lashings to create various camp gadgets, such as tables, gates, coat hangers, towers, bridges, or anything you can think of (if they become obnoxious, say “within reason”). We have three types of lashings.”

“Square lashings are used to bind together two poles at a right angle, i.e. square.” Demonstrate. You will have to do it twice before letting them try it out. Move on only when they have all done the lashing.



“Shear lashings are used to make A frames, and such.” Demonstrate as above.

“Diagonal lashings are used to bind poles at angles other than right angles.” Demonstrate as above.

Say “Now we get to build something useful with lashings.” Ask for suggestions.

Say: “The bowline is a knot useful in rescue situations.” Demonstrate. Move on only when everyone can tie one.

Say: “Now, here’s the most important part about working with rope: If you didn’t buy the rope, you can’t cut it. Someone cut it to a perfect length, and, unless they give you permission to cut it, you shouldn’t. It’s common courtesy and respect.”

## ***Pioneering 2***

Continue the presentation from Pioneering 1, if it had to be shortened due to time constraints. The Scouts should be able to tie the knots well and with ease by the end of this period. Give individualized attention to scouts that need it, and utilize the adult in the patrol to assist in instruction. Also teach how to fuse a rope (their nylon cord). After all skills have been taught, if there is time and if the scouts really know their stuff, consider playing a knot game with them (such as a knot relay).

## ***Post-Program Staff Meeting***

1. Welcome staff.
2. How did the day go?
3. How are the patrols doing?
4. Did all patrols get through all presentations (including cooking)?
5. Problems?
6. Deposit American flag in storage shed.
7. Review fires for Thursday’s skill instruction.
8. Review nature trail / nature lodge integration.
9. Collect tinder, kindling, and fuel for fires presentation.
10. Announcements by quartermaster (if any).
11. Other items at discretion of program director.
12. Dismiss.

## Thursday (Day 5)

### Schedule

Time	Program Item
8:00 a.m.	Pre-Program Staff Meeting
8:30 a.m.	Morning Assembly Troop Meeting
9:30 a.m.	Period I
10:30 a.m.	Period II
11:30 a.m.	Period III
12:20 p.m.	Food Issue Begins
12:30 p.m.	Patrol Leader's Council Meeting
12:40 p.m.	Food preparation must begin by this time
12:55 p.m.	Eat lunch, cooking presentation
1:30 p.m.	Period IV
2:30 p.m.	Period V
3:30 p.m.	Closing Session of the Day
3:45 p.m.	Orienteering Course (optional for participants) Post-Program Staff Meeting

### Patrol Rotation Schedule

If Nature Trail visits happen throughout the day:

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	Handicrafts	Scout Skills
Period II	Scout Skills	First Aid	Handicrafts	Scout Skills	Swimming
Period III	First Aid	Handicrafts	Scout Skills	Swimming	Scout Skills
Period IV	Handicrafts	Scout Skills	Swimming	Scout Skills	First Aid
Period V	Scout Skills	Swimming	Scout Skills	First Aid	Handicrafts

If Nature Trail visits happen only in the afternoon (changes to schedule in italics):

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	Handicrafts	Scout Skills
Period II	Scout Skills	First Aid	Handicrafts	Scout Skills	Swimming
Period III	First Aid		Scout Skills	Swimming	<i>Handicrafts</i>

III		Handicrafts			
Period IV	Handicrafts	Scout Skills	Swimming	Scout Skills	First Aid
Period V	Scout Skills	Swimming	Scout Skills	First Aid	<i>Scout Skills</i>

### ***Pre-Program Staff Meeting***

1. Welcome staff.
2. Remind staff about cooking presentations.
3. Do all patrol sites have enough matches for the fire presentation?
4. Firem'n Chits are available from the quartermaster, should you need them.
5. Issue American flag to patrol guide of the appointed patrol.
6. Other items at discretion of program director.
7. Dismiss to morning assembly.

### ***Troop Meeting***

	<b>Detail</b>	<b>Responsible</b>	<b>Time</b>
Skills Instruction	<ul style="list-style-type: none"> <li>• Fire basics</li> </ul>	PG	8:40-9:00
Patrol Meeting	<ul style="list-style-type: none"> <li>• Go over daily schedule</li> <li>• Work on task for next day's troop meeting</li> <li>• Discuss needs for tomorrow's hike</li> </ul>	PG (PL)	9:00-9:05
Interpatrol Activity	<ul style="list-style-type: none"> <li>• Rescue Carry Relay</li> </ul>	SPL	9:05-9:20
Closing	<ul style="list-style-type: none"> <li>• SM's Minute</li> </ul>	SM	9:20-9:25

### ***SETUP INFORMATION***

To prepare for this troop meeting, the following materials will be necessary:

- Poison ivy poster ([www.poison-ivy.com](http://www.poison-ivy.com))

### ***SKILLS INSTRUCTION***

#### **Learning Objectives**

At the end of this presentation each scout should be able to

- Identify local poisonous plants.

Relevant Requirements:

- T-11: Identify local poisonous plants; tell how to treat for exposure to them.

## **Poisonous Plants**

There are three poisonous plants that you should be aware of—poison ivy, poison oak, and poison sumac. They have various appearances (point to Poison Ivy poster, if available). “Poison Oak is highly variable. It varies from shrub to vine. The leaves vary from red to green. It has erect stems, leaves in threes, small greenish flowers, and smooth seeds that are about 1/4 inch across. It is often lush in coastal canyons, but sparse in the mountain woodland. It is deciduous, and often loses its leaves in late summer, leaving it hard to recognize. The erect branches give a clue.”

“It is a trailing vine, a shrub 5-120 cm high, or an aerial-rooted vine that climbs rough surfaces to 15 m. Its leaves are alternate and consist of three leaflets; the middle one has a stalk much longer than those of the two lateral leaflets. The edges of the leaflets may be smooth or toothed, but they are rarely lobed. The leaves vary greatly in size, from 8 to 55 mm long. They are reddish when they first emerge in the spring, are green during the summer, and are various shades of yellow, orange, red, or bronze in the autumn. Male and female flowers, normally found on separate plants, are clustered, small, and cream to yellow green in color. The green to yellow fruits are clustered, globose, and waxy. They are 3-7 mm in diameter and 1-seeded.”

## **Poison Sumac**

“Poison sumac is found in wooded swamps. It is a tall shrub or small tree with 6-12 leaflets arranged in pairs, and an additional single leaflet at the end of the midrib. The small yellowish green flowers, borne in clusters, mature into whitish green fruits that hang in loose clusters 10-30 cm in length. The male and female flowers of poison sumac are on separate plants, as in poison ivy and western poison oak. Although nonpoisonous sumac species have leaves similar to those of poison sumac, the nonpoisonous species have red fruits that form distinctive, erect, cone-shaped terminal heads, not the hanging whitish green fruits of poison sumac.”

## ***PATROL MEETING***

Review schedule, and go over task for next troop meeting. Also discuss Friday's hike. Patrol members are to bring a water bottle with them, and should wear good hiking shoes. They also need to dress appropriately, and bring their compasses, if they have one.

### *INTERPATROL    ACTIVITY*

#### **Rescue   Carry   Relay**

**Preparation:**    Mark off two parallel lines 25 yards apart.

**Procedure:**    Split the patrols in half and send five members to the far side of the left-hand line and five members to the far end of the right-hand line. The first two Scouts from each patrol on the left-hand side are to perform a fireman's carry (one-man carry) all the way to the first two Scouts from each patrol on the right-hand side, who are to perform a one-man walking assist back to the left-hand line. The three remaining Scouts there are to perform the four-handed seat carry to the right-hand side. The last three scouts are to perform the two-person carry back to the left-hand side.

**Scoring:**    The first patrol to finish wins.

### *CLOSING*

#### **Scoutmaster's   Minute:   "The High Cost of Getting Even"**

"One night years ago, I was traveling through Yellowstone Park. I sat with some other people on a stand of bleachers facing a dense growth of pine and spruce. Eventually a grizzly bear, the terror of the forest, strode out into the glare of the lights and began devouring the garbage that had been dumped there from the kitchen of one of the park's hotels. Now, a grizzly bear can whip any other animal in the Western world, with the possible exceptions of the buffalo and the Kodiak bear; yet I noticed that night that there was one animal, and only one, that the grizzly permitted to come out of the forest and eat with him under the glare of the lights—a skunk. The grizzly knew that he could kill the skunk with one swipe of his mighty paw. Why didn't he do it? Because he had found from experience that it didn't pay.

"I have also found that to be true. I have encountered both four- and two-legged skunks during my life and found from sad experience that it doesn't pay to stir up either variety.

“When we hate our enemies, we are giving them power over us—power over our sleep, our appetite, our blood pressure, our health, and our happiness. Our enemies would dance with joy if they knew how they were worrying us, exasperating us, or simply getting even with us. Our hate is not hurting them at all. But our hate is turning our own days and nights into an agonizing turmoil.

“Try to cultivate a mental attitude that will bring you peace and happiness.”

## ***Fires***

### ***LEARNING OBJECTIVES***

At the end of this presentation each scout should be able to

- Explain elements needed in building a fire.
- Explain fire safety rules.

### ***RELEVANT REQUIREMENTS***

- S-2e: Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.
- S-2f: Demonstrate how to light a fire and a lightweight stove.

“When Scouts are out camping, there are few things they like to do more than build fires. Fire building is an extremely important skill, but it is also an extremely dangerous skill. In order to use fire, we must know how to use it safely. Thus, there are a few safety rules we must follow:

- No flammable materials within 5 feet of the fire.
- Do not build unwieldy fires (no towering infernos, etc.).
- Make sure you have plenty of firefighting/extinguishing materials on hand.
- Once you build the fire, do not play with it.

“And, of course, no playing with matches. Many of the massive fires out west were started by small sparks or one errant match.

“The first thing you need for your fire is a fire ring. Search for an existing fire ring—don’t create one yourself. If you don’t find one, you’ll need to

create a Leave No Trace fire, which we'll discuss tomorrow. When you locate your fire ring, make sure that an area 5 feet in radius from the fire ring is clear of all vegetation and organic matter—we don't want anything to burn that's outside of the fire ring. When you do that, you can begin to build your fire. There are three main types of fire lays: Log Cabin, Teepee, and Council Fire; and three types of wood: tinder, kindling, and fuel. Let's talk about the wood first.

"Tinder is tiny wood—thin as a toothpick and sometimes as short. It's goal is to catch on fire quickly and easily, thus enabling the kindling to catch fire. Pinecones, pinestraw, and the like are NOT tinder—they don't help the fire at all.

"Kindling is larger than tinder but smaller than the width of your finger. It is slightly longer as well, and its goal is to catch fire quickly when heated by the tinder. Its job is to set the fuel on fire.

"Fuel is anything larger than kindling. You can have small fuel and large fuel, but, no matter what the size of your fuel is, it is important to make sure that it is appropriate to the stage your fire is in. You don't want to put a huge log on a small fire—it will smother it. Remember to use wood size in moderation.

"Now on to the three different types of fires: Log Cabin, Teepee, and Council Fire.

"A Log Cabin fire looks just like a log cabin, with fuel making the logs and the tinder and kindling stuffed inside in a Teepee like fire.

"A Teepee fire involves three pieces of fuel balanced against each other like a tripod. The kindling and tinder is below it.

"A Council Fire is just like a Teepee fire but has more than three upright pieces of fuel."

Show the patrols examples of the three different types of firelays and the three different types of wood. After doing so, help them build a fire of their own and have them light it.

## ***Nature***

Note: The nature presentation is best done by nature staffers, as they are most familiar with the local flora and fauna. Be sure to schedule this with the nature staff.

### ***LEARNING OBJECTIVES***

At the end of this presentation, each scout should be able to

- Identify ten native plants.
- Identify ten local fauna, or evidence thereof.

### ***RELEVANT REQUIREMENTS***

- S-5: Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.
- F-6: Identify or show evidence of at least 10 kinds of native plants found in your community.

### ***IDENTIFICATION OF NATIVE PLANTS***

Identify or show evidence of at least ten kinds of native plants found in your community

Additional Note: This can best be done as part of the 5-mile hike. Whilst on the hike the instructor should help the scouts by pointing out the native trees and other plants. In order to do this the instructor must, himself, be able to identify the plants. It would help if the instructor had a book giving pictures and descriptions of the native plants in the area. DO NOT sit the Scouts down and teach them this requirement. Walk around and find the plants and show the Scouts real examples.

### ***EVIDENCE OF LOCAL FAUNA***

“Identify or show evidence of at least ten kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community. “

The Scouts will be asked to think of what could be evidence of local wildlife. Answers can range from scat to burrows to footprints to hearing noises indicative of a kind of wild animal, to actually seeing one. If time



permits, send them into the field to identify them, along with the plants. If no time is left, they can do it on the hike, or during the afternoon session, if there is time.

### ***Post-Program Staff Meeting***

1. Welcome staff.
2. How did the day go?
3. How are the patrols doing?
4. Did all patrols get through all presentations (including cooking)?
5. Problems?
6. Deposit American flag in storage shed.
7. Review Leave No Trace fires for Friday's skill instruction.
8. Collect dirt for the Leave No Trace fires interpatrol activity.
9. Collect tinder, kindling, and fuel for Leave No Trace Fires presentation.
10. Go over 5-mile hike in detail (distribute maps, go over route). Does the staff want to hike the route?
11. Advancement paperwork is due by Friday at dinner. No exceptions.
12. Announcements by quartermaster (if any).
13. Other items at discretion of program director.
14. Dismiss.

### ***Friday (Day 6)***

#### **Schedule**

Time	Program Item
8:00 a.m.	Pre-Program Staff Meeting
8:30 a.m.	Morning Assembly Troop Meeting
9:30 a.m.	Period I
10:30 a.m.	Period II
11:30 a.m.	Period III
12:20 p.m.	Five Mile Hike Begins
3:30 p.m.	Closing Session of the Day
3:45 p.m.	Post-Program Staff Meeting

### Patrol Rotation Schedule

A	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	First Aid	Scout Skills
Period II	Scout Skills	First Aid	Swimming	Scout Skills	Swimming
Period III	First Aid	Swimming	Scout Skills	Swimming	First Aid
Period IV	Hike				
Period V					

### *Pre-Program Staff Meeting*

1. Welcome staff.
2. Do all patrol guides have enough matches for the interpatrol activity?
3. Review route for 5-mile hike.
4. Advancement paperwork due at dinner. No exceptions.
5. Issue American flag to patrol guide of the appointed patrol.
6. Other items at discretion of program director.
7. Dismiss to morning assembly.

### *Troop Meeting*

	Detail	Responsible	Time
Skills Instruction	<ul style="list-style-type: none"> <li>• Leave No Trace fires (troop level presentation)</li> </ul>	PG	8:40-9:00
Patrol Meeting	<ul style="list-style-type: none"> <li>• Go over daily schedule</li> <li>• Discuss arrangements for hike</li> </ul>	PG (PL)	9:00-9:05
Interpatrol Activity	<ul style="list-style-type: none"> <li>• Leave No Trace fire building</li> </ul>	SPL	9:05-9:20
Closing	<ul style="list-style-type: none"> <li>• SM's Minute</li> </ul>	SM	9:20-9:25

### *SETUP INFORMATION*

To prepare for this troop meeting, the following materials will be necessary:

- 1 garbage bag per patrol, plus one for the skills instruction
- Lots of dirt (2 No. 10 cans per patrol, at least), plus cans of dirt for the skills instruction
- Tinder, kindling, and fuel, per patrol
- Matches

- Buckets of water, per patrol

### ***SKILLS INSTRUCTION***

(To be performed at the troop level)

#### **Learning Objectives:**

At the end of this presentation each Scout should be able to

- Understand that camp stoves are preferable to camp fires.
- Build a Leave No Trace fire.

#### **Relevant Requirements**

- S-2e: Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.
- • S-2f: Demonstrate how to light a fire and a lightweight stove.

“Yesterday we learned how to build fires, and the first part of that process was to find a campfire ring. But sometimes, when you’re camping in the backcountry, there is no fire ring. In that situation, you shouldn’t be creating a new fire ring. Instead, you should check yourself to see if a camp stove would adequately complete the desired task. If it will, then use it—camp stoves leave virtually no trace. If you must use a fire (if, for example, you don’t have a stove), you should build a Leave No Trace fire. Campfires built directly on the ground scar the land, so our Leave No Trace fire can’t be built directly on the ground. The first thing we do is to spread out and place a garbage bag (or burlap sack) on the ground. This bag serves two purposes—it speeds cleanup (because the whole thing is built on a bag) and it lets you know whether or not the ground has been scarred. Remember: plastic melts. If the fire has scarred the ground, the plastic will have melted. Then, because building a fire directly on top of the plastic bag would be folly, we put at least six inches of mineral soil on top of the bag. Mineral soil has no roots or other organic matter in it. In other words, it has nothing that would burn. Six inches is enough to properly shield a small fire from the ground, and the base of the soil should cover the entire garbage bag.”

You should be building the LNT fire while explaining it.

“Now that our base is built, we build our small fire, being sure to use a lot of tinder, and then we light it.” Do so.

“When we’re finished with the fire, we extinguish it with water, then scatter the remaining materials. We don’t just dump the dirt on the ground, as that would leave a trace. We inspect the garbage bag for damage, and then take it with us to either discard or to reuse.”

“Any questions?”

### ***PATROL MEETING***

Make sure everyone has a water bottle, good hiking shoes, a compass, and is ready for the hike this afternoon.

### ***INTERPATROL ACTIVITY***

#### **Leave No Trace Fire Building**

**Equipment (per patrol):** One garbage bag, dirt (lots of it), tinder and kindling, match, and water

**Procedure:** The patrol builds a Leave No Trace fire—garbage bag on bottom, dirt piled on top of it, and tinder and kindling on top of that. The fire must reach a stable burn for it to be considered a successful fire. Once it reaches the successful stage, the patrol puts out the fire with water and makes sure the fire is dead (cold) out. They then inspect the garbage bag for damage.

**Scoring:** The first patrol to light their fire successfully wins. They are disqualified if any part of their garbage bag melts.

### ***CLOSING***

#### **Scoutmaster’s Minute: Which Path?**

“It was a cold spring morning. A light snow had fallen during the night. You know, the kind that just covers the grass. I was visiting my grandmother and grandfather on their farm.

“It was still very early when Pap Pap and I started across a field to check a fence. Being the curious type, I first had to run down to the creek to see if it had frozen during the night. Then, as I started back across the field, I noticed a spot where a deer had bedded down for the night, and I just had to check that out, too. When I’d satisfied my curiosity, I headed back toward Pap Pap. I could see that he hadn’t reached the fence yet, so

I still had time to look for more arrowheads to add to my collection before sprinting to the fence just before Pap Pap got there.

“Pap Pap stood there for a few minutes, then told me to look back across the field at our two paths, which were very visible in the new snow. There was his, straight as an arrow from the barn to the fence. My path was scattered here and there—going first to the stream, then to where the deer had bedded down, then all across the field looking for those arrowheads. He asked me, ‘Which path was the correct one?’ When I said, ‘I don’t know,’ he replied, ‘Both are. Mine is surely faster and easier, but I didn’t get to see the things that you saw. Remember, you always have a goal, just as we did in getting to the fence today, but sometimes, if you can, take the time to explore the wonders of life.’”

### ***Five Mile Hike***

On Friday afternoon, the entire program will go on a five mile hike, with map and compass. The terrain can be as rugged or as flat as you like, but the hike ideally will take place on a trail. The trail can branch, the trail can become non-visible at times (that’s what the compass and map are for), but it should be a trail. Remember: this is a hike, not an orienteering course.

Along the trail there should be, at least, five stations—one for each skill (besides swimming) taught at the first-year camper program. The patrol (for a troop is only a collection of patrols), when it arrives at the various stations, will be given a task to complete. The patrols are judged on their completion of the tasks, and awards should be given at the camp’s closing campfire. The exact tasks are left for the various courses to determine, and suggestions are given below.

#### ***STAFF ASSIGNMENTS***

<b>Station 1</b>	<b>Station 2</b>
Staff Assigned:	Staff Assigned:
Task:	Task:
<b>Station 3</b>	<b>Station 4</b>
Staff Assigned:	Staff Assigned:

Task:	Task:
<b>Station 5</b>	<b>Station 6</b>
Staff Assigned:	Staff Assigned:
Task:	Task:

***SUGGESTED STATION TASKS:***

- Realistic First Aid: Broken bone, severe bleeding, and the like
- Orienteering: Measure height of object, width of object (like a ditch or stream)
- Nature: Identify local flora / fauna / poisonous plants
- Pioneering: Knot Relay / Simple lashing project; Timber Hitch challenge (see appendix)
- Woods Tools: Properly use woods tools to perform a task (such as cutting a log in half)
- Challenge station: Set up a BSA Wall Tent
- Initiative game of some sort

***HIKE PREPARATION***

Besides laying out the route, a few other things need to be done in advance (besides planning the stations) to ensure the success of the five-mile hike. They are:

- Prepare maps for the patrols in advance. Each patrol should get a packet with one compass and a map clearly showing the route they should follow. The route should necessitate the use of a compass at one point.
- Package the lunch by patrol in advance. Each patrol should pick up one (or two) gallon sized plastic bags with their food issue (it should be a grab-and-go issue). Ice bags are also well sized for this.
- Be sure that each station has a water source. If there is not a water spigot readily accessible water coolers should be placed at the station.

- Have an emergency plan. If weather turns foul, each patrol guide and station staff member should know what to do. Having radio contact with stations is not a bad idea. Each station should also have some sort of access to first aid supplies.
- Don't forget that the staff members at each station also need to eat lunch.
- To reduce congestion split the patrols in half and send them in opposite directions (if your route is a loop). The varying speeds of the patrols and congestion at stations will space them out further.
- To reduce congestion at stations have multiple areas to perform the activity (e.g. two wood yards) and have multiple staff members at the more difficult stations.
- It is important to get staff members to their stations as soon as possible after dismissing the patrols in order to give them ample time to setup their areas (though a bulk of the setup should have been done either during staff development or during the past week). Put simpler stations (setup wise) towards the beginning of the route.
- Don't forget to take photographs at the stations.

### ***Post-Program Staff Meeting***

1. Welcome staff.
2. How did the day go?
3. How are the patrols doing?
4. Did all patrols get through all presentations (including cooking)?
5. Problems?
6. Deposit American flag in storage shed
7. Advancement paperwork is due by tonight's dinner. No exceptions.
8. Announcements by quartermaster (if any).
9. Other items at discretion of program director.
10. Dismiss.

## ***Additional Presentations*** ***Safety***

### ***LEARNING OBJECTIVES***

At the end of this presentation, scouts should be able to

1. Explain the rules for hiking safely on and off the road.
2. Explain what to do if you're lost.
3. Explain the precautions needed to be taken for a safe trip afloat.

### ***RELEVANT REQUIREMENTS***

- T-9: Explain why we use the buddy system in Scouting.
- T-5: Explain the rules of safe hiking, both on a highway and crosscountry, during the day and at night. Explain what to do if you are lost.
- S-7a: Tell what precautions must be taken for a safe swim.
- F-9a: Tell what precautions must be taken for a safe trip afloat.

Welcome the Scouts to the program, and let them know how happy you are to see them in Scouting.

Ask, "How many of you have gone hiking with your troop or pack?"

Then, after noting those who have, ask "How many of you know the Boy Scout Motto?" Ask a scout to tell the group, or tell them if they don't know.

Then ask "How many of you got lost on your hiking trip?" If anyone raises his hand, ask, "What did you do?" Otherwise, ask, "What would you have done?" Acknowledge responses.

**Teaching Learning:** Tell the Scouts that the most important thing to do when lost is to "stay put." Explain that they got lost by walking around, thus continuing to walk around will only make them more lost. (Note: Some scouts use the phrase "hug a tree" instead of "stay put.")



Say “But after you’ve stopped, what do you do then?” Acknowledge responses in a constructive manner. Be positive, but let them know when they are wrong.

Say, “When lost, you want to STOP. STOP is an acronym that’s easy, and important, to remember. The first step is to stay calm. Running around in a panic will only get you more lost. Once you’re calm, you need to THINK. Where was the last recognizable landmark? How long ago did you see it? Can you get back there? The third step is to OBSERVE. Is there a road or stream or river nearby? Can you see any recognizable landmark? Are you on a mountain? Observe where you are, and maybe you will observe your way out. The fourth step is to PLAN. What are you going to do? Will you go north, south, east, or west? Will you stay where you are and make noise? If you do make noise, make it in groups of 3. Three shouts, three whistle blasts, three whatevers.

Remember: three of anything means distress. IF you decide to go, leave markers to indicate where you are going. It’s much easier for someone to find markers than find you. Regardless of what you don, DON’T PANIC! You can survive for a few days without water and a couple weeks without food. You will be found, but it’s better if you never get lost in the first place.”

Ask the group “How do you prevent yourself from getting lost? Or, rather, how do you stay found?” Acknowledge answers. This should simply be a matter of common sense:

- Stay with the group.
- Don’t wander off.
- Always have a buddy.
- If you need to stop, tell someone.

Say “Now that you know how not to get lost, let’s talk about how not to get hurt. What are some rules for hiking on a road?” Acknowledge responses. Then say “Actually, that was a trick question. You should never hike on a road except in an emergency, or if there is no other way to go. If you do hike on roads, be sure to hike on the left side, facing traffic, and hike single file. Try to avoid hiking on roads at night, but, if you must, wear reflective clothing.”

Ask, “What about hiking on trails? What are some rules to follow while hiking on trails?”

Acknowledge all answers, but emphasize the following:

1. Don't ford streams unless absolutely necessary.
2. Hike single file.
3. Use bridges where possible.
4. Watch where you place your feet.

Say “If you can remember all these things, your trips will not only be more enjoyable, but they will also be more safe.”

Ask “How many of you like to go canoeing, rowing, sailing, or another activity that involves boats?” Acknowledge those who raise their hands.

Ask, “What safety rules do you think we should have to do these things safely?” Acknowledge responses.

Say, “The BSA has nine safety standards for safe boating, called ‘Safety Afloat.’ Do and of you know what these safety standards are?”

Acknowledge responses. Confirm and expound on correct answers, as listed below:

1. Qualified Supervision: One adult over 21, one adult over 18, and a ratio of 10 scouts to one adult.
2. Physical Fitness: You need a health form on file to go boating.
3. Swimming Ability: You must a) be a “swimmer” or b) ride in the same boat a lifeguard is riding in.
4. Personal Flotation Equipment: Everyone must wear a life jacket.
5. Buddy System: You must have a buddy, and your boat must have a buddy boat.
6. Skill Proficiency: You should be trained for whitewater trips by a BSA instructor. For other trips, three hours of basic proficiency is needed for “open water” excursions.
7. Planning:
  - a) Float Plan: Know where you're going and what you're doing.
  - b) Local Rules: Know and follow the law
  - c) Notification: Make sure your parents know what you're doing
  - d) Weather: Don't be stupid
  - e) Contingency: Be Prepared
8. Equipment: Everything must be in good repair

## 9. Discipline: Follow instructions

If Scouts fail to mention any of the above nine points, do so now. Say “I know that was a lot of information, but half the battle in accident prevention is knowing how to do things safely. With this knowledge, you’re prepared to do any Scouting activity safely.”

### *Flags*

#### ***LEARNING OBJECTIVES***

At the end of this presentation, scouts should be able to

1. Explain flag etiquette.
2. Raise and lower a flag correctly.
3. Participate in a color guard correctly.

#### ***RELEVANT REQUIREMENTS***

- T-6: Demonstrate how to display, raise, lower, and fold the American flag.
- S-3: Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.

Note: The best way to present this class is to do an actual demonstration of the flag ceremony. Thus, the presenter will need an assistant (perhaps the TI or PG).

Begin the class with a brief discussion of proper flag care and display. Be sure to highlight:

1. The flag does not touch ground.
2. The flag is to be at speaker’s right.
3. The flag is never below any other flag.
4. Other countries’ flags are never below ours (except in case of war).
5. The flag is never carried horizontally in a parade.
6. The flag never bows to anything.

Ask if there are any questions. Answer them.

Say “Now we’re going to demonstrate a flag ceremony for you. We will explain each step, and if you have any questions, please ask them when they come up.”

Say, and do while saying, “We’ll start from about 10 yards from the Flagpole. The flag, folded, is held point up with hands crossed over it. We will walk up in step, as befits the flag.”

March up, saying the “left, right” part softly. The emphasis should be on staying in step, not in making noise. Stop when you get to the flagpole.

Say “Now we unhitch the halyard, and fasten the flag to the clips. Note that I have not unfolded the flag. It is still in the tri-fold. Now, at this point, you call the troop to ‘attention.’ If there is a bugler present, when you say ‘Scout salute,’ he will play a song. If you don’t have a bugler, say ‘Scout salute’ and raise the flag quickly. Remember that the color guard itself does not salute.” Do that. When the flag is at the top, say “Ready, two. Now, if we had a bugler, we would wait until the song was finished before saying ‘Ready, two.’ Any questions so far?” Answer questions, unless they pertain to a topic to be covered later in the presentation (then you say, “We’ll get to that soon.”).

Say, “Now we’re going to tie the halyard to the flagpole.” Demonstrate whatever method is appropriate. Demonstrate twice.

Say, “I hope you noticed that, during the flag raising, [Assistant’s name] and I did not salute. The color guard never salutes. Now we march back.” Do so. “Any questions?” Answer as noted above.

Say “Now we’re going to lower the flag. The first step is to march up.” Do so. “Then we unhitch the halyard.” Do so. “At this point, you say ‘Troop, Attention.’ If there is a bugler, he will play a song. DO NOT lower the flag during that song. When the song is done, say ‘Scout salute.’ The bugler, if present, will play a song. Now you lower the flag, SLOWLY. When done properly, the flag will be unclipped from the halyard when the song ends. Obviously, if the flag is down before the song is over, you unclip it anyway. Once the flag is unclipped, or the song ends, whichever comes last, say ‘Ready, two!’” Do the ceremony as you say these words. Ask for questions. Answer them. Say “And now we fold the flag.” Do so.

Split the Scouts into groups of two, and have them do the ceremony.  
Offer constructive criticism.

# *APPENDIX*

# First-Year Camper Program Scout Tracking Sheet

Scout Name: \_\_\_\_\_

Home Troop: \_\_\_\_\_

Patrol Guide: \_\_\_\_\_

Patrol: \_\_\_\_\_

The Scout has demonstrated skills during this summer camp week for the following requirements for the Tenderfoot, Second Class, and First Class ranks. You, the Scoutmaster, are the final judge of whether or not the scout has completely learned the skills.

Woods Tools		Initials
S-2c	On one campout, demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.	
S-2d	Use the tools listed in requirement 2c to prepare tinder, kindling, and fuel for a cooking fire.	
<b>Cooking</b>		
T-3	On the campout, assist in preparing and cooking one of your patrol's meals. Tell why it is important for each patrol member to share in meal preparation and cleanup, and explain the importance of eating together.	
S-2e	Discuss when it is appropriate to use a cooking fire and a light-weight stove. Discuss the safety procedures for using both.	
S-2f	Demonstrate how to light a fire and a lightweight stove.	
S-2g	On one campout, plan and cook over an open fire one hot breakfast or lunch for yourself, selecting foods from the food pyramid. Explain the importance of good nutrition. Tell how to transport, store, and prepare the foods you selected.	
F-4d	Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.	
<b>Pioneering</b>		
J-6	Demonstrate tying the square knot (a joining knot)	
T-4a	Demonstrate how to whip and fuse the ends of a rope.	
T-4b	Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.	
F-7a	Discuss when you should and should not use lashings.	

F-7b	Demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.	
F-7c	Use lashing to make a useful camp gadget.	
F-8a	Demonstrate tying the bowline knot and describe several ways it can be used.	
<b>Map and Compass</b>		
T-5	Explain the rules of safe hiking, both on a highway and cross-country, during the day and at night. Explain what to do if you are lost.	
T-9	Explain why we use the buddy system in Scouting.	
S-1a	Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.	
S-1b	Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian. If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute "trip" for "hike" in this requirement.	
F-1	Demonstrate how to find directions during the day and at night without using a compass.	
F-2	Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).	
<b>Aquatics</b>		
S-7a	Tell what precautions must be taken for a safe swim.	
S-7b	Demonstrate your ability to jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.	
S-7c	Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.	
F-9a	Tell what precautions must be taken for a safe trip afloat.	
F-9b	Successfully complete the BSA swimmer test.	
F-9c	With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)	
<b>Nature</b>		
T-11	Identify local poisonous plants; tell how to treat for exposure to them.	
S-5	Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.	
F-6	Identify or show evidence of at least 10 kinds of native plants found in your community.	



First Aid		
T-12a	Demonstrate the Heimlich maneuver and tell when it is used.	
T-12b	Show first aid for the following: <ul style="list-style-type: none"> <li>• Simple cuts and scratches</li> <li>• Blisters on the hand and foot</li> <li>• Minor burns or scalds (first-degree)</li> <li>• Bites or stings of insects and ticks</li> <li>• Venomous snakebite</li> <li>• Nosebleed</li> <li>• Frostbite and sunburn</li> </ul>	
S-6a	Show what to do for "hurry" cases of stopped breathing, serious bleeding, and internal poisoning.	
S-6b	Prepare a personal first aid kit to take with you on a hike.	
S-6c	Demonstrate first aid for the following: <ul style="list-style-type: none"> <li>• Object in the eye</li> <li>• Bite of a suspected rabid animal</li> <li>• Puncture wounds from a splinter, nail, and fish hook</li> <li>• Serious burns (second degree)</li> <li>• Heat exhaustion</li> <li>• Shock</li> <li>• Heatstroke, dehydration, hypothermia, and hyperventilation</li> </ul>	
F-8b	Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.	
F-8c	Show how to transport by yourself, and with one other person, a person: <ul style="list-style-type: none"> <li>• From a smoke-filled room</li> <li>• With a sprained ankle, for at least 25 yards</li> </ul>	
F-8d	Tell the five most common signs of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).	
<b>Citizenship</b>		
T-6	Demonstrate how to display, raise, lower, and fold the American flag.	
T-7	Repeat from memory and explain in your own words the Scout Oath, Law, motto, and slogan.	
S-3	Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.	

Patrol Guide: \_\_\_\_\_

Date: \_\_\_\_\_

Director: \_\_\_\_\_

Date: \_\_\_\_\_

## *Patrol Performance Evaluation*

### 5 Mile Hike Scout Skills Stations

Patrol: \_\_\_\_\_

Station: \_\_\_\_\_

Staff Member: \_\_\_\_\_

Category	Score	Comments:
Proper application of skill		
Technique		
Speed		
Accuracy		
Patrol/Scout Spirit		
Total (out of 60)		

## *Patrol Meal Evaluation*

Patrol: \_\_\_\_\_

Day: \_\_\_\_\_

Staff Member: \_\_\_\_\_

Menu: \_\_\_\_\_

<b>Category</b>	<b>Score</b>	<b>Comments:</b>
Punctuality		
Cleanliness of eating area		
Cleanliness of cooking area		
Food quality		
Etiquette/manners		
Adherence to menu		
Adequate servings		
Patrol/Scout Spirit		
Total (out of 80)		

## *Patrol Duties Rotation Chart*

----- Patrol

Names/Day	Sunday-Monday	Monday-Tuesday	Tuesday-Wednesday	Wednesday-Thursday	Thursday-Friday
	PL/APL	Water	QM/AQM	Cleanup	Cook
	Cook	PL/APL	Water	QM/AQM	Cleanup
	Cleanup	Cook	PL/APL	Water	QM/AQM
	QM/AQM	Cleanup	Cook	PL/APL	Water
	Water	QM/AQM	Cleanup	Cook	PL/APL

### **Description of Jobs**

- **PL / APL:** Lead patrol to and from all activities; general supervision
- **QM / AQM:** Pick up food and other necessary materials from troop quartermaster (staff member)
- **Cook:** Prepare lunch—cook, set table, etc.
- **Water:** Keep patrol supplied with an adequate amount of water
- **Cleanup:** Wash dishes used in preparation of meals; keep campsite clean

## *Patrol Evaluations Tracking Sheet*

Patrol	Meals				5-mile hike stations						Total	
	Monday	Tuesday	Wednesday	Thursday	1	2	3	4	5	6		

## ***Suggested Recipes***

### **Monday**

Tuna Salad Pitas (Serves 13) (Note: Some Scouts dislike tuna fish, or are unable to eat it. It is suggested that peanut butter and jelly also be made available to these scouts)

Utensils: Knife

#### Ingredients:

- 2 lb. tuna
- 13 pkg mayonnaise
- 13 pkg pickle relish
- 13 pkg potato chips
- 13 apples
- 1 tomato
- 1 lettuce head
- 13 pita rounds
- 4 hard-boiled eggs
- 1 gallon sized bag
- 26 cookies
- 2 pkg drink mix

#### Procedure (READ TWICE BEFORE STARTING):

1. Wash hands.
2. Peel shells off the 4 eggs and put in bag.
3. Open packs of tuna and drain off any liquid.
4. Open jar of pickle relish and drain off liquid.
5. Combine eggs, tuna, and relish in bag, and squeeze / mix until well mixed.
6. Add mayonnaise to mixture as needed.
7. Slice the pitas in half to make pockets and put tuna salad into 26 Pita pockets.
8. Slice tomatoes and set out with the lettuce.
9. Mix Bug Juice.
10. When tuna salad pitas are ready, set water to boil for cleaning utensils.
11. Cook recite menu, say blessing, all give the patrol yell and begin eating.

### **Tuesday**

## Hot Dogs (Serves 13)

Utensils: large pot for hot dogs, fork, knife

### Ingredients:

- 26 hot dogs (precooked)
- 26 hot dog buns
- 1 medium onion
- 13 pkg relish
- 26 pkg ketchup
- 26 pkg mustard
- 13 bananas
- 13 pkg potato chips
- 26 cookies
- 2 pkg drink mix

### Procedure (READ TWICE BEFORE STARTING):

1. Wash hands.
2. Heat pot of water over stove until it boils.
3. Add hot dogs to the pot. Heat until water returns to a boil
4. Chop onion.
5. Serve to taste.
6. Cook recite menu, say blessing, all give the patrol yell and begin eating.

## Wednesday

### Tacos (Serves 13)

Utensils: frying pan, spatula, knife

### Ingredients:

- 2 lb., ground beef
- 2 bags, tortilla chips
- 26 pkg taco sauce
- 1 packet taco seasoning
- Shredded lettuce for 13 people
- 2 tomatoes
- 1 onion
- 13 apples
- 1 package, shredded cheese

- 26 cookies
- 2 pkg drink mix

Procedure (READ TWICE BEFORE STARTING):

1. Wash hands.
2. Preheat ungreased frying pan over medium heat.
3. Place ground beef in frying pan with taco seasoning and brown, paying special attention to instructions on taco seasoning packet.
4. Chop tomatoes and onion; shred lettuce.
5. Prepare drink.
6. Tacos are to be served as follows: one layer of tortilla chips, followed by ground beef. Taco sauce, lettuce, tomato, and onion to taste.
7. Cook recite menu, say blessing, all give the patrol yell and begin eating.

### **Thursday**

Patrol's Choice (Serves 13)

Utensils: patrol gear

Patrol fixes lunch they planned over course of week. It is also helpful to have a backup meal planned (such as cold cuts) in case one or more patrols fail to plan a meal. That recipe is left to the discretion of the individual program.

### **Friday**

Trail Lunch (Serves 12; no guest)

Utensils: None

Ingredients:

- 24 jerky sticks
- 6 boxes, club crackers
- 24 packages, squeeze cheese
- 12 small bags or 1 large bag
- First year GORP

Procedure (READ TWICE BEFORE STARTING):

Eat in whatever manner you prefer while on trail.



## ***Equipment List***

A wide variety of equipment is needed to make the program “go”. The list that follows is by no means the most comprehensive; rather, it is a list of the equipment required to have a successful program. More equipment would not be a bad thing, but omitting some items on this list could be detrimental to the goal of a hands-on, informative course.

### **Patrol Equipment**

Multiply the quantities below by the number of patrols to get the total equipment needed.

### **Consumable Supplies**

- 10 10-foot lengths of manila rope
- 20 1-foot lengths of bow string
- 10 5-foot lengths of nylon cord
- 1 box of matches
- 20 brown pipe-cleaners
- 20 1/3 length black pipe-cleaners
- 20 1/6 length yellow pipe-cleaners
- 10 1/3 length red pipe-cleaners
- 10 copper beads
- 10 black beads
- 50 brown beads
- 60 paper plates
- 60 paper cups
- 75 paper napkins
- 10 trash bags
- 1 roll, paper towels
- 60 plastic knives, forks, and spoons
- 10 Firem’n Chips
- 10 Totin’ Chits
- 10 program patches
- 20 sterile gauze pads
- 10 roller bandages
- Food, as per ingredients list
- First year GORP (makes 12 bags):
  - o 3/2 lb. M&Ms candies
  - o 3/4 lb. peanuts
  - o 3/4 lb. raisins
- 10 basket kits

- 10 camp topo maps

### **Permanent Supplies**

- 6 tennis balls
- 1 tarp
- 2 tarp poles
- Nylon rope, for tarp
- 1 meter stick
- 1 candle
- 1 USGS quadrant map
- 1 chef's tool kit
- 2 large pots
- 1 medium pot
- 1 frying pan
- 1 cooler (ice chest)
- 1 measuring cup
- 1 pitcher
- 1 2-burner stove
- 1 bottle, dish soap
- 1 sponge
- 1 cylinder propane
- 3 compasses
- 1 U.S. flag
- 1 ax
- 1 handsaw
- 1 sharpening stone
- 1 mill bastard file, with handle and knuckle
- Guard
- 10 triangular bandages
- Assembled pipe-cleaner snakes:
  - o 2 brown pipe-cleaners
  - o 2 1/3 length black pipe-cleaners
  - o 1/6 length yellow pipe-cleaners
  - o 1/3 length red pipe-cleaners
  - o 1 copper bead
  - o 1 black bead
  - o 5 brown beads

### **Troop Equipment**

### **Consumable Supplies**

- First-aid kit
- 2 flip charts
- 500 gallon-size bags
- 500 quart-size bags
- 500 snack-size bags
- 250 ice bags

### **Permanent Supplies**

- 2 poison ivy posters, per 5 patrols (laminated)
- 2 woods tools posters, per 5 patrols (laminated)
- 2 pioneering posters, per 5 patrols (laminated)
- Wood yard supplies
- Rope, for boundary
- Flagging tape
- Plastic bag, for gate
- 5 posts
- 2 instructor compasses, per 5 patrols
- 1 pace course set
- 11 stakes, 0...100, increments of 10
- 1 long wooden pole, for flagpole
- 50-foot nylon cord, for flagpole
- 2 hooks, for flag halyard
- 1 U.S. flag
- 1 flip chart easel
- 1 set, Scout Oath, Law, Motto, and Slogan posters (No. 34880), laminated

## ***Quartermaster Handbook***

The purpose of this small section is to provide some advice for quartermasters of the FYCP, whether they have held this position for one year or one dozen years. It is organized into two sections—the first has general advice, the second consists of lists intended to help with the issue of program supplies and food items.

### ***General Advice***

Make sure you have a well-organized storage shed. You should know where everything is and your system should be easy enough to follow so that, should you be away from your shed (doing food issue in the dining hall, for example), program staff can get what they need in your absence.

A helpful concept when organizing program supplies is modularity. Things should be divided so that they are grab-and-go. Milk crates are especially useful in this regard. Also keep in mind the character of things—magnetic compasses should not be stored in a metal box.

As far as the food issue goes, the more you can prepackage, the better. Instead of counting out 13 packages of mayonnaise and pickle relish on Monday morning, take time during staff week (with the help of the entire staff) to make zip-lock bags with the mayonnaise and pickle relish correctly counted out into them. Drink mix, cookies, condiments, cutlery, plates, cups, and napkins can be sorted out in this way. It really makes the food issue go smoothly.

Each afternoon, make sure that all food that needs to be moved from the freezer to the refrigerator to defrost is taken care of.

Besides program equipment, you should always have 3x5 cards both on your person and at the storage shed. Jot notes on them and receive requests for program items on them.

The best way to handle first aid equipment and supplies is to give it all to the first aid instructor and ask him to organize it in a way that is most convenient for him.

### ***Sunday***

Tennis balls can be issued in #10 cans—4 per can should be sufficient for the programmatic requirements.

## ***Monday***

There are three program items needed today: USGS topographic quadrant maps, instructor compasses, and actual compasses. Depending on availability, issue either 6 or 11 compasses for a patrol of 10 (either one for each scout or for every pair, plus one for the patrol guide). If you are out of instructor compasses, you can create your own using two shirt boards (cardboard) and a push-pin. Use one shirt board as the base and use the other for the dial and needle. The maps should be laminated to protect them. Issue multiple maps per patrol, if possible.

Make sure you have enough Totin' Chips for every Scout, as Tuesday's focus is Woods Tools.

## ***Tuesday***

Be prepared for the First Aid Kim's Game—start thinking of first aid and non-first aid items on Monday afternoon and have them ready for Tuesday's troop meeting.

Program-wise, the troop meeting needs one pair of leather gloves, one ax, one whetstone, one mill bastard file, and one container of honing oil per patrol. For the Scout Skills sessions, each patrol will need one pair of leather gloves, one whetstone, one mill bastard file, one container of honing oil, one ax, and one bow saw. Suggest that the patrol guide use the paring knife from his chef tool kit for knife sharpening practice.

At the staff meeting on Tuesday afternoon, enlist the help of the rest of the staff in getting the whipping rope and other such lengths ready for Wednesday's troop meeting. It works best to put the 20 lengths of whipping rope in a quart-sized plastic bag; string that small doesn't coil well.

## ***Wednesday***

Patrols need rope today, and they need it all day long. You will need 11 15-foot lengths of manila or sisal rope (properly whipped) per patrol.

You'll also need at least 20 lengths of whipping rope per patrol. To aid in teaching whipping, it helps to give each patrol a nylon rope about 1 inch in diameter (properly fused) and another piece of nylon cord (to act as the whipping rope). These all fit great in a milk crate. Patrols generally treat the rope poorly—expect whippings to come off—so be prepared to examine all of the rope as it comes back from the patrols.

### ***Thursday***

The biggest item on your plate today is the special lunch. Spend extra time double-checking the ingredients list to make sure the patrols have everything they need. In terms of programmatic supplies, make sure enough matches are available as well as #10 cans for holding water to extinguish the fires. It is imperative that the dirt for the Leave No Trace fires presentation be collected this afternoon and not Friday morning.

### ***Friday***

All material needs to be ready today for issue, as it's the makeup day for patrols. At the same time, you need to be preparing for the five mile hike. Equipment must be ready to go at the same time the patrols depart. After the hike, your number one priority is making sure all equipment is ready for the next week.

### ***Initial Supply Issue***

Item	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
1 chuck box					
5-gallon water cooler					
1 cook kit					
1 chef tool kit					
1 container soap (small)					
1 scrub pad / sponge					
1 box matches					
1 stove with propane tank					
1 pitcher					
1 hot pot tong					
1 hot pot mitt					
1 garbage bag					
1 roll paper towels					
1 roll toilet paper					

## *Monday Food Issue*

Item	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Ice chest (contains items below)					
Ice (loose in ice chest)					
2 lb. tuna					
13 pkg mayonnaise					
13 pkg pickle relish					
13 pkg potato chips					
13 apples					
1 tomato					
1 lettuce head					
13 pita rounds					
4 hard-boiled eggs					
1 gallon-sized bag					
26 cookies					
2 pkg drink mix					
2 trash bags					
13 cups					
13 plates					
13 sets cutlery					
26 napkins					
Bleach or sanitizer					
Recipe/food list					

## *Tuesday Food Issue*

Item	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Ice chest (contains items below)					
Ice (loose in ice chest)					
26 hot dog buns					
1 medium onion					
13 pkg relish					
26 pkg ketchup					
26 pkg mustard					
13 bananas					
13 pkg chips					
26 cookies					
2 pkg drink mix					
2 trash bags					
13 cups					
13 plates					

13 sets cutlery					
26 napkins					
Bleach or sanitizer					
Recipe/food list					

### *Wednesday Food Issue*

Item	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Ice chest (contains items below)					
Ice (loose in ice chest)					
2 lbs ground beef					
2 bags tortilla chips					
26 pkg taco sauce					
1 packet taco seasoning					
Shredded lettuce for 13 people					
2 tomatoes					
1 onion					
1 pkg shredded cheese					
13 apples					
26 cookies					
2 pkg drink mix					
2 trash bags					
13 cups					
13 plates					
13 sets cutlery					
26 napkins					
Bleach or sanitizer					
Recipe/food list					

### *Thursday Food Issue*

Item	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Ice chest (contains items below)					
Ice (loose in ice chest)					
Food requested by patrols for this meal					
2 pkg drink mix					
2 trash bags					
13 cups					
13 plates					
13 sets cutlery					
26 napkins					

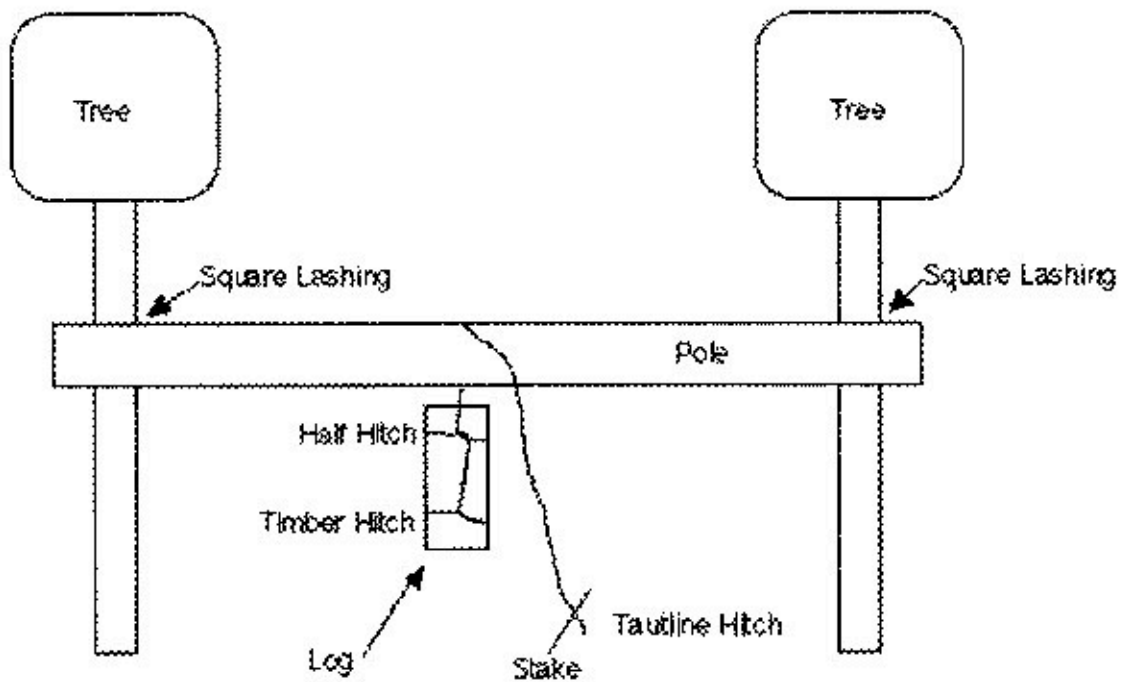


Bleach or sanitizer					
Recipe/food list					

***Friday Food Issue***

Item	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Ice chest (contains items below)					
Ice (loose in ice chest)					
24 pieces Slim Jim					
6 boxes Club crackers					
2 cans Redi-Cheese or 24 pkgs squeeze cheese					
1 large bag or 12 small bags of trail mix					

## Timber Hitch Challenge (Adventure Trail Station)



Note: The stake is 30 feet from the pole.

The patrol is to throw the rope over the pole (from the stake), tie a tautline hitch around the stake, and tie a half hitch and a timber hitch around the log.

## *Initiative Games for First-Year Scouts*

The following initiative games are suggested as appropriate for first-year Scouts. Use them on the 5-mile hike, use them as a team-building exercise, use them in the opening session, or use them with your troop. Remember that the goal of these games is to build teamwork and reiterate basic Scout skills (some more than others).

### *All Aboard*

**Equipment:** 2-foot-square platform

**Object:** To have the patrol aboard a 2-foot-square platform without anyone touching the ground around it.

**Rules:**

1. Each person must have both feet off the ground.
2. Everyone must remain on the platform for at least 10 seconds

### *Foggy Harbor*

The group must maneuver an “oil tanker” (one member of the patrol) through the “harbor” without bumping into the other “ships” (the remaining patrol members). The oil tanker is blindfolded and moves on his hands and knees. He is not to touch any of the other ships, who remain stationary and are distributed throughout the harbor. As the oil tanker nears a ship, the ship must give a warning signal, such as a foghorn. The oil tanker then approaches more cautiously and tries to maneuver through the harbor without colliding.

### *Traffic Jam*

**Equipment:**  $n+1$  large gorilla cookies, squares of carpet, etc., where  $n$  is the number of Scouts in the patrol

**Object:** To get the patrol to switch sides:

A	A	A	A	A		B	B	B	B	B
---	---	---	---	---	--	---	---	---	---	---

to

B	B	B	B	B		A	A	A	A	A
---	---	---	---	---	--	---	---	---	---	---

**Rules:**

1. Two people cannot occupy the same space at the same time
2. People may ‘jump’ over each other:

A	A	A	A		A	B	B	B	B	B
---	---	---	---	--	---	---	---	---	---	---

to

A	A	A	A	B	A		B	B	B	B
---	---	---	---	---	---	--	---	---	---	---

**Scoring:** The patrol is timed.

### *The Human Knot*

**Object:** A group must create a human knot by grasping hands. Players must then untangle the knot without losing contact with each other's hands.

**Procedure:**

1. Have group form a tight circle, facing inwards
2. Have each person extend both hands into the center of the circle and grasp the hands of two other people, but not the hands of an adjacent person. Challenge players to untangle the knot
3. Hand-to-hand contact may not be broken to untangle the knot. Grips may change and palms may pivot on one another, but contact must be maintained
4. When the knot has been untangled, the arms of some individuals may be crossed. That's fine.

### *The Monster*

**Object:** The group forms a "monster" that must move a distance of 15 to 20 feet.

**Procedure:**

1. No more than half of the legs of the group and half of the arms, plus one arm or one leg, may touch the ground.
2. All group members must be connected to form the monster.

### *Everybody Up*

**Object:** Without placing their hands on the ground, participants stand up from a sitting position.

**Procedure:**

1. Have two people of approximately the same size sit on the ground facing each other so that the bottoms of their feet are touching, their knees are bent, and they are tightly grasping each other's hands.

2. Challenge the pair to pull themselves into an upright standing position.
3. If the pair succeeds (most will), ask the two to include another participant and try standing up with three people, then four, etc., until everyone in the group has been included in making an attempt.
3. Instruct participants to refrain from touching the ground with their hands.

### ***Blind Height Alignment***

**Equipment:** Blindfolds

**Object:** While blindfolded, group members must align themselves according to height. Participants will become acquainted with one another and start working together as a team.

**Procedure:**

1. No one may talk.
2. Blindfolds must remain in place.

Note: Can also be done by date of birth, eye color, number of siblings, first name, etc.

## ***Suggested Patrol Names***

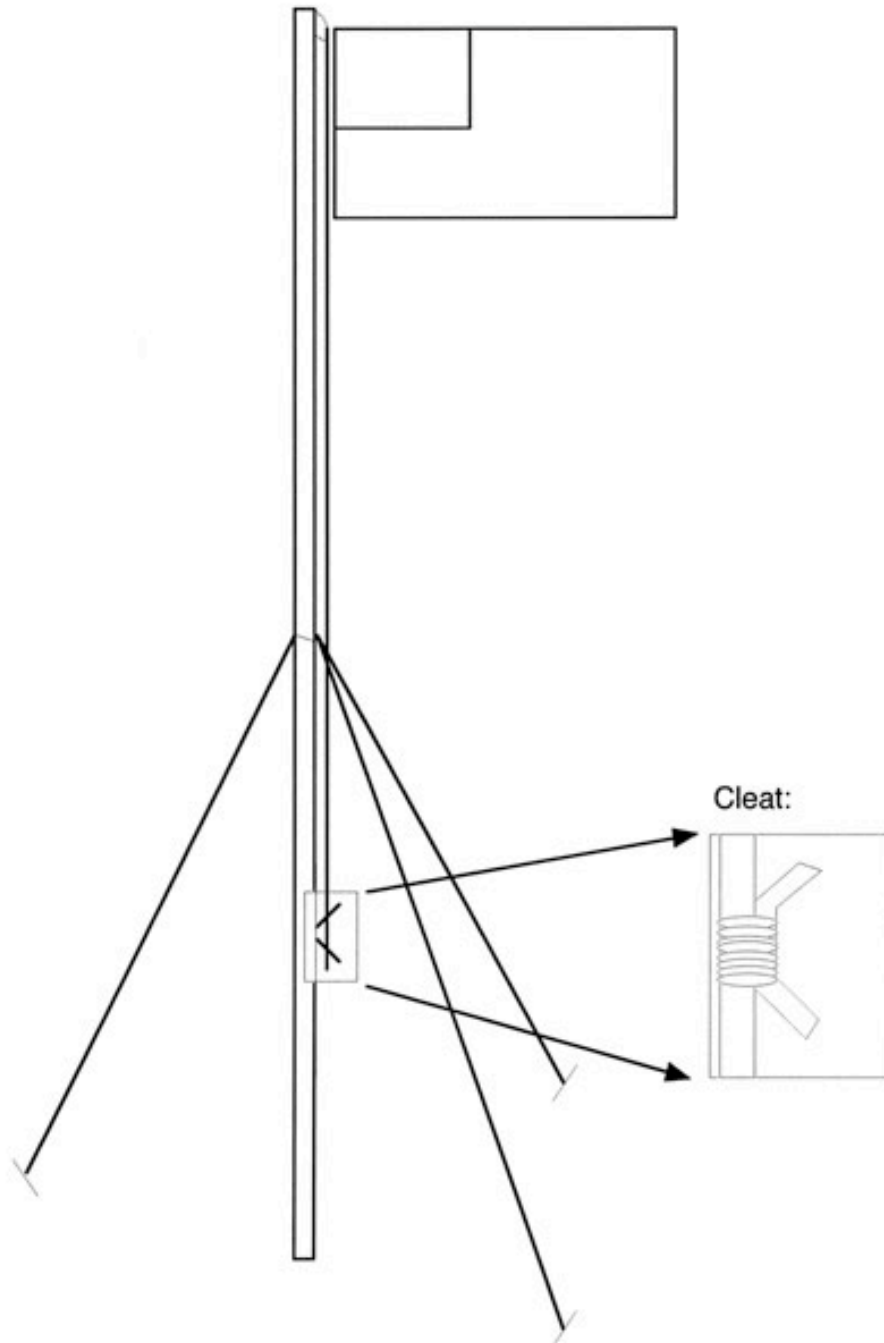
- Alligator
- Badger
- Bat
- Bobcat
- Cobra
- Dragon
- Flaming Arrow
- Flying Eagle
- Frog
- Fontiersman
- Hawk
- Indian
- Liberty
- Lightning
- Moose
- Panther
- Pedro
- Pheasant
- Pine Tree
- Raccoon
- Ram
- Rattlesnake
- Roadrunner
- Scorpion
- Shark
- Stag
- Tiger
- Viking
- Wolf
- Wolverine

## ***Suggested Patrol Tasks for Troop Meetings***

- Raise / Lower Flags
- Setup Pre-Meeting Activity

## *Sample Flagpole Schematic*

This is a sample flagpole design. It is not the most elaborate, nor is it the simplest. It does, however, work well.



## ***Letter to Program Staff***

(Reproduce locally on council letterhead)

Dear <Name>,

Welcome to the <Year> <Camp> First-Year Camper Program! I am extremely excited to have you on staff, and hope that you are excited to be part of the program. We have an awesome responsibility before us—we must teach Scout skills to new Scouts, and do our utmost to ensure that they stay in the program. More than any other influence on a Scout, the summer camp experience has the greatest impact on whether or not a boy stays in the program. A positive experience virtually ensures that he will remain, whereas a negative experience dramatically increases his chances of dropping out. Such is the responsibility that we have. Our goal this summer is to teach the Scout skills well, and teach them in a fun and exciting manner. Too often in the past have Scouts been given poor instruction at summer camp, especially in the First Year Camper program. You have been chosen to staff this program precisely because you are the sort of person who will not let this happen. Your enthusiasm, knowledge, and leadership skills are of such high caliber so as to make me confident that you will be a fantastic teacher and role model to the campers in our program.

Because our task is so great, we cannot possibly begin at staff development week. The camp leadership, my assistant directors, and I have been preparing for camp since September, ensuring that all materials are present for a superb experience. All we ask of you is that you come to staff week with most of your presentations prepared and with a good handle on all skills covered in the program. There will be a lot of work to do that week, and the more presentation and skill work you do beforehand will make the week go that much easier.

Attached to this letter is a list of presentations to prepare, sorted by position. Your position is <Position>; please prepare as many of your presentations as possible. I have also attached a few sheets on preparing presentations and effective teaching. I've also enclosed a few presentation planning forms for your use. You will also find a Staff Skill Questionnaire. Please complete this Questionnaire as soon as possible and return to me at the address below! Perhaps most important of all, I am enclosing the First-Year Camper Program Guide. Please read it thoroughly,



and, along with the *Boy Scout Handbook*, refer to it often while crafting your presentations. If you have any questions, please do not hesitate to contact me. I can't tell you how excited I am about the program this summer. Thank you for making this commitment, and thank you for all of the work you will be doing. You may never again spend this much time preparing for summer camp staff, but you may never again experience such great satisfaction from a job well done.

Yours in Scouting,  
<Director's Name>  
<Address>  
<City, State, Zip>  
<Phone>  
<E-mail>

<Assistant Director's Name>  
<Address>  
<City, State, Zip>  
<Phone>  
<E-mail>

<Program Director's Name>  
<Address>  
<City, State, Zip>  
<Phone>  
<E-mail>

## ***Presentation Assignments***

As the first-year camper program emphasizes the patrol method, a majority of presentations are given by the patrol guide. The purpose is not to overload the patrol guide, but rather to ensure quality instruction by keeping the student-instructor ratio at 10-1.

<b>Staff Position</b>	<b>Presentations</b>
Patrol Guide, ASPL	<ul style="list-style-type: none"> <li>• Patrol Meeting, Organization Session</li> <li>• Skill Instruction and Patrol Meeting, Daily Troop Meetings</li> <li>• Daily Cooking Presentations</li> <li>• Nature 2</li> <li>• Woods Tools 1 &amp; 2</li> <li>• Map and Compass 1 &amp; 2</li> <li>• Pioneering 1 &amp; 2</li> <li>• Safety</li> <li>• Flags</li> <li>• Scout Oath, Law, Motto, and Slogan (you must prepare this one from scratch)</li> </ul>
Scoutmaster	<ul style="list-style-type: none"> <li>• Scoutmaster's Minute, Organization Session</li> <li>• Scoutmaster's Minute, Daily Troop Meetings</li> </ul>
Senior Patrol Leader	<ul style="list-style-type: none"> <li>• Skill Instruction, Organization Session</li> <li>• Patrol Leaders Council Meetings</li> </ul>
Troop Instructor	<ul style="list-style-type: none"> <li>• First Aid</li> </ul>

To assist you in preparing your presentations, please read through the enclosed sheets on “The Effective Teaching Process”, “‘S-I-E-D-A-S’—A Simplified Approach to Effective Teaching”, “Presenting the Subject”, and “Preparing a Presentation Plan”. It might seem like a lot of material, but it will be of great use to you while crafting your presentations. When creating your presentations, feel free to use the enclosed Presentation Planning forms.

## Staff Skill Questionnaire

Name: \_\_\_\_\_

Skill	Have Taught	Have Experience	Need Help
<b>Nature</b>			
Plant Identification			
Poisonous Plants			
Animal Identification			
<b>Pioneering</b>			
Square Lashing			
Diagonal Lashing			
Shear Lashing			
Square Knot			
Clove Hitch			
Two half-hitches			
Tautline Hitch			
Timber Hitch			
Bowline			
Whipping Rope			
Fusing Rope			
<b>Map and Compass</b>			
Compass Use			
Map Use			
Day Navigation w/o Compass			
Night Navigation w/o Compass			
<b>Woods Tools</b>			
Sharpening a Knife			
Hand Saw Use			
Axe Handling			
Sharpening an Axe			
<b>Cooking</b>			
Leave No Trace Fires			
Cooking Fires			
Fire Building			
Camp / Backpacking Stoves			
Food Handling			
<b>Swimming</b>			
Safety Afloat			
Safe Swim Defense			
Line and Tender Rescues			
<b>First Aid</b>			
Heimlich Maneuver			
Hurry Cases (poisoning, severe bleeding, and stopped breathing)			
Cuts, Burns, Blisters			
Bites and Stings			
Temperature-related injuries			

Punctures			
Sprained Ankles			
Head / collarbone injuries			
Emergency Transports			
Steps of CPR			

## ***Presenting the Subject***

(Adapted from the National Junior Leader Instructor Camp Staff Guide, 1999)

These are some tips to help you make your presentations more interesting, worthwhile, and fun for both you and your audience.

1. **PREPARE** your presentation.
  - a. Size up your audience, considering the sort of people they are and what they probably know and want to learn about the subject.
  - b. Write down the purpose of the presentation (or review the learning objectives).
  - c. Research the subject, taking brief notes, and look at the suggested presentation in the Staff Guide.
  - d. Talk with others who know the subject and make notes of their ideas
  - e. Outline your presentation, including only the most important points—usually the fewer the better—and put them in a logical order. 3x5 cards are great for this.
2. **PRACTICE** your presentation.
  - a. Rehearse your presentation until you have it well in mind.
  - b. Write in your notes the time allotted to major points. This will help you stay within the time limits.
  - c. Put your outline in final form so that it will not be cluttered with discarded ideas.
  - d. Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize it or read it word-for-word.
3. **PERSONALIZE** your presentation.
  - a. Let each person feel you are talking to him. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
  - b. Watch the group's reaction as you go along. Stay close to their interests.
  - c. Use thought-provoking questions. This will help stimulate everyone's thinking. It will also help you get feedback from participants which will tell you whether or not they understand what you are saying.
4. **ILLUSTRATE** your presentation.

- a. Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
  - b. Show the equipment and materials needed to do what you are talking about.
  - c. Show literature resources on the subject (The Handbook)
  - d. Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps
5. **PACE** yourself.
- a. Stay within the time limit.
  - b. Stay on the subject. Don't get sidetracked.
6. **CLINCH** your presentation
- a. Summarize the subject by restating its main idea or problem, its importance, and the major points you have made.
  - b. Give your listeners a chance to ask questions, either during the presentation or at the end.

## ***The Effective Teaching Process***

(Adapted from the National Junior Leader Instructor Camp Staff Guide, 1999)

### The Process of Effective Teaching

Effective teaching is instruction from the point of view of the learner. It consists of setting up—or taking advantage of—a situation that can be used to involve a group or individual in action that results in something being learned.

There are five parts to this process.

- Learning objectives
- Discovery
- Teaching-learning
- Application
- Evaluation

These are parts of a process. With one exception, they are not necessarily steps that must be followed in any particular order. Let's look at each part.

### **Learning Objectives**

Learning Objectives help define what an individual should be able to do as a result of the learning.

If you are making a presentation, the learning objectives should be written out in advance so you'll know what you want to achieve. For informal situations the objectives wouldn't be written out but you would have them in mind.

### **The Discovery**

A discovery is any sort of experience that has three results for the participant.

- He discovers what he does know. Up to now, he may not have been sure. Technically speaking, Knowledge is confirmed.
- He discovers that he does not know something that he must know in order to be successful in what he wants to do. A need to know is established.
- He decides that he wants to learn more. Motivation is developed.

Sometimes a discovery just happens. An alert leader can then turn this happening into a learning experience. Often an instructor will set up a discovery.

### **Teaching-Learning**

Once the discovery has shown you what the person already knows, you have some choices to make:

- Stop. He knows and can do what's desired. The learning objectives have been met.
- Subtract what he knows from what's desired and work on what he needs to know.
- Give him the full instruction session. He'll learn what he needs to know and will review what he already knows.

Once you make the decision, you will do some teaching and he will do some learning.

We learn by Hearing, Seeing, and Doing. A successful presentation is heavy on the Doing and Seeing.

### **Application**

Application means using what you've learned to see who it works. Others would call this practice.

### **Evaluation**

Evaluation is an important part of effective teaching—and many other things. Evaluation can be defined as reviewing what happened to see if the objectives were met. Evaluation is almost constant in everything we do. We are always checking to see, “Did it work? Do I understand? What do I do next?”

### **Recycling**

What do you do if you evaluate and discover that the person has not learned what you tried to teach him? You recycle—teach it again. The approach may have to be changed, you may have to go slower, the steps may have to be simpler, the learning objectives may change.

**Knowledge, Skill, Motivation and Confidence**



Effective teaching produces four outcomes for the participant. He gains knowledge, he develops skills, and he develops the motivation and confidence to do his best.

### **Step by Step**

Effective teaching always starts with learning objectives, but the other parts seldom need to follow in an exact sequence. A learning experience will involve many discoveries, continuous evaluation, teaching-learning in several steps, and frequent applications—which will be evaluated, lead to further discovery, and so on.

## ***“S-I-E-D-A-S”—A Simplified Approach to Effective Teaching***

(Adapted from the National Junior Leader Instructor Camp Staff Guide, 1999)

S-I-E-D-A-S is a useful acronym for the steps of effective teaching. It can serve as a practical guide for a skill presentation. It stands for: Set objectives — Introduction — Explanation — Demonstration — Application — Summary. As you can see below, it follows the steps of effective teaching, and provides you with a simple rule of thumb to plan and check your presentation.

Teaching a skill begins with Setting Objectives. Decide what you want the participants to be able to do, and how well. The objectives determine the content of your presentation. The content includes the points to be explained and demonstrated, as well as the materials and props needed for instruction and for practice by the participants. Be sure to have all your materials and props on hand at the beginning of your presentation.

### **INTRODUCTION**

**(The Discovery)**

**10% Time**

Get their attention. Spark their interest in the subject by giving the background, lore, or history of the skill. Point out the usefulness of the skill, or relate an exciting case history. Direct questions to the participants that will reveal their knowledge of the subject or get them to think ahead of you.

### **EXPLANATION**

**(Teaching-Learning)**

**15% Time**

Tell them about it. Include a description of important facts. Use charts or diagrams along with discussion if appropriate. Explain why, and emphasize details that make for success or failure. (Hearing)

### **DEMONSTRATION**

**(Teaching-Learning)**

**25% Time**

Show them how it's done. Actually perform the skill. Use the tool. Make the widget. Many times the "explanation" and the "demonstration" blend together or overlap. The extent to which you can separate them and cover the same points twice in two different ways will reinforce your presentation. Concentrate on the details of the skill that make for success. Confine your explanation and demonstration to the essential facts. Postpone any "window dressing" not needed to maintain the participants' interest until after the skill has been learned. (Seeing)

## **APPLICATION**

### **45% Time**

Have them do it. Hearing and seeing aren't enough, no matter how clever your presentation. To learn, a person must DO, preferably under the guidance and coaching of the teacher. (Doing)

## **SUMMARY**

### **(Evaluation)**

### **5% Time**

Review what they have learned. Repeat the significant details to impress the most important points, answer questions, and when you can, have the participants turn around and teach a third party. If they can do this, you have been successful.

**Remember: Teaching is only effective when learning takes place!**

## ***Preparing a Presentation Plan***

(Adapted from the National Junior Leader Instructor Camp Staff Guide, 1999)

Preparing a Presentation Plan is an effective way to organize a presentation. Follow the format outlined below.

### **PLANNING INFORMATION**

**Presenter**—Who is the presenter?

**Subject**—What is going to be presented? (The Title)

**Objectives**—Your objectives for the presentation (e.g. be interesting, don't use filler words, etc.).

**Materials**—What you need to give the presentation

**Preparation**—What must be done beforehand in order to give the presentation.

### **PRESENTATION**

**Learning Objectives**—State the objectives or goals which the group is to achieve. Give them to the group at the start of a presentation so that they have a basic guide for learning.

**Discovery**—This is the part of the presentation in which you find out the level of knowledge of the group you're dealing with. It also lets the group know themselves how much they may already know about the subject being presented. Usually a question directly aimed at determining the knowledge of the group.

**Teaching-Learning**—This is the section in which you outline the information you are planning to teach the group. Don't leave out any important information, but at the same time, it shouldn't be cluttered with too many details.

**Application**—In this section you describe how the participants are to apply the skill. In some cases, you may have the group practice the skill right there, in others, you may just be able to give them an example or two on how and where they may apply the skill.

**Evaluation**—This is where you check and see how much of what you said was actually learned. Typically a few questions about information given in the presentation.

**Summary**—This is where you go back over the information you just gave. It serves as an overview for the benefit of the group.

For your reference, we have also enclosed a Presentation Evaluation Form. When practicing and planning your presentation, keep those items in mind.

# ***Presentation Plan Form***

## **Planning Information**

Presenter: \_\_\_\_\_

Subject: \_\_\_\_\_

Objectives:

Materials:

Preparation:

## **Presentation**

Learning Objectives: At the end of this presentation, each Scout should be able to

Discovery:

Teaching-Learning:

Application:

Evaluation:

Summary:

Notes:

**Remember: Teaching is only effective when learning takes place!**

## *Presentation Evaluation Form*

Presenter: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

Presentation: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Item	+	=	-	Comments
<b>PREPARATION</b>				
Presentation Plan				
Organization				
Materials				
Rehearsal				
<b>PRESENTATION</b>				
<i>Personal</i>				
Body Language				
Diction				
Grammar				
Volume				
Filler Words				
Flow				
Eye Contact				
Enthusiasm and Spirit				
<i>Group</i>				
Control				
Involvement				
<i>Presentation</i>				
Content				
Staying on Subject				
Use of Visual Aids				
Use of Time				
<b>EFFECTIVE TEACHING</b>				
Discovery				
Teaching-Learning				
Application				
Evaluation				



Conscious Use of Skill				
Learning Took Place				
<b>COMMENTS</b>				

**Remember: For teaching to be effective, learning must take place!**

## ***Giving Effective Presentations (Staff Week Presentation)***

### **Materials Needed**

- Flip chart, prepared beforehand
- First Year Camper Program Guide

### **Learning Objectives**

At the end of this session, each participant should be able to:

- Explain the purpose of effective teaching.
- Explain the steps usually needed for effective teaching.
- Explain the importance of hearing, seeing, and doing in effective teaching.
- Demonstrate effective teaching methods.
- Help someone else learn a skill.

### **Teaching-Learning**

Announce that the subject to be covered is how to teach effectively. Explain that soon they will be teaching skills to first-year Scouts, and that it is important for them to be able to teach them effectively, as these are skills the scout will be using throughout his career.

Say: “The purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence in individuals and in a group.”

Ask the group to define “Knowledge”, “Skill”, “Motivation”, and “Confidence”.

- Knowledge is what you know. It’s what a person learns through familiarity or experience.
- Skill is the ability to use what you know.
- Motivation is the desire to do something.
- Confidence is the belief that you can do it.

Emphasize that the purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence.

Make the following point:

“For teaching to be effective, learning must take place.”

“That is the point of effective teaching.”

“What we are going to do now is take a closer look at the process, at the skill of effective teaching.”

### **State the Learning Objectives**

Display the flip chart with the learning objectives. Explain to the group that at the end of this presentation they should be able to do the following:

- Explain the purpose of effective teaching.
- Explain the steps usually needed for effective teaching.
- Explain the importance of hearing, seeing, and doing in effective teaching.
- Demonstrate effective teaching methods.
- Help someone else learn a skill.

### **Five Steps of Effective Teaching**

“There are five steps in effective teaching.”

- Learning objectives
- Discovery
- Teaching-learning
- Application
- Evaluation

“Each of these is part of a process. Let’s look at each part.”

### **Learning Objectives**

Write the words *Learning Objectives* on the flip chart.

Ask: “What do you think this means?” Accept suggestions, and summarize by writing “What the person should be able to do as a result of the learning.”

Point out that when you make a presentation, the learning objectives should be written out in advance so you’ll know what you want to achieve. For informal situations, the objectives wouldn’t be written out, but you would have them in mind.

“When you set learning objectives, you really do two things:

- You decide what to teach.

- You set specific objectives for what the participant should be able to do when the presentation or demonstration is over.

“You think of what you are going to do in terms of both teaching and learning.”

### **Discovery**

Write the word *Discovery* on the flip chart.

“The next step in effective teaching is the discovery. What do you think that means?” Accept suggestions, and summarize as follows:

A discovery is any experience that has three results for the participant:

- Help the participant find out what he really knows
- Help him to find out what he doesn't know
- Give him a reason to want to learn

Often an instructor will set up a discovery. Furthermore, sometimes a discovery will just happen. An alert instructor can turn this into a learning experience.

A discovery also has important results for the presenter. “What do you think these results might be?” Summarize as follows:

- You find out how much the participant knows
- You determine how much of the subject you need to cover

Explain that, based on the discovery, you have some choices to make. You could:

- Stop. You are certain that the participant knows and can do what's desired. The learning objectives have been met.
- Deduct what the participant already knows from what's desired, and work on what the participant needs to know.
- Give the full session. The participant will learn what he needs to know and will review what he already knows.

Point out that once you have made your choice, you can do some teaching, and the participant can do some learning.

“This is important!”

- Try to make the discovery as interesting as you can

- Remember, you want to get the participant's attention and give him a reason to learn

### Teaching-Learning

Write the words *Teaching-Learning* on the flip chart and state that this is the most important part of the process of effective teaching.

“We say that for teaching to be effective, learning must take place. So, in teaching-learning, you teach and they learn.”

Point out that people learn by hearing, seeing and doing. In other words, tell them, shown them, then let them try it.

Write the following on the flip chart:

Three basic ways that we learn

- Hearing — Tell them
- Seeing — Show them
- Doing — Let them try it

**Hearing.** Write the word *Hearing* on the flip chart and ask for ways we learn by hearing. Listen for the following answers and list them on the flip chart:

- Lecture
- Informal Conversation
- Discussion
- Dramatization

**Seeing.** Write the word *Seeing* on the flip chart. Ask for ways we learn by seeing. Listen for the following answers and list them on the flip chart:

- Reading Material
- Posters
- Demonstrations
- Movies
- Flip Charts
- Displays
- Visual Aids
- TV, videotapes

**Doing.** Write *Doing* on the flip chart. Ask “How do we learn by doing?” Listen for the following answers and list them on the flip chart:

- Trial and error
- Experimenting
- Figuring it out for ourselves
- Do what we've seen or heard others do

### **Use Effective Communication**

Good communication skills are vital in teaching-learning. Remember to keep communication two way to be effective.

### **Application**

Write the word *Application* on the flip chart. This is the next step in effective teaching. "What do you think this means?" Summarize by writing: "Using what you've learned to see how it works."

In other words, let them do it on their own. Make the learning real. Let the Scout practice the skill on his own.

### **Evaluation**

Write the word *Evaluation* on the flip chart. "What do you think this means?" Summarize by writing the following: "Review what happened to see if the objectives were met."

In other words, check the work with these questions in mind: "How did they do?" "How did I do?" "Did learning take place?"

State that evaluation is an important part of effective teaching—and many other things. Evaluation is almost constant in everything we do. We are always checking for the following: "Did it work? Do I understand? What do I do next?"

### **Recycling**

"What do you do if you evaluate and discover that the person has not learned what you tried to teach him?" Answer: Recycle—teach it again. You might have to change your approach, go slower, make the steps simpler, etc., but you must teach it again.

### **An Important Concept**

Remember that there is an important idea that you should always keep in mind when making a presentation, giving a demonstration, or teaching a skill:

**“For teaching to be effective, learning must take place.”**

### **Conclusion**

Effective teaching always starts with learning objectives, but the other steps seldom need to follow in an exact sequence. Learning will involve many discoveries, continuous evaluation, teaching-learning in several steps, and frequent applications, which will be evaluated, lead to further discovery, and so on.

“Remember, the purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence in individuals and in a group. By effective teaching, a leader helps a group develop real capability—to work together and to get the job done.”

### **Presentation Tips**

But it would be remiss if we didn't give you some advice for your presentations.

- Use notecards. Refer to them often, but don't read verbatim. Your words are always more natural than scripted words.
- Be excited to be there, or at least sound like it. If you sound excited about the topic, the scouts will be excited about the topic
- Start on time, end on time. Remember that things are tightly scheduled here, and it's important to stay on schedule.

## ***Commitment Ceremony (Staff Week)***

The staff is assembled in the Troop Meeting Area, in a horseshoe shape. The Director (or Assistant Director) calls them to order with the Scout Sign. He addresses them:

“Over the course of this past week, we have been preparing for the beginning of camp. We, especially, have been preparing for the most important campers of all, the First Year Campers. Countless hours of pre-staff week preparation have also gone into making this summer’s program one of the best in recent memory. This camp has committed itself to excellence in this area, and so has this staff. Each of you has worked hard to make this program work. Tomorrow, the campers arrive. Tomorrow, our work begins.

“Think back to when you had just joined the Boy Scouts. Think of your first camp experience. Think of how you felt. Think of what you learned. Think of how excited you were.”

Pause for a few moments.

“When camp starts tomorrow, remember how you felt, because you’re going to be surrounded by Scouts feeling the same way you felt, as excited as you were, and even more energetic. Let their excitement excite you, and let your experiences enrich them. Help for them to become better Scouts and better people. Teach them skills they will use for their entire life, and teach them well. You don’t get a second year to patch up your instruction, so make every moment count.

“Let us commit ourselves to helping our fellow scouts as best we can by saying together the Scout Oath.”

The Scout Oath is recited by all present.

“You’ve worked hard over the course of this past week. Go home, relax, and get a good night’s sleep. You will need it for the week to come.

“You may never have worked so hard on presentations before, but it is my sincere hope that the rewards you will get from staffing this program are greater than you imagined. Thank you for your hard work. Get rested so that tomorrow we can hit the ground running.”



Dismissed.