

POWDER HORN STAFF GUIDE

High-Adventure Resource Management Course



Powder Horn Staff Guide

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BOY SCOUTS OF AMERICA®

Table of Contents

Introduction to Powder Horn	1
Purpose	1
Learning Objectives	2
Maintaining Standards	2
Getting a Course Approved	2
Basic Course Requirements	3
Powder Horn Coordinator Position Descriptions	4
Region Powder Horn Coordinator	4
Area Powder Horn Coordinator	5
Course Director’s Pledge	6
Participant Information	7
Who May Attend a Powder Horn Course	7
Who May Earn a Powder Horn Medal	7
Youth Participant Guidelines	7
Venturing Versus Boy Scout Activities	8
Attending Multiple Courses	8
Staff	9
Staff Guidelines	9
Staff Functions	9
Course Director	10
Professional Staff Advisor	10
Assistant Course Director–Program	11
Assistant Course Director–Physical Arrangements	12
Assistant Course Director–Administration	13
Assistant Course Director–Crew Guides	14
Sample Organization Chart	15

Course Scheduling	16
Choosing Your Approach	16
Course Planning and Backdating	16
Course Reports	17
Course Backdating Plan	18
Budgeting and Costs	19
Powder Horn Budget Worksheet	19
Calculating Course Fee	22
Staff Development	23
Objectives of Staff Development	23
Staff Development Sessions	23
Program	24
Consultants	24
What Makes a Good Consultant?	25
Preparing Consultants	25
Display Tables	26
Program Themes	26
Training Sessions	27
Session Topics	27
Scheduling	27
Sample Three-Day Course Schedule	28
Physical Arrangements	30
Site and Facilities Selection	30
Equipment	31
Food Service	31
Health and Safety	32
Administration	33
Pre-Course Administration	33
Participant Recruiting	33
Participant Communication	33
Course Administration (During the Course)	34
Participant Check-In	34
On-site Communication	34
Participant Evaluations	35
Newsletters	35

Photos	35
Other Forms and Handouts	35
Resource Materials	35
Closing Ceremony	36
Post-Course Administration	36
Crew Guides	37
Why Is the Crew Guide Important?	37
Skills/Experience Needed to Be a Crew Guide	37
Duties	37
Crew Guide Development	39
Expectations/Position Description	39
The First Day	39
Journaling/Reflecting	40
A Final Note	41
Miscellaneous	42
Course Uniforms	42
Staff	42
Participant	42
Insurance	42
Powder Horn Supplies	42
Astronomy	43
Backpacking	45
Canoeing/Kayaking	47
Cave Exploring	50
Challenge Events/COPE	52
Climbing/Rappelling	54
Conservation	56
Cycling/Mountain Biking	57
Emergency Preparedness	59
Equestrian	61
Expedition Planning	63
Fishing	65
Geocaching	67
Hunting	69
Orienteering	71

Outdoor Ethics/Leave No Trace	73
Outdoor Living History	79
Plants and Wildlife/Ecology	80
Scuba and/or Snorkeling	82
Shooting Sports	84
Small-Boat Sailing/Sailboarding	87
Wilderness First Aid	90
Wilderness Survival	92
Winter Sports	94
Appendix	A1

Introduction to Powder Horn

Powder Horn is a resource course designed to introduce Scouting's adults and youth to the exciting high-adventure program possibilities for their unit. The course supports the mission of strengthening units so they can achieve the mission of the Boy Scouts of America. One common denominator of successful courses is that creativity and variety play a role in the delivery of the curriculum. Each course is somewhat different, and that is a good thing. Some courses have had participants arrive by canoe, horseback, or bike, or even on skis. Creativity is fun, too! The ultimate goal is for the participants to leave the Powder Horn course with a list of ideas to help their program, along with the contacts and resources needed to implement them. This will lead to a more exciting and robust program, which in turn should lead to increased membership and a higher retention rate in our units.

It is important to understand that Powder Horn is not a personal development course or a team-building experience. Its purpose is to educate the youth and adult Scouting leaders about specific high-adventure skills, to connect them to resources to deliver those skills, and to get them excited about delivering those skills in an exciting, challenging way to youth.

Fight the urge to do what is done in other courses. Don't design a patrol flag; don't have patrols design and give a patrol yell. To cover the required Powder Horn curriculum, there will be long, action-packed days and nights. Use your time effectively.

Purpose

The Powder Horn course is designed to help the unit by introducing youth and adult Scouting leaders to safely conducted outdoor/high-adventure activities of a fun and challenging nature. The course provides an introduction to the resources needed to successfully lead youth through a program of outdoor adventure and is based upon giving participants an exposure to some outdoor/high-adventure activities. It is not a certification event. It is for any youth or adult interested in experiencing a unit-level, high-adventure program. The purpose of a Powder Horn course includes:

- Safe participation in fun and challenging outdoor activities
- An introduction to resources that can improve a unit's program
- Exposure to new and exciting high-adventure activities
- Help in delivering the BSA promise at the unit level
- Promoting youths' and adults' creativity when delivering high-adventure programs

Learning Objectives

After completing this course, the participants should have sufficient introductory information to

- Provide a robust outdoor program using a variety of resources.
- Identify local resources and consultants for high-adventure activities.
- Apply the health and safety requirements of the Boy Scouts of America to outdoor programs.
- Apply the rules and regulations of the Boy Scouts of America as they apply to outdoor programs.

This course is not a total training program that enables the Scouting unit members (youth and adults) to become experts or even self-sufficient in any aspect of outdoor skills. Units will likely still need knowledgeable, trained, and certified individuals (consultants) to help provide a safe and correct outdoor/high-adventure program.

Maintaining Standards

Follow the syllabus. This staff guide has been designed to achieve specific results. The syllabus should be followed closely, particularly as to course culture and staffing requirements. All sessions must uphold the practices and policies of the Boy Scouts of America.

This course may be administered by a region, an area, joint councils, or locally by a single council. All courses must be approved by their Scout executive or host council Scout executives and area or region Powder Horn coordinator.

Getting a Course Approved

To be certified, all courses must meet all the requirements stated in the *Powder Horn Staff Guide*. Only certified courses may award the Powder Horn device.

Permission to hold a Powder Horn course must be formally requested by the council, cluster councils, or area desiring to conduct a course. The Request for Authorization to Conduct a National Training Course form (see the appendix) must be filed with the area or region Powder Horn coordinator 360 days preceding the course date. However, it is strongly recommended that councils that are hosting Powder Horn for the first time (or the first time in several years) begin their approval and planning process 18 months or more before the start of their course. When in doubt about the approval process (including the filing deadline to request a course), check with your area or region Powder Horn coordinator.

After receiving the area or region Powder Horn coordinator's approval to conduct a Powder Horn course, the course director, staff, and consultants must adhere to the following Powder Horn guidelines. These guidelines are designed to ensure a high knowledge of health and safety for our youth and adult participants.

Basic Course Requirements

- All Powder Horn courses must follow the official *Powder Horn Staff Guide*.
- The course must be financially self-sustaining.
- Consider both the costs and the quality when filling your course. It is not cost-effective to put on a Powder Horn course for a small group. Similarly, no one has a good experience if a course is overly full. The minimum course size is 20 participants, and the maximum is 48 participants. This permits cost sharing and justifies the large staff investment necessary to complete the course.
- At least three full days are required for the course, with the maximum length no more than six days. A five- to six-day course may run over two weekends, but no more than two weeks should pass between sessions.
- At least 12 different electives must be presented during any given course. Your choice of electives is determined by your needs and resources. Attendance at a minimum of 10 electives is required to earn the Powder Horn.
- Participants should be structured into crews of six to eight that operate together and attend sessions together.
- The course should not be done in conjunction with other activities such as other courses (i.e., Wood Badge), family events, or other youth programs. Participants should concentrate on Powder Horn.

Powder Horn Coordinator Position Descriptions

Each area and region training committee should appoint a Powder Horn coordinator. Course directors are encouraged to use their coordinator as a resource and to build a collaborative relationship with two-way communication and timely course reporting.

Region Powder Horn Coordinator

The region Powder Horn coordinator is appointed annually by the region training chair in consultation with the region vice president of program. A region Powder Horn coordinator must be a former Powder Horn course director.

- Plans and conducts a regional Powder Horn course directors conference or advises the areas on presenting those conferences.
- When requested, assists the areas in canceling a course or waiving published requirements for conducting a course.
- Participates on the national Powder Horn Task Force; submits recommendations on course content and organization.
- Reviews the region's Course Director's Closeout Reports and sends a letter to acknowledge receipt of the report, thank the course director for any comments or suggestions, and note any significant deviations from the staff guide.
- Presents periodic summary reports to the region training chair.
- Promotes the course throughout the region, connecting prospective course directors with course mentors.
- Maintains records of course directors and assistant course directors.
- Adds approved courses to the national Powder Horn website (www.powderhorn-bsa.org).
- Performs the duties of the area Powder Horn coordinator if one hasn't been assigned by an area.
- Meets annually with the area Powder Horn coordinators to discuss Powder Horn issues and promote an interchange of ideas and best methods.

Area Powder Horn Coordinator

The area Powder Horn coordinator is appointed annually by the area training chair in consultation with the area vice president of program and the region Powder Horn coordinator. An area Powder Horn coordinator should be a former Powder Horn course director. At a minimum, he or she must be a former Powder Horn assistant course director.

- Works with the area training chair and region Powder Horn coordinator to prepare, maintain, and promote three- to five-year projections for courses in the area.
- Encourages, promotes, and assists in scheduling cooperation among councils in support of cluster courses.
- Encourages staff selection from additional councils to ensure staff development and course director requirements.
- Plans and conducts an area Powder Horn course directors conference or assists the regional Powder Horn coordinator in conducting a regional Powder Horn course directors conference.
- Participates in area leadership meetings and conference calls.
- Evaluates Requests for Authorization to Conduct a Powder Horn Course and makes recommendations to the area training chair and region Powder Horn coordinator for course approval.
- Evaluates first and second reports submitted by course directors. If the second report, due 30 days before the start of a course, includes at least 20 paid in full participants, the area Powder Horn coordinator will process an order to the Supply Group for the appropriate number of Powder Horn medals.
- Evaluates, recommends, and assists with approval of course director(s) with area training chair and region Powder Horn coordinator.
- Visits (if invited) staff development meetings for area courses with area training chair.
- Supports the councils in recruiting staff and participants from neighboring councils.
- Performs service as a commissioner to Powder Horn courses—visiting, counseling, supporting, troubleshooting, etc. This should primarily be a service with the course director.
- Provides evaluations of course operations to the area training chair and region Powder Horn coordinator.
- Reviews Course Director's Closeout Reports. Makes recommendations to the area training chair and region Powder Horn coordinator on follow-up actions if required.
- Meets annually with the region Powder Horn coordinator to discuss Powder Horn issues and promote an interchange of ideas and best methods.

Course Director's Pledge

Recognizing that a Powder Horn course is a national program and that, as course director of a Powder Horn course, I will be representing the Boy Scouts of America, I pledge the following:

- I will work closely with the host council, staff advisor, and area or region Powder Horn coordinator
- I will work closely with my area or region Powder Horn coordinator and will keep them informed of our progress and any concerns by turning in reports when due.
- I have read and understand the basic course requirements and staff guidelines and agree to abide by them.
- I will present the materials in the current staff guide. I will personally be wholly familiar with the staff guide, including the purpose and methods of the course.
- I will structure my staff as outlined in the staff guide. I realize the importance of recruiting the appropriate number of staff to fulfill the learning objectives of the course. I will require my staff to be familiar with the staff guide.
- I will make every effort to recruit highly qualified consultants, rather than assigning staff members, to teach disciplines.
- I realize consultants are critical to the success of the course and will set a high quality level for the course.
- I will follow the backdating schedule and will file forms within 30 days of completing the course.
- And I accept responsibility for the success of this Powder Horn course.

Please sign and date:

Course Director _____ Date _____

Host Council Staff Advisor _____ Date _____

Participant Information

Who May Attend a Powder Horn Course

Powder Horn is open to any youth who is at least 14 years of age (or 13 and has completed eighth grade, if part of a Venturing crew) or any adult registered in the BSA. Participant guidelines include:

- Must be a registered youth or adult member of the Boy Scouts of America.
- Youth must be 14 years of age (or have joined a Venturing crew if 13 years of age and completed eighth grade).
- Youth must have completed the unit's version of leadership training (Introduction to Leadership Skills for Troops, Ships, or Crews). Previous attendance at National Youth Leadership Training (NYLT) is recommended for youth participants but not required
- Adults must be trained for their position.
- All participants must complete Venturing Youth Protection and Hazardous Weather training online through myscouting.org. If water sports are offered, participants must complete Safety Afloat and Safe Swim Defense. If climbing or rappelling is available, then Climb On Safely must be completed prior to the course.
- Meet the physical requirements contained in the Annual Health and Medical Record physical in a backcountry environment.
- May have attended previous Powder Horn courses as a participant or staff.

When the course is full, all other applicants should be given the option of going on a standby list or withdrawing their name. If participants drop out of the course, individuals from the standby list should be invited to attend in order of the date of their original application.

Who May Earn a Powder Horn Medal

In order to earn the Powder Horn medal, the participant must complete at least 10 course sessions.

Youth Participant Guidelines

As youth officers in a troop, team, crew, or ship should be responsible for the planning of their unit's program, youth participation at Powder Horn should be encouraged.

Youth-only crews are strongly preferred to mixing adults and youth. It may be appropriate for an older youth crew guide to be assigned to a youth-only crew. It is up to each course to determine how to manage both coed and mixed youth/adult logistics, provided all youth protection guidelines are followed. This is usually easily accomplished and should not be used as an excuse to limit youth participation in the course if there are not enough youth participants to form a youth-only crew.

Venturing Versus Boy Scout Activities

It is critical to be aware of the differences in what activities are allowed in each of the BSA programs. For example, pistols are not permitted to be used by Boy Scouts but may be used by Venturers of the same age. To avoid disappointing a part of your audience, you may need to tailor your activities to the course makeup or be sure to offer equally exciting alternate activities to anyone who is not allowed to participate in an event.

Attending Multiple Courses

Attending multiple courses is highly encouraged. Because each course is different, with different themes, staff, consultants, and, oftentimes, different activities and locations, inviting previous Powder Horn attendees makes good sense. At the opening session, recognize those who have attended previous courses and ask them to share how they applied the knowledge they gained in previous courses.

Staff

Staff Guidelines

- The course director must have previously served as a Powder Horn assistant director.
- One assistant course director should be assigned as the backup course director in case the course director cannot serve.
- A staff member should serve on no more than four courses.
- Suggested positions include: course director (only one term), assistant course director–program, assistant course director–physical arrangements, assistant course director–administration, assistant course director–crew guides, crew guides, and the appropriate number of support staff to ensure the course objectives are met.
- A professional staff advisor assigned by the host council Scout executive is required.
- The course director and assistant course director assigned as the backup course director must attend a Powder Horn Course Director Conference within two years of the course start date. The professional staff advisor is strongly encouraged to participate as well.
- All staff members must be approved by their Scout executive.
- The course staff should include male and female staff members. The staff should also reflect the ethnic makeup of the participants and be drawn from a variety of Scouting programs (i.e., Boy Scouting, Varsity Scouting, Sea Scouting, and Venturing).
- All staff must be required to read and understand the *Powder Horn Staff Guide* prior to attending the course.
- Each staff member should attend every staff development session.

Staff Functions

It is important that a Powder Horn course is neither over- nor under-staffed. A well-staffed course has just the right amount of staff members to ensure the learning objectives are met, participants are properly served, all staff members are kept busy but none are overwhelmed, all have an opportunity to develop and grow, and they have fun. It is the responsibility of the course director, along with the assistant course directors, to determine the appropriate number of support staff that fulfills the above needs for their course. A six-day course with 48 participants, 25-30 consultants, and lots of equipment/logistics needs will inevitably need more staff than a three-day course with 20 participants and 12 consultants. The staff needs to be aware that they are always on the job during the course. Their conduct should reflect that concept, as well as their comments to each other and to the participants.

The inclusion of youth is encouraged for any course that has youth participants (which should be all Powder Horn courses). To serve as youth staff, the youth should have completed an NYLT course.

Course Director

Qualifications

- Must have a complete understanding of the contents of this *Powder Horn Staff Guide* and ensures that the staff has a complete understanding of the staff guide as well.
- Must have previously served as an assistant course director. When in doubt about qualifications, check with your area or region Powder Horn coordinator. The nomination must be made for a specific course, and the approval of the Scout executive and area or region Powder Horn coordinator must be obtained in writing.
- Must have attended a regional Powder Horn Course Director Conference within two years of the course start date.

Duties

- Working with the professional staff advisor, develops the course budget and keeps the course within the budget.
- Recruits the staff, assigns each staff member a task or responsibility in the course, and is constantly aware of the needs of staff members.
- Develops the staff through regular communication, staff development weekends, and site visits.
- Assigns one assistant course director as the backup in case the course director cannot fulfill his or her duties. This person should also attend the regional Course Director Conference within two years of the course start date.
- Once the course is approved, sends course information to the Powder Horn website via email: webmaster@powderhorn-bsa.org.
- Understands that how the course is conducted is a direct reflection of his or her knowledge, skills, and attitude.
- Holds each staff member accountable for maintaining the standards of the Boy Scouts of America.
- Must be sensitive to participants' needs and provide opportunities to meet those needs.
- Completes two pre-course reports, the staff roster, and the closeout report (see First Status Report, Staff Roster, Second Status Report, and Course Director's Closeout Report in the appendix) and submits them with appropriate forms to the area or region Powder Horn coordinator.
- Completes a Final Closeout Report after the course and submits it to the Scout executive and area or region Powder Horn coordinator.
- Is responsible for the success of the course.

Professional Staff Advisor

Qualifications

- Appointed by the council Scout executive to work with the Powder Horn course director and staff members to ensure a successful course.
- Must be thoroughly familiar with the contents of the Powder Horn Staff Guide.

- It is recommended that the professional staff advisor attend a Powder Horn Course Director Conference prior to first serving in this role.
- Must establish and maintain the standards of the BSA.

Duties

- Keeps the Scout executive apprised of course developments and encourages appropriate participation in course activities.
- Coordinates course dates with council calendars.
- Shares responsibility with the course director to plan and manage the budget, ensuring that the course is financially self-sufficient.
- Assists the course director with the selection of staff.
- May serve as an assistant course director or in another staff role. If the staff advisor participates in the operation of the course and will be on-site for most of the course, that person is qualified for full staff recognition.
- Helps the course director to develop a list of adult leaders and youth eligible to participate in a Powder Horn course. Supports the preparation of a promotion plan for the course, including articles for council newsletters, website, and social media.
- Ensures that notices, correspondence, mailings, and other support are dealt with in a coordinated fashion by the council service center.
- Assists in reserving council facilities and properties for staff meetings, course setup, and the course itself.
- Establishes and oversees the participant registration process conducted by the council service center.
- Responsible for the proper documentation of course finances through the council accounting system. Collects and delivers appropriate fees and funds. Issues field receipts. Provides the course director with monthly accounting reports from the bookkeeper. Prepares check requests or approves bills for payment. Processes cash advance requests and receives reports on advances and other expenditures.
- Processes orders to the Supply Group for course materials, recognition items, and uniforming needs.
- Reserves and secures council materials and equipment.
- Ensures that all required reports are completed by the course director in a timely manner and forwarded to the National Service Center as required.
- Maintains the council file of all course materials that will ease the process of planning future courses.

Assistant Course Director—Program

Qualifications

- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- It is strongly recommended that assistant course directors have previous Powder Horn staffing experience. Program support staff should ideally have been a previous Powder Horn participant.
- May attend the regional Powder Horn Course Director Conference.
- Must establish and maintain the standards of the BSA.

Duties

- Works with the course director to recruit an adequate number of program staff who can assist with consultant recruiting and communication before the course, consultant support during the course, opening and closing ceremonies, entertainment, religious services, time keeping, announcements, and display tables.
- Recruits and coordinates the consultant staff for the course. Strongly suggested to enlist all staff members for consultant ideas, resources, and activities.
- Communicates safety guidelines and standards to consultants. Verifies consultants' certifications.
- Responsible for all scheduling during the course.
- Before the course, communicates regularly with consultants to ensure they are familiar with course and presentation/demo objectives, as well as BSA safety guidelines and standards. Shares the date, time, and location of presentations/demos with consultants.
- Shares consultant equipment needs, housing, and meal plans with physical arrangements staff.
- Shares consultant handout needs with administration staff.
- During the course, greets consultants as they arrive, makes them feel welcome, escorts them to their presentation/demo area, introduces consultants to physical arrangements staff so that they can assist with the setup of their presentation/demo area, check in to housing, etc.
- Times and announces session rotations.
- Prepares a bio of each consultant for session introductions and course newsletters.
- Properly thanks and recognizes consultants for their assistance.
- Responsible for setting up display tables for each Powder Horn topic (whether or not covered by a consultant).
- Responsible for program theme days, evening entertainment, music, and giveaways.

See page 24 for a detailed overview of the program function.

Assistant Course Director—Physical Arrangements

Qualifications

- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- It is strongly recommended that assistant course directors have previous Powder Horn staffing experience. Physical arrangements support staff should ideally have been a previous Powder Horn participant.
- May attend the regional Powder Horn Course Director Conference.
- Must establish and maintain the standards of the BSA.

Duties

- Works with the course director to recruit an adequate number of physical arrangements staff who can assist with facilities selection and preparation, program equipment, helping consultants with setup of their presentation/demo area, housing, and food service.
- Oversees preparation of presentation/demo areas, dining hall, housing, and all other physical facilities of the course.

- Orders all food, materials, and supplies for the course. Takes responsibility for seeing that all needed equipment is available and in good working order for the course.
- Responsible for providing housing for any consultants and guests who request it.
- Responsible for providing proper food service for the course, including preparation and cleanup of all meals, beverage service, and evening cracker barrels. Cooking staff do not need to have completed a Powder Horn course. *They do NOT earn the Powder Horn device in this role.*
- Responsible for issuing and accounting for all equipment, and return any unused equipment. Completes a pre- and post-course inventory. Handles all equipment shipping and receiving activities for the course.
- Assumes responsibility during the course for issues involving health and safety. Ensures a properly qualified staff member is appointed to serve as a medical resource person. This staff member will be responsible for reviewing personal health and medical record forms, conducting medical rechecks on the first day of the course, maintaining a first-aid area with a full first-aid kit and logbook, and serving as the primary respondent to any first-aid needs. Is responsible for emergency plan and execution if necessary. Informs the staff and participants of the location of the automated external defibrillator (AED) on-site.

See page 30 for a detailed overview of the physical arrangements function.

Assistant Course Director—Administration

Qualifications

- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- It is strongly recommended that assistant course directors have previous Powder Horn staffing experience. Administration support staff should ideally have been a previous Powder Horn participant.
- May attend the regional Powder Horn Course Director Conference.
- Must establish and maintain the standards of the BSA.

Duties

- Works with the course director to recruit an adequate number of administration staff that can assist with pre-course communication, course website/social media, forms and training certifications, participant check-in, course newsletter, handouts, resource materials, photos and videos, closing slideshow, and evaluations.
- Responsible for pre-course communication with participants, including emails, pre-course newsletter, website and/or social media, and distribution and collection of forms.
- Ensures that Youth Protection, Hazardous Weather, Climb On Safely, Safety Afloat, and Safe Swim Defense training have been completed.
- Responsible for participant check-in/registration on the first day of the course. Collects any remaining forms and fees, distributes nametags and course T-shirt/hat, provides instructions for housing check-in, etc.
- Responsible for publishing daily newsletter.
- Responsible for taking photos and video (and collecting photos/video from participants and staff). Shares photos with participants and staff. Prepares a closing slideshow.

- Provides handouts requested by consultants.
- Responsible for gathering resource materials to be shared with participants.
- Distributes and collects course evaluations from participants and staff.

See page 33 for a detailed overview of the administration function.

Assistant Course Director— Crew Guides

Qualifications

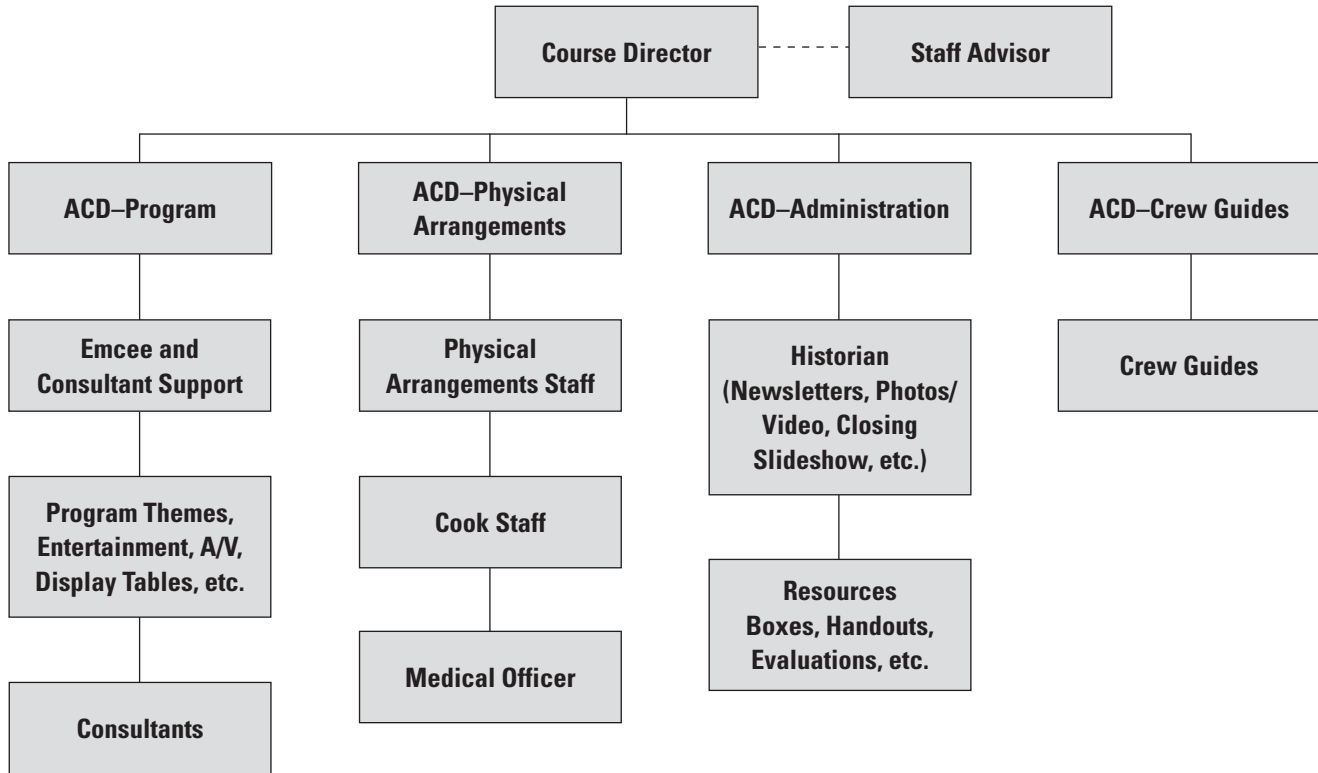
- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- It is strongly recommended that assistant course directors have previous Powder Horn staffing experience.
- May attend the regional Powder Horn Course Director Conference.
- Must establish and maintain the standards of the BSA.

Duties

- Works with the course director to recruit crew guides (one for each six- to eight-person crew of participants).
- Serves as the liaison between the crew guides and the course director.
- Trains and develops crew guides prior to the course.
- Coordinates the crew guides during the course and follows up each day with the crew guides to be aware of and help address issues and needs of participants.
- Ensures Youth Protection guidelines are followed (if there are youth staff and/or participants).

See page 37 for a detailed overview of the crew guide function.

Sample Organization Chart



Course Scheduling

Choosing Your Approach

The program is designed to introduce Boy Scouting, Sea Scouts, Varsity Scouting, and Venturing adult and youth leaders to the activities that add excitement to the unit calendar. If long-distance travel is required, it is suggested that arrangements be made for participants to stay at the camp before the course, if desired.

Other points to consider include

- The facility must meet the needs of the participants.
- It is important to schedule the course so that weather does not become a factor in the participants' ability to concentrate.
- Much of this course is performed outdoors and in facilities that would not be safe to operate in extreme weather.
- The staff should be flexible enough to permit moving sessions or session locations to accommodate changing weather situations.
- If a two three-day session course is selected, consider different venues for each weekend to take advantage of training facilities unique to the venue.

Course Planning and Backdating

Promotion should be performed through the local councils involved in this course well before the course begins to guarantee that the information is received by those invited to participate in time for them to schedule their participation. Adequate promotion is another key to a successful course. This is a shared responsibility of the course director and all staff.

Lists of prospective attendees should be developed by the local councils involved in the course. Each of these individuals should be invited by a letter from the course director with a personal follow-up by a course staff member. This will permit each prospect's questions to be answered. (Sample invitation, acknowledgement, and follow-up letters are included in the appendix.)

Course Reports

The course director must complete three course reports:

- The first report is due to the area or region Powder Horn coordinator 150 days before the course starts. It will give basic details about planning, staffing, and consultant recruiting status.
- The second report will be due 30 days before the course starts. It will be a detailed report with a list of participants (at least 20 must be registered and paid in full at this point), staff, and consultants. This report will result in the final go-ahead for the course and will serve as the course medal order, which will be submitted to the Supply Group by your area or region Powder Horn coordinator.
- The final closeout report is due within 30 days of the close of the course and reports on successes, challenges, and demographics, as well as a final attendance and staff list. This report is explained in more detail in the Administration section.

Course Backdating Plan

Action Item	Number of Days Before Course	Completion Date
1. Council agrees to host course	420	_____
2. Secure course director and staff advisor	390	_____
3. Select site and develop budget	375	_____
4. Secure area approval to host course	360	_____
5. Order staff guide from ScoutingU	330	_____
(When the course is approved, an electronic version will be emailed to you.)		
6. Recruit all assistant course directors (core staff)	330	_____
7. Core staff planning meeting	315	_____
8. Begin recruiting staff and consultants	315	_____
9. Begin course promotion	300	_____
10. Recruit remaining staff, hold initial staff orientation, and finalize consultants	270	_____
11. Secure names of prospective participants and issue invitation letters	270	_____
12. Submit first course report	150	_____
13. Review inventory of equipment	100	_____
14. Begin staff development	90	_____
15. Issue acceptance letters	90	_____
16. Submit second course report. (Must have 20 paid in full participants to go forward. If so, your area or region Powder Horn coordinator will order medals.)	30	_____
17. Staff meeting at course site	1	_____
18. Hold course	0	_____
Open course date _____		
Closing course date _____		
19. Send thank-you letters	+8	_____
20. Submit final report and close accounts	+30	_____

Budgeting and Costs

The host council is responsible for setting the fee for this course. The fee should be sufficient to cover operating expenses (food, program materials, activity insurance, medical insurance, equipment rentals, mailing, reproduction, etc.). The budget must be approved by the course director, staff advisor, and the area or region Powder Horn coordinator. The course budget should be approved prior to advertising the fee to the participants. See the backdating schedule for times related to budgeting. Submit your budget to the region when seeking approval to host a course.

Staff members are expected to pay their way. Any staff recognition items, jackets, etc., must be paid through the staff fee, not by the participants. All staff and participants should receive a course T-shirt and hat. Any additional apparel items included in the staff fee (e.g., a fleece jacket) should also be made available for purchase by the participants.

No course fees or revenues are to be used for other purposes than this course, except for the collection for the World Friendship Fund. Powder Horn is not a way to support Venturing officer travel funds, camp improvements, or other extraneous, non-Powder Horn-related expenses.

Help in developing your budget may come from your council’s training committee and/or your area or region Powder Horn coordinator

Powder Horn Budget Worksheet

This worksheet is to be used by the course director and staff advisor to develop the operating budget for the course.

Date prepared _____ Course _____

A. Participant Expenditures	Per Person	Total
Based on _____ number of participants		
Annual Health and Medical Record, No. 680-001	\$ -	0.00
Resource questionnaire	\$ -	0.00
Health and accident insurance	\$ -	0.00
Liability insurance	\$ -	0.00
Handout reproduction or purchase	\$ -	0.00
Certificates	\$ -	0.00
Participant Certificate, No. 33502	\$ -	0.00

Food			
_____ Breakfasts @ \$0.00	\$	-	0.00
_____ Lunches @ \$0.00	\$	-	0.00
_____ Dinners @ \$0.00	\$	-	0.00
_____ Cracker Barrels @ \$0.00	\$	-	0.00
T-shirt (optional)	\$	-	0.00
Other	\$	-	0.00
Other	\$	-	0.00
A. Subtotal—Participant	\$0.00		\$0.00
B. Staff Individual Expenditures	Per Person		Total
Based on _____ number of staff members			
Invitation and course information	\$	-	0.00
<i>Powder Horn Staff Guide</i>	\$	-	0.00
Participant Certificate, No. 33502	\$	-	0.00
Staff Certificate, No. 33501	\$	-	0.00
Health and accident insurance	\$	-	0.00
Liability insurance	\$	-	0.00
Three-ring binder (2-inch capacity)	\$	-	0.00
Food			
____ Breakfasts @ \$0.00	\$	-	0.00
____ Lunches @ \$0.00	\$	-	0.00
____ Dinners @ \$0.00	\$	-	0.00
____ Cracker Barrels @ \$0.00	\$	-	0.00
____ Staff development meals @ \$0.00 (per staff member)	\$	-	0.00
____ Staff recognition @ \$0.00	\$	-	0.00
Contingency fees	\$	-	0.00
Other	\$	-	0.00
B. Subtotal—Individual Staff	\$0.00		\$0.00
C. Consultant Individual Expenditure	Per Person		Total
Based on _____ number of consultants			
Consultant recognition	\$	-	0.00
Consultant mailings	\$	-	0.00

Consultant certificate	\$	-	0.00
Consultant meals	\$	-	0.00
C. Subtotal—Consultants	\$0.00		\$0.00
D. Variable Costs	Per Crew		Total
Based on _____ number of crews			
Cooking equipment			
Charcoal: one bag per crew	\$	-	0.00
Coleman fuel: half-gallon per crew	\$	-	0.00
Group photograph (optional)	\$	-	0.00
Rental equipment	\$	-	0.00
First-aid supplies	\$	-	0.00
Trading post supplies	\$	-	0.00
Skill demonstration supplies	\$	-	0.00
Consultant fees	\$	-	0.00
Miscellaneous	\$	-	0.00
1. Other	\$	-	0.00
2. Other	\$	-	0.00
3. Other	\$	-	0.00
4. Other	\$	-	0.00
5. Other	\$	-	0.00
D. Subtotal—Variable Expenditures	\$0.00		\$0.00
Total Expenditures (A+B+C+D Subtotals)	\$0.00		\$0.00

Calculating Course Fee

The course fee is based on the following: Total expenditures are divided by the number of expected participants (including staff is optional). The result equals the course fee.

Include Staff Yes No

Number of Participants _____

Divided into total expenditures _____

Course Fee _____

Calculating Course Income

Participant fees	\$	-
Staff fees (optional)	\$	-
Trading post income	\$	-
Photograph income	\$	-
Scholarship funds	\$	-
Gifts-in-kind	\$	-
Council support	\$	-
Other	\$	-
Total Income	\$0.00	
Net Income (Loss)	\$0.00	

Approved _____

Course director

Professional staff advisor

Staff Development

As soon as authorization to conduct a Powder Horn course is granted by the area or region Powder Horn coordinator and the staff is selected, the staff members should begin their development under the leadership of the course director. The purpose of staff development is to form a team to conduct the course. All staff members should come to realize that their most important responsibility is to see that each participant is safe and has the opportunity to learn and grow.

Staff development should begin with a planning meeting involving the course director, staff advisor, and assistant course directors. This meeting should cover the course vision and a list of possible consultants, develop a list for the remainder of the staff, and develop the basic schedule.

Staff development should require no more than four days. Three days are probably adequate with planning.

Objectives of Staff Development

- To develop knowledge, skills, and attitudes of staff members to enable them to run a successful course where participants experience high-adventure/outdoor resources at their best.
- To involve each member in the group's effort, developing group spirit in an atmosphere of learning and fun.
- To create an atmosphere of friendship and fellowship that will carry the staff through the most difficult challenges and that will be infectious to the participants.
- To set a high standard always by adhering as best we can to principles of Scouting.
- To develop an understanding of the course flow and the individual staff responsibilities.
- To provide an opportunity for a rehearsal to make sure everything is set.

Staff Development Sessions

Staff development begins by providing each staff member with a copy of the *Powder Horn Staff Guide* and a description of their staff responsibilities.

At your first full staff development session, each staff member should brief the others on their responsibilities and background. Ample time should be scheduled for staff to get acquainted. Time should be provided during each staff development for at least one hour of "breakout meetings" for each staff function.

Many courses have also found that a staff development session just prior to the course start date is also helpful. The goals for this session include:

- A final walkthrough of the course schedule, logistics, and individual staff responsibilities
- A final inspection of the training sites and program facilities
- A final review of what will happen at each session

Meals for the staff development should be provided by the course cook staff and should be simple. A nice meal might be prepared the evening before the course starts where awards and certificates for the staff could be presented.

Program

Consultants

A consultant is a person who is proficient, skilled, and/or certified in the subject matter he or she is presenting. During the Powder Horn course, consultants provide exposure to the techniques applicable to that skill and provide information on where to obtain the necessary resources for performing that skill in the participant's home unit.

Consultants do three things:

1. They demonstrate/share their skill.
2. They share resources, including how to find similar consultants for unit programs, where to go to participate in their activities, and how to gather more information about the skill they are teaching.
3. They explain how to deliver high-adventure skills in a creative, out-of-the-box approach.

Remember, the consultants should conduct a hands-on experience for the participants if at all possible. Talking about an activity is boring. A demo is OK. But a hands-on tryout will educate and inspire participants to take the skill back home to their unit.

Consultants should be used to teach the sessions, **not the staff**. Consultants are subject matter experts who introduce the participants and staff to new and exciting ideas. Consultants provide new resources and are available for the participants to contact after the course. *The use of consultants is key to a successful course!*

Consultants are not presented a Powder Horn medal but should be recognized with a small token of appreciation at the end of their session.

Resource organizations (such as the NRA) must be notified of Powder Horn dates in time to guarantee their support. Six months is recommended.

All consultants must meet the current instructor certification for their program area (shooting sports = NRA; scuba = NAUI or PADI; etc.). Consultants must be made knowledgeable of and follow the current BSA safety regulations and standards. These instructors do not have to be certified by a BSA National Camping School or be registered Scouters but should be made aware of the applicable Venturing Ranger Award, Boy Scout merit badge, and/or other award requirements for the skill they are teaching. While consultants do not need to base their presentations and activities on Boy Scout advancement or Venturing Ranger Award material, they should find the listing of requirements helpful to know how the skills would be taught by consultants or merit badge counselors at the unit level.

Consultants should clearly understand that **Powder Horn is a resource course, not a skills certification course.** The Powder Horn staff should review the session contents and expectations with the consultants prior to the session being presented to ensure learning objectives will be met. Be sure to provide consultants with the session guidelines and standards applicable to their session(s) and answer any questions they may have. **It is essential that they know what they are there to do.**

A consultant's time is valuable. Be sure to work with the consultant to coordinate their travel, housing, and other needs.

Adequate backup presenters and activities should be prepared in case of last-minute problems.

Any prior agreed-upon fees associated with the consultants should be included in the course budget. All consultant fees must be negotiated prior to finalizing the budget.

What Makes a Good Consultant?

Having adequate, qualified consultants is *key* to the course. Here's an example. Let's say one of your staff members is an expert fly-fisherman and can even tie competition-winning flies. And they happen to be an assistant course director. Would they make a good consultant? Unfortunately, *no!* It would be better to recruit someone like the regional sales manager for Orvis or even the fly-fishing guru from Bass Pro Shops. They represent a resource, and Powder Horn is a resource management course. Let's translate this to the unit level. Now you are the same expert fly-fisherman and a Venturing crew Advisor. Are you the best person to give a program on fly-fishing to your crew? Maybe, but would it help to have that Orvis sales manager present a program for the crew supported by you? Consultants help add credibility. The No. 1 comment from participants of past courses was that they were blown away by the quality of consultants (and the fact that we use consultants in the first place). Consultants are not only the key to Powder Horn—they are what define it.

Preparing Consultants

As each consultant is identified, send them the Confirmation Letter to Consultants, the Powder Horn Consultant Information Sheet, the Powder Horn Session Planning Sheet for Consultants, and the Powder Horn Consultant Status Report (see the appendix for samples of these items), along with a detailed course schedule, session outline guide sheets appropriate for their presentation, and any other BSA health and safety materials applicable to their session. Do not skip the confirmation letter; it is important that the consultants understand the purpose and techniques of the course. Remember that many consultants are not knowledgeable about or associated with the Boy Scouts of America. The information included with the consultant letter, when returned, will provide you with a degree of quality control for the session and will identify the consultant's equipment needs. It is important that the schedule distributed to the consultants contain actual days, dates, times, where to meet, who will meet them, directions/maps, etc.

To avoid no-shows or miscommunication, contact your consultants regularly on the phone and via email. Don't assume a consultant will show up, especially if it's been a few months since you last talked to him or her. Outreach should occur at least monthly leading up to the course, as well as the week of the course. Maintain a list of cellphone numbers and anticipated arrival times so that your program staff can follow up if it appears a consultant is running late. Attempt to build a cushion between their arrival and the start of their session by encouraging them to come early with an offer of housing, meals, and watching sessions by other consultants.

Display Tables

Whether or not you have a consultant lined up for every Powder Horn training session, you are strongly encouraged to set up display tables in your meeting room showing some maps, books, magazines, training materials, photos, and equipment for every high-adventure topic that could be covered at a Powder Horn course. Nothing is more impressive to a participant than walking into the dining hall on day one of a Powder Horn course and seeing the training room lined with displays. Recruit the rest of the Powder Horn staff to bring display table items.

The following BSA publications should be ordered for display and use by consultants during presentations:

- *Belay On*, No. 430-500
- *Caving*, No. 430-102
- *Climb On Safely*, No. 430-099, No. 33774 (card), No. 8631 (patch)
- *Climb On Safely Training Outline*, No. 430-101
- *Guide to Safe Scouting*, No. 34416
- *Passport to High Adventure*, No. 34245, if available
- *The Principles of Leave No Trace*, No. 430-105
- *Safe Swim Defense*, No. 34370, No. 34243 (card)
- *Safety Afloat*, No. 34368, No. 34242 (card)
- *Safety Afloat Training Outline*, No. 34159

Program Themes

Many Powder Horn courses have utilized program theme days. A program theme may incorporate the following:

- Similar training session topics (e.g., a water sports day that includes sailing, scuba, kayaking, canoeing, and stand up paddleboarding)
- Decorations (e.g., leis, grass skirts, coconut bras, beach balls, etc., in the dining hall)
- Music (e.g., water- and beach-themed music played in the background during breaks and meals)
- Apparel (e.g., Hawaiian shirts, leis, etc.)
- Food (e.g., pig roast, Key lime pie, etc.)
- Evening entertainment (e.g., Jimmy Buffett tribute band)

When these elements are all tied to a specific theme, we can offer a total training experience that is different from anything the participants have ever seen in other Scouting training courses. Not every program theme has to have every element. However, the more elements that can be combined, the better a program theme will generally be.

Training Sessions

Each consultant and backup consultant should be provided with the relevant session outlines from this staff guide for their sessions. These session outlines contain specific session learning objectives, applicable BSA rules and regulations, certification requirements, and references.

Remind the consultants that each session has been designed to meet specific objectives and that all staff members and consultants have an obligation to the participants to provide them with the appropriate BSA techniques, rules, regulations, and certification standards. Also, the entire staff and all consultants must bear in mind that this is an experiential resource course, not a certification course for the participants. Our purpose is to help young adults design and deliver an exciting outdoor program.

This session guidelines section of the staff guide may be reproduced locally so that individual session information can be supplied to the consultants presenting the session. Note that these are guidelines to the consultants for the program they will deliver, not absolute requirements. While BSA safety standards and other procedures must be followed, the consultant should be given leeway to deliver exciting content as fits his or her expertise. The overall message to consultants is to stress the goal of exciting the participants about their activity and to provide resources for units to do these activities at home after the course is over.

Session Topics

- Astronomy
- Backpacking
- Canoeing/Kayaking
- Cave Exploring
- Challenge Events/COPE
- Climbing/Rappelling
- Conservation
- Cycling/Mountain Biking
- Emergency Preparedness
- Equestrian
- Expedition Planning
- Fishing
- Geocaching
- Hunting
- Orienteering
- Outdoor Ethics/Leave No Trace
- Outdoor Living History
- Plants and Wildlife/Ecology
- Scuba and/or Snorkeling
- Shooting Sports
- Small-Boat Sailing/Sailboarding
- Wilderness First Aid
- Wilderness Survival
- Winter Sports

Scheduling

Powder Horn is designed to expose Boy Scout, Varsity, Sea Scout, and Venturing youth and adult leaders to activities that can add spice to unit calendar activities. There are no required electives, but we recommend a full spectrum of possible activities. For example, you could do a “dry” Discover Scuba session even at a camp with no pool. Some sessions are best done in the evening hours, such as Plants and Wildlife/Ecology.

The course may vary from setting to setting. For instance, resources for cross-country skiing and equestrian may not be available in all areas of the country. The Fishing session may be used to replace one of these sessions.

You may also need to swap activities, depending on the weather or other conditions at the training site. However, really creative staffs have offered interesting programs regardless of their geographic location, i.e., a course in south Florida offering a session on ice climbing. It can be done!

Consider variety when planning your daily schedule. Some subjects are more exciting than others. Intersperse fun, hands-on classes with less fun, non-hands-on classes.

Care should be taken to maintain the schedule so that similar program sessions are presented at their appropriate time, i.e., all water activities or all shooting activities.

Sample Three-Day Course Schedule

Your schedule will vary depending on the electives you choose. Time should not be stated in military time.

Day 1

8–9:30 a.m.	Registration crew assignment Camp setup crew assignment Get-acquainted time Staff introductions Review course, including emergency plan Housekeeping announcements
10 a.m.	First Aid
11 a.m.	The Sweet 16 of BSA Safety (overall safety review)
Noon	Lunch
1 p.m.	Cycling/Mountain Biking Backpacking
5 p.m.	Cave Exploring
6–7 p.m.	Dinner
6:30 p.m.	Outdoor Ethics/Leave No Trace
7 p.m.	Plants and Wildlife/Ecology Wilderness Survival [Plants and Wildlife/Ecology and Wilderness Survival are both repeated on Day 2; is that OK?]
8:30 p.m.	Astronomy
9:30 p.m.	Cracker Barrel
10 p.m.	Taps

Day 2

6 a.m.	Reveille
6:30 a.m.	Breakfast
8 a.m.	Orienteering
	Geocaching
Noon	Lunch
1 p.m.	Climbing/Rappelling
	Challenge Events/COPE
	Shooting Sports
5:30 p.m.	Dinner
6 p.m.	Outdoor Living History
7 p.m.	Wilderness Survival
8:30 p.m.	Plants and Wildlife/Ecology
9:30 p.m.	Cracker Barrel
10 p.m.	Taps

Day 3

6 a.m.	Reveille
6:30 a.m.	Breakfast
7 a.m.	Hunting
8 a.m.	Equestrian
	Small Boat Sailing/Sailboarding
Noon	Lunch
1 p.m.	Expedition Planning
	Conservation
4 p.m.	Graduation and adjourn

Physical Arrangements

Site and Facilities Selection

The site for your course should be carefully selected. While the course could be performed in a wilderness area, it would be preferable to utilize a Boy Scouts of America or other camping facility that has the necessary facilities and training equipment. For example, to offer Discover Scuba, you may want to have a pool. However, you can still have a session on scuba without a pool, just not a full Discover Scuba experience. Different sites for each weekend (for a two-weekend course) may be selected for weekend courses to take advantage of facilities and add diversity. The course also needs to be accessible to consultants.

Other considerations when selecting a site include the following

- The site must have a protected area such as a building or shelter that is large enough to hold participants for training sessions during inclement weather.
- Powder Horn need not be restricted to Boy Scout camps. Sites such as other youth group camps, federal and state recreation facilities, military reservations, climbing gyms, skating rinks, and shooting ranges may also be used.
- Adequate sanitary facilities must be provided for staff and participants. Gender and youth-versus-adult issues must be considered.
- Participants with special physical needs may be accommodated with planning.
- All facilities used for training in this course must meet the applicable health and safety requirements of the BSA. Each venue must be properly supervised and follow BSA policies during this training course.
- Camping areas must have with latrine and shower facilities that can be made separate for male and female participants and staff members. (If only a single shower facility exists, set up different shower times for male and female participants, as well as for youth and adult participants.)
- The COPE area used must meet the requirements stated in the *Belay On*, No. 430-500.
- The waterfront area used should operate under the BSA Safe Swim Defense and Safety Afloat plans.
- Meeting rooms must have provisions for lighted evening meetings, heat or air-conditioning as needed, and facilities for showing training videos. Remember that this is a consultant-heavy course.

The site selected must have at minimum the following facilities:

- Sites for tents or cabin living
- Dining hall or adequate eating area
- First-aid facilities
- Equipment storage and staging area
- Meeting space large enough to hold meetings of all course participants and staff
- Appropriate areas for training sessions

Equipment

Equipment should be arranged prior to the course and any rental or expendable (ammunition, etc.) costs included in the course budget. Included in the appendix is an individual equipment list to be mailed to each participant, along with their acceptance letter and medical form. The equipment list includes items needed for all types of sessions. If a particular session cannot be offered, the equipment for that session need not be provided.

All equipment must be in good repair. Ask the consultants to provide their own equipment where possible. Their equipment may be more up-to-date than the typical Scout camp equipment. Use good, appropriate equipment, as you are projecting a standard. Be sure you have enough equipment for the number of participants (e.g., one shotgun for 32 participants is not enough). Use the Participant Equipment List in the appendix to be sure.

It is critical that training session sites be set up with all necessary equipment, supplies, and materials during the course. Be sure to have an adequate physical arrangements staff to accommodate these needs.

Food Service

- It is recommended you use a camp with a dining hall and adequate kitchen facilities.
- Food should be appropriate for outdoor activities (costs should not be cut on food).
- Providing a cooking and cleanup crew separate from the rest of the staff is strongly recommended (OA cook team, camp cooks, etc.). Cooking and cleanup is so time intensive that it prohibits participating in the Powder Horn training sessions. Even having food catered is an option.
- Do not use participants to clean up after meals.

Special attention should be paid to those participants, staff members, and consultants who may have special dietary needs. In one of your pre-course letters to staff and participants, ask if anyone has any special dietary needs.

Your budget will also need to include any food items necessary to perform the demonstrations during the course, such as during the outdoor cooking demo session. Also remember to build in any consultants who you might invite to share a meal or two.

Meals for the staff development days and for the staff setup period prior to the participants' arrival will also need to be included in the budget.

Health and Safety

Medical certification and recheck standards must be enforced. An MD or nurse is recommended for medical rechecks.

- An on-site medical officer (MD or EMT) during the entire course is preferred.
- At least one staff member must be an American Red Cross Instructor or certified in CPR and first aid, preferably Wilderness First Aid Basics.
- Courses must meet BSA safety standards.
- Courses must carry BSA activity insurance.
- Have staff and participants send in their completed Annual Health and Medical Record before the course starts so that the staff has knowledge of any physical limitations of participants.
- Plan for physically challenged participants.
- Emergency plans, procedures, and reporting applicable to local site must be in place.

The applicable BSA health and safety standards and report forms for the Powder Horn course are:

- Annual Health and Medical Record, No. 680-001
- *Belay On*, No. 430-500
- Caving, No. 430-102
- *Guide to Safe Scouting*, No. 34416
- National Standards for Council High-Adventure and Specialty-Adventure Programs, No. 430-120
- Project COPE and Climbing/Rappelling National Standards, No. 430-008

A detailed emergency plan for handling emergency situations (lost individual, injury, severe weather, etc.) must be developed. A staff briefing on the plan must be presented during the staff development training, and the plan should be shared with participants at the beginning of the course.

Youth Protection guidelines must be adhered to, and all participants and staff must take the online Venturing Youth Protection training before the course.

Administration

Pre-Course Administration

Participant Recruiting

The administration staff may be assigned a variety of participant recruiting responsibilities by the course director. They (along with other staff members) may send prospective participants an invitation to the course along with a registration form.

The administration staff may also be responsible for tracking the status of prospective and registered participants:

- **Prospective Participant Tracking:** Has a prospective participant been contacted? If so, by which staff member? What is the likelihood of their participation? What are the next steps to secure their registration or confirm they do not plan to attend?
- **Participant Tracking:** Has a registration form been received? Have they paid a deposit or other fees? If so, how much?

If the staff receives any fees from participants, these must be receipted by the council.

If the administration staff is responsible for any participant recruiting tasks, they will keep the course director and the rest of the staff updated on a regular basis.

Participant Communication

The administration staff is responsible for correspondence with participants prior to the start of the course. Whenever possible, participant communications should be done electronically to avoid the expense of mailing. The course director may also assign crew guides who can also follow up with participants to make them feel welcomed and prepared for the course.

The purpose of pre-course communications is to learn as much as possible about each participant prior to the course starting and to make the participant as comfortable as possible prior to the start of the course. The effectiveness of this pre-course communication is very important to keeping the participants involved in the course. Many times we recruit participants and then they do not hear from us until just prior to the start of the course. And when we finally do contact them, they are no longer interested in attending. Many successful courses give regular highlights to their participants about consultants recruited and other exciting plans to keep them excited and to build anticipation.

After a participant has submitted their registration form application, the administration staff will send a letter from the course director welcoming the participant to the course. Included with this letter will be a current Annual Health and Medical Record form, a required equipment list, and a skills self-assessment sheet. The administration staff will send out additional communication as required by the logistics of the course.

The administration staff will maintain records of all participant rosters and will follow up with any needed information, including:

- Registration form
- Annual Health and Medical Record
- Skills Self-Assessment Form
- Equipment list
- Directions/map to facility
- Course overview
- Waiver of responsibility
- Follow-up on pre-course online training status
- Participant Travel Information Form—if needed to arrange transportation

To assist with communication, the administration staff should also consider establishing a website and/or social media presence (Facebook, Instagram, etc.)

Course Administration (During the Course)

Participant Check-In

The first duty of the administration staff during the course is to manage the participant check-in process. All participant response forms received prior to the start of the course should be organized in a manner that allows easy access during the check-in process. During check-in, the administration staff determines that all required paperwork is in order, all fees are paid, and the Annual Health and Medical Record is signed and on-site. Because this could be the first in-person interaction between staff and participants, thus setting the tone for the early part of the course, this process must be quick and efficient, but it also must allow participants to ask any questions they need to have answered.

On-site Communication

The administration staff, along with the crew guides, is responsible for ensuring adequate two-way communication between the staff and the participants. This is accomplished in the following ways:

- On-site newsletter
- Custom created forms, i.e., logo sales forms, nametags, etc.
- Consultant support materials
- Evaluations
- Social media posts

Participant Evaluations

It helps to understand the needs and wants of the participants, and one method is to use daily evaluation forms. The administration staff should develop these forms and ensure that the participants get them in a timely manner. These forms are collected each evening and shared with the staff.

At the end of the course, each participant will be asked to fill out a final evaluation. The assistant course director–administration should collect these forms and compile a summary of participant evaluations. The course director will include this in the final course closeout report.

Newsletters

Many Powder Horn courses have found it helpful to have an on-site newsletter. Many courses publish a minimum of three on-site newsletters while some even do a daily newsletter. The publishing of a course newsletter is usually accomplished through a staff position of historian. While the formats of these newsletters are pretty much up to the talent/desire of the historian, here are a few suggested items to be covered:

- Staff biographies—this is usually done in the first edition
- Course schedule—this is covered in each edition
- Consultant highlights and related stories
- Lots of pictures of people having fun
- Participant testimonials

Photos

The administration staff is responsible for taking photos and videos throughout the course. The administration staff should also offer to collect photos taken by participants and staff. These photos should be organized and distributed to all participants and staff at the end of the course on a CD, DVD, or USB drive or online.

Other Forms and Handouts

Often, course-specific forms will need to be created on-site. The administration staff will be responsible for creating these forms as needed, as well as assisting with support materials that the consultants will bring for distribution. This can be as simple as making sure each participant receives the materials or as complex as re-creating the material and making copies for the participants. To assist with these duties, it is good to have a digital scanner and copier on-site during the course.

Resource Materials

In addition to the consultant-led training sessions and display tables, the administration staff can also help fulfill the learning objectives of Powder Horn by providing resource materials to participants. Many Powder Horn courses have solicited maps, books, travel guides, and “swag” from national parks and forests; state parks, forests, and tourism boards; outdoor gear manufacturers and retailers; outfitters; and other companies that offer or support the high-

adventure topics that are taught at Powder Horn. Some courses have provided these materials in a box that is provided to participants at the end of the course, while others have scanned a number of the non-copyrighted materials so that they can be provided on a resource CD, DVD, USB drive, or website. Regardless, the participants will collect many resources from both the consultants and the staff. Therefore, they will need a way to store them.

Closing Ceremony

The administration staff is responsible for creating a closing slideshow that should include photos and video taken during the course.

The administration staff should also ensure Participant Certificates, No. 33502, for course completion are signed by the course director and presented to the participants at the closing. Staff Certificates, No. 33501, may also be secured, signed, and given to the staff.

At the conclusion of the course, the administration staff ensures that each participant and staff member has a roster of all the participants (with their permission), staff members, and consultants. This should be developed during the course and prepared for distribution with the participant final package. In addition, a CD, DVD, or USB drive containing photos and resources might also be distributed at this time, along with a resource box.

Post-Course Administration

After the course is over, the assistant course director—administration works with the course director to prepare the Final Closeout Report. This report includes the following sections:

- Course overview—course location, dates, etc.
- Evaluations from each functional area—what worked and what didn't.
- General observations—this could include quotes from some of the daily evaluations, both good and bad. This is also the “lessons learned” section.
- Recommended changes—this is where recommended changes to your future courses are listed.

This report, compiled in coordination with the course director, staff advisor, and other staff, is then forwarded to the host council/cluster council Scout executive(s) and the area or region Powder Horn coordinator.

It is important to send a Training Report form to each council participating that notes their Scouts or Scouters who have completed the Powder Horn course.

Crew Guides

Why Is the Crew Guide Important?

- Helps reinforce the objectives of Powder Horn.
- Helps ensure participants take the new skills and resources they have learned and apply them in their unit back home.
- Ensures participants are supported and the best possible program is presented.
- *The crew guide is responsible for the crew at all times.*

Skills/Experience Needed to Be a Crew Guide

- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- Must have experience as a unit volunteer who has served older youth or an exceptional, mature older Scout or Venturer. The crew guide is another resource who can provide information on programs and activities for older youth in Scouting. As crew guides are the primary staff contact with the participants, they cannot effectively deliver this message if they are not knowledgeable about the program.
- Whenever possible, it is strongly recommended that crew guides have previously participated in a Powder Horn course. If the crew guide is also a participant in the course, it adds an additional challenge to the role.
- Should have a personality that inspires confidence and be enthusiastic about Scouting/ Venturing, Powder Horn, and high adventure.
- Should have skills/experience in facilitating discussions.
- Should be an experienced outdoors person with experience in a variety of high-adventure activities. Crew guides with high-adventure experience should find it easier to facilitate journaling discussions.
- Because Powder Horn places a strong emphasis on using Leave No Trace principles, it is also helpful to have knowledge and experience related to Leave No Trace, including completion of a Leave No Trace Trainer course.
- Should have knowledge of first aid. It is recommended that the crew guide be certified in an American Red Cross First Aid course (preferably American Red Cross Wilderness First Aid Basics) and CPR.

Duties

- Should establish and maintain the highest standards of the BSA and maintain a “safe haven.” There are several safe haven issues a crew guide might encounter at Powder Horn. The crew guide must establish an expectation that participants don’t have to try any activities that they cannot or do not want to do (also known as “challenge by choice”).

The crew guide should be willing to tell a participant it is OK not to participate in an activity when they are physically or mentally not prepared to do it. The crew guide should establish an expectation that participants will treat their fellow crew members with respect and will help maintain a safe haven.

- The crew guide should treat participants in a manner that sets a positive example for how we should treat our youth. This doesn't mean treating participants "like a kid," even if—in fact—the participants are youth members.
- The crew guide is NOT the crew leader but the liaison between the assigned crew and the staff. Must be a good listener and able to communicate the needs of the crew to the appropriate staff member or staff group. They are an observer of individual crew members and crew dynamics. Should assist the crew and individuals with any problems.
- Solicits feedback about each day's activities (beyond just a written evaluation) and shares this information daily with the staff to ensure objectives of the course are being met or the program/agenda is adjusted, when possible, to meet the course objectives.
- Consults with each crew member to see that the subjects taught are understood and can be applied to their Scouting position. Refer to information on journaling and reflecting.
- Attends all activities with the crew. The crew guide's primary role at each activity is to support the crew, ensure a safe haven, and be a cheerleader.
- Serves as cheerleader for the crew throughout the course. Powder Horn participants may not be accustomed to long days of physical activity. The crew guide motivates and encourages participants to take part in activities and keep going throughout each day. Crew guides may participate in activities with the crew they serve (such as a climbing wall), but only after all participants have participated first. If there is still time left for the crew guides, and it doesn't take away from their primary duties of service to the crew, then they can participate.
- Serves as health and safety officer for the crew. Ensures participants are hydrated, is aware of potential medical problems within the crew, and is familiar with basic symptoms and treatment of common Powder Horn first-aid problems. Frequently asks participants how they are doing.
- May be responsible for day one participant orientation of camp procedures, layout of camp, and emergency plans. The crew guide communicates expectations (including safe haven) and shares the schedule with the participants.
- Promotes and provides information about programs and methods for older youth. Should be able to point out where each activity fits in the advancement/recognition program of the BSA's older youth programs.
- The crew guide is responsible for and maintains a safe haven for the assigned crew at all times. Therefore, don't discuss problems with or in front of participants. Don't spend too much time socializing with staff members. Don't be negative about Scouting programs, other training courses, teenagers, etc. If you can't follow these guidelines, you may not be qualified to be a crew guide!

Crew Guide Development

During staff development, special emphasis should be placed on crew guides' duties, including these three basic items:

- Expectations/position description
- The first day
- Journaling/reflecting

See the suggested guide below for how to schedule the breakout time for crew guides at two staff developments:

Expectations/Position Description

When each crew guide is recruited, the assistant course director–crew guides should share with them the crew guide position description. At the crew guide breakout meeting of the first staff development, the assistant course director should review the position description and establish their expectations for crew guides during the course.

The First Day

The first day, actually the first few hours, of Powder Horn are critical to the success of a course. First impressions are everything, and one of the first impressions participants have at Powder Horn is the introduction to their crew guide. The crew guide may conduct a participant orientation of camp procedures, layout of camp, and emergency plans. Shortly thereafter, the crew guide will conduct an opening session with his or her crew. To start this session, the crew guide should establish expectations for the course. Key points to include are:

- Asking the participants why they came to Powder Horn and what they expect to learn and experience.
- The objectives of Powder Horn and how the course will work.
- What your role is as a crew guide.
- Establishing expectations: treat each other with mutual respect, listen to each other, challenge by choice, positive attitude, support each other, etc.
- Course procedures/schedule/layout.
- Using what you learn here when you get home.
- Journaling/reflecting after each presentation.
- Two-way communication.
- Review the emergency plan if not previously done.
- Review day one agenda.

Successful courses have incorporated several “get to know each other” games during the opening session. The purpose of the games is not to build teams but to create an atmosphere of camaraderie and fun, and, of course, to get to know each other! Take care to choose games that are a combination of just for fun and get to know each other. For examples, please see Getting-to-Know-Each-Other Games in the appendix.

If your course chooses to conduct the participant orientation by crews, then the assistant course director should work with the crew guides to develop the participant orientation. The assistant course director should lead the crew guides in games during the staff development that will be played during this session.

Journaling/Reflecting

At the end of each training session, a few minutes should be provided for participants to think about how they will use the new skills, information, resources, etc., they have just learned to improve their unit so youth will enjoy the program more. Participants should be encouraged to think of resources (consultants, organizations, locations, etc.) in their local area that can enable their unit to participate in these activities. Participants should write down their thoughts in a Powder Horn pocket notebook and include the title of the session at the top of the page. The BSA Supply Group offers a Powder Horn Pocket Notebook, No. 30279. Participants should also be encouraged to jot down thoughts during the presentation if the consultant makes a key point that resonates with them. There is a difference between journaling and note taking. Participants should not feel obligated to write down everything. Crew guides are responsible for encouraging journaling.

Crew guides are also responsible for facilitating discussions. Crew guides should conduct a short, informal reflection on ideas and thoughts their crew members have in between each session. This can be as simple as discussing ideas with the crew on the way from one activity to the other.

This is a very important duty as it constantly reinforces the purpose of Powder Horn. Without journaling and reflecting, participants may not retain the ideas and resources provided during the course.

During the staff development, the assistant course director should explain how the journaling/reflection concept works and refer the crew guides to the Use of Guided Discussion During Powder Horn below.

Journaling Objectives

The journaling and reflection process adds a special dimension to the training experience. It helps the staff establish a safe haven, creating a special place where participants can experience Scouting at its best. The use of reflection through a guided discussion has three specific objectives:

- To help participants learn from their experiences during the course, to make sense of what they learn, and to reinforce the teaching process of experience and discovery.
- To communicate to participants the staff's respect for them as individuals through a sincere interest in their thoughts and feelings.
- To increase the staff's awareness of the status and progress of participants through direct feedback on their understanding of and reaction to training activities.

Use of Guided Discussion During Powder Horn

A good understanding of the skills used in guided discussion is critical to the success of crew guides. Please utilize these techniques during informal conversations with participants in your assigned crew (either as a group or individually). This might be as simple as asking a few questions as you walk with your crew to a presentation or while you eat meals with participants. Participants should be encouraged to write their thoughts about resources, ideas, etc., in their journal, which will be used as the basis for guided discussion with the crew guides. These “informal reflections” can help reinforce how the information and resources given by each consultant can benefit their crew or troop back home. Always be on the lookout for opportunities to ask participants how they are doing and what they can do to take what they’ve learned back to their youth.

You can also utilize these techniques to determine each participant’s enjoyment of the course, health and safety issues, and any other praise, concerns, comments, or questions they might have about the course. Remember, the more feedback the staff gets from participants, the more we can fine-tune our delivery of the course.

Facilitating a Guided Discussion

Start the Discussion

- The key to a lively and useful guided discussion is to maintain the interest and enthusiasm of the participants.
- Especially at the beginning of the course, participants may not be willing to share during a guided discussion. If there is little response, resist the urge to answer your own questions or talk to fill the silence. Typically, participants will begin responding after a few moments of awkward silence.
- If nobody answers after 10 seconds of silence, you can rephrase the question and ask again.

Use Thought-Provoking Questions

The crew guide may have to probe for responses from participants with questions such as: What did you learn from that presentation? How can you apply this in your unit back home? Do you think your youth might be interested in this activity? What ideas do you have for a consultant, location, or resource for this activity in your local area? How can we minimize the impact of this activity while following Leave No Trace principles?

Encourage participants to note in their Powder Horn pocket notebook any ideas that come up during these discussions that they might be able to take home to their youth.

A Final Note

The crew guide position is one of the most important staff roles at Powder Horn. It is the crew guide’s responsibility to ensure the objectives of the course are met. That is why it is critical to select the right people for this position and to make sure they are properly trained for the task.

Miscellaneous

Course Uniforms

Staff

Staff uniforms should be the same as for the participants—it's not about staff being "special." Uniforms for participants should not be an issue. Staff uniforms for presentations and other formal times should be the official uniform of their program.

Participant

In your pre-course participant communication you should communicate that wearing an official uniform is always appropriate, but because this course is a high-adventure/outdoor-based course, wearing clothes other than a uniform is OK.

Insurance

Accident and BSA activity insurance coverage shall be in effect for all participants, staff, and consultants. This includes the staff development sessions. It is the responsibility of the host council to arrange for insurance coverage. The professional staff advisor will have access to the appropriate insurance order forms. The insurance costs should be included in the course budget.

The Annual Health and Medical Record, No. 680-001, is required of all staff and participants. It is preferable to have the medical form with Parts A, B, and C sent in before the course so that the staff is aware of any special, individual medical conditions.

Powder Horn Supplies

Available from Supply Group (see the Powder Horn Saleable Order Form in the appendix):

Powder Horn Award, No. 4044

Powder Horn Participant Certificate, No. 33502

Powder Horn Staff Certificate, No. 33501

Lapel Pin, No. 4254

Belt Buckle, No. 613145

Powder Horn Pocket Notebook, No. 30279

Other special Powder Horn items may be ordered from BSA Supply Group. For special orders, visit www.scoutshop.org.

Astronomy

Summary

The goal of this session is to motivate the participants to appreciate the night sky as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Understand how the star fields in the sky move with respect to the Earth.
- Find the major constellations in their hemisphere.
- Locate the direction north from the constellations.
- Know where to obtain astronomy tools such as observatory software.
- Be able to identify the planets and major stars.

Equipment

- Telescopes for viewing planets and stars
- Notebook computer with a planetarium program, such as The Sky, Skyglobe, etc.
- Planisphere quick star reference device and star charts
- A finder chart generated for the date and time of this session (copies for each participant)

Procedure

Lecture and demonstration, followed by hands-on star observation.

Session Outline

- Discuss the relative motions of the stars and constellations with date and time.
- Demonstrate this effect using a planetarium program and notebook computer
- Demonstrate the following, using the finder chart:
 - How to locate constellations in the sky.
 - How to locate pole star, other major stars, and the planets.
 - How to locate the direction north from the stars.
- In the field, use the telescope to view stars, planets, and other items (galaxies and star clusters).
- Later, during an overnight adventure, find the direction north and review the constellations and their relationships to one another.

References

Norton's 2000.0 Star Atlas and Reference Handbook, Ian Ridpath

The Backyard Astronomers Guide, Terence Dickinson and Alan Dyer

The Miller Planisphere

The Monthly Sky Guide, Ian Ridpath and Wil Tirion

Local and national resources provided by instructor

Backpacking

Summary

The goal of this session is to motivate the participants to go backpacking as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as it fits your consultant's expertise. The overall message to participants is to stress the fun nature of your activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- List 10 items that are essential to carry on any overnight backpacking trek, and explain why each item is necessary.
- Describe ways one can limit the weight and bulk carried without jeopardizing health and safety.
- Describe environmental considerations that are important for backpacking and ways to lessen their impact on the environment.
- Describe symptoms, prevention, and treatment for first-aid situations most likely to occur on a backpacking trek.
- Plan a backpacking trek.

Equipment Needed for Session

Latest backpacking equipment to support the session outline

Procedure

This could be a lecture or demonstration session with the opportunity for participants to share their experiences if time is available.

Session Outline

- Explain why physical fitness is an important part of backpacking.
- Display several types of packs, including external and internal frames. Explain the differences and the types of treks for which each is suitable.
- Display a properly packed backpack with at least 10 essential items. Include personal gear and the gear you might carry if you were on a trek with one other person. Explain why and where in the pack each item was packed. Discuss weight issues and the location of items to distribute the weight for ease of carrying.
- Explain items needed for a backpacking trek. Include a clean-up kit, cook kit, and first-aid kit. The display should include various types of backpacking stoves and fuel; personal and group first-aid kits and survival items; and filters, tablets, and drops for treating water.
- Have a display showing several types of tents and sleeping bags. Explain the pros, cons, and appropriateness of each.

- Explain the benefits of layering for protection from heat and cold. This is a great opportunity for a store to send examples of equipment, including clothes and footwear. The store could also supply stoves, tents, etc.
- Describe symptoms, prevention and treatment for first-aid situations that might occur on a backpacking trek, as well as resources for wilderness first-aid training.

References

The Backpacker's Field Manual, Rick Curtis

Boy Scout Handbook, No. 34554

Fieldbook, No. 34006

New Wilderness Handbook, Paul Petzoldt

Passport to High Adventure, No. 34245

Walking Softly in the Wilderness, John Hart

Local and national resources provided by instructor

Canoeing/Kayaking

Summary

The goal of this session is to motivate the participants to try any of a variety of boating activities as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits your consultant's expertise. The overall message to participants is to stress the fun nature of your activity, and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Name and point out the major parts of a canoe and kayak.
- Know terminology.
- Demonstrate the strokes for paddling a canoe and kayak.
- Plan a canoe trip.
- Know the BSA's Safety Afloat policy.
- Demonstrate kneeling and sitting positions in a canoe.

Equipment

- Kayak
- Canoes
- Paddles
- Life jackets
- Tabletop display on canoeing and kayaking

Procedure

Short lecture with demonstration, followed by a hands-on experience for the participants.

Note: Safety Afloat should be completed before holding the hands-on portion of this session.

Session Outline

- Introduction
- Safety Afloat
- Equipment
- Parts of a canoe and kayak
- Paddles
- Life jackets
- Carrying yokes

- Bailers
- Waterproof containers
- Rescue rope
- Types of canoe and kayaks and their care
- Canoe and kayak specifications
 - Lake canoes
 - Wilderness canoes
 - River canoes
 - K-class kayaks
 - Materials
- Care of canoes and kayaks
- Causes of boating damage
- Canoe and kayak repair
- Canoe and kayak storage
- Handling the canoe
 - J stroke
 - Forward stroke
 - Draw stroke
 - Pry-away stroke
 - Push-away stroke
 - Cross-draw stroke
 - Reverse and forward sweep strokes
 - Back-stroke
 - Turning strokes
 - Inside and outside pivot
- Handling the kayak
 - Forward stroke
 - Reverse stroke
 - Sweep stroke
 - Reverse stroke
 - Draw stroke
 - Duffek stroke
 - Low brace
 - High brace

- Exiting from the kayak
- Barrel and Eskimo rolls
- Launching methods
- Landing
- On the water

Resources

Canoeing, American Red Cross

Fieldbook, No. 34006

National Instruction Program and On-Water Safety Curriculum,
American Canoe Association

Passport to High Adventure, No. 34245

American Red Cross Water Skills Course

Local and national resources provided by instructor

Cave Exploring

Summary

The goal of this session is to motivate the participants to try cave exploring, with a proper guide, as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Explain the different type of caves.
- Tie four knots used in caving.
- List items needed in a personal cave pack.
- Explain the standard map symbols used on a three-dimensional cave map.

Equipment

- Examples of different type of ropes used in caving
- Examples of rope usage logs
- Caving maps
- Photos (or video) of different kinds of caves
- Examples of personal gear, including helmets, light, backup lights, and cave packs
- Examples of rappelling and ascending devices
- Tabletop display on cave exploring

Procedure

Discussion followed by hands-on practice. Participants could, at a minimum, simulate a cave descent and ascent using BSA-approved climbing procedures. A good caving video is helpful.

Caves can be dangerous if you are not properly trained or equipped. Cave safety tips include:

- Join an experienced group for proper training and safe caving.
- Never go caving alone. At least three cavers are a minimum.
- Always carry three sources of light.
- Don't attempt caves beyond your ability.
- Use proper gear, including a properly fitted helmet and suitable clothes.
- Leave word with family or friends about your trip plan, including the cave location and expected return time.
- Always use the safer alternative when you have an option.

Session Outline

- Discuss and show pictures or video of different types of caves.
- Discuss and demonstrate equipment used in caving (lights, packs, ropes, etc.).
- Demonstrate knots used in caving, followed by hands-on trial by participants.
- Demonstrate rappelling and belaying techniques (this could be done as part of COPE sessions).
- Take a short caving trip if possible.

Resources

Belay On, No. 430-500

Boston Grotto Guide to SRT, Kevin W. Harris

Boy Scout Handbook, No. 34554

Caving, No. 430-102

Caving Basics, Tom Rea, et. al., National Speleological Society

Fieldbook, No. 34006

Oxford University Cave Club Expedition Rescue Guide, Gavin Lowe

Local and national resources provided by instructor

Challenge Events/COPE

Summary

The goal of this session is to motivate the participants to experience team-building events as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity, and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

Note: High-element preparation requires more time than is normally available on a Powder Horn course.

As a result of this session, each participant should be able to

- Understand the principles of processing skills.
- Understand the five stages of group development.
- Understand the need for proper sequencing.
- Understand the purpose of COPE.

Procedure

A COPE director should teach this session with help from COPE instructors as needed. Have the group participate in low-element exercises on the COPE course.

Session Outline

- Discuss the purpose of low initiatives and low elements.
- Discuss how to become a COPE director and instructor.
- Describe safety procedures.
- Discuss what should happen prior to and during the program.
- Discuss the opening and closing sessions.
- Discuss the role and characteristics of the facilitator.
- Explain what processing is and what skills are needed.
- Describe the five stages of group development.

Resources

Belay On, No. 430-500

Association for Experiential Education, Boulder, CO

Climb On Safely, No. 430-099

Cowstails and Cobras II, Karl Rohnke, Project Adventure

Project Adventure Ropes Course Safety Manual, Project Adventure, Hamilton, MA

The New Games Book, Andrew Fluegelman

Venturing Advisor Guidebook, No. 34655

Climbing/Rappelling

Summary

The goal of this session is to motivate the participants to try climbing and/or rappelling, with proper supervision, as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Explain the difference between bouldering and technical climbing.
- Explain the classification and grades of climbing difficulty.
- Relate terminology and communication techniques used in rappelling.
- Tie the proper knots used in rappelling.
- Describe different types of setups and hardware.
- Describe types of approved ropes for climbing and proper care and storage.
- Correctly put on and teach others how to put on at least two harnesses.
- Understand the need for rescue bags and first aid equipment.

Equipment

- Approved UIAA rope, safety helmets, seat harnesses, locking carabiner, figure-eight (See detailed Participant Equipment List in appendix.)
- Tabletop display on mountaineering

Procedure

Short lecture with a demonstration, followed by a hands-on experience for participants.

Session Outline

- Hardware setups
 - Types of setups and hardware
 - Safety considerations
- Rope
 - Types of approved ropes for climbing, descending, and caving
- Safety considerations
 - Rope usage logs
 - Inspection
- Storage
- Helmets (UIAA-approved)

- Harness/seats and slings
- Anchors
 - Natural anchors
 - Artificial anchors
- Belays
 - Top belay
 - Bottom belay
 - Self-belay
- General safety
 - Before a rappel
 - During rappel
- Terminology and communications
- First-aid and emergency evacuation plan

Resources

Climb On Safely, No. 430-099

Passport to High Adventure, No. 34245

Belay On, No. 430-500

Boy Scout Handbook, No. 34554

Fieldbook, No. 34006

Project COPE and Climbing/Rappelling National Standards, No. 430-008

Local and national resources provided by instructor

Conservation

Summary

The goal of this session is to motivate the participants to undertake a conservation project as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity, and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Know how to help plan, lead, and complete a significant conservation project.
- Be familiar with the requirements for the BSA's William T. Hornaday Awards.
- Be familiar with the requirements for the World Conservation Award.
- Know how to identify local conservation professionals to serve as advisors on projects and awards.

Equipment

- Tools needed for sample project descriptions
- William T. Hornaday and World Conservation award information

Procedure

Lecture presentation, discussion, or demonstration led by a conservationist or other land management professional.

Session Outline

- Review the various conservation awards available to Scouts, including the William T. Hornaday and World Conservation awards.
- Review USDA Forest Service or other land management agency conservation project examples.
- Brainstorm a list of projects and ways to complete the selected projects.
- Make a written plan.

Resources

Conservation Good Turn flier

Tread Lightly Inc.

Venturer/Sea Scout World Conservation Award Application, No. 512-064, No. 00152 (patch)

William T. Hornaday Award flier, No. 430-398

Local and national resources provided by instructor

Cycling/Mountain Biking

Summary

The goal of this session is to motivate the participants to go cycling as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

This session can be split into two sessions: road biking and mountain biking.

Learning Objectives

As a result of this session, each participant should be able to

- Know the differences of types of cycling (e.g., touring and mountain biking).
- Know the laws governing biking in your state.
- Explain safety rules and gear for your preferred bike.
- Demonstrate proper first aid for a head injury.
- Know the International Mountain Biking Association (IMBA) rules for the trails.
- Make a bike tool and repair kit and be able to demonstrate the use of each tool.
- Know how to plan a trip and record it in a journal.
- Know what clothing will improve the comfort of your ride.

Equipment

- State laws on cycling
- A variety of bicycles and cycles
- Chain rivet tool, small slot head screwdriver, assorted wrenches, tire levers, standard pliers
- Tube patch kit and pump
- Maps
- IMBA rules
- Personal gear (gloves, padded shorts, windbreakers, helmets, etc.)

Procedure

If possible, have enough bicycles for each participant to try for a short distance. Set up a short course. Be sure to have sufficient helmet sizes to ensure that you have one that fits each person riding.

Session Outline

- Demonstrate various bicycles and discuss their uses.
- Demonstrate proper bike maintenance both at home and on the trail.
- Show bicycle safety equipment.
- Show proper bike clothing.

- Discuss bicycle safety rules.
- Discuss first aid applicable to bicycling accident situations.
- Demonstrate how to drive a bike (gear shifting, etc.).
- Allow participants to take a short ride.
- Discuss trail etiquette and Leave No Trace principles.

Resources

Basic Essentials of Mountain Biking, Michael Strassman

Fieldbook, No. 34006

Venturing Awards and Requirements, No. 34784

Emergency Preparedness

Summary

The goal of this session is to inform the participants of search-and-rescue techniques, as well as possible emergency situations where they may be required to assist. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant’s expertise. The overall message to participants is to stress the nature of the activity and to provide resources for units to practice these skills and get more information at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Have a better understanding about how much preparation is needed in emergency situations.
- Participate in an example emergency situation.
- Understand what individual needs are for emergency preparedness.
- Develop a solution for emergency situations using different teaching scenarios related to emergencies in outdoor activities.

Equipment

- First-aid kit (personal and crew)
- Backboard and CVC
- Rescue bag
- Other resources, depending on situation

Have an Explorer post or other outside group stage a surprise emergency scenario during the training session.

Example scenarios:

Car wreck	Fall from a horse	Stove fire
Shooting accident	Search-and-rescue situation	Boating accident
Swimming incident	Climbing or rappelling accident	Skiing situation
Scuba incident	Caving accident	

Remember, safety is always the first consideration for this session. Sufficient staff members should attend this session to help with the safety aspects of the scenario.

Session Outline

The participants are informed about various first-responder groups. Explain how to:

- Safely respond to the accident scene.
- Triage the situation and decide how to handle the emergency.

- Perform first-responder services such as emergency first aid, victim extraction, emergency services notification, and victim transportation.
- At end of the exercise, hold a debriefing and reflect on how the exercise was handled.

Resources

American Red Cross Wilderness First Aid Basics Manual

First Aid for Colleges and Universities

American Heart Association

Wilderness Medicine Institute

Local EMT courses

Local and national resources provided by instructor

Equestrian

Summary

The goal of this session is to motivate the participants to go horseback riding as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Name the three distinct American riding styles.
- Name the various articles of tack used in riding.
- Demonstrate how to properly saddle and bridle a horse.
- Demonstrate how to properly mount and ride a horse.
- Know how to properly care for and feed a horse.
- Know the reasons to use different breeds for work and recreation.

Equipment

- Horses
- Various saddles
- Saddle blankets
- Various bridles
- Various tack
- Proper riding clothing and boots
- Pictures of proper attire for various styles of riding
- Combs, brushes, etc.
- Tabletop display on equestrian resources

Procedure

- Have an experienced horse person present this session.
- Lecture and demonstration, followed by hands-on experience.
- Discuss riding styles and various competitions in those styles.
- Hands-on riding experience.

Session Outline

- Discuss three American riding styles.
- Show pictures or actual clothing for the different styles.
- Demonstrate saddling and bridling.

- Demonstrate mounting and dismounting a horse.
- Participant riding.
- Remove tack and demonstrate equipment and horse care.

References

Horse Gaits, Balance, and Movement, Susan Harris

Hunter Seat Equitation, George H. Harris

Sports Organizations

Harness Horse Youth Foundation

16575 Carey Road

Westfield, IN 46074

Website: www.hhyf.org

United States Eventing Association

525 Old Waterford Road, NW

Leesburg, VA 20176

Website: www.useventing.com

Expedition Planning

Summary

The goal of this session is to motivate the participants to consider and properly plan an expedition as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session each participant should be able to

- Develop a risk management plan for their unit activities.
- Know the principles of trip and activity planning.
- Know the Boy Scouts of America regulations and safety procedures.
- Understand the equipment and training needs for Scouting activities.

Equipment

- *Passport to High Adventure* for each crew
- Flipchart pads (or newsprint) and markers

Lecture or demonstration followed by a hands-on planning exercise.

Procedure

Session Outline

- I. Presentation of basic principles of expedition planning
- II. Participation qualification
 - A. Boy Scouts
 - B. Venturers
 - C. Adult participation
 - D. Support personnel
- III. BSA Regulations
 - A. Guide to Safe Scouting
 - B. Climb On Safely
 - C. Hazardous Weather
 - D. Safe Swim Defense
 - E. Safety Afloat
- IV. Trip planning

- A. Where to go
- B. Itinerary planning
- C. Training activities
- D. Food
- E. Activities
- F. Transportation
- G. Equipment
- H. Permits
- I. Budget
- J. Insurance
- K. Backdating the plan
- V. Risk Management
 - A. Health and medical examinations
 - B. Getting in shape
 - C. Certifications
 - D. Skills and practices
 - E. Trek Safety
- VI. Leave No Trace requirements

Have each group plan a five-day trip in detail using Boy Scouting and Venturing outdoor skills. After five minutes of planning time, have each group report on their trip to the entire group for comments and suggestions.

Fieldbook, No. 34006

Passport to High Adventure, No. 34245

Venturing Advisor Guidebook No. 34655

Local and national resources provided by instructor

Resources

Fishing

Summary

The goal of this session is to motivate the participants to go fishing as a unit activity. Sport fishing and/or fly-fishing may be presented together or as separate activities. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objective

As a result of this session, each participant should be able to

- Know freshwater and saltwater fishing laws, regulations, and licensing requirements in their state.
- Know and understand different fishing techniques and required equipment.
- Determine where different varieties of water are located.
- Tell where the most popular game fish and any protected fish are found in their state.
- Know the four main types of fishing equipment and their use.
- Tie different fishing knots.
- Recognize safety situations that one may encounter while fishing.
- Tie fishing flies.

Equipment

- State and local fishing maps, fishing laws, and regulation books
- Slides of different fish in the area
- Four type of fishing equipment (spin cast, spinning, bait cast, and fly) and information on this equipment
- Rods and reels
- Fly-tying equipment and materials
- Assorted sample premade flies
- Assorted fishing lures
- Tabletop display on fishing

Procedure

- Have a game warden, sporting goods person, avid fisherman (contact through an anglers club), or guide come to the session and bring the equipment and materials needed.
- A tabletop display should be set up before the session starts. The slides and video can be shown as participants arrive. Hand out literature before to avoid interrupting the class.
- Provide hands-on activities. (Fly casting with a fly rod and fly-tying work well and are popular with teens.)

Session Outline

- Introduce species of fish found in state fresh and saltwater.
- Review rules and regulations.
- Discuss water varieties and locations.
- Introduce fishing equipment using dry land or water targets for casting practice.
- Review lure and fly types.
- Demonstrate different fishing knots.
- Discuss fishing safety.
- Demonstrate fly-tying and equipment.

Resources

Fieldbook, No. 34006

The Orvis Guide to Beginning Fly Fishing: 101 Tips for the Absolute Beginner

Venturing Advisor Guidebook, No. 34655

Local and national resources provided by instructor

Geocaching

Summary

The goal of this session is to motivate the participants to go geocaching as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Understand how the global positioning system (GPS) works.
- Know how to use a GPS receiver to locate their position on the ground (or water), and identify that location on a topographical map or navigation chart.
- Demonstrate finding a position (waypoint) using a GPS receiver.

Equipment

- GPS receiver and batteries
- Topographical map and/or navigation chart of the area
- Pre-laid orienteering course
- Tabletop presentation on land navigation

Procedure

- Present how GPS works and how to use a GPS receiver.
- Provide hands-on experience using the GPS receiver.

Session Outline

- How the GPS works.
 - Satellite fleet
 - Timing determination by GPS receiver
 - Position determination with three satellites
 - Altitude determination with four satellites
 - Position and altitude determination 50-foot accuracy
 - UTM map coordinate system
 - Datum meaning and usage
- How to operate a GPS receiver.
 - Taking a bearing—must be moving
 - Measuring location and altitude
 - How to set way points

- Mapping your course
- Using the receiver in the field (tree cover, etc.)
- Measurements improve with measurement time

References

Contact the Brunton Co. for a full compass and GPS training kit: 620 E. Monroe Ave., Riverton, WY 82501, 307-856-6559; or email support@brunton.com.

Manual for GPS receiver used in course

GPS Made Easy, Lawrence Letham

Hunting

Summary

The goal of this session is to motivate the participants to go hunting as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Know more about hunter education and where to take the class.
- Know more about bow hunter education and where to take the course.
- Know more about muzzle loader education course and where to take the course.
- Learn about careers associated with hunting and wildlife management.
- Know where you can hunt in your state and obtain information on rules, regulations, and licensing.

Equipment

- Videos/slides on hunter education
- State hunting rules and regulation books
- State hunter education literature
- NRA literature
- Guns, ammunition, bows, arrows, traps, etc.
- Tabletop display on hunter education resources

Procedure

Slides and videos can be shown while participants are coming into the room.

- Slides
- Discussion on how teens can support hunter education or where they can go after hunter education
- Hands-on demonstrations with guns, bows, etc.
- Range time

Session Outline

- Presentation on hunter education
- Presentation on bow hunter education
- Presentation on muzzle loader education
- Presentation on state rules and regulations on hunting
- Presentation on hunting areas in the region

References

- National Shooting Sports Scholastic Clay Target Program Guide
- National Shooting Sports Scholastic Rifle Program Guide
- NRA Shooting Sports Camp Planning Guide
- Local and national resources provided by instructor
- National Bowhunter Education Association resources
- National Muzzle Loading Rifle Association resources
- NRA literature and approved videos
- State wildlife agency hunter education program
- State wildlife agency hunting regulations

Orienteering

Summary

The goal of this session is to motivate the participants to go orienteering as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Identify and explain topographical map symbols.
- Explain contour lines.
- Demonstrate how a compass works.

Equipment

- Topographic map of camp area
- Compass
- Pre-laid orienteering course with control points (GPS)
- Control point markers and punches
- Control point log forms and description sheets
- Tabletop display on land navigation resources

Procedure

Short presentation on techniques followed by hands-on experience in compass and map work.

Session Outline

- Review or teach the use of a compass.
- Headings
 - Sighting and traveling with compass
 - Deviation
- Explain how different types of compasses are used to shoot bearings.
- On a topographic map, identify map symbols and their corresponding physical ground feature.
- Teach participants how to orient the map using a compass. Explain magnetic versus true north.
- Allow participants to run an orienteering course using map and control point listings.

References

Contact the Brunton Co. for a full compass and GPS training kit: 620 E. Monroe Ave.,
Riverton, WY 82501, 307-856-6559; or email support@brunton.com.

The Backpacker's Field Manual, Rick Curtis

Fieldbook, No. 34006

Finding Your Way with Map and Compass, John Disley

Outward Bound Map and Compass Handbook

Local and national resources provided by instructor

Outdoor Ethics/Leave No Trace

Summary

The goal of this session is to provide the participants with an awareness of the impacts associated with outdoor recreation and to motivate them to practice outdoor ethics. The overall message to participants is to stress that they can make good judgments when recreating and to provide resources for units to learn outdoor ethics after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Discuss the impacts associated with Scouting’s outdoor program.
- Explain the umbrella term “BSA outdoor ethics” and its components.
- Recite and explain the Outdoor Code.
- Explain the seven principles of Leave No Trace.
- Demonstrate knowledge of where to find additional outdoor ethics resources and trainings

Equipment

- Posters or flip charts with the Outdoor Ethics umbrella, the Outdoor Code, and the seven principles of Leave No Trace
- Copies of the BSA’s Wilderness Use Policy and Outdoor Code (<https://filestore.scouting.org/filestore/pdf/20-121.pdf>)
- Optional: Audio/video equipment as needed to present a DVD or stream web content
- Optional: *Leave No Trace* DVD
 - Order DVD from the Leave No Trace Center for Outdoor Ethics (<https://lnt.org/shop/product/national-park-service-leave-no-trace-dvd>)
 - Stream low-res version from the National Park Service (www.nps.gov/features/wilderness/leavenotrace/popup.html)
 - Stream low-res version from YouTube (www.youtube.com/watch?v=jXO1uY0MvmQ)
- Optional: BSA Outdoor Ethics or Leave No Trace plastic reference cards (<https://lnt.org/shop/product/individual-ethics-reference-cards>)
- Equipment for optional activities
 - Cathole trowels
 - Bear bag and ropes
 - 100 feet of rope or line

Procedure

The lecture and discussion can be delivered in the field or in a meeting hall. The demonstrations and activities can be delivered in the field.

Session Outline

1. Introduction—Need for Outdoor Ethics

(Give this example.) Have you ever arrived at a campsite only to find that the people who previously used it left it trashed? While hiking, have you ever come across trees that have been defaced by carvings, or meadows that have been trampled by careless campers? What impacts have bothered you when recreating in the outdoors? Do you think that any of those impacts could be eliminated or at least minimized?

The Scout Oath and Scout Law guide a Scout's actions, but sometimes it is hard to see exactly how they apply when we are out in the woods, climbing a mountain, hiking in a desert or snowfield, running a river, or simply enjoying a city park. Fortunately, BSA Outdoor Ethics assists us in applying the Oath and Law in the outdoors. Scouts and Venturers know to take nothing but pictures and leave nothing but footprints. But we can do more. As cities grow and populations encroach upon our wild lands and recreation areas, we must do more than just pick up litter and extinguish campfires. We must learn how to help maintain the integrity and character of the outdoors for all living things and other visitors, and we must set the example and teach other people to do the same.

2. The BSA's Outdoor Ethics Umbrella

BSA Outdoor Ethics builds on our history of conservation stewardship and passion for the outdoors. It is an umbrella term encompassing the BSA's programs that teach the awareness of recreational impacts and stewardship of the land. Holding up the umbrella is the BSA's Outdoor Code, which is the foundation of our outdoor ethics program. Supporting the Outdoor Code are the seven principles of Leave No Trace, which provide guidance on how to eliminate or minimize our non-motorized recreational impacts. TREAD Lightly! guides our behavior when participating in motorized recreation or backcountry shooting sports. Noted American ecologist Aldo Leopold said that it is an "ecological necessity" that we consider in our ethical decision-making "soils, waters, plants, and animals, or collectively: the land" if the land and environment are to survive the stress placed by ever more people using them. It is this "land ethic" that the BSA Outdoor Ethics umbrella strives to protect. With BSA Outdoor Ethics, Scouting's youth and adults have a principled framework that helps them make proper, ethical decisions while enjoying the outdoors.

3. Outdoor Code

Scouting has a long and distinguished tradition of conservation leadership and environmental protection, beliefs preserved in the Outdoor Code and Scouting's Wilderness Use Policy. The Outdoor Code guides our conduct in the outdoors, establishing our goals of a clean environment unaffected by our passage—and our goal of environmental stewardship.

Distribute a copy of the BSA's Wilderness Use Policy and Outdoor Code.

The Outdoor Code

As an American, I will do my best to—

- **Be clean in my outdoor manners.** A Scout treats the outdoors as a heritage. A Scout takes care of it for self and for others for the future. A Scout keeps waste like litter, unused food, chemicals, and body wastes out of lakes and streams and either packs it out or disposes of it properly in the backcountry. A Scout never engages in graffiti or vandalism such as carving initials or defacing outdoor areas.

- **Be careful with fire [and other impacts].** A Scout uses fire only when allowed and only when it is safe and non-damaging to the environment to do so. Often, a Scout may use a stove or a grill instead of making a ground fire. A Scout is also careful of other impacts, such as leaving out food that may disrupt animal eating patterns, contributing to erosion by cutting switchbacks, or whittling or chopping live trees. A Scout is careful of our nation's cultural heritage, leaving artifacts undisturbed and preserving our recreational resources for all to use and enjoy.
- **Be considerate in the outdoors.** A Scout treats the land and water and everything that lives, grows, and plays on the land and water with respect. This means not just fellow Scouts, but also other visitors and the plants, animals, and ecosystems that make up the land. A Scout observes animals but does not disturb them or scare them from their nests or foraging. A Scout avoids trampling delicate plants to preserve them for others to view and for the insects and animals that depend upon them.
- **Be conservation-minded.** A Scout observes the land, animals, and plants in the environment. A Scout seeks to understand how they interact with each other. A Scout is vigilant in watching for injury to the environment and reporting it to those who can stop it. A Scout never passes litter without picking it up. A Scout works to restore the health of the land so that others also can enjoy it, live, and learn from it.

4. Leave No Trace

Review the seven principles.

Optional: Show the National Park Service *Leave No Trace* video.

The Leave No Trace Seven Principles

The Leave No Trace Seven Principles are the bedrock of the Leave No Trace program. They provide guidance for enjoying our natural world in a sustainable way that avoids human-created impacts.

Plan Ahead and Prepare

- Know the regulations and special concerns for the area you'll visit.
- Prepare for extreme weather, hazards, and emergencies.
- Schedule your trip to avoid times of high use.
- Visit in small groups when possible. Consider splitting larger groups into smaller groups.
- Repackage food to minimize waste.
- Use a map and compass to eliminate the use of marking paint, rock cairns, or flagging.

Travel and Camp on Durable Surfaces

- Durable surfaces include established trails and campsites, rock, gravel, dry grasses, or snow.
- Protect riparian areas by camping at least 200 feet from lakes and streams.
- Good campsites are found, not made. Altering a site is not necessary.
- In popular areas:
 - Concentrate use on existing trails and campsites.
 - Walk single file in the middle of the trail, even when wet or muddy.
 - Keep campsites small. Focus activity in areas where vegetation is absent.

- In pristine areas:
 - Disperse use to prevent the creation of campsites and trails.
 - Avoid places where impacts are just beginning.

Dispose of Waste Properly

- Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food, and litter.
- Deposit solid human waste in catholes dug 6 to 8 inches deep, at least 200 feet from water, camp, and trails. Cover and disguise the cathole when finished.
- Pack out toilet paper and hygiene products.
- To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

Leave What You Find

- Preserve the past: Examine, but do not touch, cultural or historic structures and artifacts.
- Leave rocks, plants, and other natural objects as you find them.
- Avoid introducing or transporting non-native species.
- Do not build structures or furniture, or dig trenches.

Minimize Campfire Impacts

- Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light.
- Where fires are permitted, use established fire rings, fire pans, or mound fires.
- Keep fires small. Only use sticks from the ground that can be broken by hand.
- Burn all wood and coals to ash, put out campfires completely, then scatter cool ashes.

Respect Wildlife

- Observe wildlife from a distance. Do not follow or approach them.
- Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
- Protect wildlife and your food by storing rations and trash securely.
- Control pets at all times, or leave them at home.
- Avoid wildlife during sensitive times: mating, nesting, raising young, or winter.

Be Considerate of Other Visitors

- Respect other visitors and protect the quality of their experience.
- Be courteous. Yield to other users on the trail.
- Step to the downhill side of the trail when encountering pack stock.
- Take breaks and camp away from trails and other visitors.
- Let nature's sounds prevail. Avoid loud voices and noises.

5. Review of Resources

■ Outdoor Ethics Contacts

- Council Outdoor Ethics advocate (<http://outdoorethics-bsa.org/contacts/COEAs.php>)
- Leave No Trace state advocate (<https://lnt.org/about/state-advocates>)

■ Outdoor Ethics Websites

- BSA Outdoor Programs (www.scouting.org/outdoor-programs/outdoor-ethics)
- BSA Outdoor Ethics (<http://outdoorethics-bsa.org>)
- Leave No Trace Center for Outdoor Ethics (<https://lnt.org>)
- TREAD Lightly! (www.treadlightly.org)
- The Aldo Leopold Foundation (www.aldoleopold.org)

■ Additional Resources

- <http://outdoorethics-bsa.org/resources/>
- BSA Program Features (<http://troopleader.org/program-feature-outdoor-ethics/>)
- *Fieldbook*, chapters 7-10
- *Boy Scout Handbook*, chapter 7
- Teaching Leave No Trace (www.scouting.org/programs/boy-scouts/teaching-leave-no-trace)

■ Outdoor Ethics Trainings

- Training Overview (<http://outdoorethics-bsa.org/training>)
- BSA Leave No Trace Master Educator Courses (http://outdoorethics-bsa.org/training/me_courses.php)

6. Field Exercises. Do as many as time allows.

- Visit a model campsite with many examples of good and poor choices that represent all seven principles. Have participants identify as many as they can.
- Cathole Demonstration—Demonstrate how to dig a cathole for human waste disposal. If time allows, give each participant the opportunity to dig one for themselves. Discuss all considerations with human waste disposal.
- Tree Damage Survey—Have participants examine all trees at a campsite for signs of wood tool misuse. Discuss why wood tools should not be brought on camping activities. Discuss when it is appropriate to bring wood tools on an outing (conservation work, advancement activity planned with a land manager, etc.).
- Bear Bag Hangs—Discuss the need for securing smellable items when camping. Practice hanging a bear bag.
- How far is 200 feet for wastewater disposal? Have participants form a line, then walk an estimated 200 feet counting their paces. Use a 100-foot rope to show participants the actual distance.

References

Fieldbook, No. 34006

Leave No Trace Trainer Course Manual, No. 430-015

Leave No Trace, 1830 17th St., Suite 100, Boulder, CO 80302; www.lnt.org/

Passport to High Adventure, No. 34245

The Principles of Leave No Trace, No. 430-105

Local and national resources provided by instructor

Outdoor Living History

Summary

The goal of this session is to motivate the participants to experience an outdoor living history event as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Gain more knowledge about a historical culture or time period.
- Know where to get information on how to make an outfit that represents a person or type of person from that culture.
- Learn how to find information on constructing a working tool or weapon out of authentic materials from that time period.

Equipment

- Pictures of costumes of different cultures
- Examples of different tools and weapons from several cultures
- Books (references) of different time periods
- Slides and videos

Procedure

Have a group put on a reenactment from a certain time period in authentic costume. Then talk about what happened. Or go to a museum or archaeological dig and then discuss what everyone saw. Another option would be to have staff work in period costume.

Session Outline

- Introduction
- Field trip or reenactment group
- Discussion of costume, period of time in history, weapons, or tools
- Question and answer time
- Discuss how you can use what you learned in your own outdoor cultural experience with your crew

Resources

Local and national resources provided by instructor

Plants and Wildlife/Ecology

Summary

The goal of this session is to motivate the participants to appreciate nature while on any unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Discuss the various conditions and seasons of the year as to how they relate to a specific plant or animal species.
- Understand the interaction of various species.
- Understand how to carry out a project to benefit plants and wildlife.
- Explain basic natural systems, cycles, and changes over time and how they are evidenced in a watershed.
- Know four basic elements, land use patterns, different species, and how they change over time.
- Describe four environmental study areas where you live.
- Know how to carry out an ecological investigation in an area where you live.
- Know how to contact a natural resource professional.
- Know how to document your findings.

Equipment

- Books, pictures, videos, or slides of various plants and wildlife in the region
- Dried and living specimens
- Plaster castings of plants and animal prints
- USDA Forest Service material
- Maps
- Natural resource professional

Procedure

- Lecture, discussion, brainstorming, and hands-on experience
- Lead a discussion of plants and wildlife indigenous to the area. Discuss any species that may be endangered or extinct. Conduct a hands-on examination of plant and wildlife materials.

Session Outline

- Discuss indigenous plants and wildlife.
- Demonstrate making plaster casts, rubbings, etc. of tracks or prints.
- Take a nature hike or have an arranged trail for the participants.

- “You are a visitor in the wild habitat; don’t intervene.”
- Conduct a conservation education game that demonstrates the various natural cycles or the dependency of species on one another.

Boy Scout Handbook, No. 34554

Fieldbook, No. 34006

Ecosystem Matters, USDA Forest Service

Investigating Your Environment, USDA Forest Service (may be found online at National Park Service, <http://science.nature.nps.gov/im/inventory/spplists>)

Outdoor Action Guide to Animal Tracking, Rick Curtis

Outdoor Action Guide to Nature Observation and Stalking (Outdoor Action guides may be found online at <https://outdooraction.princeton.edu/>)

Pre-K–8 Environmental Education Activity Guide, Project Learning Tree

Project WET K–12 Curriculum and Activity Guide

Local and national resources provided by instructor

References

Scuba and/or Snorkeling

Summary

The goal of this session is to motivate the participants to scuba and/or snorkel as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Note: Any scuba session is to be taught by a certified scuba instructor.

Learning Objectives

As a result of this session, each participant should be able to

- Experience Discover Scuba from the Professional Association of Diving Instructors (PADI) or a similar introductory scuba session.
- Experience the sensation of breathing underwater.
- Develop some knowledge of the underwater environment.
- Decide whether to continue the certification process.
- Understanding of safety issues.

Equipment

- Mask, fins, and snorkels
- Regulators and buoyancy compensators
- Weights and weight belts
- Tanks
- Diver tables and other interesting equipment
- "Discover Scuba" video, VCR or DVD player, TV set, and extension cord
- Tabletop display on scuba resources
- Scuba promotional materials

Procedure

Video and lecture with hands-on experience given by a PADI open-water scuba instructor.

Session Outline

- Greeting and welcome.
- Show PADI video.
- Discuss equipment and how it should fit.
- Proceed with session per instructions in PADI instruction manual.

Resources

“Discover Scuba” video, PADI

“Discover Snorkeling,” PADI

PADI Dive to Adventure Scholarship Program Application

Scuba training literature, PADI

Local and national resources provided by instructor

Shooting Sports

Summary

The goal of this session is to motivate the participants to try a variety of shooting sports as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Note: Only Venturers may fire pistols or large-bore rifles. If other youth are present, they will need to do a different activity at this time.

Learning Objectives

As a result of this session, each participant should be able to

- Demonstrate safe handling and proficiency.
- Explain the three primary shooting safety rules.
- Explain the range commands.
- Explain differences in air rifle, muzzleloading rifle, and small-bore rifle.
- Explain difference in recurve and compound bow.
- Explain safe sports shooting range designs.

Equipment

Air Rifle/Air Pistol

- Six CO₂ air rifles (.177 caliber)
- Six CO₂ air pistols (.177 caliber)
- CO₂ powerlets—two per student (one rifle/one pistol)
- .177 Pellets—60 per student
- Airgun targets—three per student (rifle) 33 feet (10 meters), three per student (pistol) TQ7 21 feet
- Safety glasses—one pair per student
- Hearing protection—one set (disposable) per student

Shotgun

- 6-, 12- or 20-gauge shotguns
- 12- or 20-gauge shotgun shells—10 per student
- White Flyer clay birds—12 per student

Small-bore Rifle

- Six small-bore rifles (.22 caliber) single-shot bolt-action
- .22 long rifle cartridges (standard velocity)—20 per student
- Target—two per student A17 (50 feet)

Muzzleloading

- Six muzzleloading rifles (50 caliber) caplock
- Target—one per student M02406 (from NHLRA)
- Six powder measures (rifle)
- Six work rods (rifle)
- Six ball starters
- Six jags—50 caliber
- Six patch pullers (worms)
- Six nipple wrenches
- .490 diameter round balls—four per student
- 50 caliber pre-lubricated patches—four per student
- No. 11 percussion caps—four per student
- 3 lbs. RS grade Pyrodex powder
- Six 50 caliber ball pullers
- Three Pyrodex pouring spouts
- Six bottles cleaning solvent
- Six tubes lubricant
- 200, 2 1/2" cleaning patches
- Six cans light gun oil

Archery

- Four target backs
- 20 targets
- Eight arm guards
- Eight finger tabs or gloves
- 10 longbows
- 10 compound bows
- 100 arrows

Procedure

Lecture and discussion followed by range time for the participants.

Session Outline

- Types of firearms or bows
- Parts of rifle, pistol, or parts of bow

- Safe handling and primary safety rules
- Types of firearms or bows
- Range procedures and commands
- Sequence of firing the shot
- Shooting positions
- Firing the first shot

Training Note

You may use the NRA First Steps training for your training requirement. The training can be done as a general session or by crew. It usually takes one and a half to two hours, depending on the instructor.

References

National Archery Association

One Olympic Plaza
Colorado Springs, CO 80909
719-578-1576
Website: www.wheretoshoot.org

Civilian Marksmanship Program

P.O. Box 576
Port Clinton, OH 43452
Website: www.odcmp.com

Crossman Corporation

Routes 5 and 20
East Bloomfield, NY 14443

National Archery Association

One Olympic Plaza
Colorado Springs, CO 80909

National Rifle Association (BEST)

11250 Waples Mill Road
Fairfax, VA 22030
Instructor Locator: 703-267-1430
Education and Training: 703-267-1431
Instruction Books: 800-336-7402
State Associations: 703-267-1000

Venturing Shooting Sports Outstanding Achievement Award Application, No. 512-933

Local and national resources provided by instructor

Small-Boat Sailing/Sailboarding

Summary

The goal of this session is to motivate the participants to go sailing or sail boarding as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Name and point out the major parts of a sailboat and sailboard.
- Know terminology.
- Demonstrate how to sail a small boat (setting sails, trimming sails, tacking, etc.).
- Plan a sailing trip.
- Know the BSA's Safety Afloat policies.

Equipment

- Sailboat
- Sailboard
- Life jackets
- Tabletop display on sailing and sailboarding

Procedure

Short lecture with demonstration, followed by a hands-on experience for the participants.

Note: Safety Afloat should be completed before holding the hands-on portion of this session.

Session Outline

- Introduction
 - Safety Afloat policies of the Boy Scouts of America
- Typical sailboat and equipment
 - Vane
 - Masthead fitting
 - Tang
 - Spinnaker/spinnaker pole
 - Upper shroud/lower shroud

- Spreader
- Battens
- Jib/jib stay
- Mast halyard
- Mast/mast coat
- Masthead
- Boom
- Running backstay
- Downhaul
- Cabin trunk
- Chock
- Cleat
- Deck horse
- Block
- Mainsheet
- Centerboard
- Transom
- Rudder
- Keel
- Motor bracket
- Cleats
- Chain plates
- Fairlead
- Turnbuckles
- Anchor
- Life jackets
- Bailers
- Waterproof containers
- Rescue rope
- Types of sailboats and sailboards
- Sailboat/sailboard specifications
 - Materials
- Care of sailboats and sailboards
- Causes of boat damage

- Sailboat repair
- Sailboat storage
- Handling the sailboat
 - Launching methods
 - Landing
 - On the water
 - Setting sails
 - Trimming sails
 - Tacking
- Navigation
- Buoy recognition
- Radio telephone techniques
- Knot tying
- Weather

References

American Red Cross Water Skills Course

Basic Sailing, M.B. George

Fieldbook, No. 34006

Passport to High Adventure, No. 34245

Safety Afloat, No. 34368

Sailing for Beginners, Moulton M. Farnham

Sea Scout Manual, No. 33239

The Small Boat Sailor's Bible, Hervey Garrett Smith

Local and national resources provided by instructor

Wilderness First Aid

Summary

The goal of this session is to motivate the participants to get additional wilderness first aid training as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Have a basic understanding of the need for wilderness first aid.
- Know what equipment is needed in a first-aid kit (personal and crew size).
- Explain the rule of three.
- Have a basic knowledge of the *Guide to Safe Scouting*.
- Prepare an emergency evacuation plan.
- Know where to find information to complete the first-aid requirements and know what to do when help is delayed (from Wilderness First Aid Basic).

Equipment

- Unit first-aid kit
- Personal first-aid kit
- *Guide to Safe Scouting*
- NOLS and ARC Wilderness First Aid handbooks
- EMT or paramedic bag
- American Red Cross Health and Safety Services' first-aid/CPR/AED catalog

Procedure

Lecture, discussion, and then hands-on practice

Session Outline

- I. Introduction
- II. *Guide to Safe Scouting*
- III. Discussion of potentially hazardous situations
- IV. Risk associated with outdoor activities in a wilderness environment
- V. Safety considerations (Be Prepared)

- VI. First-aid course
 - a. American Red Cross Wilderness First Aid Basic
 - b. American Red Cross First Aid, Responding to Emergencies
 - c. American Red Cross Emergency Response
 - d. EMT Basic
- VII. First-aid kits
 - a. Personnel first-aid kit
 - b. Crew first-aid kit
- VIII. Emergency evacuation plan
- IX. Hands-on role-play

Resources

American Red Cross Standard First Aid Handbook/Community First Aid Course

American Red Cross Text, *Emergency Response*, Mosby

American Red Cross Text, *First Aid—Responding to Emergencies*, Mosby

American Red Cross Wilderness First Aid Basic

Backcountry First Aid and Extended Care, Buck Tilton

Camping and Wilderness Survival, Paul Tawrell

A Comprehensive Guide to Wilderness and Travel Medicine, Eric A. Weiss, M.D.

NSC Wilderness First Aid Manual

The NOLS Wilderness First Aid Handbook

Outdoor Emergency Medical Guide, Mosby

Wilderness First Aid, Wilderness First Responder, Avalanche Safety (Appalachian Mountain Club)

Wilderness Medicine, William Forgey, M.D.

Local and national resources provided by instructor

Medical kits

Wilderness Survival

Summary

The goal of this session is to motivate the participants to experience a wilderness survival practice exercise as a unit activity as well as to learn steps to prevent needing these skills. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Know how to write a risk management plan in accordance with BSA guidelines.
- Describe personal hygiene methods and emergency first aid to be used in the wilderness.
- Compile a small survival kit and be able to explain the inclusion of each item.
- Describe five ways to attract attention when lost.
- Describe ways to treat water.
- Use and demonstrate survival knots and lashings.

Equipment

- Survival kits for demonstration
- Posters showing insects, reptiles, trees, shrubs, and edible plants
- Knot boards
- Rope
- Water treatment equipment
- Model survival campsite
- Tabletop display on wilderness survival

Procedure

- Lecture, discussion, then hands-on experience
- Walk-through of model campsite with hands-on demonstration
- Material handouts
- Suggested consultant may be SAR, USDA Forest Service, military, etc. personnel

Session Outline

- Elements of a model campsite, including:
 - Emergency first aid
 - Personal hygiene and emergency first aid for survival conditions
 - Survival kit
 - Fire building for warmth and food

- Tinder bundle, bow drill, flint and steel, optical
- Staying found
 - Finding south with a watch
 - Finding south with stakes
 - Finding north in the night
 - Attracting attention for survival
 - Rule of three
- Shelter—various types
- Edible wild plants
- Animals for supplies and equipment
- Cooking without utensils
- Treating water
 - Emergency sources of water
 - Water in the desert
 - Getting water from the ground
- Clothing and supplies
- Stalking and trapping
- Ropes, knots, and lashings
- Weather
 - Warm and cold fronts
 - Cloud types
 - Wind shifts
 - Lightning
 - Local weather patterns

Clouds and Weather, Peterson's First Guides

Fieldbook, No. 34006

Outdoor Survival Skills, Larry Dean Olsen

SAS Wilderness Survival Handbook, Tom Wiseman

Survival Handbook, Bill Merrill

Tom Brown's Field Guide to Wilderness Survival, Tom Brown

Wilderness Handbook, Paul Petzoldt

Local and national resources provided by instructor

References

Winter Sports

Summary

The goal of this session is to motivate the participants to go skiing, cross-country skiing, and/or snowshoeing as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Know and explain Wilderness Ethic, Leave No Trace, and Tread Lightly as they apply to winter sports.
- Know the symptoms of hypothermia and the actions that must be taken when it occurs.
- Know the difference between ski touring, ski mountaineering, and alpine skiing.
- Know the proper clothing and equipment of a one-day ski tour.

Equipment

- Grass area or outdoor carpeting
- Cross-country skis, bindings
- Cross-country skiing shoes
- Snowshoes

Procedure

Lecture-discussion followed by a hands-on experience for participants.

Session Outline

- Wilderness Ethic, Leave No Trace, and Tread Lightly as it applies to winter sports
- Cross-country skiing etiquette
- Safety on ski tours
- Emergencies on the trail
 - Hypothermia
 - Avalanche dangers
 - Whiteouts
 - Frostbite
 - Snow blindness
 - Weather reading
- Cross-country equipment
 - Boots
 - Bindings

- Skis
- Poles
- Cross-country skiing skills
 - Glide step
 - Herringbone step
 - Snow plow
 - Side step
 - Polling
 - Turning
 - Telemark
- Skiing equipment
 - Boots
 - Bindings
 - Skis
 - Poles
- Preparing for touring

Winter camping concepts:

- Staying dry
 - Layers
 - Ventilation
 - Insulation
 - Wind chill
 - Caloric intake
 - Fluid intake
- Shelter
 - Tents
 - Snow caves
 - Igloo
- Special cooking considerations

References

The Cross-Country Ski Book, John Caldwell

Local and national resources provided by instructor

Appendix

Contents

Request for Authorization to Conduct a National Training Course	A3
Guidelines for Conducting Flag Ceremonies	A5
Preparations	A5
Procedure	A5
Powder Horn Course Participant Equipment List	A6
Necessary Items for Each Person	A6
Optional Items	A7
Powder Horn Special Needs Request Form	A8
Skills Self-Assessment Form	A9
Participant Travel Information Form	A10
Sample Participant Invitation Letter	A11
Sample Participant Application Letter and Fact Sheet	A12
Powder Horn Outdoor Skills Resource Course	A12
Course Requirements	A12
Course Information	A13
Sample Participant Acceptance Letter on BSA Letterhead	A14
Sample Staff Invitation Letter on BSA Letterhead	A16
Sample Confirmation Letter to Consultants on BSA Letterhead	A18
Sample Consultant Thank-You Letter on BSA Letterhead	A20
Powder Horn Consultant Status Report	A21
Powder Horn Consultant Information Sheet	A22
How Powder Horn Fits in Scouting	A22
The Consultant's Role at Powder Horn	A22
BSA Policies	A22
Sample Powder Horn Session Planning Sheet for Consultants	A23
Powder Horn Session Planning Sheet for Consultants	A24

Outdoor Skills Resource List	A25
Suggestions for Religious Observations	A27
Sample Interfaith Worship Service	A29
Getting-to-Know-Each-Other Games	A32
Sample Icebreaker Game—Have You Ever?	A32
Powder Horn Course Evaluation	A34
First Status Report	A36
Staff Roster	A37
Second Status Report	A38
Powder Horn Course Director’s Closeout Report	A39
Demographic Summary	A39
Registered Scouting Positions	A39
Powder Horn Course Demographic Summary Report	A40
Powder Horn—The Story	A41
Powder Horn Saleable Order Form	A42

Boy Scouts of America



National Service Center

REQUEST FOR AUTHORIZATION TO CONDUCT A NATIONAL TRAINING COURSE

Course will be held in

2018 2019

LANGUAGE _____

Course type requested

Wood Badge 
 NYLT 
 PowderHorn 

Host council _____ Host council No. _____ Region _____ Area No. _____

Address _____

City _____ State _____ Zip code _____

Host council staff adviser _____

Daytime phone number _____ Email _____

Is this a cluster course? Yes No

In accordance with all national training procedures, authorization is requested to conduct a course as indicated above. Host council agrees that staff, equipment, and facilities will meet the high standards and expectations set by the National Volunteer Development Committee along with strict adherence to the correct current materials (syllabus, Administrative Guide, Staff Guide, etc.).

Course location _____ City/state _____ Zip code _____

Dates Weeklong _____ Weekend No.1 _____ & Weekend No.2 _____

The following names are submitted as candidates for course director and backup course director. Council agrees that, if approved, each will attend any required training and/or Course Director Conference, if any, as required in the staff guide for the respective course. Course Director Conference is not required for PowderHorn.

Course director

Name _____
 Address _____
 City _____ State _____ Zip _____
 Phone _____
 Email _____
 Current Scouting position _____

Backup course director

Name _____
 Address _____
 City _____ State _____ Zip _____
 Phone _____
 Email _____
 Current Scouting position _____

NYLT/WB/Powderhorn Staff Experiences			
List experience only on the type of course to be directed, most recent first (except WB troop guide for WB courses)			
Course Type	Position	Month/Year	Location
**Wood Badge	TG		

NYLT/WB/Powderhorn Staff Experiences			
List experience only on the type of course to be directed, most recent first (except WB troop guide for WB courses)			
Course Type	Position	Month/Year	Location
**Wood Badge	TG		

****A course director MUST have served as a troop guide in a prior Wood Badge course. There can be NO exception.**

Request for Authorization to Conduct a National Training Course—Page 2

For Cluster Courses Only

The following councils have agreed to provide participants and staff members:

Council Name	Council No.	Council Contact Name (For this course)	Email
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

As Host Council, we agree to pay the media usage fee of \$200 for each Wood Badge course and \$100 for each NYLT course conducted in our Council. We understand that the National Service Center will issue an "Umbrella License" that will provide us the ability to present the movies and movie clips in the Wood Badge and NYLT syllabus. As an additional benefit, the local council will be able to present other movies, from an extensive list of movie producers, during November 1, 2018 to October 31, 2019 at their Council Service Center or camp facilities. This license does not give the local council the ability to present a movie as a fundraiser or where a ticket is purchased to attend.

In order to provide this service, every Wood Badge and NYLT course needs to pay their Media Usage Fee. This new Media "Umbrella License" will now cover the local council and National Service Center liability for video media usage, at the same time lowering the cost for the local council.

Host Council

_____	_____	_____
Council training chairman (print or type name)	Signature	Date
_____	_____	_____
Scout executive (print or type name)	Signature	Date

NOTE: Host council sends original request to the area training chairman. If unknown or position is vacant, send to the area director.

Area/Region/National Approval

This course **Is approved** or **Is not approved**

- *If the course is approved*, supplies and materials to conduct this course may be ordered. Area will assure that the course director and backup course director are invited to and attend any required Course Director Conference.
- *If the course is not approved*, the area training chairman, along with the area director, should confer with the host council to resolve problems.
- Area approval is not required to conduct a Powderhorn training. Powderhorn course information is collected to help promote Powderhorn courses on the National website.
- Approval to hold a Council or cluster Wood Badge or NYLT course usually comes from the Area Training Chair. However, the Region Training Chair and BSA Scouting U can review and reject an approval if the information and experience does not meet the standards set forth in the current syllabus.

_____	_____	_____
Area training chairman or director (or regional representative) (print or type name)	Signature	Date

<p>For National/Area Use Only Course Number Assigned (Wood Badge only)</p> <p>Region Letter/Area No. _____ — Host Council No. _____ — 18 —</p> <p>May be blank if council has only one course.</p>	<p>For National/Area Use Only Course Number Assigned (Wood Badge only)</p> <p>Region Letter/Area No. _____ — Host Council No. _____ — 19 —</p> <p>May be blank if council has only one course.</p>
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Guidelines for Conducting Flag Ceremonies

Preparations

At the assembly on the first day, a staff color guard conducts the flag-raising ceremony, setting the tone and providing an appropriate model for subsequent flag ceremonies.

During the remainder of the course, the program team takes responsibility for the flag ceremony. That team will have had program responsibilities since the previous day's assembly; that should give them time to plan and practice the ceremony, and to obtain the appropriate historic flag from the quartermaster.

Procedure

The team leader directs, "Program team, raise the colors."

The leader of the program team takes charge, calling the members of the course to attention. The color guard approaches the flagpoles and attaches the flags for raising. The team leader asks the course members to make the appropriate Scout salute, then instructs the color guard to "Raise the colors."

The U.S. flag should be hoisted rapidly. As soon as it is at the top of the flagpole, the team leader commands "Two." State flags and flags of the Boy Scouts of America are also raised quickly. The program team leads the group in singing a patriotic song, then returns to its position in the assembly.

Powder Horn Course Participant Equipment List

(Should be modified for each course.)

Everything that you bring must be carried by you or in your backpack. Cars may not be taken to the campsites. Please leave excess jewelry at home.

Necessary Items for Each Person

If you want to share equipment with someone you know, you will both need to be together as you check in and we form crews.

- Annual Health and Medical Record, No. 680-001. You must have this or you cannot participate in this training.
- One- or two-person tent and backpacking and ground cloth (if you use tents for the course)
- Sleeping bag suitable for season
- Foam pad
- Rain gear
- Toothbrush and toothpaste
- Towel, washcloth, and soap
- Two small flashlights with extra batteries
- Toilet paper
- 1/8-inch nylon cord—25 feet
- Hiking boots
- Aqua shoes, tennis shoes, sandals, or moccasins
- Heavy socks and poly sock liners
- Swimsuit and large towel
- Extra clothing (please layer and be prepared for rain and wind)
- Knife, fork, spoon, cup, and plate. Most meals will be prepared and served by the cook crew.
- Sunscreen
- Sunglasses
- Hat or cap
- Work gloves

- Water bottle (at least 1 liter)
- Folding camp chair
- Plenty of paper and pen/pencils for notes

Optional Items

- Songbook and musical instrument
- Bible/other religious books
- Camera
- Pillow
- Personal snacks
- Bear bag and line (if appropriate for the area)
- Small backpack or fanny pack
- GPS and compass

Powder Horn Special Needs Request Form

Do you have any special equipment size needs? (such as a climbing harness, life jacket, etc., in extra small or large sizes). Please provide details.

Do you have any physical restrictions? Please identify restrictions.

Do you have any medications that need special handling, such as refrigeration? Please identify handling need.

Do you have any dietary restrictions? Please identify.

Do you need to locate, borrow, or rent any personal equipment for the course?

Please return this form with your Personal Information Sheet to (Host council office address)

Skills Self-Assessment Form

Name (printed): _____

On a scale of 1-10 (1 = no skill; 10 = advanced skills and experience), rate yourself in the following areas.

Please include a brief rationale for your assessment.

Skill Area	Score (1-10)	Rationale
Astronomy		
Backpacking		
Canoeing/Kayaking		
Cave Exploring		
Challenge Events/COPE		
Climbing/Rappelling		
Conservation		
Cycling/Mountain Biking		
Emergency Preparedness		
Equestrian		
Expedition Planning		
Fishing		
Geocaching		
Hunting		
Orienteering		
Outdoor Ethics/Leave No Trace		
Outdoor Living History		
Plants and Wildlife/Ecology		
Scuba and/or Snorkeling		
Shooting Sports		
Small-Boat Sailing/Sailboarding		
Wilderness First Aid		
Wilderness Survival		
Winter Sports		

Participant Travel Information Form

Please print

Name: _____

Mobile Phone Number: _____

I will be traveling from: _____

I will be traveling via (personal vehicle, air, rail, etc): _____

I will be traveling with the following people: _____

Other pertinent travel information: _____

Emergency Contact Name/Phone Number: _____

Sample Participant Invitation Letter

(Date)

Dear (Participant's name),

I would like to invite you to be part of the (council's, area's) high-adventure resources management course called Powder Horn on (dates) at (location).

Powder Horn is designed to expose Scouting adults and youth to activities and resources necessary to operate a successful outdoor/high-adventure program of a fun and challenging nature.

The course will be limited to 48 participants. Participant qualifications are:

- Must be a registered member of the BSA.
- Youth must be at least 14 or be in a Boy Scout troop or Venturing crew. Youth need to complete the unit leadership training for their program (Introduction to Leadership Skills for Troops or Crews, etc.).
- Adults must have completed Venturing or Boy Scout leader-specific training prior to attending the Powder Horn Course. Venturers must have completed the Introduction to Leadership Skills for Crews course.
- To attend as a unit in a crew, you must supply at least six members of your unit and at least two adults to meet proper two-deep leadership requirements. Otherwise, unit members will be placed in appropriate crews.
- Receive a recommendation/approval from your council executive or designee for out-of-council participants.
- Be able to meet the physical requirements of the Annual Health and Medical Record, No. 680-001.

The participant fee for the course is \$(cost), which includes all meals, training materials, and program supplies. Participants must provide their own personal gear, including tentage for the Overnight Adventure. If you need more information, please call me at (phone number) or email me at (email address). You will have a GREAT experience!

Yours in Scouting,

(Name)

Powder Horn Course Director

Enclosures: Powder Horn Fact Sheet
Powder Horn Application

Sample Participant Application Letter and Fact Sheet

Powder Horn Outdoor Skills Resource Course

Powder Horn is a training opportunity designed as an action-packed, hands-on outdoor course to expose the BSA registered youth and adults to the resources necessary to operate a successful unit-level high-adventure program back in their home units.

Sample course sessions include (list what will be in your course): Backpacking, Cave Exploring, Conservation, Cycling, Emergency Preparedness, First Aid, Ecology, Equestrian, Expedition Planning, Fishing, Land Navigation, Leave No Trace Camping, Lifesaving, Mountaineering, Outdoor Living History, Physical Fitness, Plants and Wildlife, COPE, Scuba, Shooting Sports, Watercraft, and Wilderness Survival.

Course Requirements

The course will be limited to 48 participants. Participant qualifications are:

- Must be a registered member of the BSA.
- Youth must be at least 14 or be in a Boy Scout troop or Venturing crew. Youth need to complete the unit leadership training for their program (Introduction to Leadership Skills for Troops, Ships or Crews).
- Adults must have completed the leader-specific training for their position prior to attending the Powder Horn Course. Venturers must have completed the Introduction to Leadership Skills for Crews course.
- To attend as a unit in a crew, you must supply at least six members of your unit and at least two adults to meet proper two-deep leadership requirements. Otherwise, unit members will be placed in appropriate crews.
- Receive a recommendation/approval from your council executive or designee for out-of-council participants.
- Be able to meet the physical requirements of the Annual Health and Medical Record, No. 680-001.

Course Information

Location: (Location) (Date)

Participant Fee: \$(cost). This fee includes all meals, training materials, and program supplies.

A space can be reserved by completing a Powder Horn application and returning it to your council's service center with a \$75 nonrefundable (but transferable) deposit. The balance of the course fee (\$balance) is due no later than 30 days prior to the date of the course. Make checks payable to (council name), BSA.

It is important to note that this is a hands-on, intense, early morning to late-at-night schedule. A number of the activities will be held in the backcountry. Participants will need to have a current physical completed before participating in the course.

Sample Participant Acceptance Letter on BSA Letterhead

(Date)

Dear (Participant's name),

Congratulations on being recommended by your council and being selected to participate in the Powder Horn course. You are going to learn about a broad set of high-adventure activities that will help make your home unit program successful.

You will have fun and adventure at this Powder Horn, which we hope you will take back to your home unit and to the other leaders in your council. You will be challenged to use these skills to motivate both youth and adults and increase your self-confidence, as well as theirs.

Enclosed you will find the course schedule. Please take a moment to review the schedule and fill in the Participant Information Sheet indicating your needs, and return it to us by (date).

Also attached is an equipment list of gear you will need to bring to the course. Remember, this is an outdoor program and will be held no matter what the weather holds for us, within a safe environment. Be prepared for cold, hot, or wet weather during the course.

The enclosed Annual Health and Medical Record, No. 680-001, must be completed and returned to me at least one week prior to the course. You will not be permitted to participate in the training without a completed medical form. The course is in the outdoors. Get in shape.

Please arrange to complete your appropriate online safety training through your local council prior to coming to the Powder Horn course. (List courses relevant to your Powder Horn electives; be sure to include Youth Protection and Hazardous Weather.) Due to time constraints, a makeup basic course will not be offered during your Powder Horn experience.

Your \$(cost) course fee must be received by the (area) office by (date). If you find that you cannot meet the obligations required for attendance or simply cannot attend, please let (training chair) in the (area) office (phone) know as soon as possible because there is a waiting list.

Please plan to report with your gear to the (Powder Horn course site) at (location), by (time) on (date).

You will receive other forms and information that will assist you as you prepare for this exciting experience. We are looking forward to working with you. Please let us know if there is anything we can do to help you. My number is (phone number) and my email address is (email address).

Sincerely,

(Course Director)

Powder Horn Course Director

Enclosures: Participant Information Sheet

Special Needs Request Form

Equipment List

Annual Health and Medical Record, No. 680-001

Schedule

Participant Travel Information Form

Sample Staff Invitation Letter on BSA Letterhead

(Should be modified for each course)

(Date)

(First Name) (Last Name)

(Address)

(City), (State) (Zip)

Dear (First name):

Congratulations! You are about to make history if you accept my invitation to serve as a staff member for the Powder Horn course. As you know, this course will be at (Powder Horn training site), (course date). The staff will need to arrive on (arrival date) by (time). You will also be required to attend the course staff development weekend on (date).

We would like to have you serve as (staff position) during the course.

The staff fee of \$(staff fee) is due by (date).

Participants will depart (day) morning, (date), but staff will need to close everything down and complete critiques and other paperwork. As a result, you should plan on leaving no sooner than (time) (day), (date). You may stay (day) night at (Powder Horn training site) or at a hotel.

I have enclosed the Annual Health and Medical Record, No. 680-001. I ask that you pay particular attention to this because it is required to participate, and you will notice that the requirements are pretty rigid. We will do a physical recheck; if you don't pass, you won't be allowed into the backcountry. We don't want that to happen; we need you. If you or your doctor feel you can't attend, please let me know as quickly as possible.

I couldn't begin to tell you how much preparation has already gone into this course, but it is a drop in the bucket compared to all that still must be done. You have been selected because you are the best of the best and have proven you can get it done.

I know we will all work extremely long and hard, but I also know this course will set the stage for thousands of Scouting participants to learning high-adventure skills and resources to support unit level programs. You will make a difference! If you have any questions, please feel free to contact me at (contact information).

(Course Director)

Powder Horn Course Director

Enclosures: Annual Health and Medical Record, No. 680-001
 Participant Travel Information Form
 Staff Acceptance Form
 Schedule

P.S. I encourage you to brush up on your first-aid skills. In high-adventure activities, safety and preparedness for accidents are always first considerations.

Sample Confirmation Letter to Consultants on BSA Letterhead

(Should be modified for each course)

(Date)

Dear (Consultant's name),

Thank you in advance for agreeing to help train the participants of our Powder Horn course.

I have enclosed with this letter a Consultant Information Sheet, which will explain our purpose for this course and how we would like you to be involved in its presentation. Also included is a possible session outline and time frame for the particular demonstration, activity, or lecture that you will provide.

Also included is a Session Planning Sheet, which we would like for you to complete and return. This will tell us the actual content of your session and what logistical support we need to provide. I have also included the BSA standards that apply to your session and a copy of the session outline.

Lastly, we ask you to fill out the enclosed Consultant Status Report, which will tell us your housing and meal needs. If you plan to spend the night with us, we need to know so we can have a tent ready for you. You will need to bring your own sleeping bag. If you prefer to stay at (local motel), you can make your own reservations at (motel phone number). This is not a luxury motel, but it is adequate. Rooms are about \$(room price).

When you arrive to camp, please report to (Powder Horn Headquarters). (Enclose map or directions.)

If you have any questions or suggestions, please feel free to contact me at (phone number) or by email (email address).

Sincerely,

(Course Director)

Powder Horn Course Director

- Enclosures: Consultant Information Sheet
Session Outlines
Sample Three-Day Course Schedule
Session Planning Sheet
Consultant Status Report
Map to Powder Horn site
BSA Health and Safety Standards

Sample Consultant Thank-You Letter on BSA Letterhead

(Should be modified for each course)

(Date)

Dear (Consultant's name),

On behalf of the hundreds of thousands of Scouting youth and adults across the country, thank you for your help with our recent Powder Horn training course.

From the comments I have received from the course participants, your efforts had an effect that will be remembered for years and will have a positive impact on the young adults involved in the Scouting programs.

Again thank you. Your technical expertise was key to making this year's Powder Horn course an outstanding success. Without your help, we could not have completed the course.

Thanks,

(Course Director)

Powder Horn Course Director

Powder Horn Consultant Status Report

Staff name (staff responsible for recruiting and working with the consultant, if not the assistant course director-program) _____

Topic (i.e., scuba, fishing) _____

Name of consultant _____

Name of organization consultant represents _____

Address _____ City _____ State _____

Business phone _____ Email _____

Short bio of consultant _____

Day/date of arrival _____ Time of arrival _____

Day/date of departure _____ Time of departure _____

If you are staying overnight in a tent in the staff area, check here

(If we can make a bed in a building available, we will.)

Return by (Date)

Return to (Council office or staff member address)

Or fax (Council office or staff member fax number)

Powder Horn Consultant Information Sheet

How Powder Horn Fits in Scouting

The Powder Horn course, by nature, is an exposure course and not a certification course. Administering a program in a Scouting unit provides a logistical and technical challenge to youth and adult leaders. Therefore, the purpose of the Powder Horn course is to provide exposure to the high-adventure elements to enhance unit program back home. Its goals are to give youth and leaders knowledge on how to:

- Identify and recruit local resources to improve a unit's calendared activities.
- Meet the standards and regulations of the Boy Scouts of America as they apply to Boy Scouting and Venturing.
- Understand the safety aspects of the particular field of outdoor competence.
- Try out the various technical areas so they have a basic understanding of what the Ranger Award requires in certified trained consultants, equipment, time, etc.

The Consultant's Role at Powder Horn

You are critical to the success of Powder Horn. You bring the technical expertise to demonstrate the correct and safe way to do your skill. We would like you to bring in resource materials, show the equipment necessary, provide the participants with a hands-on experience of the activity, and tell them where and how to locate resources and recruit trained consultants to work with their units. We do not expect you to certify the participants in your field of expertise.

Specifically, we would like you to:

- Review the Session Outline that accompanies this sheet.
- Provide course participants with a hands-on experience that exposes them to your specialty.
- Describe the safety requirements and equipment needs to perform your specialty.
- Provide an idea of how and where to find local consultants and resources to do the activity with their unit.
- Demonstrate and show applicable equipment, literature, and other resources.
- Provide reference handouts that the participants can take home with them (100 copies).
- Tell the participants how to become certified in the subject (if applicable).
- Provide any equipment or expendable materials you can to help make your session a success.
- Based on your presentation, ask participants to reflect and write down some ideas they can use when they get back to their troop or crew.

BSA Policies

One of the Powder Horn staff members will be in touch with you to provide the applicable BSA safety requirements, program restrictions, and certification requirements as they apply to your specialty.

Sample Powder Horn Session Planning Sheet for Consultants

Discipline: Discover Scuba

Time allocation: 4 hours total, 1 hour per group **No. of participants:** 48

Round robin: Yes No **Number in each round-robin group:** 8

We can go to larger groups if you have enough equipment.

Part One: Hands-on (No. of minutes)

Show participants scuba gear and explain what each part is for. Let them touch the gear and pick it up, place first stage regulator onto tank, etc.

Part Two: Sharing knowledge (No. of minutes)

Show PADI Discover Scuba video. Then share with them information about certifying dive organizations.

Discuss BSA SCUBA diving guidelines.

How much does it cost to get certified?

What does “certified” mean?

What equipment will be required?

How long will certification take?

How to build a crew program around scuba: number of crew meetings, weekend activities and super activity, how to provide service through scuba or earn the Scuba Diving merit badge.

Interesting scuba activities, i.e., underwater Easter egg hunt, underwater orienteering.

Part Three: Questions and answers (10 minutes)

Closing statement: “Your crew should consider scuba for your crew program because it is one of the most exciting high-adventure challenges available to teenagers. You can do it in all parts of the country, all times of the year. If you want a memorable superactivity that your units will talk about for years, plan a scuba trip to the Florida Sea Base or other favorite dive site. Now, please take a few minutes to reflect on what you learned about this skill and then make a few notes in your Powder Horn Pocket Notebook to remind yourself of what you’d like to do when you get back to your crew or troop.

Equipment to be provided by Powder Horn assistant course director—physical arrangements for session (A/V, outdoor gear, food, etc.)

TV monitor

LCD projector

Table

Extension cord

Range

Powder Horn Session Planning Sheet for Consultants

Discipline:

Time Allocation: (hours) **No. of participants:**

Round-robin: ___Yes ___No **Number in each round-robin group:** ___

(This could consist of two round robin sessions with 24 participants divided into three groups, or one session with all 48 participants and no round robin)

Part One: Hands-on Time:

Part Two: Sharing knowledge Time:

Part Three: Questions and answers Time:

Closing statement:

Equipment that should be provided by Powder Horn assistant course director—physical arrangements for session (A/V, outdoor gear, food, etc.)

Outdoor Skills Resource List

Annual Health and Medical Record, No. 680-001

Astronomy merit badge pamphlet, No. 35859

Backpacking merit badge pamphlet, No. 35863

Belay On, No. 430-500

Boardsailing Award Application, No. 512-017

Camping merit badge pamphlet, No. 35866

Canoeing merit badge pamphlet, No. 35867

Climbing merit badge pamphlet, No. 35873

Cycling merit badge pamphlet, No. 35881

Dutch Oven Cooking, No. 33549

Emergency Preparedness merit badge pamphlet, No. 35888

Fieldbook, No. 34006

First Aid merit badge pamphlet, No. 35897

Fishing merit badge pamphlet, No. 35899

Geocaching merit badge pamphlet, No. 35836

Guide to Safe Scouting, No. 34416

Handbook for Venturers, No. 33494

Health and Safety Guide, No. 34415

Hiking merit badge pamphlet, No. 35907

Horsemanship merit badge pamphlet, No. 35909

Kayaking merit badge pamphlet, No. 35702

Leave No Trace Center for Outdoor Ethics

Orienteering merit badge pamphlet, No. 35925

Outdoor Skills Instruction, Aquatics, No. 33026

Outdoor Skills Instruction, Backpacking, No. 33035

Outdoor Skills Instruction, Camping, No. 33003

Outdoor Skills Instruction, Climbing/Rappelling, No. 33036

Outdoor Skills Instruction, Survival, No. 33029

This publication number does not exist on the BSA server. Please confirm title and number.



This publication dates to 2007. Is it still a valid, current publication?

These appear to be obsolete publications. Please confirm titles and numbers.

Passport to High Adventure, No. 34245
Pioneering merit badge pamphlet, No. 35931
Rifle Shooting merit badge pamphlet, No. 35942
Safe Swim Defense, No. 34370
Safety Afloat, No. 34368
Scuba Diving merit badge pamphlet, No. 35969
Shotgun Shooting merit badge pamphlet, No. 35948
Small-Boat Sailing merit badge pamphlet, No. 35950
Snow Sports merit badge pamphlet, No. 35951
Snorkeling Award Application, No. 19-176
The Sweet 16 of Safety, No. 19-130
Venturing Advisor Guidebook, No. 34655
Venturing Awards and Requirements, No. 34784
Weather merit badge pamphlet, No. 35964
Whitewater merit badge pamphlet, No. 35965
Wild Country Companion, Will Harmon
Wilderness Survival merit badge pamphlet, No. 35966

Suggestions for Religious Observations

It is vital that the staff give careful consideration to the religious obligations of the course participants. As a rule, provision is made for all faiths—Muslim, Protestant, Catholic, Jewish, Latter-day Saints, or any other faith.

Some faiths have firm requirements regarding the observation of the Sabbath. Remember that the Sabbath may not be a Sunday for all religions. Consultation with the council religious advisory committees on Scouting will be helpful in assuring that provisions are made for these requirements.

Offerings at religious services—It is customary to receive an offering for the World Fellowship Fund, which is used to provide training and training supplies to countries less fortunate than our own. This offering is sent to the International Department using the appropriate form, No. 130-159. Scouters attending other services should be given the opportunity to participate.

Grace at meals for Scout camps—A blessing on the food at meals may be conducted in a reverent manner.

Philmont Grace

For food

For raiment

For life

For opportunity

For friendship and fellowship

We thank thee, O Lord.

Northern Tier Wilderness Grace

For food, for raiment,

For life and opportunity,

For sun and rain,

For water and portage trails,

For friendship and fellowship,

We thank Thee, Oh Lord. Amen.

Florida Sea Base Grace

Bless the Creature of the sea,
Bless this person I call me,
Bless these Keys You made so grand,
Bless the sun that warms this land,
Bless the fellowship we feel,
As we gather for this meal.
Amen.

Summit Grace

For this time and this place,
For Your goodness and grace,
For each friend we embrace,
We thank Thee, Oh Lord. Amen.

Sample Interfaith Worship Service

(An outdoor worship service—keep it short)

Call to Worship

The Lord is in His holy temple; let all the earth keep silence before Him.

Opening Hymn: God Bless America

God bless America
 Land that I love
 Stand beside her and guide her,
 Through the night with a light from above
 From the mountains
 To the prairies
 To the oceans, white with foam
 God bless America
 My home sweet home
 God bless America
 My home sweet home

Invocation (to be read)

Camper's Prayer

God of the mountains and hills, make me tall and strong;
 Tall enough and strong enough to right some wrong.
 God of the stars, make me steadfast and sure;
 God of every lake and stream, flow through my life and make it clean;
 Let me do nothing base or mean.

God of the trees and woods, keep me fresh and pure;

God of rain, wash from my life all dirt and stain;

Pure and strong let me remain.

God of seed and soil, plant in my heart Thy love;

God of the darkness and day, through shadows or light, be my stay.

Guide Thou my way.
 God of the radiant sun, light Thou my life;
 God of glorious dawn, make each day a fresh start.
 God of evening peace and quiet, keep me free from fear and strife.
 God of joyful, free birds, sing in my heart.
 God of the surging waves and sea, wide horizons give to me;
 Help me to see the world as Thou wouldst have it be;
 God of the lovely rose, make me lovely too;
 God of the morning dew, each day my faith renew.
 God of all glowing things, keep me growing, too.

—George Earle Owen

Responsive Reading: Psalm 8

In unison:

Oh Lord, our Lord,
 How excellent is Thy name in all the earth!

Leader:

Who hast set Thy glory upon the heavens.
 Out of the mouths of babes and sucklings hast
 Thou established strength.
 Because of Thine adversaries,
 That Thou mightest still the enemy and the avenger.

Response:

When I consider Thy heavens, the work of Thy fingers,
 The moon and the stars which thou hast ordained;
 What is a man, that Thou are mindful of him?
 And the son of man, that Thou visitest him?

Leader:

For Thou has made him a little lower than the angels,
 And crownest him with glory and honor.
 Thou madest him to have dominion over the works of Thy hands,
 Thou hast put all things under his feet.

Response:

All sheep and oxen,
 Yea, and the beast of the field;

The fowl of the air and the fish of the sea,
 Whatsoever passeth through paths of the seas.
 Oh Lord, our Lord,
 How excellent is Thy name in all the earth.

Meditation for the Day

God be praised, now and forever,
 for giving us minds to understand your teachings.
 God be praised, now and forever,
 for hands that lift up those who fall.
 God be praised, now and forever,
 for ears that hear the cry of those who need help.
 God be praised, now and forever,
 for hearts that care about the needs of others.
 God be praised, now and forever,
 for eyes that see the beauty of earth and sky.
 God be praised, now and forever,
 for the new day and this new journey.
 We praise God for all that is good, true,
 and beautiful in our lives.

Hymn: For the Beauty of the Earth

For the beauty of the earth, for the glory of the skies,
 For the love which from our birth, over and around us lies,
 Lord of all, to Thee we raise, this our hymn of grateful praise.

For the wonders of each hour of the day and of the night
 Hill and vale and tree and flower, sun and moon and stars of light.
 Lord of all, to Thee we raise, this our hymn of grateful praise.

For the joy of human love; brother, sister, parent, child,
 Friends of earth and friends above; for all gentle thoughts and mild.
 Lord of all, to Thee we raise, this our hymn of grateful praise.

Worship Message

Offering: For the World Friendship Fund

Getting-to-Know-Each-Other Games

Sample Icebreaker Game—Have You Ever?

Objective	Get to know each other
Group Size	Works well for a Powder Horn crew
Materials	None
Activity Instructions	<p>Create several versions of bingo cards with the following information in the squares. Have the group find a different person to initial each square if they answer yes to that information.</p> <p>Earned the Eagle rank?</p> <p>Earned the Girl Scout Gold Award?</p> <p>Earned the Venturing Leadership Award?</p> <p>Earned the Venturing Silver or Ranger Award?</p> <p>Been a Sea Scout or Sea Scout leader?</p> <p>Served as a leader in a Boy Scout troop?</p> <p>Served as a leader in a Varsity team?</p> <p>Served as a leader in a Venturing crew?</p> <p>Been to Philmont Scout Ranch?</p> <p>Been to Northern Tier?</p> <p>Been to Florida Sea Base?</p> <p>Been to the Summit Bechtel Reserve?</p> <p>Been to national jamboree?</p>

Been to world jamboree?
Served on a Wood Badge staff?
Served on a district or council committee?
Been in a parade?
Eaten raw oysters?
Been bitten by a dog?
Won a state championship (athletic or non-athletic)?
Been to a professional world championship game?
Performed CPR or the Heimlich maneuver in an attempted life-saving situation?
Developed and printed your own black-and-white film?
Free diver below 30 feet (no scuba gear)?
Swam 50 yards nonstop underwater?
Flown in a glider?
Operated a bulldozer?
Been within 25 feet of a bear in the wild?
Walked on stilts?
Written a letter to the editor?
Climbed a tree to rescue a cat?
Seen the rings of Saturn and/or the moons of Jupiter (not in a photo)?
Experienced an outdoor shade temperature of over 110 degrees?
Been in every state of the United States?
Made ice cream by hand (no electricity)?
Owned more than one cat at a time?
Seen a whale or shark in the ocean?
Stayed up all night studying?
Had altitude sickness?

Powder Horn Course Evaluation

(Should be modified for each course)

Please fill out this evaluation and return to the course director before our closing ceremony. Indicate how you personally felt about this course. Thank you for attending this course. We wish you success in your role in Scouting. Have a safe trip home.

How do you rate the following sessions?

	Will take it home	Liked it here	OK	Poor
Astronomy	_____	_____	_____	_____
Backpacking	_____	_____	_____	_____
Canoeing/Kayaking	_____	_____	_____	_____
Cave Exploring	_____	_____	_____	_____
Challenge Events/COPE	_____	_____	_____	_____
Climbing/Rappelling	_____	_____	_____	_____
Conservation	_____	_____	_____	_____
Cycling/Mountain Biking	_____	_____	_____	_____
Emergency Preparedness	_____	_____	_____	_____
Equestrian	_____	_____	_____	_____
Expedition Planning	_____	_____	_____	_____
Fishing	_____	_____	_____	_____
Geocaching	_____	_____	_____	_____
Hunting	_____	_____	_____	_____
Leave No Trace	_____	_____	_____	_____
Orienteering	_____	_____	_____	_____
Outdoor Living History	_____	_____	_____	_____
Plants and Wildlife/ Ecology	_____	_____	_____	_____
Scuba and/or Snorkeling	_____	_____	_____	_____
Shooting Sports	_____	_____	_____	_____
Small-Boat Sailing/ Sailboarding	_____	_____	_____	_____
Wilderness First Aid	_____	_____	_____	_____
Wilderness Survival	_____	_____	_____	_____
Winter Sports	_____	_____	_____	_____

Comments

How do you rate the following general items?

	Right On	OK	Needs Improvement	Poor
Food and dining service	_____	_____	_____	_____
Camping areas	_____	_____	_____	_____
Program equipment	_____	_____	_____	_____
Staff support	_____	_____	_____	_____

Comments

First Status Report

(Due to your area or region Powder Horn coordinator 180 days before the start of your course.)

Today's date _____ Date of course start _____

Host council headquarters city _____

Course director _____

Staff advisor _____

1. We have reviewed the Powder Horn backdating schedule and believe we are on track
 Yes No

If no, please detail where you think you are behind and need support:

- 2. Please complete the Staff Report Form and return with this status report.
- 3. Please complete the Consultant Report Form and return with this status report.
- 4. How many participants do you presently have committed? _____
- 5. Please list areas where you need help or what the region can do to support you.

6. Please list highlights that you would like to share.

Staff Roster

Today’s date _____ Course date _____

Host council headquarters city _____

Name	Address	Phone	Email	Home Council	Staff Position	How Many Previous PH Courses on Staff

(Attach to the First Status Report form)

Second Status Report

(Due to your area or region Powder Horn coordinator no less than 30 days before the start of your course.)

Today's date _____ Date of course start _____

Host council headquarters city _____

Course director _____

Staff advisor _____

1. We have reviewed the Powder Horn backdating schedule and believe we are on track.
 Yes No

If no, please detail where you think you are behind and need support:

2. Update the Staff Report Form submitted with your first status report with any staff changes and return with this status report.
3. Update the Consultant Report Form submitted with your first status report and return with this status report.

4. What is your final participant count? _____

5. Medal order summary

Number of staff medals requested? _____

Number of participant medals requested? _____

Total medals ordered? _____

Please enclose a check made out to the BSA to cover the cost of the medals you order. The region will approve your medal order and submit it to Supply.

Number of medals _____ × \$ _____ (price per medal) = \$ Amt. enclosed _____

6. Please list areas where you need help or what the region can do to support you.

7. Please list highlights you would like to share.

Powder Horn Course Director's Closeout Report

(Due within 30 days of completing the course to your area or region Powder Horn coordinator.)

Host council headquarters city _____
 Course dates _____
 Course location _____
 Course director _____
 Staff advisor _____

Demographic Summary

Total participants _____
 Total staff _____
 No. of males _____ Youth _____ Adult _____
 No. of females _____ Youth _____ Adult _____
 Medals awarded _____

Registered Scouting Positions

Youth member Troop _____ Crew _____ Ship _____ Team _____ Post _____
 Adult member Troop _____ Crew _____ Ship _____ Team _____ Post _____

Please attach your course Demographic Report Form, participant roster, and staff roster.

1. Please list what you think were your course's strengths.
2. Please list things you wish you could have done better.
3. Highlight aspects of the course of which you were most proud.
4. List staff members that you would recommend for future Powder Horn courses or other, higher responsibilities.
5. Is there anything else you would like to share about the course?
6. Other

Powder Horn Course Demographic Summary Report

Region _____	Council headquarters city _____	Date _____	Course No., if any _____															
Course director _____		Course staff advisor _____																
Participant Information																		
Participant	Gender		Ethnic				Age			Origin								
	No. males	No. females	White	Hispanic	Black	Asian	Other	14-20	21-30	31-40	41-55	55+	In council	Out-of-council	Cub Scouting	Boy Scouting	Venturing	
Totals																		
Registered Positions																		
Totals	Crew advisor	Associate Crew Advisor	Crew Committee	Scoutmaster	Assistant Scoutmaster	Troop Committee	Cub Scouting	District/Council Committee										

(Please attach a staff roster and participant roster with name, address, phone, email address, staff position, number of Powder Horns attended, and home council.)

Powder Horn—The Story

Long used by men and women of the frontier as one of the necessary tools for daily life. The powder horn carried the propellant that allowed them to sustain daily life.



The powder horn ranged from the very plain yet functional to the ornate work of art, but the use was the same: a vessel to help sustain.

The recipient of the Powder Horn is a vessel—a vessel to help sustain the spirit of the outdoors in the youth of today. The propellant that you carry is the knowledge of new and exciting program ideas to share with these youth.

Wear it proudly, and know that you are making a difference in the youth that you serve.

Powder Horn Saleable Order Form

Order Form

Catalog Number	Quantity	Item Name or Description	Suggested Retail Price	Wholesale	Total Cost	
					Dollars	Cents
613145		Powder Horn Buckle	\$19.99	\$12.99		
4044		Powder Horn Award Medal	2.99	1.99		
4254		Powder Horn Lapel Pin	2.39	1.99		
(Pricing Current as of 11-17-17)				TOTAL		



ORDERS ARE TO BE MAILED TO THE DISTRIBUTION CENTER:

**National Supply Group
 2109 Westinghouse Blvd.
 P.O. Box 7143
 Charlotte, NC 28241-7143
 800-323-0732
 Fax: 704-588-5822**