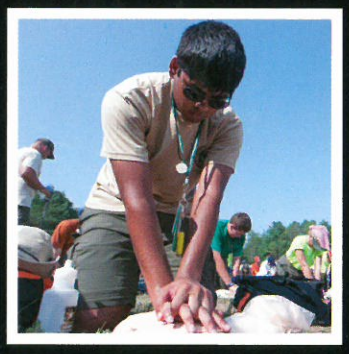
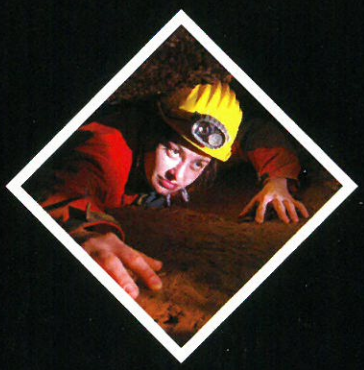








PROGRAM FEATURES FOR TROOPS, TEAMS, AND CREWS

A Guide to Program Planning

Volume 3

BOY SCOUTS OF AMERICA®

PROGRAM FEATURES FOR TROOPS, TEAMS, AND CREWS

A Guide to Program Planning

Volume 3



BOY SCOUTS OF AMERICA®

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Key

■ = Outdoor program features
■ = Sports program features
■ = Health and safety program features
■ = Citizenship and personal development program features
■ = STEM program features
■ = Arts and hobbies program features

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INTRODUCING THE NEW PROGRAM FEATURES

NOW FOR TROOPS, TEAMS, AND CREWS

As the Boy Scouts of America's mission statement says, Scouting exists "to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law." There is nothing in the mission statement about meetings, outings, and other activities. However, it would be impossible to achieve our mission without dynamic, relevant programming, which also requires effective program planning. The goal of *Program Features for Troops, Teams, and Crews* is to make that planning a little easier for you, the unit leader.

These three volumes of Program Features bring together 48 features in three volumes for use by Boy Scout troops, Varsity Scout teams, and Venturing crews. That's four full years of suggested programming. While your unit may not use the material here exactly as presented, it offers a launching point for you and your youth members to plan exciting programs that will keep members coming back, facilitate advancement and personal growth, and help you achieve Scouting's mission.

Annual Program Planning

In Scouting, planning is a two-phase process.

- Long-term planning results in an annual calendar and a set of unit goals for the year.
- Short-term planning yields detailed plans for one month's meetings and outings—and sometimes a little more.

The Annual Planning Conference

Long-term planning happens at the annual planning conference, typically held in late spring or early summer, as soon as possible after school, community, and council calendars have been published. A month or two before the planning conference, the committee chair, unit leader, and senior patrol leader, team captain, or crew president should perform the following steps.

Step 1—Gather the necessary information.

- Key school dates, like holidays, homecoming, and exams
- Community event dates, including those the unit might want to participate in and dates you should avoid
- The chartered organization's key dates, again considering opportunities to collaborate as well as potential scheduling conflicts
- Personal dates, such as family vacations, that may affect the unit's activities
- Key district and council dates
- Data collected from the troop resource survey or activity interest survey
- Last year's annual plan, if you have one
- Unit priorities and goals
- Advancement records for each member
- A general outline of next year's program

Step 2—Discuss the planning process with your top youth leader, explaining the importance of this process and his or her role in it. Discuss options for programs and activities and the unit's goals. Share a draft outline for next year's program, and ask for the youth leader's input and thoughts. Be flexible at this point. You should both review the program planning conference guide, available online at www.scouting.org/BoyScouts/ProgramPlanning.aspx for troops and www.scouting.org/Venturing/ProgramPlanning.aspx for crews, to be on the same page with the agenda and to work ahead.

Setting Goals

What sorts of unit goals should the draft plan include? Here are some possibilities.

- Attend summer camp.
- Have an outdoor adventure at least once a month.
- Strengthen relations with the chartered organization by planning a service project to benefit the organization and by increasing the unit's presence, such as on Scout Sunday or Scout Sabbath.
- Earn the National Camping Award and a gold Journey to Excellence rating.
- Conduct a fundraiser to help pay for unit expenses such as new tents and other camping gear.
- (For troops) Have each patrol earn the National Honor Patrol Award at least once.

Step 3—Have the top youth leader share the draft plan with other youth leaders, who then share it with other members to get their input and ideas. Besides reviewing the draft plan, members could evaluate the current year's plan. A useful tool is the "start, stop, continue" method, which is based on three simple questions:

- What should we start doing that we are not currently doing?
- What should we stop doing that is not working?
- What should we continue doing that is working well and helping us succeed?

It's useful for members to have copies of the current year's calendar available for review, as well as the draft plan. They shouldn't limit themselves to those materials, however. They might, for example, see a need to focus more (or less) on advancement during meetings or to build more opportunities into the calendar for patrol outings or social events—priorities that may not have been considered.

Step 4—Invite the following people to attend the conference to maximize the efficiency of planning:

- The unit's youth leaders
- Unit committee members and other adult leaders
- The chartered organization representative
- The unit commissioner (optional)
- Anyone else who might be helpful, such as parents

Keep in mind that these people will play very different roles at the conference:

- Active roles—elected youth leaders (and all members in Venturing)
- Supportive roles—unit leader, assistant unit leaders, and any other adults

To keep the planning conference as purposeful and efficient as possible, invite only those adults who actively and regularly engage in unit activities and decision making.

Holding the Annual Planning Conference

The annual planning conference can be held at any regular meeting place in three or four hours on a Saturday morning or Sunday afternoon. However, if you have access to a cabin or retreat center, you might consider turning the conference into an overnight retreat to allow time for fellowship and team building. If the conference follows closely after unit elections, some units also combine the planning conference with the Introduction to Leadership Skills for Troops (ILST) or introduction to Leadership Skills for Crews (ILSC), the first step in the youth leadership training continuum.

Most adults should not play active roles in the planning conference. Instead, they should give their input ahead of time to the unit leader for program. If extra adults attend, keep them busy by putting them in charge of cooking and cleanup, and allow the youth leaders to focus on the task at hand.

Besides the materials described above, you might prepare poster-size calendars for each month that will be planned. (Office supply stores offer a variety of products that will work, including wall planners with erasable surfaces.) Pencil in the dates from the draft plan, as well as other important district, council, community, school, and chartered organization dates.

Another useful tool is the program planning chart, a worksheet for recording by month the program features, activities, courts of honor, service projects, leader meetings, and more. This worksheet can help ensure, for example, that leader meetings are scheduled every month and that courts of honor and service projects are evenly spaced throughout the year.

The outcome of the conference should be an annual calendar, a list of monthly program features (e.g., hiking, engineering, wilderness survival), and a set of unit goals. The amount of detail in the plan will vary. For some months, the group will decide both where it wants to go and what it wants to do. For other months, the group may choose either the destination or the outing's focus.

Ideally, the calendar should include a mix of familiar and unfamiliar activities and destinations. A few traditional outings each year are fun; more than a few can make the program feel repetitive.

Even traditional outings can benefit from occasional tweaks, such as doing a favorite activity at a new location.

While discussing ideas at the conference, use these ground rules.

- It is important to respect one another's views. Listen and don't interrupt.
- Keep focused on the task to plan the unit's annual program. Don't get sidetracked.
- Write out ideas so everyone can see them.
- Be in agreement.

The Annual Planning Conference, Step by Step

Step 1—The unit leader leads a discussion on the unit's goals for the coming year. Write the goals on a flip chart or eraser board, and agree to that list of goals.

Step 2—Share with the rest of the meeting attendees the printed draft of the calendar that shows the dates researched (or review the dates listed on poster-size calendars around the room) and events planned. Ask if anyone has other dates and events to add.

Step 3—Take a few minutes to discuss these dates and events. Once you feel comfortable with this stage of the calendar, you might take a vote to approve the dates and activities listed so far.

Step 4—The top youth leader shares updates from members about what they want to do. This exercise can be the most challenging in the program planning conference, so take as much time as is needed. The Program Features could be used as a foundation for the group's desired programs or themes. You might take it one month at a time. Don't forget to include advancement opportunities. The flow of the program is up to you and could be driven by your goals. As an example, if one of your goals is for the unit to take a wilderness trip to Alaska, some of the programs could focus on traveling to Alaska, wilderness survival, trip planning, wilderness first aid, and van safety.

Again, as the group agrees on a monthly feature or program theme, write it on a flip chart or board and take a vote. Designate someone to record all this on a master calendar, and take good notes!

Step 5—Add other important dates such as:

- Unit meetings and leadership meetings
- Boards of review
- Courts of honor
- Elections
- Open house
- Service projects
- Webelos Scout joint outings and transition ceremonies
- Any other activities that can be scheduled this far in advance (for example, fundraising events)

Step 6—Hold a final discussion on the plan, calendar, and goals, and then take a vote for approval. Once youth members approve the annual plan, it will go to the unit committee for final approval. Work with the chartered organization representative to make any facilities reservations at the chartered organization. As soon as possible, begin making campsite reservations for the dates and locations selected.

Step 7—To make this plan a truly valuable tool, it must be shared with each unit family, the chartered organization, and all other interested parties. The unit must follow its plan, share it with everyone, and review it regularly to see if modifications are needed.

After the Planning Conference

Prepare the calendar in an easy-to-use format for distribution. Here are some features to consider.

- Include as much detail as possible, including meeting start and end times.
- Indicate when regular meetings won't be held or will be held at different times.
- Color-code events for easy reference. For example, you might use blue for unit meetings and outings, green for meetings that don't affect all members (such as patrol leaders' council, unit committee, boards of review), red for special notices (such as meeting cancellations), and black for external events (such as national Scout jamborees, roundtables, and training courses).

- Add a revision date at the bottom of every page. If the calendar must be updated later, change the revision date and highlight the changes.

Distribute copies of the final plan to youth members and their families, adult leaders, members of the unit committee, and representatives of the chartered organization. Be sure to include Cub Scout pack leaders, the unit commissioner and district executive, and the chartered organization's leader, secretary, and facilities manager. Also be sure to post the calendar on the unit website and at the meeting place.

Monthly Program Planning

No matter how comprehensive and well planned your calendar is, it's simply a skeleton on which to build your program. Short-term planning puts flesh on the bones. Each month, the patrol leaders' council or crew officers plan in detail the coming month's outing and meetings. If the group is on the ball, it actually looks at three months of programming each time.

- Briefly review the month that's just ending using the "start, stop, continue" model.
- Plan in detail everything the unit will do in the month that is just beginning (or will soon begin).
- Briefly preview the following month and make assignments for tasks like reserving campsites.

As with the annual plan, be sure to communicate the results of each monthly planning meeting with all members, leaders, and other stakeholders—especially if changes are made to the annual plan.

How to Use the Program Features

Each program feature in this book provides a month's worth of program ideas for Boy Scout troops, Varsity Scout teams, and Venturing crews. You will find the following content:

- General information about the topic
- Related advancement requirements and awards
- Games related to the topic (or that are just for fun)
- Ideas for using the EDGE method (Explain, Demonstrate, Guide, Enable) to teach topics
- Four weeks' worth of meeting plans
- Outlines of three main events (outings) that build in length and intensity
- Print and online resources related to the topic, including a list of related program features

Each program feature: You will find these icons in each program feature:



Essential: Basic skills-development information and beginner-level activities



Challenging: Skills-development information and activities for those who have moved beyond the basics



Advanced: Learning topics and activities for those who are ready for the ultimate challenge

A NOTE TO VENTURERS

For the purpose of earning the Discovery and Pathfinder awards, the main event examples from each module can be considered as follows:

Essential (Tier I): Beginner level activities requiring little preparation or planning; events often last less than a full day (not overnight); activities are not far beyond the comfort zone for most participants.

Challenging (Tier II): Midlevel activities requiring some planning or preparation; events last less than four days; some prior skills development may be desirable or required; activities extend beyond the standard range for most participants.

Advanced (Tier III): Higher level activities requiring extensive preparation; events last at least four days; activities are mentally and physically challenging, requiring skills development prior to participation; such adventures are highlights of the program year and may take place once or twice annually.

SAMPLE PROGRAM PLANNING CHART

Month	Meeting Plan						Special Events/ Holidays	Local/ Chartered Organization Calendars	Council/ District	PLC/VOA	Unit Committee Meeting	Roundtable
	Program Feature/ Topic	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Main Event						
September	Geocaching/ Outdoor	9/5 Map, compass, GPS	9/12 Using GPS	9/19 Geocaching.com	9/26 Hide a cache	9/28–9/29 Camp and cache	Labor Day	9/4 First day of school		9/10	9/9	9/13
October	Emergency Preparedness/ Safety	10/1 Prepare	10/8 Respond	10/15 Recover	10/22 Prevent and mitigate	10/27 Community disaster drill				10/5	10/4	10/11 Charter packet pick-up
November	Citizenship/ Citizenship	11/6 Government	11/13 Responsibilities	11/20 Enforcing laws	11/27 Court of honor		Thanksgiving		University of Scouting			11/8
December	Winter Camping/ Outdoor	12/3 Hypothermia	12/10 Food is fuel	12/17 Snow shelters	12/23 Safety and rescue		Christmas	Winter break				12/13
January	Snowboarding and Skiing/ Sports	1/2 Overview	1/9 Fitness	1/16 Equipment								1/10
February	Mathematics/ STEM	2/5 Areas of math	2/12 Arithmetic	2/19 Geometry			Presidents' Day					2/14 Friend of Scouting
March	Fitness and Nutrition/Sports	3/6 Getting in shape	3/13 Nutrition and diet		3/27 Court of honor			Spring break				3/21 *Change for break
April	Project Planning/Personal Development	4/3 Overview	4/10 Safety/ breakdown			4/26–4/27 Community service project						4/11
May	Scuba Diving/Outdoor	5/1 Intro to scuba							Camporee			5/9
June	Multimedia/ Hobbies	6/5 Web safety						6/6 Last day of school				6/13
July	Spectator Sports/Hobbies	7/1 Rules of the game				7/19 Major league game	4th of July					None
August	Summer Camp/Outdoor		Camp		8/26 Open house	8/10–8/17 Summer camp						None

CAMPING

Meeting Plan: Plan Ahead/Knots

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Prepare several decks of index cards listing various items of camping gear, one item per card. Have small groups sort the cards in order of importance, setting aside items that shouldn't be taken camping.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Review the Scout Basic Essentials from the *Boy Scout Handbook;* discuss why each item should be considered essential.		7:10 p.m.
Skills Instruction 35 minutes	• Learn and practice the square knot, two half hitches, taut-line hitch, clove hitch, timber hitch, bowline, and sheet bend. Discuss how each is used in camping. • Make a list of personal camping gear Scouts should have.		7:20 p.m.
	• Review the above skills. • Make a camp gadget using lashings. • Learn the trucker's hitch and explain its use in camping.		
	• Review the above skills. • Practice splicing. • Learn how to tie a monkey's fist or woggle.		
Breakout Groups 15 minutes	• Discuss plans for the main event. • Review what personal and group equipment will be needed.		7:55 p.m.
Game 15 minutes	Play Knot-Tying Relay (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

Parts of a Program Feature

1. A thumbnail description of the meeting content
2. A breakdown of the parts of the meeting with suggested times
3. Note who is in charge of each segment of the meeting
4. Write down the actual times for each segment of the meeting
5. A fun activity for members to do as they are gathering
6. Start the meeting right with a formal opening ceremony
7. A quick (or not so quick) introduction to the topic for all members
8. Specific instruction for all three skill levels; note the colored icons
9. Time for patrols or other small groups to practice skills and prepare for the main event
10. A game that tests what members have learned or just lets them blow off steam
11. Take care of business at the end of the meeting
12. Get ready for the next meeting and the main event

CAMPING

Main Event: Overnight Car Camp

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Find a campsite that you can drive to and that offers plenty of opportunities for outdoor adventures. Camp overnight and hone your camping skills.

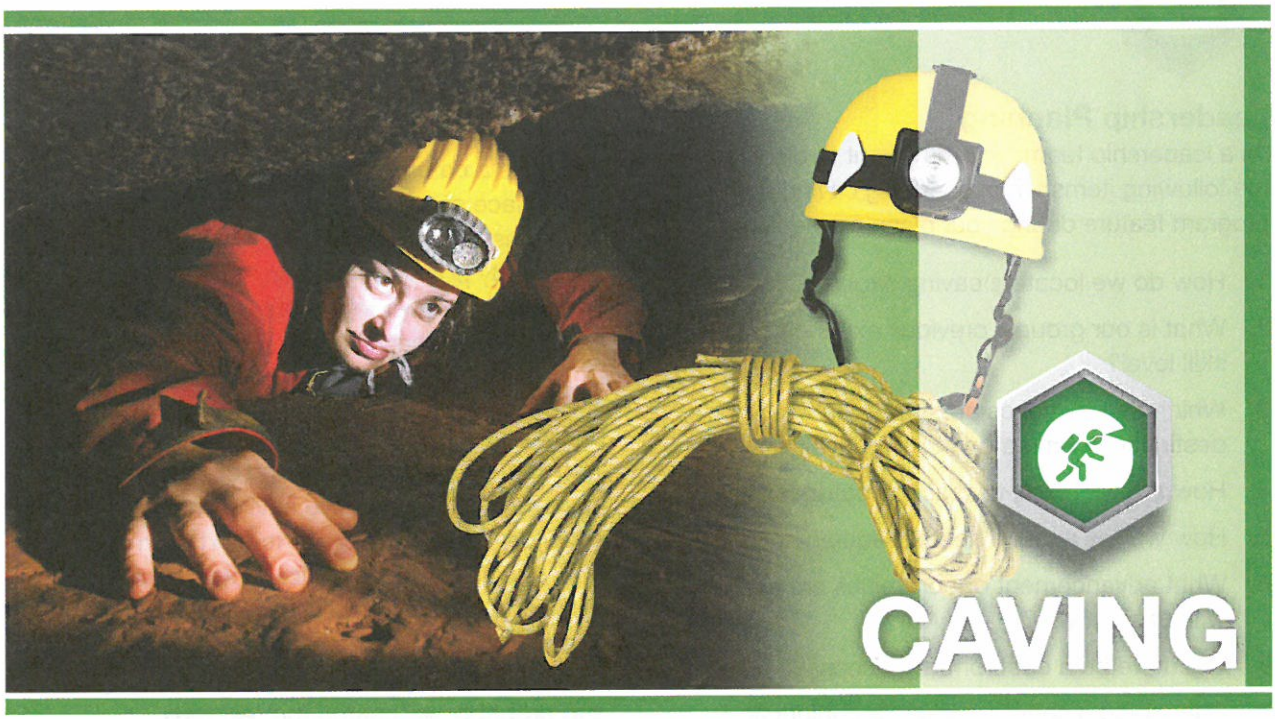
Equipment List	• Camping gear (individual and group) • Backpacks, canoes, or bicycles to get the group to and from the campsite (optional) • Food • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Choose your campsite and event location. • Plan camping duty roster and meal plan. • Develop a schedule that allows plenty of time for setting up camp the right way, including establishing defined sleeping, social, and cooking areas. • Practice camping skills Scouts need to work on (fire building, cooking, knots, etc.). • Participate in other activities as desired (hiking, boating, mountain biking, etc.). • On departure, be sure you are leaving no trace of your presence.
Safety	Normal camping safety guidelines apply. Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit handy.

Notes

For an added challenge, plan for all Scouts to reach camp under their own power—by hiking, cycling, or canoeing. If possible, have them carry their own gear. All could travel by the same means, or different groups could choose different options.

Parts of a Main Event Plan

1. A quick description of the main event
2. Basic information such as times and transportation plans
3. A quick reference to the event's ability level (essential, challenging, advanced) and more in-depth description of the main event
4. Key equipment you will need to take, including specialized gear for the type of event
5. A thumbnail planning worksheet
6. Safety concerns you should keep in mind
7. Special notes about the activity, including variations you could consider



An Adventure Underground

Beneath the earth's surface lies a magnificent realm darker than a moonless night. No rain falls. No storms rage. The seasons never change. Other than the ripple of hidden streams and the occasional splash of dripping water, this underground world is silent. Yet it is not without life. Bats fly with sure reckoning through mazes of tunnels, and otherworldly fish swim through unseen rivers. This is the world of the cave—as beautiful, alien, and remote as the glaciated crests of lofty mountains. Just as climbers are tempted by summits that rise far above familiar ground, cavers are drawn into a subterranean wilderness every bit as exciting and remarkable as any place warmed by the rays of the sun.

This month's meetings and activities will take you into this hidden world. Whether you tour a show cave or explore a wild cave, you will come to appreciate a part of the earth that most people will never experience.

Objectives

This month's activities should:

- Teach Scouts the safety rules for caving.
- Help Scouts understand white nose fungus and how to avoid spreading it.
- Demonstrate proper clothing for caving.
- Help Scouts understand the importance of a caving expert.
- Teach Scouts proper caving techniques.
- Enable Scouts to practice good caving ethics.

RELATED ADVANCEMENT AND AWARDS

- Exploration and Geology merit badges
- Varsity Scout Caving pin
- Ranger: Cave Exploration elective

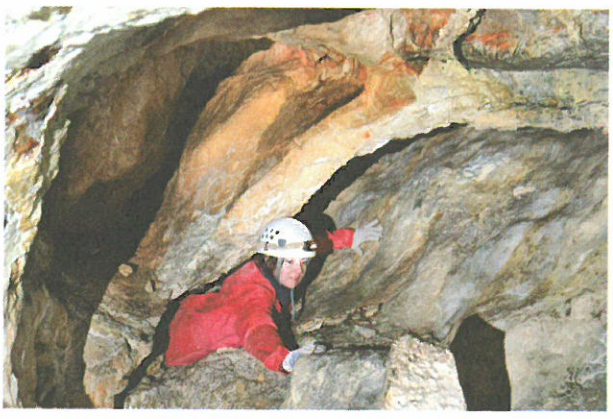
Leadership Planning

As a leadership team, you may want to discuss the following items when choosing caving as your program feature during your planning meetings.

1. How do we locate a caving expert?
2. What is our group's previous experience and skill level?
3. Which nearby caves are appropriate destinations based on our skill level?
4. How are we going to practice outdoor ethics?
5. How will we acquire needed equipment?
6. What advancement opportunities are available with this activity?
7. Will there be a cost for cave access?
8. Can we do a service project in conjunction with the activity?
9. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE CAVING PROGRAM FEATURE BY:

1. Helping to locate a caving expert
2. Assisting with transportation
3. Providing funding for the main event
4. Assisting with gear procurement and preparation
5. Chaperoning the main event



WHAT IS A CAVE?

A cave is a naturally formed void located beneath the surface of the earth. By definition, it must have passages or rooms large enough to admit a human. By popular definition, it must be long enough for a caver to get out of the twilight and enter total darkness.

Most states have some "show caves"—caves with paid tours and knowledgeable guides, complete with lights and easy paths and stairways. If Scouts have no idea what a cave environment is like, the show cave is a good place to start. Some of them offer special "wild" tours for groups that want more of a muddy, crawling adventure. These commercial caves may have a different set of rules and standards that they have developed, and probably will charge modest fees.

SELECTING A CAVE GUIDE

The selection of an experienced cave guide is critical to a team's success and safety in cave exploration. The cave guide should have at least four of the following qualifications:

- Three years of continuous membership in the National Speleological Society (NSS)
- Three years of continuous membership in a grotto (the proper name for a cave club) sanctioned by the NSS
- Three years of experience in cave exploration, verifiable by trip log or grotto attestation
- Current certification in first aid and CPR
- Access to suitable caves
- Instruction in or exposure to cave rescue techniques

If you have trouble finding a cave guide, visit the NSS website for links to local grottos. You can also send a self-addressed, stamped envelope to the NSS at 2813 Cave Avenue, Huntsville, AL 35810-4413, to request assistance in locating qualified cavers in your area.

Caving Techniques

The goals of every caving expedition are to get in and out of the cave safely, to enjoy yourself while you are underground, and to leave no trace of your visit. Meeting those objectives requires planning. Familiarize yourself with any rules or caving guidelines by contacting the agency responsible for managing that area. For example, there might be limitations on the size of groups allowed to go into a cave, and permits could be required. In addition, agency officials might be able to provide you with maps and suggestions for ways to enhance your experience.

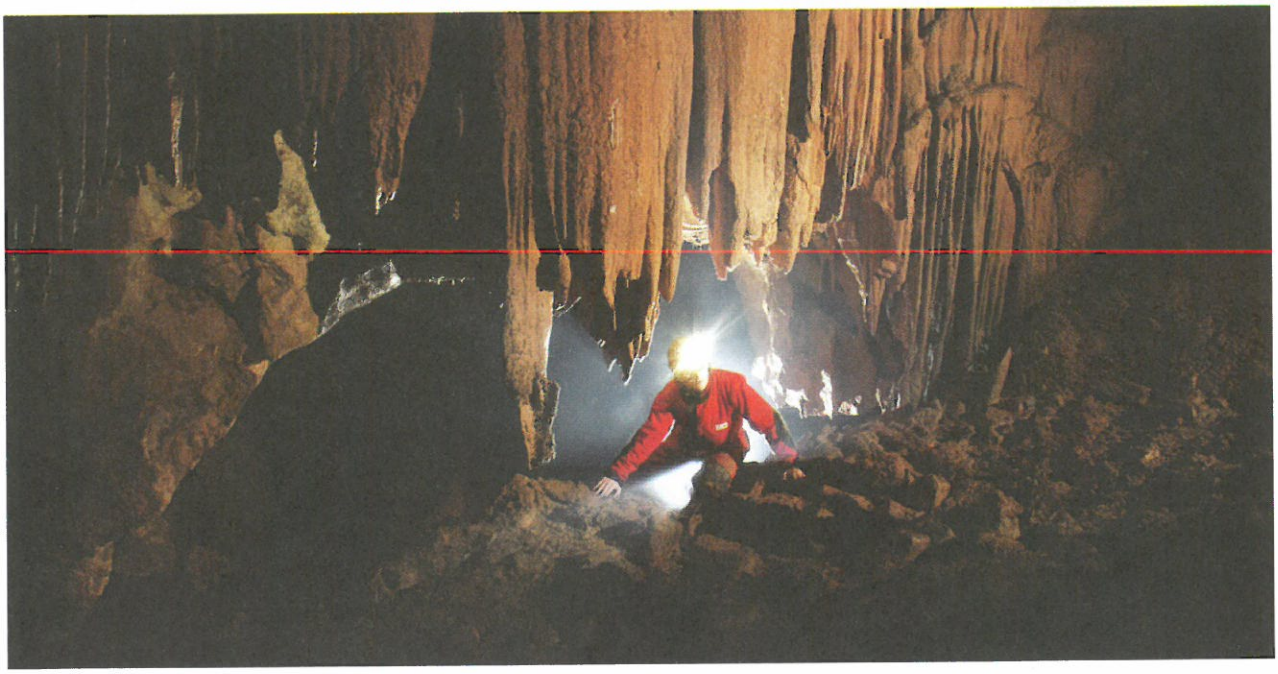
Risks and Safety

Caves are the last place in the world to get hurt. There are often very difficult obstacles to get an immobilized person through. Cavers often say the strictest rule in caving is DON'T GET HURT. There are two types of rescues if someone does get hurt: 1) Self-rescue and 2) Rescue by rescuers. Type 1 is by far preferred. If you are hurt, getting yourself out of the cave is the best thing to do.

Before going into a cave, discuss what dangers there may be, how to avoid them, and what will be done if someone is injured. Order a copy of *American Caving Accidents* from the NSS and take turns reading some of the stories at a Scout meeting.

Caving safety concerns:

- Loose rocks can be knocked off on a person below. Care should always be taken not to do this. It has been said by cavers that the most dangerous thing in a cave is the other person, because of the possibility that he or she may knock a rock on another caver.
- Don't jump in a cave. Climb down slowly. Shadows can throw off your depth perception.
- Be certain of where you are in a cave and how to get back out. Sometimes it's necessary to leave a piece of flagging tape or some other indicator at a confusing junction for the trip out. Be sure to take it with you when you leave.
- Watch the weather. Some caves can flood to the ceiling. Err on the side of caution.
- Tell someone where you will be, what time to expect to hear from you, and how long they should wait if you are late calling before they should get concerned and call someone to check on you. (This is good practice for any backcountry trip.)
- Usually the only place a poisonous snake will be in a cave is at the entrance. Be extra cautious there. The first person in should poke a stick around in leaves and rocks and look for a snake.



Ethics

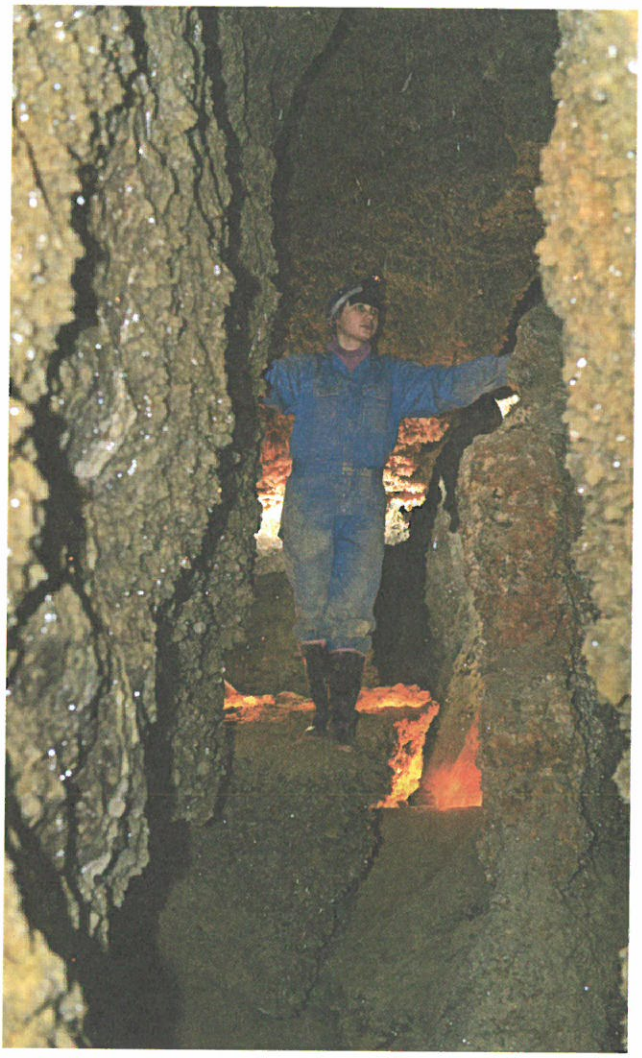
Cavers take very seriously their creed to take nothing but pictures, leave nothing but footprints, and kill nothing but time. Leave caves cleaner than you found them. Pick up other cavers' litter. Do no harm. Marvel at living organisms in caves, and take photos of them—but don't touch them.

Don't even leave crumbs or food scraps in a cave. Go to the bathroom before you go underground and do your best not to even urinate in the cave.

Some cavers have gone in caves that no one has entered since ancient people did. On some occasions ancient footprints are found. This attests to how timeless they are. The wind doesn't blow, the rain doesn't fall, and things stay the same for many, many years. Respect that and pride yourselves on treading gently in this marvelous world.

Caving ethical concerns:

- Never add to litter in a cave. Always remove some.
- Be gentle. Don't disturb anything. Leave it like you found it or better.
- Do your best to not leave human bodily waste in a cave. Go before you go.
- Never write on the walls. It's illegal to do so in most states.
- Leave cave wildlife alone. Take photos only.
- Never touch or break a cave formation (stalactite, stalagmite, drapery, bacon rind, helictite, etc.). They are ancient and should be left for others to enjoy. Damaging cave formations is illegal in most states.



CAVING GAMES

Stalactite and Stalagmite Contest

Equipment: For each group, a tray, two glass jars, a saucer, woolen thread, and baking soda

Method: Place both jars on the tray. Fill the jars with hot water and dissolve as much baking soda as you can into each one. Place the jars in a warm place and put the saucer between them. Twist several strands of thread together before dipping the ends into the jars and letting the middle of the thread hang down above the saucer. (The ends can be weighed down with various small, heavy objects to keep them in the jars.) The two solutions should creep along the thread until they reach the middle and then drip down onto the saucer. Place the experiments in a place that can be undisturbed for the next week.

Scoring: Wait until the next week's preopening; then judge each entry on shape, size, and awesomeness. The best entry wins.

Notes: Discuss how stalactites and stalagmites are formed in caves. How long would that take?

Blindfold Battery Exchange

Equipment: For each player, a flashlight with extra batteries and a blindfold

Method: The goal is to be able to replace batteries completely by touch in case of power failure. The flashlight and extra batteries are placed on a table in front of the blindfolded player. When directed to do so, each player races to be the first one to replace the batteries in his or her flashlight.

Scoring: The first player to finish wins.

Variations: This game can be played by groups or pairs. Players can also trade out lightbulbs instead of batteries.

Notes: If a completely dark room is available, the activity can be done without blindfolds.



Blindfolded Maze

Equipment: Blindfolds

Method: Divide into two or more groups, and have each group form a circle. Next, each member reaches across with their right hand and takes someone else's right hand. Then each group member does the same with their left hand, but they must take the left hand of a different person. On signal, two players (appointed beforehand) let go of their right hands only. No one else may let go. These two "loose ends" will attempt to straighten out the maze of hands into a straight line. Next, put on blindfolds and attempt to do the same thing.

Scoring: The group that makes a straight line first wins.

Notes: Discuss the difference between being blindfolded and not being blindfolded. Relate this to attempting tasks in a cave without light.

Crowded Circle

Equipment: A piece of chalk

Method: Draw a circle on the floor about 6 feet in diameter. Have the players walk freely around the room. Turn the lights off for 10 seconds. In the darkness, all players must get inside the circle. When the lights come back on, everyone must freeze on the spot. All players found outside the circle are out of the game. The game resumes with shorter darkness periods, if necessary, until only one player remains in the circle.

Scoring: The last player in the circle wins.

Variations: 1) Instead of one circle, draw three circles on the floor and number them. When the lights go out, announce which circle should be used. 2) Make as many circles as there are teams. Assign each team a circle. In the darkness, members must find their team's circle.

Notes: If complete darkness is not available with the lights out, consider blindfolds. Follow up with a review about the experience of moving in the dark. Relate how that might apply in caves and why backup lights are important.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Define what a cave is.
- Explain the difference between developed and wild caves.
- Introduce the importance of using a caving expert.
- Discuss the issue of white nose fungus.
- Explain the dangers of vertical caving.

DEMONSTRATE

- Show videos of caving expeditions.
- Do a show-and-tell of caving equipment.
- Demonstrate how to use caving equipment.
- Show how to properly clean equipment.
- Demonstrate the process of mapping a cave.

GUIDE

- Do an activity to show how stalactites and stalagmites are formed.
- Play a game that involves changing flashlight batteries in the dark.
- Guide Scouts as they map their meeting place to simulate mapping a cave.
- Lead Scouts on a show-cave tour to prepare them for a wild-cave excursion.

ENABLE

- Have experienced Scouts lead small groups during caving trips.
- During breaks on caving trips, have Scouts discuss how they are practicing outdoor ethics techniques.
- Gradually build up to more challenging caving excursions.
- Prepare Scouts for a lifetime of safely enjoying caves.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Weekend Activity
Commercial show cave visit—Visit a commercially operated show cave. These caves have developed pathways and lighting and are appropriate for youth under the age of 14.	Wild caving experience—Visit a wild cave—a cave in its natural state that has limited improvements or pathways. With an experienced, trained cave expert/guide, explore the cave. This type of caving experience is only appropriate for adults and youth 14 and older.	Vertical caving experience—Visit a cave that requires ropes, cables, ladders, or other climbing devices. Under the direction of a trained and experienced cave expert, choose a cave that matches the skill level of the group.

CAVING

Meeting Plan: How Caves Are Formed

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show caving videos or parts of a movie, such as *Cave of Forgotten Dreams*.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Learn about the National Speleological Society. • Review BSA policies on caving from the *Guide to Safe Scouting*. • Discuss courtesy dos and don'ts.		7:10 p.m.
Skills Instruction 40 minutes	• Discuss the different kinds of caves: solution, tectonic, lava, ice. • Learn about stalactite and stalagmites and how they are formed.		7:20 p.m.
	• Review the above information. • Learn about cave collapse and the difficulties in moving in wild caves.		
	• Review the above information. • Discuss the dangers of vertical caves. • Practice caving knots.		
Breakout Groups 15 minutes	• Work on individual skills. • Begin planning for participation in the main event.		8 p.m.
Game 10 minutes	Begin Stalactite and Stalagmite Contest (described earlier). Note that you need a place where you can leave the groups' setups to allow crystals to grow.		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CAVING

Meeting Plan: Caving Equipment

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Judge the growth of the stalactites from the previous week, and determine which group has won.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 10 minutes	Discuss the importance of light sources in caves. Explain the importance of secondary light sources.		7:10 p.m.
Skills Instruction 40 minutes	Learn about light sources, helmets, proper clothing, and pads.		7:20 p.m.
	• Review the above information. • Discuss how to deal with food, water, and waste. • Discuss how to deal with water in underground lakes and rivers.		
	• Review the above information. • Discuss vertical caving. • If available, compare the equipment used for rock climbing and caving.		
Breakout Groups 15 minutes	• Review individual equipment needs for caving. • Continue planning for participation in the main event.		8 p.m.
Game 10 minutes	Play Blindfold Battery Exchange (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CAVING

Meeting Plan: Caving Safety

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have early arrivers research caves within driving distance of your community. Have them research costs, difficulty, and other factors.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Have an experienced caver discuss the dangers of caving, emphasizing why it is important to avoid injury.		7:10 p.m.
Skills Instruction 40 minutes	Review cave maps. Learn terminology and symbols.		7:20 p.m.
	• Review the above information. • Examine advanced cave maps of famous caves.		
	• Review the above information. • Learn how to map a cave. Practice by diagramming the building you meet in.		
Breakout Groups 15 minutes	• Plan meals for the main event. • Work on individual advancement as needed.		8 p.m.
Game 10 minutes	Play Blindfold Maze (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CAVING

Meeting Plan: Ethics and Caving Techniques

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play Last Piece of Trash: Place a pile of trash (roughly five pieces per Scout) in the middle of the room. Form two teams. Teams alternate sending one Scout forward to remove one, two, or three pieces of trash (whichever number he chooses). The goal is for your team to remove the last piece of trash, so strategy is required.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 10 minutes	Discuss Leave No Trace principles as they relate to caves. Review cave ethics.		7:10 p.m.
Skills Instruction 40 minutes	• Discuss white nose fungus. • Learn how to decontaminate caving equipment to prevent the spread of the fungus.		7:20 p.m.
	• Review the above information. • Review equipment for human waste management.		
	• Review the above information. • Discuss how climbing protection can affect a cave. • Practice the placement of climbing protection that leaves no trace.		
Breakout Groups 15 minutes	Finalize plans for participation in the main event.		8 p.m.
Game 10 minutes	Play Crowded Circle (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

CAVING

Main Event: Commercial Show Cave Visit

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day activity

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Visit a commercially operated show cave. These caves have developed pathways and lighting and are appropriate for youth under the age of 14.

Equipment List	• Appropriate clothing for the temperature inside the cave • Helmets with chinstrap • Headlamps • Two additional light sources as backup • Lunch, either group or individual • Scout Basic Essentials (Review the list and take what you need.) **Note:** Contact the cave you are going to visit for exact equipment needed.
Activity	• Find an appropriate commercial cave in your area. • Contact a cave expert at that location to assist in your caving education. • Meet and travel to the location. • Follow the instructions of the cave operator. • Enjoy the cave. • If available, provide a service project for cave owner. • Practice outdoor ethics principles during your visit. • Send a thank you note to the cave expert and cave operator.
Safety	• Follow all instructions of the cave operator. • Choose a cave that is well within the skill level of your group.

Notes

All caving, other than simple novice activities like excursions to commercially operated show caves, should be limited to adults and young people 14 and older.

CAVING

Main Event: Wild Caving Experience

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Visit a wild cave—a cave in its natural state that has limited improvements or pathways. With an experienced, trained cave expert/guide, explore the cave. This type of caving experience is only appropriate for adults and youth 14 and older.

Equipment List	• Appropriate clothing for the temperature inside the cave • Helmets with chinstrap • Headlamps • Two additional light sources as backup • Gloves, pads, and other appropriate protective gear • Camping gear, as appropriate • Food and menu for the outing • Scout Basic Essentials (Review the list and take what you need.) **Note:** Follow the direction of your cave expert/guide for the exact needs of the cave you are going to visit.
Activity	• Find a cave expert. • Learn and practice the appropriate caving skills. • Under the direction of a guide, visit the cave. • Always practice outdoor ethics, taking care not to damage cave formations. • Never camp in a cave, but rather find an appropriate location near the cave for multiday visits. • Make a log of your visit to be used for future trips. • Send a thank you note to the cave expert and land owner.
Safety	• Follow all instructions of the cave expert and guide. • Choose a cave that is well within the skill level of your group. • Work in small groups.

Notes

Many commercial show caves offer wild cave experiences that take appropriately skilled participants into undeveloped parts of their caves. Contact the cave operator to learn what experiences are available.

All caving, other than simple novice activities like excursions to commercially operated show caves, should be limited to adults and young people 14 and older.

CAVING

Main Event: Vertical Caving Experience

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight or longer

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Visit a cave that requires ropes, cables, ladders, or other climbing devices. Under the direction of a trained and experienced cave expert, choose a cave that matches the skill level of the group. Only groups composed entirely of experienced cavers may visit caves requiring the use of ropes, cables, ladders, or other climbing devices.

Equipment List	• Appropriate clothing for the temperature inside the cave • Helmets with chinstrap • Headlamps • Two additional light sources as backup • Gloves, pads, and other appropriate protective gear • Camping gear, as appropriate • Food and menu for the outing • Scout Basic Essentials (Review the list and take what you need.) **Note:** Follow the direction of your cave expert/guide for the exact needs of the cave you are going to visit, including climbing equipment.
Activity	• Find a cave expert. • Learn and practice the appropriate caving skills. • Under the direction of a guide, visit the cave. • Always practice outdoor ethics, taking care not to damage cave formations. • Never camp in a cave, but rather find an appropriate location near the cave for multiday visits. • Make a log of your visit to be used for future trips. • Send a thank you note to the cave expert and land owner.
Safety	• Follow all instructions of the cave expert and guide. • Choose a cave that is well within the skill level of your group. • Work in small groups.

Notes

Many commercial show caves offer wild cave experiences that take appropriately skilled participants into undeveloped parts of their caves. Contact the cave operator to learn what experiences are available.

All caving, other than simple novice activities like excursions to commercially operated show caves, should be limited to adults and young people 14 and older.

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Organizations and Websites

BSA Caving Policy
Website: www.scouting.org/filestore/pdf/19-102B.pdf

BSA Outdoor Ethics
Website: www.scouting.org/outdoorprogram/outdoorethics/training.aspx

Leave No Trace Center for Outdoor Ethics
Website: lnt.org

National Speleological Society
Website: caves.org/youth/bsa_caving.shtml

Related Program Features

Climbing and Rappelling, Nature and Environment, Outdoor Ethics, and Sustainability

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A Recipe for Life

Food is fun, especially when it's food that you have cooked yourself. There is nothing quite as tasty as golden-brown peach cobbler cooked in a Dutch oven ... unless it's a perfectly grilled steak with a piping-hot baked potato. Or maybe a Western omelet overflowing with cheese, peppers, and onions. Or maybe ... well, you get the idea.

Cooking is an important skill when you are camping, but it is also an important skill back home. Unless you want to get by on ramen noodles and fast-food burgers for the rest of your life, you need to learn how to cook. That is what this program feature is all about—as a new backcountry gourmet, you can learn techniques to tickle your palate and amaze your family and friends. You may even go head-to-head with other Scouts in a cook-off where you have the chance to prove your skills. No matter who wins, there will be plenty of delicious food to enjoy afterward.

So grab your apron, and let's get started. Bon appétit!

Objectives

This month's activities should:

- Focus on the basics of preparing good meals.
- Develop the skills needed to become self-sufficient in cooking for oneself and others.
- Teach a variety of cooking methods.
- Prepare Scouts to utilize different heat sources when cooking.
- Emphasize the importance of good nutrition by introducing the USDA MyPlate guidelines.
- Highlight potential cooking hazards and how to prevent them.
- Teach Scouts how to plan menus, purchase food, and store perishables properly.

RELATED ADVANCEMENT AND AWARDS

- Camping, Cooking, and Wilderness Survival merit badges
- Cooking requirements for Tenderfoot, Second Class, and First Class ranks
- Ranger: Cooking core requirement

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing cooking as your program feature during your planning meetings.

1. Will the four meetings support a weekend dedicated to cooking or a one-day event to further skills and work on advancement?
2. How can this month's program teach cooking skills required for Tenderfoot, Second Class, and First Class ranks?
3. How can this month's program help Scouts earn the Cooking merit badge?
4. Which of our youth leaders have the necessary cooking skills to lead instruction during the next four weeks?
5. Who else could provide instruction?
6. Where can we obtain stoves and other equipment the unit doesn't have?
7. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE COOKING PROGRAM FEATURE BY:

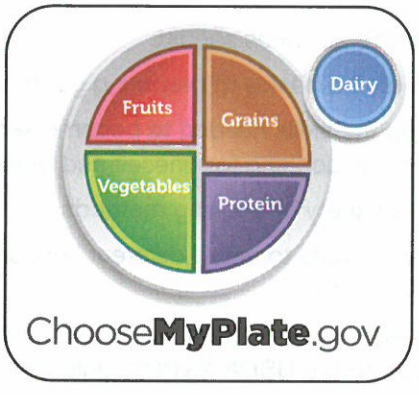
1. Working with their Scouts to learn the "home cooking" requirements for the upcoming event or giving them guidance with the Cooking merit badge
2. Providing favorite recipes that can be adapted for camp
3. Assisting instructors as needed
4. Modeling the use of the MyPlate guidelines at home
5. Providing transportation for the main event
6. Helping with food purchasing

INFORMATION SPECIFIC TO COOKING

Safety

Cooking requires attention to several key safety concerns.

- Avoiding burns and fires should be a major focus. Be careful to keep any items that could catch fire (paper towel rolls, dish towels, pot holders) away from the heat source. Be sure to use dry pads or hot-pot tongs to handle heated pans. Hot liquids or grease might also cause burns, so be sure to avoid spills and splatters. Keep a fire extinguisher and first-aid supplies on hand in case they are needed.
- Cuts are always a risk when using knives, so be careful and follow safe practices.
- Proper food storage and handling are of prime importance. Be sure that all foods requiring refrigeration are kept in an ice chest or refrigerator, and do the same with leftovers after a meal. Always cook meats and fish at the proper temperature to avoid making someone sick from food poisoning.
- Clean as you go and wash hands, with soap, prior to preparing foods and after handling raw meat or any foreign substance. Also, clean utensils as you go.
- Be aware of any food-related allergies or intolerances among those who will be eating the meal. See the *Cooking* merit badge pamphlet for more details.



Nutrition

Planning well-balanced meals requires a bit of effort, but the result is well worth it. Guidelines provided by the U.S. Department of Agriculture at www.choosemyplate.gov will help you balance these five types of foods:

- Fruits (fresh, canned, frozen, or dried; fruit juice)
- Vegetables (fresh, canned, frozen, or dried; vegetable juice)
- Grains (bread, cereal, pasta)
- Proteins (meat, poultry, seafood, eggs, nuts)
- Dairy (milk, cheese, yogurt, ice cream)

Not included are fats and oils, which should be used sparingly.

SPICE UP YOUR COOKING

Salt and pepper are popular seasonings, but you should also try chili powder, garlic powder, Italian seasoning, and cumin. Other options include bouillon, soy sauce, hot sauce, tamarind, mint, basil, cilantro, and ginger. Go easy with seasonings during the cooking; you can always add more flavor at the table.



SAMPLE CAMP RECIPE: CHICKEN WITH BROWN RICE

- Nonstick cooking spray
- 3 cups of brown rice (precooked at home and properly stored)
- 10-ounce package frozen green peas
- 2 cups precooked chicken breast, chopped into small pieces
- ½ cup cholesterol-free, reduced-calorie mayonnaise
- ½ cup slivered almonds, toasted (optional)
- 2 teaspoons soy sauce
- ¼ teaspoon ground pepper
- ¼ teaspoon garlic powder
- ¼ teaspoon dried tarragon leaves

Coat a 3-quart Dutch oven or large casserole dish with cooking spray. In the Dutch oven or dish, combine rice, peas, chicken, mayonnaise, almonds, soy sauce, and seasonings. Mix well and cover. Bake at 350 degrees for 15 to 20 minutes or until heated through. Serves six.

Hint: Place the palm of your hand 5 inches from the coals. If it takes you 5 to 7 seconds to pull away, the coals are at a medium temperature, which is 350 to 450 degrees. If it takes a few seconds more before your hand feels too hot, the coals are at low temperature, 250 to 350 degrees.

Cooking Methods

bake. To cook by dry heat as in a conventional oven, in a Dutch oven, or in aluminum foil. Cookies, cakes, pies, and roasts are typically baked.

broil. To cook using a direct heat source such as over or under an open fire. Meats such as steaks, ribs, or chops are typically broiled. Constant attention is needed to avoid overcooking.

boil. To cook in water or other liquid hot enough to bubble (212 degrees for water at sea level), such as boiling water for oatmeal. Boiling water is the first step in cooking items like rice, spaghetti, or noodles.

panfry. To cook using a hot skillet and a small spoonful of cooking oil. Meats and vegetables are typically panfried. You can panfry potatoes or fish you have caught over an open fire in the outdoors.

stir-fry. Usually done in a wok or a large skillet with a small amount of cooking oil. Vegetables like celery, carrots, peppers, onions, cabbage, pea pods, and tomatoes are often stir-fried with thinly sliced cuts of pork, chicken, or steak and served with rice. Shrimp is another good ingredient, but check for shellfish allergies. Food can be seasoned to taste while stir-frying.

deep-fry. Cooking that requires a deep pan and immersion in very hot oil (more than 300 degrees). Care must be taken to prevent splatter and burns. Common foods for deep-frying are french fries, chicken nuggets, hush puppies, doughnuts, and fish.

roast. A method of cooking a larger portion of meat, pork, chicken, or turkey in a Dutch oven over hot coals or in a regular oven (using a roasting bag makes cleanup a snap). The key to success lies in timing the cooking, carefully adjusting the temperature based on the weight of the item.

simmer. To cook over reduced heat in liquid just barely at the boiling point. Simmering makes the sauce richer and more flavorful the longer it stays on the heat source.

steam. To place food on a rack or special device over boiling or simmering water in a covered pan. A basket or strainer is held over the water, and the resulting steam cooks the items. Steaming is most commonly used to cook vegetables.

stew. To cook slowly over low heat or slow boiling. Beef is one of the most common meats for stewing.

microwave. This is the most common indoor cooking method used by Scouts. A microwave oven heats food by radiation. Care must be taken to use microwavable dishes and NO metal objects, including aluminum foil.

Special Cooking Events

In addition to cooking at every campout, here are some ways to make cooking more fun for your group.

Family Day. Have patrols invite their families to a full meal cooked by the Scouts.

Dutch Oven Instruction/Competition. Spend a day learning to cook in Dutch ovens, then put your skills to the test.

Food Field Trip. Take a tour of a food manufacturing plant, farm, bakery, or cannery. Learn how the facility prepares, processes, and packages food and what safety measures they take.

Fundraising Cooking Event. Hold a fundraiser that involves serving a breakfast or supper that you have prepared. Typical options include pancakes or a spaghetti and meatball dinner.

Advancement and Cooking Merit Badge Day. Recruit a merit badge counselor and other instructors to help Scouts complete advancement requirements related to cooking.

COOKING COMPETITIONS

Challenging your peers to a cooking competition is fun at any age. In recent years there have been countless TV shows dedicated to such contests. While the exact rules and procedures may vary, the competitions all provide an opportunity to showcase culinary skills. (See "Chopped" Camp Style on the next page.)

COOKING GAMES

Flapjack-Flipping Relay

Equipment: For each team, a frying pan and a linoleum "flapjack" with a white *X* painted on one side

Method: The teams line up in relay formation. Pans and flapjacks are placed along a line 20 feet in front of the teams. On signal, the first Scout from each team runs to the line and flips his flapjack. Then he runs back, tags the next Scout, and so on until all have run.

Scoring: Award 2 points for each flapjack thrown into the air, turned over, and caught properly. Deduct 1 point if the flapjack hits the side of the pan, falls on the floor, or does not turn over. Give 5 points to the first team to finish with all flapjacks correctly flipped. The team with the most points wins.

Note: For an extra challenge, run a string horizontally about 4 feet above a table. Award bonus points for flipping flapjacks over the string.

Cooking Kim's Game

Equipment: 8 to 10 different cooking utensils: spatula, measuring cup, potato peeler, wire whisk, cheese grater, salt shaker, paring knife, slotted spoon, can opener, food tongs, etc.; a large towel; paper and a pencil for each player

Method: Arrange the cooking utensils on a table and cover them with the towel. Have teams huddle around the table. Give them 3 minutes to identify the cooking utensils, listing them on the paper provided. Teams then go to their corners, combine their lists, and make notes on how each item is used. After they hand in their lists, uncover and identify the items. Explain the use for each one.

Scoring: Score 2 points for each item correctly named, and deduct 1 point for each incorrectly named. Give a bonus of 1 point for each proper use identified. The team with the highest score wins.

What's Cooking

Equipment: Copies of the MyPlate guidelines (available on the USDA website); paper and pencil for each team

Method: All teams gather in separate corners. The game leader gives a short talk about using the MyPlate nutrition guidelines and hands out the MyPlate guidelines. Then each team plans a workable menu for an overnighter, including breakfast, lunch, and dinner. Menus must adhere to the MyPlate balance and include a food list and estimated food costs.

Scoring: Have youth or adult leaders judge each menu by the following standards: cost of food, ease of preparation, and balanced diet. The team with the best menu wins.

Note: The meeting continues as the menus are graded. Announce the winners during the closing.

Potato Peel Relay

Equipment: A potato for each player; a potato peeler and bag or bucket for each team.

Method: Place the equipment on a table at one end of the room and have teams line up relay-style at the other end. On command, the first Scout on each team runs to the table and completely removes the skin from a single potato. The player then returns and tags the next in line. The relay continues until all have participated.

Scoring: Scoring is based on time and completeness (quality) of the peeled potatoes.

Note: The potatoes should be cooked and eaten after the game.

'Chopped' Camp Style

Equipment: Select a cooking style (e.g., camp stoves or Dutch ovens), including heat source. Provide a set of cooking utensils and a supply of assorted vegetables, spices, dairy items, and other basic ingredients. Choose four secret ingredients for a main dish and four secret ingredients for a dessert. (Ingredients for the main dish might be a can of Spam or a Cornish hen, a jar of orange marmalade or a jar of olives, a sweet potato or a package of ramen noodles, and a few carrots or an ear of corn; for the dessert, ingredients might be crescent rolls or a hamburger bun, bananas or peaches, a cup of yogurt or cream cheese, a chocolate bar or a jar of peanut butter.)

Teams compete against each other to prepare a main dish and a dessert using the specified secret ingredients (as well as any staples they choose). Give them an equal but limited amount of time, such as 10 minutes for planning and 30 minutes for cooking. Play two rounds, specifying one set of secret ingredients for each round.

A panel of two to four judges will evaluate each dish on taste, creativity, presentation, and use of the ingredients. The first-place team in the first round gets 10 extra minutes for the second round. The prize could be a kitchen gadget for the winning team's patrol box.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the importance of learning to cook at home and while camping.
- Discuss the safety measures needed to minimize risk while preparing meals.
- Present the MyPlate nutrition guidelines and explain why they are important.
- Explain the importance of following cleanliness and proper food storage guidelines to ensure no one gets sick.
- Discuss the need for good menu planning and the key elements to consider.
- Describe how to time cooking a meal so that everything is ready to serve at the same time.

DEMONSTRATE

- Present basic cooking utensils and demonstrate how to use them.
- Show examples of various heat sources and explain how they are utilized while camping.
- Take potatoes or carrots and demonstrate how to slice, dice, chop, and julienne them; explain the reasons for using each option.
- Demonstrate how to plan a balanced menu and how to estimate the food cost.
- Present a video on cooking Dutch oven meals.
- Demonstrate the proper way to use the three-tub dishwashing method.

GUIDE

- Work with Scouts as they plan a dinner menu based on the MyPlate nutrition guidelines, and help them to understand the balance needed for healthy meals.
- After the sample menu is complete, have Scouts list the ingredients needed and have them determine the quantity and estimate the cost of each.
- Under a controlled situation, have Scouts cook simple things using various methods with close supervision, giving guidance as needed.
- Have the Scouts review the cleanup process with a leader to ensure the process is safe and effective.

ENABLE

- Have Scouts develop a menu for an outing, including the complete list of foods needed and all the tools necessary to cook their meals. If there are missing elements, challenge them to review their plan and see if they can make proper adjustments. Offer help as needed without doing it for them.
- On an outing, oversee the cooking process and let the Scouts know you are there if they need help. Allow them to make mistakes as long as safety is not an issue. Later, have Scouts reflect on their experience and various ways the meals could be improved. Offer suggestions for consideration.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity	Weekend Activity
Cooking at every main event—Cooking is an important part of most main events, so plan a main event where cooking shares top billing with another type of activity. New Scouts can focus on basic menus with limited ingredients, while more experienced Scouts will prepare more complex recipes or help to teach and guide the other Scouts.	The master iron chopped chef kitchen showdown—Plan a competition that can be done by groups or individuals in a set amount of time with specific ingredients or just a general category of food. Whether the goal is being the best or the most creative at preparing a specific dish, everyone will get a chance to be judged on technique, taste, and presentation. Decide on your own rules, but always remember to have fun.	Ultimate self-reliant cooking—Can you cook without pots and pans? How about without a kitchen and utensils? What if you didn't have a store to shop for items? Spend a weekend learning and practicing the art of cooking with these limitations. This activity is not for the timid. Does your group have what it takes?

COOKING

Meeting Plan: Introduction to Cooking

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, ask them what was the worst camp meal they have ever eaten. Ask why they didn't like it and how it could have been made better. Make a list to use during the opening session.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Review the list from the preopening. Ask Scouts why those meals were so bad. (Were meals cooked improperly? Were the ingredients substandard?) Explain that this month's meetings will help them learn to be better cooks and to be proud of their meals.		7:10 p.m.
Skills Instruction 45 minutes 	• Explain that there are six essentials to cooking a good meal: time, ingredients, recipes, cookware, heat sources, and technique. • Give each group a complete dinner menu. Then give them 25 minutes to plan what they need for the six essentials and who will take each role in the preparation. • For the balance of the time, have a review board evaluate the groups' plans and then help in reviewing them.		7:15 p.m.
	Have these Scouts serve as the review board for the Essential activity. They do the same planning as the Essential group but then serve as the review board.		
	This group prepares the dessert from the menu described above to be served during the last 10 minutes of the session.		
Breakout Groups 15 minutes	• Plan a menu using camp stoves for breakfast, lunch, and dinner on a campout. • Begin planning for participation in the main event.		8 p.m.
Game 10 minutes	Play Flapjack-Flipping Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COOKING

Meeting Plan: Health and Safety

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Test the Scouts' handwashing skills as they arrive. Have early arrivers spread a teaspoon of washable paint over their hands (including between the fingers) and then wash their hands with their eyes closed or while blindfolded. This exercise will demonstrate how well or poorly they do at handwashing.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Show a food safety video from the USDA (https://www.youtube.com/user/USDAFoodSafety/videos).		7:10 p.m.
Skills Instruction 40 minutes	• Present the importance of safety while cooking. • Discuss the risk of burns and how to minimize burn incidents. Also discuss other possible cooking injuries, primarily cuts, and how to prevent them. • Explain proper treatment for burns, cuts, etc.		7:20 p.m.
	• Introduce proper food handling procedures to prevent foodborne illnesses. • Emphasize the need to follow safe handling practices including cleanliness and proper food storage. • Discuss the need to be aware of allergies and food intolerances among those who will eat the meal you are cooking.		
	• Present nutritional guidelines based on the USDA's MyPlate model. • Explain the balance needed from the food groups and how the proper mix may vary depending on activities and the age and size of those for whom you are cooking.		
Breakout Groups 15 minutes	• Plan a dinner menu incorporating the MyPlate nutritional basics. • The leadership group then evaluates the menu for proper understanding. • Continue planning for participation in the main event.		8 p.m.
Game 10 minutes	Play What's Cooking? (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COOKING

Meeting Plan: Planning for Success

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Develop several recipes with obvious errors, such as missing food group items, mismatched cooking resources, or missing ingredients. Have Scouts review the recipes and see if they can identify the errors.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Present the basics of menu planning. Review the principle of balancing food groups, matching the menu to planned activities and cooking resources.		7:10 p.m.
Skills Instruction 40 minutes	• Form multiple groups, each including some Scouts who are more experienced than the others. • Have the experienced Scouts teach by example how to develop a full menu plan for a weekend trip. Include two breakfasts, two lunches, and two dinners. • Focus on —Planning complete, tasty meals —Developing a complete food list —Making plans to prepare and cook the food —Determining the costs and how the food items will be purchased		7:20 p.m.
Breakout Groups 15 minutes	• Plan a camp menu that includes breakfast, lunch, and dinner and can be cooked without utensils. • All meals must use a heat source, and at least one must use a technique other than foil cooking. • Continue planning for participation in the main event. Work on advancement requirements as needed.		8 p.m.
Game 10 minutes	Play Cooking Kim's Game (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COOKING

Meeting Plan: Cooking Basics

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, have an array of cookbooks available with both camping and home recipes. Preview several cooking websites to make sure the content is appropriate, and have computers or tablets set up to display those websites. Encourage the Scouts to browse and look for new recipes to try during the main event.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Explain that Scouts will rotate in 10-minute intervals to observe four different cooking methods at separate stations: 1) camp stoves, 2) foil packs, 3) backpacking stoves, and 4) Dutch ovens.		7:10 p.m.
Skills Instruction 45 minutes	• Scouts will move by patrol in a round robin to get basic instruction on the four different styles of cooking, focusing on the benefits of each style and how to use them effectively. • If possible, real cooking demonstrations would be good, but instruction can be given without food.		7:15 p.m.
	Scouts with some cooking experience should run the first two stations, demonstrating how to cook with camp stoves and foil cooking.		
	Scouts with the most cooking experience should run the instruction for Dutch ovens and backpacking stoves.		
Breakout Groups 15 minutes	Participants finalize their menus, cooking methods, equipment lists, and duty rosters for the main event. Challenge them to try new methods.		8 p.m.
Game 10 minutes	Play Potato Peel Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COOKING

Main Event: Cooking at Every Main Event

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Varies

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Cooking is an important part of most main events, so plan a main event where cooking shares top billing with another type of activity. New Scouts can focus on basic menus with limited ingredients, while more experienced Scouts will prepare more complex recipes or help to teach and guide the other Scouts.

Equipment List	• Cooking equipment: pots, pans, and utensils appropriate for meals planned • Menu plan, including times for preparation and cooking, duty roster, etc. • All needed food, properly packed to ensure sound food safety • Clean water or a way to treat non-potable water • Cleaning supplies: paper towels, garbage bags, biodegradable soap, sanitizing tablets or bleach, etc.
Activity	• Develop a theme for the weekend's meals (i.e., a particular type of cuisine or a specific cooking method). • Try different cooking methods each month, focusing on areas in which Scouts have less experience. • Develop menus that fit the experience level of the group. • Include elements of challenge or competition to increase the fun.
Safety	• Safety precautions are important at all cooking events, especially to prevent burns or cuts. • Proper food handling is always mandatory, and extra care is essential when cooking outdoors.

Notes

Consider having each group bring its menu items to a central location for a smorgasbord meal. This allows Scouts to see how others cook. The more complex menu items will inspire the less experienced Scouts to advance their cooking skills.

COOKING

Main Event: The Master Iron Chopped Chef Kitchen Showdown

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Varies

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Plan a competition that can be done by groups or individuals in a set amount of time with specific ingredients or just a general category of food. Whether the goal is being the best or the most creative at preparing a specific dish, everyone will get a chance to be judged on technique, taste, and presentation. Decide on your own rules, but always remember to have fun.

Equipment List	• Enough space and heat sources for everyone to be able to cook at once • Enough cooking equipment for every participant or team • Agreed upon ingredients • Criteria on which teams or individuals will be judged • Appropriate serving dishes for tasting • Awards • Cleanup supplies
Activity	• Decide what type of cooking competition will be held. You might design your own based on a favorite TV show or use the "Chopped" Camp Style example described earlier. • Set the criteria on how the competition will be judged. • Prepare and set out the ingredients. • Hold an opening ceremony. • Have individuals or teams compete by cooking their menu items. • Have the meals judged and award prizes as needed. • Everyone helps with cleanup.
Safety	• Safety precautions are important at all cooking events, especially to prevent burns or cuts. • Proper food handling is always mandatory, and extra care is essential when cooking outdoors.

Notes

Exactly how you run the competition is less important than having fun while everyone practices their cooking skills. Numerous TV shows feature cooking competitions so with a little research and some imagination, your group should be able to design a fun activity.

COOKING

Main Event: Ultimate Self-Reliant Cooking

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Can you cook without pots and pans? How about without a kitchen and utensils? What if you didn't have a store to shop for items? Spend a weekend learning and practicing the art of cooking with these limitations. This activity is not for the timid. Does your group have what it takes?

Equipment List	• If camping, appropriate shelter and sleeping gear • Recipes not requiring pots and pans (e.g., spit-roasted chicken, eggs in a paper cup, etc.) • An appropriate location with fire pit • Items for starting and maintaining a cooking fire • Proper equipment for cleanup
Activity	• Set up camp as appropriate. • Assemble food items as needed. • Make sure the area is safe from fire hazards. • Safely prepare a cooking fire. • Cook without utensils, pots, or pans. • Enjoy your meal. • Clean up as appropriate. • Always put out your fire.
Safety	• Safety precautions are important at all cooking events, especially to prevent burns or cuts. • Proper food handling is always mandatory, and extra care is essential when cooking outdoors. • If you are cooking without utensils, give special consideration to fire safety.

Notes

This main event might be considered an add-on to teaching the Wilderness Survival merit badge. Since food, water, and shelter are the most basic of human needs, ultimate self-reliant cooking can make hardship somewhat bearable.

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Books

Camping, Cooking, and *Wilderness Survival* merit badge pamphlets; *Boy Scout Handbook; Fieldbook; Camp Cookery for Small Groups: Recipes for Groups of Eight*

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Conners, Christine, and Tim Conners. *The Scout's Outdoor Cookbook.* Falcon Guides, 2008.

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Mills, Sheila. *The Outdoor Dutch Oven Cookbook.* International Marine/Ragged Mountain Press, 2008.

National Museum of Forest Service History. *Camp Cooking: 100 Years.* Gibbs Smith Publishing, 2004.

Woodruff, Woody. *Cooking the Dutch Oven Way.* Falcon Guides, 2013.

Organizations and Websites

ChooseMyPlate
Website: http://www.choosemyplate.gov

Food Network
Website: http://www.foodnetwork.com

International Dutch Oven Society
Website: http://www.idos.org

The Recipe Link
Website: http://www.recipelink.com

U.S. Department of Health and Human Services
Website: http://www.foodsafety.gov

U.S. Food and Drug Administration
Website: http://www.fda.gov

Related Program Features

Backpacking, Camping, Fishing, Fitness and Nutrition, Hiking, Project Planning, Sustainability, Winter Camping

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Are You Up to the Challenge?

The pole towers 30 feet in the air, but you're determined to climb it. Step by step, inch by inch, you climb higher and higher. The cheers of your friends on the ground drown out the voice inside saying you'll never make it all the way—although your knees still feel a little wobbly. It takes a long time, but eventually you reach the top. As you ring a bell hanging just above your head, you breathe deeply, knowing that you've met the challenge and are ready for more.

COPE—Challenging Outdoor Personal Experiences—is a Scouting program that includes group initiative games, trust events, and challenges that reach from the ground to the sky. This month's meetings and activities will let you climb, swing, balance, jump, rappel, problem-solve, and become stronger both as individuals and as a team. Are you ready? Then climb on!

Objectives

This month's activities should:

- Teach the goals and objectives of COPE.
- Introduce the Full Value Contract©* and the concept of Challenge by Choice*.
- Show Scouts and Venturers how to implement the principles of COPE in your unit.
- Teach Scouts and Venturers how to be effective spotters.
- Give Scouts and Venturers the chance to have fun playing initiative and trust games and participating in low and high COPE elements.

RELATED ADVANCEMENT AND AWARDS

- Climbing and Personal Fitness merit badges
- Ranger: Project COPE elective

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Leadership Planning

As a leadership team, you may want to discuss the following items when choosing COPE as your program feature during your planning meetings.

1. Where can we find a BSA COPE instructor to help us?
2. What COPE facilities are available to us? Does our council have a course or a council COPE committee?
3. How do we schedule time on a COPE course?
4. How much will it cost to schedule time on the course?
5. How far in advance do we need to make a reservation?
6. How can we connect the lessons COPE teaches with any challenges our unit faces?
7. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE COPE PROGRAM FEATURE BY:

1. Providing materials for initiative games
2. Identifying COPE instructors
3. Researching COPE courses in the area, including those at camps, college campuses, and other facilities
4. Providing transportation
5. Serving as chaperones for outings

PROJECT COPE ACTIVITIES

A COPE experience can be composed of initiative games, trust events, low-course activities, and high-course activities.

Initiative Games

Initiative games can be used near the beginning of each COPE session to help participants learn to work together through communication and trust to achieve their goals.

Trust Events

Trust events are a series of activities designed to develop trust in the mind of the individual and with the group as a whole, as well as to develop spotting skills.

Low-Course Events

Low-course events do not require participants to be on belay (a rope that protects a participant if he or she falls). While individual coordination and strength are helpful, participants accomplish the low-course activities with the support and combined efforts of their group.

High-Course Events

A COPE activity is considered a high-course event if participants must be on belay. High-course events also tend to focus on individual initiative rather than group problem solving.



Eight Principles of COPE

The COPE program is designed to enhance the Scouting experience and to promote Scouting values and objectives among its participants with fun and challenging activities. **The events and activities of COPE are not designed to be competitive or a race against time, but rather are intended to encourage participants to do their best**. COPE emphasizes building self-esteem, developing leadership, and working as a team to accomplish tasks; and it provides opportunities for every participant to succeed as an individual and as a member of a group.

Project COPE program emphasizes eight major goals:

1. **Communication:** COPE encourages real learning of critical listening and discussion skills important for any group attempting to accomplish difficult tasks.
2. **Planning:** COPE participants are encouraged to consider and/or develop goals for each activity and options for achieving those goals, utilizing the group's strengths to devise and carry out a course of action. Nontraditional solutions that are "outside the box" may be appropriate.
3. **Teamwork:** Teamwork is the key that allows a group to meet a COPE challenge successfully. The COPE experience makes it clear that each individual can accomplish more as a member of a team than by going it alone.
4. **Trust:** Participants completing difficult tasks on a COPE course develop trust in COPE staff members, the safety of the course, each other, and themselves.
5. **Leadership:** Leadership is given and assumed naturally, and it can be expressed in many ways. Team members attempting to solve problems on a COPE course have many opportunities to develop and exercise leadership skills.
6. **Decision Making:** Project COPE requires groups to make decisions by developing one or more solutions to a problem, considering the available resources and alternatives, and evaluating the probable results.
7. **Problem Solving:** Project COPE challenges groups and individuals to develop solutions to interesting problems. Participants can then test their solutions and evaluate the results.
8. **Self-Esteem:** Meeting the challenges of a COPE course allows individuals and groups to develop self-esteem and encourages them to adopt challenging, attainable goals.

Challenge by Choice*

"Challenge by Choice" is a key principle of COPE. Each person may choose which activities to participate in without being pressured or coerced by the group or without having to justify a choice that has been made. While no participant should be pressured or coerced, all should be encouraged to participate in the events. Facilitators must be aware of the fine line between encouragement and pressure. The group must accept each individual's choice.

Full-Value Contract©*

The Full-Value Contract is a personal and interpersonal agreement built on value for each person and for the group as a whole. It helps each participant feel comfortable with what he or she agrees to do or declines to do.

Three commitments form the Full-Value Contract:

- Work together as a group and strive to achieve individual and group goals.
- Adhere to certain safety and group behavior guidelines.
- Give and receive feedback, both positive and negative, and strive to change behavior when it is appropriate.



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Spotting

One of the most important skills involved in Project COPE is spotting. Before your group participates in any low- or high-course activities, your COPE instructor will teach you spotting and give you plenty of opportunities to practice.

Here are the rules of spotting:

- Everyone must spot. If spotters need a rest, they must step away from the group so that they will not be mistaken for active spotters.
- Spotters must be placed in positions where they will be most effective in preventing injury.
- Spotters must maintain their attention on the person being spotted.
- Spotters should keep their eyes on the torso of the person they are spotting and try to anticipate that person's movements.
- Spotters may not applaud, as it is impossible to spot and clap at the same time. Hold applause for participants until they are off the COPE element and safely back on the ground.
- Spotting begins before a person starts to climb anything, and ends only after the person has both feet on the ground and is steady. Never assume that anyone is safe. Do not rely on statements like, "I've got it!" or "Don't worry!"
- Each spotter should spot as though there were no other spotters.
- Spotters must be ready at any time to break a fall.
- Helpers who are off the ground must also be spotted.
- Participants must not jump off any elements, regardless of the distance to the ground. Spotters should assist those who are dismounting to help prevent sprained ankles.
- There should be at least two spotters on the ground for each participant off the ground, though for some events even more spotters will be required.

CLASSES OF PROJECT COPE PRACTICES AND PROCEDURES

Several levels of practices and procedures may apply in specific situations:

Required: The Project COPE National Standards are required for all council and district challenge course activities.

Recommended: *Belay On*, No. 430-500, contains recommended practices and procedures for council/district challenge course activities. These have been determined to have a high degree of safety and are commonly used.

Prohibited: A few challenge course practices and procedures are prohibited because they have been determined not to be safe; they are described in the COPE and Climbing/Rappelling National Standards and the *Belay On* manual.

Acceptable: Because there is such a variety of challenge course practices and procedures, some are simply acceptable—not required, recommended, or prohibited. Just because a practice is not described in COPE does not necessarily mean that it is not acceptable. The council's COPE committee chairman should be consulted regarding challenge course practices and procedures that may be questionable.

COPE GAMES

Traffic Jam

Equipment: Enough cloth, plywood, or cardboard squares for each participant, plus one additional square

Method: Place the squares an easy step from each other in a straight or slightly curved line. (A curved line lets participants better see what's happening.) One group stands on the squares to the left of the unoccupied center square; the other group stands to the right. Both groups face the middle. The challenge is for the groups to switch sides, obeying the following rules: 1) Individuals may move to an empty space in front of them; 2) Individuals may move around one person who is facing them to an empty space; 3) Backward moves are illegal; 4) Any move around someone facing the same direction as the mover is illegal; 5) Only one person at a time may move.

Scoring: None

Notes: Be sure to debrief the activity and explore better or different ways to meet the challenge.

Variations: 1) Conduct the activity in silence. 2) Set up a second game perpendicular to the first where both lines share the same empty space.

Willow in the Wind

Equipment: None

Method: Have 8 to 10 players stand shoulder to shoulder in a circle with one person (the "faller") standing rigid (arms crossed with elbows on chest and fingertips at shoulders) in the center. Remaining rigid, the faller falls slowly in any direction. Before the faller moves very far off center, the people in the circle redirect the faller's body to another arc of the circle. This fall-catch-push sequence continues in a gentle fashion until the faller is relaxed (but remaining rigid) and the people in the circle have gained confidence in their ability to work together toward handling the occasional weight shift of the faller. Change positions so that everyone who chooses can be the faller.

Scoring: None

Notes: Have participants use proper commands. Be sure to debrief the activity.

Cookie Factory

Equipment: None

Method: With hands outstretched, a participant dives upward and forward, facedown, into the hands and arms of two lines of spotters. After the catch, the spotters juggle/roll the faller faceup and lower the person's feet to the ground, gently raising the faller to a standing position.

Scoring: None

Notes: Spotters should alternate the positioning of their hands with the hands of spotters facing them. Have participants use proper commands. Make sure the area is free of obstructions.

Variations: After rolling the faller onto to his or her back, spotters "conveyer belt" the faller down the spotting line, with spotters moving to the front of the line after the faller's feet have passed them.

Everybody Up

Equipment: None

Method: Have two participants of approximately the same size sit on the ground facing each other so that the bottoms of their feet are touching, their knees are bent, and they are tightly grasping each other's hands. Challenge the pair to pull themselves into an upright standing position without touching the ground with their hands. If the pair succeeds (most will), ask the two to include another participant and try standing up with three people, then four, etc., until everyone in the group has been included in making an attempt.

Scoring: None

Notes: Be sure to debrief the activity and explore better or different ways to meet the challenge.

Variations: Try the same activity with participants sitting back to back with their arms linked.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the eight principles of COPE.
- Introduce the Full Value Contract and the concept of Challenge by Choice.
- Describe safety considerations related to COPE.
- Discuss how COPE principles can apply to all unit activities.
- Review the rules of spotting.

DEMONSTRATE

- Demonstrate spotting.
- Show Internet videos of COPE elements.
- Have trained volunteers model proper technique.
- Do a show-and-tell of helmets and harnesses.

GUIDE

- Have Scouts practice correct spotting technique.
- Use older Scouts as guides during blindfold activities.
- Encourage Scouts to provide proper encouragement to each other.
- Lead reflections after the group completes challenges.
- Have Scouts research ropes courses in your area.

ENABLE

- Have Scouts teach each other spotting.
- Enable Scouts to plan and lead initiative and trust activities for their peers.
- Let youth leaders choose the course elements the group will tackle.
- Encourage interested Scouts to pursue further COPE activities, such as programs at BSA high-adventure bases.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Overnight Activity	Overnight Activity	Overnight Activity
COPE on the ground—On a unit outing, spend an afternoon playing a series of initiative games and working on the eight principles of COPE under the leadership of a COPE instructor.	Low ropes—Spend a day during a campout working through the low elements on a COPE course under the leadership of a COPE instructor. You will raise the stakes with added risk and more difficult challenges than you've faced at meetings.	High ropes—Spend a day during a campout working through the high elements on a COPE course under the leadership of a COPE instructor. This main event tests all the skills and self-esteem the Scouts or Venturers have been working on.

COPE

Meeting Plan: What is COPE?

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Run a slide show or video of high-course COPE elements.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Lead a discussion on what COPE is and what it is not. Include one or two simple warmup games as examples.		7:10 p.m.
Skills Instruction 30 minutes	Discuss the eight principles of COPE, the Full Value Contract, and Challenge by Choice.		7:20 p.m.
	• Review the above information. • Make a list of the principles your unit needs to improve on.		
	• Review the above information. • Set goals, pick games, and make a plan on how to improve on them.		
Breakout Groups 15 minutes	Begin planning for participation in the main event. Work on advancement requirements as needed.		7:50 p.m.
Game 20 minutes	Play Traffic Jam (described earlier).		8:05 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COPE
Meeting Plan: Spotting

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As participants arrive, play Moonball outside: The group stands in a circle and hits a beach ball in the air, keeping it aloft as long as possible before it hits the ground.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Use the EDGE method to teach spotting. Discuss how proper spotting is an essential part of COPE safety. Discuss potential risks for both the faller and spotters.		7:10 p.m.
Skills Instruction 35 minutes	• Practice commands and stances. • Practice spotting in groups of no less than four.		7:20 p.m.
	• Practice commands and stances. • Practice spotting in pairs and small groups.		
	Work with the Essential or Challenging group to practice spotting.		
Breakout Groups 15 minutes	Continue planning for the main event. Work on menus and equipment lists.		7:55 p.m.
Game 15 minutes	Play Willow in the Wind (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COPE
Meeting Plan: Game Night

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As participants arrive, play Cookie Factory (described earlier).		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Discuss goalsetting and planning and how COPE activities can benefit the unit as a whole.		7:10 p.m.
Skills Instruction 5 minutes	Discuss how the Full Value Contract and Challenge by Choice apply in activities beyond COPE.		7:20 p.m.
	Discuss how the Full Value Contract and Challenge by Choice apply in activities beyond COPE.		
	Discuss how the Full Value Contract and Challenge by Choice apply in activities beyond COPE.		
Breakout Groups 15 minutes	Review print and online resources and plan one or more initiative or trust games to teach the entire unit.		7:25 p.m.
Game 45 minutes	Play the games the breakout groups planned.		7:40 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COPE
Meeting Plan: Gearing Up

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set up a display of high-course gear. Invite a Climbing merit badge counselor to preview that badge.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	• Demonstrate how to put on a harness and helmet. • Discuss belay commands.		7:10 p.m.
Skills Instruction 35 minutes 	• Practice properly putting on a harness and helmet. • Review spotting and belay commands.		7:25 p.m.
	• Review the above information. • Learn how to size a harness and helmet.		
	• Review the above information. • Learn how to maintain high-course and climbing equipment.		
Breakout Groups 15 minutes	• Finalize plans for participation in the main event. • Work on advancement requirements as needed.		8 p.m.
Game 10 minutes	Play Everybody Up (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

COPE

Main Event: COPE on the Ground

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

On a unit outing, spend an afternoon playing a series of initiative games and working on the eight principles of COPE under the leadership of a COPE instructor.

Equipment List	• Water bottles • Comfortable clothing appropriate for the environment • Scout Basic Essentials (Review the list and take what you need.) • First-aid kit • Any camping or overnight gear required
Activity	• Meet for transportation. • Camp and do other activities as desired. • Have an orientation with the COPE instructor. • Work with the COPE instructor on initiative and trust games. • Pack up and go home.
Safety	• Listen to all instructions. • Wear any required safety attire. • Avoid horseplay.

Notes

Consider doing the activity with another unit for added challenge and teambuilding opportunities.

COPE
Main Event: Low Ropes

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Spend a day during a campout working through the low elements on a COPE course under the leadership of a COPE instructor. You will raise the stakes with added risk and more difficult challenges than you've faced at meetings.

Equipment List	• Water bottles • Food • Comfortable clothing appropriate for the environment • Scout Basic Essentials (Review the list and take what you need.) • First-aid kit • Any camping or overnight gear required • Signed activity consent forms
Activity	• Meet for transportation. • Camp and do other activities as desired. • Have an orientation with the COPE instructor. • Work with the COPE instructor on low elements. • Debrief. • Pack up and go home.
Safety	• Listen to all instructions. • Wear any required safety attire. • Avoid horseplay. • Keep cellphones off the elements.

Notes

If your council doesn't have a COPE course, check with area colleges, church and private camps, and YMCAs.

COPE
Main Event: High Ropes

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Spend a day during a campout working through the high elements on a COPE course under the leadership of a COPE instructor. This main event tests all the skills and self-confidence the Scouts or Venturers have been developing.

Equipment List	• Water bottles • Food • Comfortable clothing appropriate for the environment • Scout Basic Essentials (Review the list and take what you need.) • First-aid kit • Any camping or overnight gear required • Signed activity consent forms
Activity	• Meet for transportation. • Camp and do other activities as desired. • Have an orientation with the COPE instructor. • Work with the COPE instructor on high elements. • Debrief. • Pack up and go home.
Safety	• Listen to all instructions. • Wear any required safety attire. • Avoid horseplay. • Keep cellphones off the elements.

Notes

If your council doesn't have a COPE course, check with area colleges, church and private camps, and YMCAs.

REFERENCES

Books

Climbing merit badge pamphlet

Belay On manual

Bordessa, Kris. *Team Challenges: 170+ Group Activities to Build Cooperation, Communication, and Creativity*. Chicago Review Press, 2005.

Fluegelman, Andrew, ed. *More New Games and Playful Ideas From the New Games Foundation*. Headlands Press, Dolphin Books/Doubleday and Co. Inc., 1981.

Fluegelman, Andrew, ed. *The New Games Book*. Headlands Press, Dolphin Books/Doubleday and Co. Inc., 1976.

Orlick, Terry. *The Cooperative Sports and Games Book: Challenge Without Competition*. Pantheon Books, 1978.

Rohnke, Karl. *Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses, & Adventure Curriculum*. Kendall Hunt Publishing, 1980.

Rohnke, Karl. *Silver Bullets: A Revised Guide to Initiative Problems, Adventure Games, and Trust Activities*. Kendall Hunt Publishing, 2009.

Rohnke, Karl, Jim B. Wall, Catherine M. Tait, and Don Rogers. *The Complete Ropes Course Manual*, 4th ed. Kendall/Hunt Publishing Company, 2007.

Websites

Project Adventure
Website: www.project-adventure.org

Wilderdom Store Initiative Games
Website: www.wilderdom.com/games

Related Program Features

Climbing and Rappelling, Fitness and Nutrition

Photo and Illustration Credits

Pages 35-1 (*climbers,* BSA/Dan Bryant; Shutterstock.com, courtesy: *helmet, carabiner, and rope,* ©swinner), 35-2 (*hands,* ©Andrey_Popov), and 35-3 (©mirc3a)

Acknowledgments

We are grateful to Michele Crismore, Anchorage, Alaska, for her assistance with developing the COPE program feature.



Exploring a Key Scout Duty

The Scout Oath begins with duty to God and country, and the Scout Law ends with reverence. The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.

But just what is a Scout's duty to God? And how can we do that duty when our neighbors may have different religious beliefs? Those are the sorts of questions that you will think about in this program feature. By exploring the faith traditions represented in your unit and community—and by serving other people in God's name—you will strengthen your own faith and learn what it means to do your duty to God.

Objectives

This month's activities should:

- Teach Scouts what it means to do their duty to God.
- Help Scouts understand the role of the chaplain aide.
- Explore the intersection between religion and spirituality.
- Show Scouts how being of service to others relates to doing one's duty to God.
- Help Scouts gain a better understanding of and respect for others' beliefs.

RELATED ADVANCEMENT AND AWARDS

- Boy Scout requirements related to Scout spirit
- Personal Fitness merit badge
- Messengers of Peace emblem
- Religious emblems
- Venturing TRUST Award



Leadership Planning

As a leadership team, you may want to discuss the following items when choosing duty to God as your program feature during your planning meetings.

1. What is our unit's spiritual profile? Do we have a single faith tradition or many faith traditions represented?
2. Which adults in the unit have expertise that could help us explore duty to God in a meaningful manner?
3. Who in our unit has earned religious emblems?
4. How can our chaplain aide support this program feature?
5. Are there local ministerial or interfaith groups that could provide support?
6. What do we want to do for our main event?
7. Is there a particular time of year that this program feature might work best (such as around the winter holidays)?
8. How can we be sensitive to the beliefs of unit families who may come from different religious backgrounds?
9. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE DUTY TO GOD PROGRAM FEATURE BY:

1. Sharing about their own religious traditions and beliefs
2. Identifying members of the community who could serve as resources at meetings
3. Assisting with transportation for the main event
4. Participating as a family in attending a religious service, holiday event, or celebration
5. Securing support from their place of worship for hosting part of the main event

INFORMATION SPECIFIC TO DUTY TO GOD

The Golden Rule

Variations on the familiar Golden Rule are found in most world religions. Here are examples.

- Christian: "Treat others as you would like them to treat you." (Luke 6:31, New English Bible)
- Hindu: "Let not any man do unto another any act that he wishes not done to himself by others, knowing it to be painful to himself." (Mahabharata, Shanti Parva, cclx.21)
- Confucian: "Do not do to others what you would not want them to do to you." (Analects, Book XII, Part 2)
- Buddhist: "Hurt not others with that which pains yourself." (Udanavarga, v. 18)
- Jewish: "What is hateful to yourself do not do to your fellow man. That is the whole of the Torah." (Babylonian Talmud, Shabbath 31a)
- Taoist: "Regard your neighbor's gain as your gain, and your neighbor's loss as your own loss." (Tai Shang Kan Ying P'ien)
- Zoroastrian: "That nature alone is good which refrains from doing to another whatsoever is not good for itself." (Dadistan-I-dinik, 94,5)
- Muslim: "No man is a true believer unless he desires for his brother that which he desires for himself." (Hadith, Muslim, imam 71-72)

BSA DECLARATION OF RELIGIOUS PRINCIPLE

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. … The Boy Scouts of America, therefore, recognizes the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training. Its policy is that the home and organization or group with which the member is connected shall give definite attention to religious life.

SCOUTING FOUNDER ROBERT BADEN-POWELL ON RELIGION

"There is no religious side to the movement. The whole of it is based on religion, that is, on the realization and service of God."

"Religion is essential to happiness. ... This is not a mere matter of going to church, knowing Bible history, or understanding theology. ... Religion very briefly stated means: Firstly—recognizing who and what is God. Secondly—making the best of the life that He has given one and doing what He wants of us. This is mainly doing something for other people."

Respect for the Beliefs of Others

More than one half of all Scouting units are chartered to religious organizations. Clearly Scouting has a real contribution to make to these institutions. Here are a few ways.

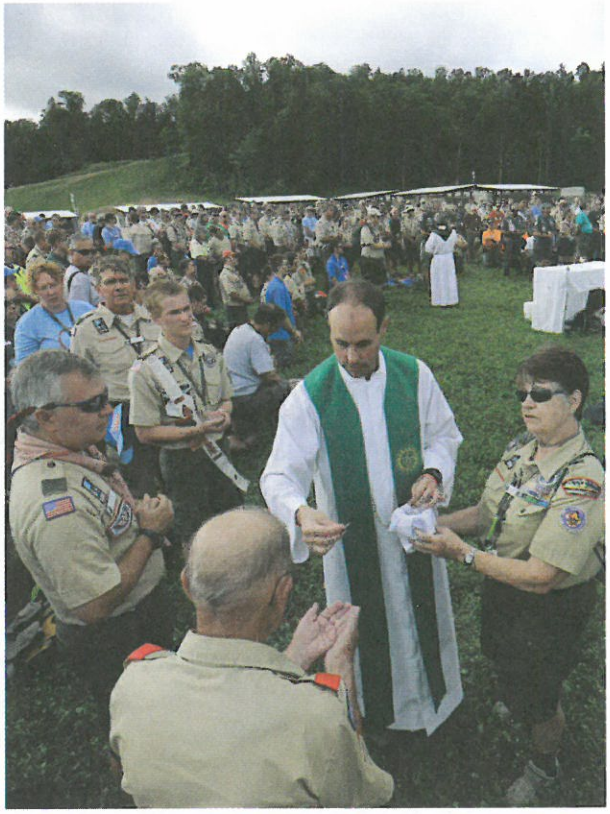
- Scouting supports the spiritual view of life that underlies the teaching of all denominations and faiths. Any youth or leader who would be a member of the Boy Scouts of America must profess a belief in God and promise to do his or her best to fulfill the spiritual ideals of Scouting.
- Scouting encourages all members, according to their own convictions, to participate in the program of their religion at their church, temple, synagogue, mosque, or other place of worship. Scouts are expected to fulfill their personal religious obligations and respect the beliefs of others.
- Scouting helps all individuals put into practice some of the basic truths they are taught by their parents and religious leaders. They learn by experience to give of themselves, to share, to help others, to assume responsibility, and to understand the value of personal integrity.
- Scouting gives all youth an opportunity (within the confines of a safe venue) to explore their interests and God-given talents.
- Scouting helps all youth find their place in life and become happy, well-adjusted, useful members of the community.

Sample Unit Diversity Policy

Scouting is truly a melting pot. Scouts come from all walks of life and all types of family structures, faiths, and racial and ethnic groups. The BSA respects the rights of all people and groups, and allows youth to live and learn and enjoy Scouting without immersing them in the politics of the day.

Our unit seeks to include a diverse community of Scouts and Scout families. Of course, we remain governed by the guidelines set by our chartered organization, council, and the Boy Scouts of America. We seek to provide an open, clearly structured environment where a diverse group of Scouts can grow collectively and individually toward self-reliance without harming one another.

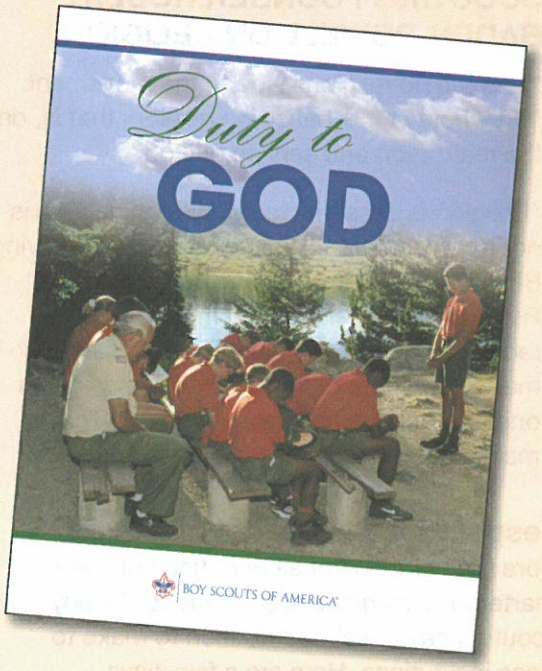
Conduct, not status, governs our unit. Our unit is committed to this goal, and our leaders all subscribe to making it happen on a constant basis. Our unit remains firmly rooted in the core values of Scouting. We understand that diversity does not threaten these values, but only strengthens our character and common worth.



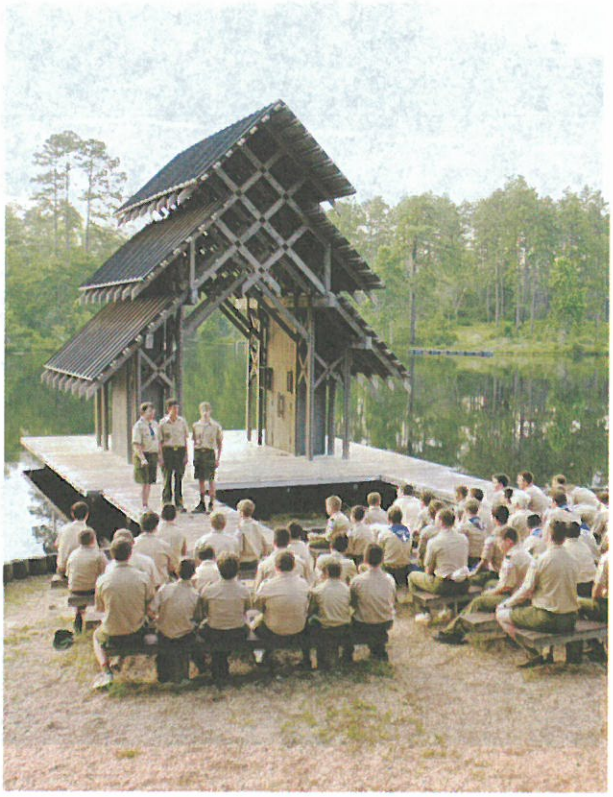
Active Participation

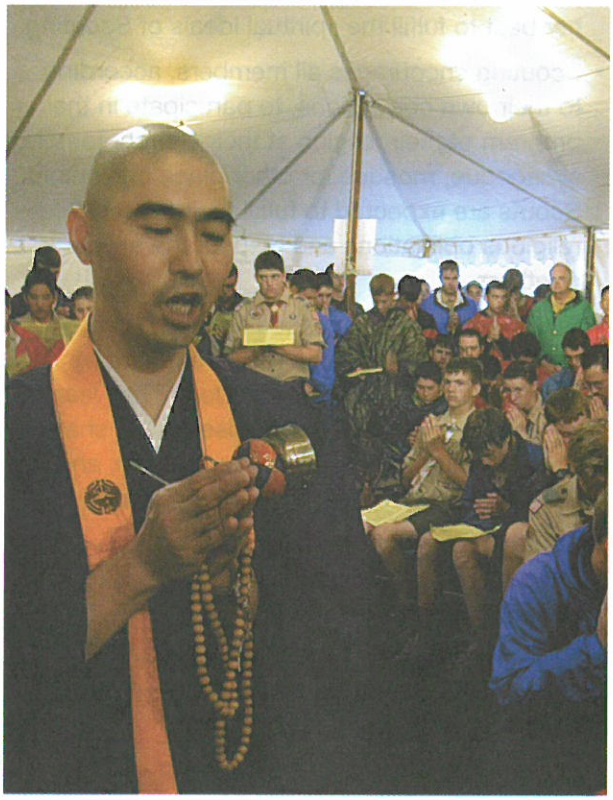
The Boy Scouts of America is an integral part of nearly every place of worship. This is because every Scout has a duty to God. A unit that is chartered to a religious group provides Scouts the opportunity to recognize and fulfill their duty. Active involvement in your religious group is essential to your being a good Scout. You are expected to recognize your duty to God, and the religious principles you learn will enable you to live by the Scout Law.

Religions around the world use Scouting as a way to provide meaningful activities for young men and women. Most of them have special recognitions for the young people who recognize and fulfill their duty to God. Some of these emblems are Ad Altare Dei, Alpha Omega, God and Country, Living Faith, Ner Tamid, and On My Honor. Check with your religious leaders to find out the requirements for receiving the emblem affiliated with your religion. Religious emblems are not required for advancement but are honorable to wear on your uniform and demonstrate your dedication to your religion and to Scouting.



The *Duty to God* brochure has more information about the religious emblems programs.





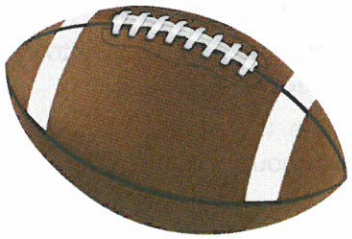
DUTY TO GOD GAMES

Touch Football

Equipment: Football

Method: Play a game of touch or flag football between teams of equal sizes. For simplicity's sake, do not include field goals and extra points.

Scoring: Award 7 points for touchdowns. The team with the most points at the end of the game wins.



Note: Conclude the game with a reflection on the relationship between religion and spirituality.

Respect Song, Rap, or Chant

Equipment: Easels, marking pens, poster paper

Method: Have each group create a song, rap, or chant that deals with the concept of respect. (Don't cheat and use Aretha Franklin's "R-E-S-P-E-C-T"!) As time allows, each group will share its end product with the whole unit.

Scoring: No scoring is used except applause or acceptance of the end product from the other participants.

Note: The words of the song, rap, or chant should tell why respect is important and how it could help make the world a better place.

Trust Walk by Faith

Equipment: One blindfold for each team, obstacles such as tables and chairs

Method: Arrange tables and chairs to create an obstacle course within the room. Form two or more equally sized teams and blindfold one player on each team. The object of the game is to lead the blindfolded team members to the far end of the room using only voice commands. Members of each team walk alongside the blindfolded player and provide directions. However, the opposing team can also try to trick the player by giving false directions. The player who reaches the end of the room first wins a point for his or her team; however, a player who touches or runs into an obstacle takes off the blindfold and is out for the round. Once the round is over, someone else is blindfolded as the race continues.

Scoring: The first team to earn 5 points wins.

Note: Conclude with a reflection that explores the similarities between this game and the faith journeys we are all on.

Yurt Circle

Equipment: None

Method: Participants stand in a circle facing the middle, join hands, and expand the circle outward until all feel some gentle pull on their arms from each side. (There must be an even number of players, so you may need to add someone from outside the group.) Participants spread their feet to shoulder width and in line with the circumference of the circle, and then count off by twos. All the "ones" slowly lean in toward the center of the circle, while all the "twos" slowly lean out (without bending at the waist or moving their feet). Once they have done so, they reverse positions. With practice and cooperation, the reversal should be quite smooth.

Scoring: None

Note: Try the game several times to see how fast the group can switch positions.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain why you feel duty to God is important.
- Describe the role of the chaplain aide.
- Explain how demonstrating Scout spirit is closely aligned to doing your duty to God.
- Introduce the BSA's Declaration of Religious Principle and its embrace of all faith traditions.

DEMONSTRATE

- Share the procedure for earning religious emblems.
- Show a video introducing one or more of the world's major religions.
- Lead a sample interfaith service to demonstrate what such services look like.
- Lead a "roses, thorns, and buds" reflection at the end of a campout.

GUIDE

- Guide Scouts in planning an interfaith service.
- Visit a worship service or a holy day observance in a faith tradition other than your own.
- Invite a religious leader to introduce Scouts to his or her faith tradition.
- Lead reflections after games at a unit meeting to draw out faith lessons.

ENABLE

- Empower Scouts to share their own faith backgrounds with their fellow Scouts.
- Enable the unit to lead a duty to God event for other units.
- Make available counselors and printed resources for the religious emblems program.
- Participate in a Messengers of Peace project and an award or recognition ceremony.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity	Weekend Activity
Day of service—Using the concept of "paying it forward," plan and execute a day of service involving a variety of service experiences and benefits.	Worship service, festival, or celebration—As a unit, attend a worship service, gathering, festival, or celebration of a religion other than those of unit members. Explore similarities and differences, and discuss how what you experienced can strengthen your own faith.	Community tour of faiths—Organize a tour of local places of worship for units in your district. Create hiking routes of 5 to 20 miles that stop at a variety of locations where participants can learn about different faith traditions.

DUTY TO GOD

Meeting Plan: Spirituality and Religious Involvement

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, ask them to write their own personal definition of spirituality on a sticky note or index card. (A good general definition is "that which is beyond the material and which gives meaning and direction to one's life.")		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Have a trusted religious leader discuss the questions of "What is spirituality?" and "What is Scout spirit?" He or she might use the analogy of the wind: something that is invisible but that has great power when harnessed. Incorporate the definitions Scouts wrote down as they arrived.		7:10 p.m.
Skills Instruction 45 minutes	Discuss how different faith groups pray and how care must be used so that one person's religious prayer traditions are not imposed upon other people. For example, one should not direct everyone to remove their hats before a prayer, as those of Jewish and Muslim faiths pray with heads covered. A more acceptable call to prayer would be: "Please prepare yourself to pray according to your specific faith tradition."		7:15 p.m.
	As a group, write a hymn or religious poem. Choose a familiar tune and write words that express concepts of praise or supplication.		
	Develop an outline for an interfaith worship service. An interfaith service is a brief worship or meditation, specifically designed for Scouting events where there may be members of more than one faith group. The spiritual focus should not exclusively reflect the views of one particular denomination or faith.		
Breakout Groups 15 minutes	• Begin planning for group participation in the main event. • Work on advancement requirements as needed.		8 p.m.
Game 10 minutes	• Play Touch Football (described earlier). • After playing, use this analogy to explain the relationship between spirituality and religion: The rules, referees, other players, and field markings help guide you as you play the game. In a similar way, religion may be a guide for you to find your spirituality.		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
	Total 90 minutes of meeting		
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

DUTY TO GOD

Meeting Plan: Respect for the Beliefs of Others

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have individuals or small groups list the names of as many different religions as they know about. For each religion, include information about some of the following: sacred texts and scriptures, festivities and ceremonies, customs and traditions, food, clothing.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Have a trusted religious leader discuss how Scouting recognizes and celebrates a range of religious traditions. Explain that recognizing and respecting the religious beliefs of others is essential for peacefully coexisting with people of other faiths and cultures and that it requires developing religious tolerance or a nonjudgmental attitude toward other beliefs.		7:10 p.m.
Skills Instruction 45 minutes	• Teach Scouts how to participate in a "roses, thorns, and buds" reflection (where *roses* reflect the best part of the day, *thorns* reflect the worst part, and *buds* are the things participants are looking forward to). • Every Scout activity should conclude with a time for reflection as participants ask, "What have I learned from this experience to help me in serving and building up my own faith and the faith of others?"		7:15 p.m.
	• With the help of a knowledgeable leader or guest, explore a religion that is different from your own. • Read a sacred text or watch a documentary about the religion's beliefs and practices. • If possible, plan to visit a worship service of a religious faith other than your own.		
	• Plan a Messengers of Peace service project. • Such projects are designed to contribute to world peace across three dimensions: —Personal (harmony, justice, and equality) —Community (peace as opposed to hostility or violent conflict) —Relationships between humankind and the environment (security and environmental and social welfare)		
Breakout Groups 15 minutes	• Continue planning for participation in the main event. • Discuss what faith traditions are represented in the group and plan a field trip to a member's place of worship.		8 p.m.
Game 10 minutes	Play Respect Song, Rap, or Chant (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

DUTY TO GOD

Meeting Plan: Religious Emblems

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Create a matching game where Scouts try to match each religious emblem with its faith tradition. To do so, cut up a copy of the BSA's Duty to God brochure (found at http://www.scouting.org/scoutsource/Awards/ReligiousAwards.aspx) and write the names of 20 to 25 religions on a whiteboard, preferably ones less familiar to the group. Scouts should tape the various emblems to the correct religions.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Have a youth leader, preferably the chaplain aide, discuss what he has learned from earning one or more religious emblems.		7:10 p.m.
Skills Instruction 45 minutes	Discuss the religious emblems program and the requirements involved. Help Scouts learn what emblems are available to them depending on their faith tradition. If possible, have materials on hand for faith traditions represented in your unit. (Note that some faith traditions don't have religious emblems Scouts can earn.)		7:15 p.m.
	Discuss the role of the chaplain aide. (See the *Handbook for Chaplains and Chaplain Aides in Boy Scout Troops and Venturing Crews,* found at http://www.scouting.org/Home/Membership/Charter_Orgs/Religious.aspx.)		
	Discuss the Venturing TRUST Award and how this program can help you become a resource and example to other youth and young adults. (See the *TRUST Handbook: Venturing Religious and Community Life Award,* No. 33154.)		
Breakout Groups 15 minutes	• Continue planning for participation in the main event. • Discuss the religious emblems program and set a goal for attainment of religious emblems by group members.		8 p.m.
Game 10 minutes	Play Trust Walk by Faith (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

DUTY TO GOD

Meeting Plan: Doing Unto Others

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show a video from WingClips.com about servanthood or selflessness; a good example is http://www.wingclips.com/movie-clips/patch-adams/best-doctor. (Note: The website has a Christian perspective, but most of the clips express universal values.)		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Have a leader discuss the universality of the Golden Rule (which is found in some form in the teachings of all major faith groups).		7:10 p.m.
Skills Instruction 45 minutes ●	• Discuss good deeds. • Have participants develop a list of realistically achievable good deeds that youth can do in the following areas: family, faith group, community, school, and nation. • Plan a future activity where Scouts can truly do a multitude of good deeds.		7:15 p.m.
■	• Discuss the concept of cheerful service, including how cheerful service creates positive ripples. • Discuss how the Order of the Arrow emphasizes cheerful service. • Plan an activity where Scouts can provide service and "pay it forward."		
◆	• Have a Scout who has attended NYLT or NAYLE (or an adult who has attended Wood Badge) discuss servant leadership. Form two groups; have one group create a skit that demonstrates servant leadership and the other create a skit that depicts "leader first" leadership. Discuss which approach is more effective and inspiring, and why.		
Breakout Groups 20 minutes	• Finalize plans for participation in the main event. • Work on advancement requirements as needed.		8 p.m.
Game 5 minutes	Play Yurt Circle (described earlier).		8:20 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

DUTY TO GOD

Main Event: Day of Service

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: 4 to 6 hours

Duration of activity: _____

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Using the concept of "paying it forward," plan and execute a day of service involving a variety of service experiences and benefits.

Equipment List	• List of needed services in the community, obtained from religious leaders • Snacks and lunch (individual or group) • Water • Project-specific tools and safety equipment • Scout Basic Essentials (Review the list and take what you need.) • Camera(s)
Activity	• Watch the movie *Pay It Forward* or discuss the concept of "doing unto others," and share ideas on how to provide service. • Discuss the concept of "positive ripples." • Create a schedule of projects to be completed throughout the activity. • Assign a historian to keep a record of the projects. • Working in small groups or as a whole, perform cheerful service. • Reflect on and assess what you accomplished.
Safety	• Have cellphones on hand, as appropriate. • Have easy access to first-aid kits. • Adhere to the buddy system and follow all BSA Youth Protection guidelines related to interactions between adults and youths.

Notes

This activity could be part of a larger program (e.g., Martin Luther King Jr. Day of Service in January, Youth Service America's Global Youth Service Day in April, or the September 11 National Day of Service and Remembrance). If possible, combine your day of service with an overnight campout.

DUTY TO GOD

Main Event: Worship Service, Festival, or Celebration

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Varies

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

As a unit, attend a worship service, gathering, festival, or celebration of a religion other than those of unit members. Explore similarities and differences, and discuss how what you experienced can strengthen your own faith.

Equipment List	None
Activity	• Obtain written permission or acknowledgment from the religious leader that your group will be attending their worship service or event. • If possible, arrange for an orientation from the religious leader before the day of the event. • Attend the worship service or event; wear Scout uniforms if appropriate. • Be respectful of other worshippers. • After the event, send a thank you note or card to the religious leader acknowledging their support. • Hold a time of reflection.
Safety	Adhere to the buddy system and follow all BSA Youth Protection guidelines related to interactions between adults and youth.

Notes

Follow all rules and guidelines relative to the worship service. You could repeat this activity several times, eventually visiting the places of worship of all members of your unit.

DUTY TO GOD

Main Event: Community Tour of Faiths

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Organize a tour of local places of worship for units in your district. Create hiking routes of 5 to 20 miles that stop at a variety of locations where participants can learn about different faith traditions.

Equipment List	• Scout Basic Essentials (Review the list and take what you need.) • Water and snacks • First-aid kit • Tour maps • Registration tent, table, and other supplies • Brochures or posters about the religious emblems program
Activity	• Identify places of worship in your community that will welcome Scouts on the day of the event. • Orient religious leaders and volunteers on how the event will work and what the Scout units hope to learn from the visits. • Create maps showing routes of 5, 10, 15, and 20 miles that include some or all of the places of worship. (The longer routes would include all sites; the shorter ones would not.) • Create "passports" that Scouts can get stamped at each place of worship. • Work with your district executive and roundtable staff to promote the tour of faiths to packs, troops, teams, and crews in your district. • Camp at or near the starting point of the event. The night before the event, set up a registration center and put up signs at the various places of worship, as well as any needed directional signs. • On the day of the event, staff a registration center where participants can sign up and get maps and passports. Conduct an orientation on the rules of safe hiking. (Note that all participants will be under the leadership of their own Scout leaders.) • Follow up with thank you notes to the participating places of worship.
Safety	• Have cellphones on hand, as appropriate. • Have easy access to first-aid kits. • Adhere to the buddy system and follow all BSA Youth Protection guidelines related to interactions between adults and youths.

Notes

Run an Internet search on "Community Tour of Faiths" for additional ideas.

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Greenleaf, Robert K. *The Servant as Leader.* The Greenleaf Center for Servant Leadership, 2008.

Hyde, Catherine Ryan. *Pay It Forward.* Simon & Schuster, 2000.

Lazarus, William P., and Mark Sullivan. *Comparative Religion for Dummies.* For Dummies, 2008.

Smith, Huston. *The Illustrated World's Religions: A Guide to Our Wisdom Traditions.* HarperOne, 1995.

Organizations and Websites

Article on the BSA's Faith Partners
Website: http://scoutingmagazine.org/2013/08/explore-the-bsas-longtime-partnerships-with-diverse-religious-faiths/

Faith in Scouting Videos
Website: www.scouting.org/Home/Marketing/Current%20Initiatives/faith.aspx

Greenleaf Center (Servant Leadership)
Website: www.greenleaf.org

Messengers of Peace
Website:
www.scouting.org/messengersofpeace.aspx

Webcast on Duty to God
Website: http://www.scouting.org/Scoutcast/Scoutcast/2014.aspx

Related Program Features

Citizenship, Communication, Ethics, Mentoring, Project Planning

Photo and Illustration Credits

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Doing Good Turns When They're Needed Most

The Scout motto, "Be Prepared," is never more important than in dealing with emergency situations. Sometimes, as in the case of a hurricane or winter storm, we have a chance to prepare for a coming disaster. At other times, as with earthquakes and tornadoes, there is very little warning. By learning and practicing emergency skills, we can be ready whenever disaster strikes. The ability to make correct decisions under pressure really puts your skills to the test.

This month's activities will let you explore how skills in first aid, leadership, and other areas can come together in emergency situations. You will get a chance to practice emergency skills during the main event—and perhaps discover a vocation or avocation you can pursue for decades to come.

Objectives

This month's activities should:

- Provide an understanding of basic first-aid techniques.
- Give youth a good grasp of the fundamentals for dealing with life-threatening situations.
- Help youth develop enhanced self-confidence for making decisions in stressful situations.
- Provide youth a chance to practice emergency skills in a realistic scenario.
- Encourage the pursuit of future emergency preparedness opportunities.

RELATED ADVANCEMENT AND AWARDS

- Emergency Preparedness, First Aid, Safety, Search and Rescue, and Wilderness Survival merit badges
- Emergency Preparedness BSA Award
- Ranger: Emergency Preparedness core requirement
- Survival Varsity Scout activity pin

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing emergency preparedness as your program feature during your planning meetings:

1. How prepared are we currently for emergencies? Where would we like to be? How do we get there?
2. What types of emergencies could we encounter in everyday life?
3. What are some local agencies that regularly respond to emergencies? Which ones could help us prepare?
4. What will we do for our main event?
5. What other subtopics would fit well with this feature?
6. What specific badge, award, or requirements should we focus on fulfilling?
7. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE EMERGENCY PREPAREDNESS PROGRAM FEATURE BY:

1. Assisting with instruction in first aid and emergency preparedness
2. Helping to plan and lead the main event
3. Providing transportation for the main event
4. Helping create emergency kits
5. Contacting emergency agencies that could help with training and tours

EMERGENCY PREPAREDNESS INFORMATION

What is an emergency? Usually, it is something unforeseen or unexpected—something that requires immediate action. It can be related to weather, such as a hurricane, a tornado, a snowstorm, or a flood. An emergency can be an accident, such as an explosion, a fire, or a car accident. Immediate action is often required to avoid, correct, or mitigate the incident from spreading and becoming a greater problem.

Every community has trained rescuers and first responders, including firefighters, EMTs, police officers, and others who swing into action when emergencies happen. These professionals and volunteers go through extensive training and often have serious equipment and technology backing their actions. On the state and national level, agencies such as the Federal Emergency Management Agency provide support in large-scale disasters.

Other professionals and volunteers work to help people in the aftermath of disasters. Even before a disaster ends, groups like the American Red Cross and other members of the National Voluntary Organizations Active in Disaster network begin making plans to rescue, shelter, feed, and heal those who have been affected.

Despite the work of all these highly trained adults, there is plenty of room for youth to get involved. Scouts are often called on to help because they know first aid and they know about the discipline and planning needed to support a situation that requires leadership. Scouting gives you the opportunity to understand and respond to your community's emergency preparedness plan.



THE FIVE ASPECTS OF EMERGENCY PREPAREDNESS

Emergency personnel, such as Red Cross and FEMA workers, use many of the same terms when talking about emergency management. That is just one reason it is a good idea to become familiar with such terms; if you find yourself working with emergency personnel, you will understand what your actions are helping to accomplish.

1. **Preparedness.** When you take actions to prepare for emergencies, you recognize the possible threats from natural and other disasters. Making a plan and practicing it, assembling an emergency or disaster supplies kit, and installing warning devices are all actions you can take to prepare for an emergency.
2. **Response.** In this phase of emergency management, you may be called upon to help with shelter, first aid, and other activities. On a personal level, your response to an emergency can take many forms, such as evacuating an area. Your response can help reduce the occurrence of secondary damage.
3. **Recovery.** After a disaster or other emergency, the goal is to try to get things back to "normal." In addition to rebuilding and repairing property, there is also work to be done to try to bring physical and emotional health back to a stable condition.
4. **Mitigation.** The word "mitigate" means "to lessen in force or intensity" and "to make less severe." You can help reduce the loss of life and property by managing risk, becoming aware of responding to risks and hazards, and lessening the impact of future disasters. That means taking action *before* the next disaster.
5. **Prevention.** By planning ahead and taking prevention seriously, you can help prevent accidents from happening. Prevention can make the difference between inconvenience and tragedy.

BEING PREPARED FOR DISASTER

Being prepared for an emergency means knowing how to identify a situation when it is happening or about to happen, knowing how to act in such a way to avoid further injury to oneself and others, and being able to stay calm and make informed choices to correct or lessen the effect of the situation.

These tips may also be helpful.

- When an emergency arises, first take a deep breath.
- Assess the situation and plan how to proceed.
- Focus on your task.

The most difficult part of responding to an emergency is knowing how to identify a situation where no action is possible or should even be taken. The safety of the rescuer and rescue team always comes first.

Emergencies need not be sensational to be urgent. Checking in on an elderly person during a winter power outage can be just as important as knowing how to escape a burning building.

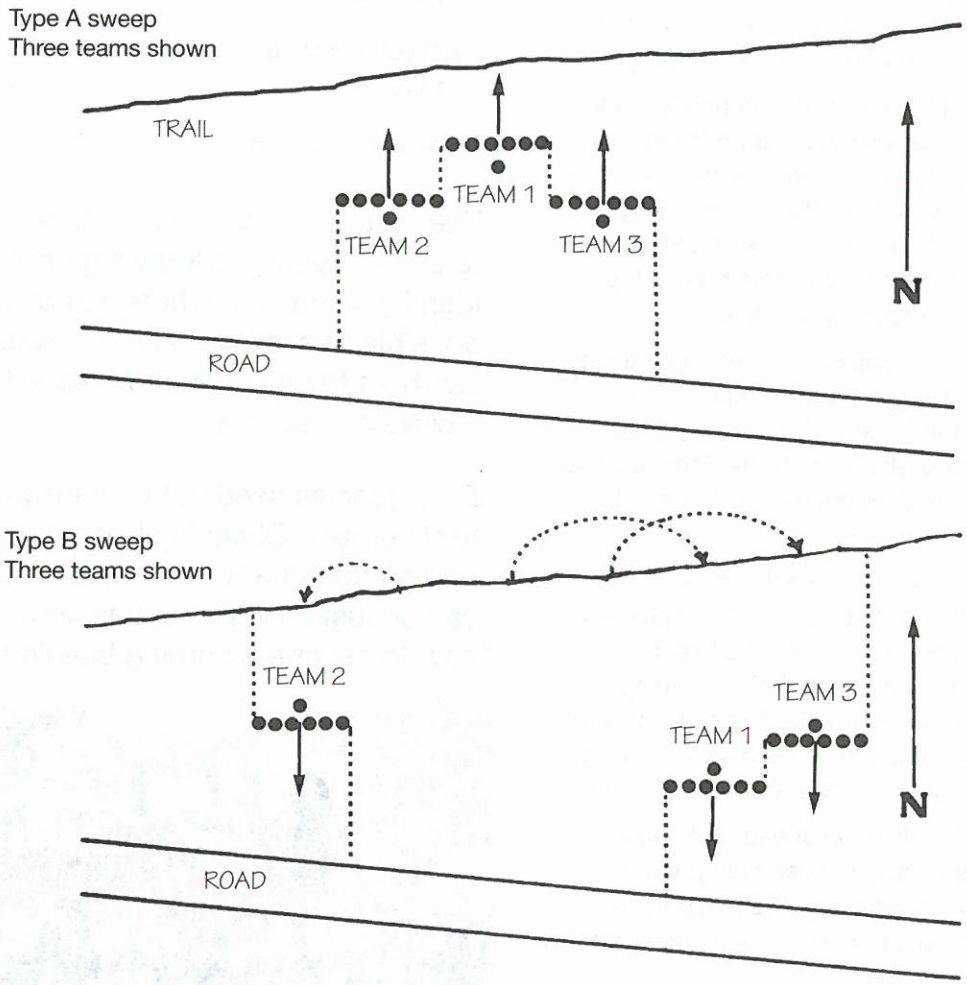


LOST-PERSON SEARCH

When you are searching for a lost person, it's important to work methodically so you cover the entire search area without missing sections or going over sections multiple times. The diagrams here show a good approach.

In these two diagrams, three teams are searching an area between a road and a trail. Team 1 lays ribbon lines (dotted lines) at the edges of its search lanes. Teams 2 and 3 pick up the ribbons and move them to the edges of their search lanes as they begin searching. The area behind the teams is therefore clearly identified as having been searched, and the area outside the ribbons is identified for the "pivot" and continuing search pattern.

When teams pivot to continue the search, they move to the sides (shown by the dotted arrows) to the outside of the ribbons. Teams move the ribbons again to the outside of the search pattern. As they continue "sweeping" in this way, the searched area will expand farther to the left and right.



EMERGENCY PREPAREDNESS GAMES

Tarp Turnover

Equipment: A tarp (about 5 feet by 5 feet) per 10 players

Method: This game promotes effective communication and team coordination as participants challenge themselves to flip a tarp while standing on top of it. Place a tarp on the ground and have all participants plant both feet on it. After all participants are on the tarp, have them work together to flip the tarp upside down, while still standing on the tarp. To later increase the challenge, fold the tarp in half.

Scoring: Units will be scored on a pass/fail system. If at least one participant steps off the tarp during the game and touches the ground, the whole group has to start again.

Notes: If all participants cannot fit on the tarp, use a second one. There should be some amount of excess tarp.

Lost-Person Search

Equipment: Objects representing lost persons (such as dolls or action figures), at least one per team

Method: Set up a search area outside your meeting place with clear boundaries. Scatter objects throughout the area. Form teams and perform a lost-person search, as described earlier. Continue playing until time is called or all objects are found.

Scoring: The team finding the most lost objects wins.

Note: Distribute objects in such a way that teams have equal chances to find them. (Don't, for example, put them all at one end of the search area.)

Signal Tag

Equipment: Flags, flashlights, or other devices for sending messages to the other team, depending on the signal language (Morse code can be sent using drums or hitting two dowels together.)

Method: Split participants into an even number of teams. Teams go to opposite ends of a field or large room where they cannot hear each other. Teams take turn sending and receiving messages through any one of many code systems, such as semaphore flags, Morse code, etc.

Scoring: Give points based on teams transmitting messages the fastest and translating messages the best.

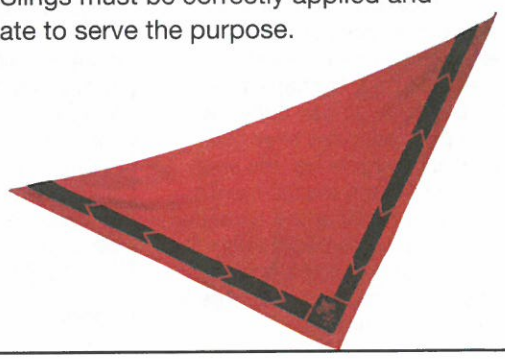
Arm Sling Relay

Equipment: Large neckerchief or triangular bandage for each participant

Method: The teams line up in relay formation, with one member of each team acting as a patient and standing across from his or her team on the opposite side of the room. There is a judge for each team. On signal, the first player from each team runs to the patient and applies an arm sling. At the instant the judge can see that the sling is correct, he shouts, "Off!" and the player removes the sling and runs back to tag the next team member. This continues until all members of the team, except the patient, have tied a sling.

Scoring: The first team to finish wins.

Note: Slings must be correctly applied and adequate to serve the purpose.





E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.

***D**emonstrate* the steps—Show them.

***G**uide* learners as they practice—Watch them do it.

***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain what being prepared for an emergency means.
- Introduce the idea of emergency planning at home and at school.
- Explain the buddy system and its importance in these situations.
- Discuss how to effectively communicate calmly and clearly.
- Invite someone from your unit committee to explain BSA policies and procedures.

DEMONSTRATE

- Set up scenarios of emergencies that could arise around the home.
- Have a show-and-tell with a firefighting company, ambulance agency, or other organized emergency response team.
- Arrange a behind-the-scenes tour of your unit's meeting place or a location your unit visits routinely to discuss escape routes and prevention methods that are in place.
- Show Internet videos on topics such as escaping from a burning building, leaving a public event safely after an explosion, or acting properly at the scene of an accident.
- Invite a police or fire Explorer to demonstrate some of the skills he or she has learned.

GUIDE

- Have Scouts discuss how to handle accidents that can occur in the home or school.
- Have youth research emergency topics or case studies online and present their findings.
- Quiz participants on how they would handle a certain situation.
- Guide a discussion on ways to protect yourself during an emergency.
- Help youth research careers in emergency management.

ENABLE

- Have Scouts set up scenarios at a meeting and act out their responses.
- Encourage youth to prepare emergency plans for their homes or your unit's meeting place.
- Find roles that youth can take when responding to a real-life situation that may be common in your area, such as vehicle accidents in winter weather, wildfires in the summer, or injuries in the wilderness.
- Find roles that Scouts can take and make action plans for the situations discovered during the previous task and how Scouts can plan for or prevent it.

MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Day or Overnight Activity	Day or Overnight Activity
Trip to an emergency response team's location—Tour one or more locations where emergency response teams are housed. This could be a fire department that performs all-risk duties, a helicopter response team for medical emergencies, the area for a search and rescue team's deployment drill, or the American Red Cross. Units could also participate in a citizen-training program offered by an emergency management agency.	Emergency scenarios and action planning—Prepare and run through various scenarios where Scouts can act out the way they would handle a real-life situation. Include use of first-aid skills. Throw in unexpected changes to some situations to test how Scouts will truly handle themselves, such as not having the right equipment or adding another "victim." Use props and utilize the entire area of your meeting space to enhance the experience. Consider holding the event at a location that is different from the usual meeting area so Scouts cannot rely on the familiar. Add a night of camping to round out the weekend.	Community disaster drill—Participate in an official state or local disaster drill that uses volunteers to serve as victims. Such mass-casualty drills are important for professional rescuers to gain practice in case of a real emergency. Add a night or two of camping to round out the weekend.

EMERGENCY PREPAREDNESS

Meeting Plan: Prepare

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have Scouts demonstrate techniques necessary for getting out of a building that is on fire. Practice hurry cases for first aid. Do this activity without much instruction to get Scouts attuned to their genuine immediate reactions.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Preparing for emergencies is all about being able to identify threats from natural and other disasters. Have an older Scout or knowledgeable adult leader discuss the definition of emergency preparedness, how the unit currently plans for such events, and where Scouts can learn more (*Emergency Preparedness* merit badge pamphlet, *Guide to Safe Scouting,* etc.).		7:10 p.m.
Skills Instruction 30 minutes ●	Review the preopening activity and discuss how putting forethought into the situations can increase effectiveness and personal safety. Have Scouts draw up plans and try again.		7:25 p.m.
■	• Review above information. • Work on troop mobilization techniques. • Write a detailed plan for moving a large number of people in an emergency situation and practice.		
◆	• Review above information. • Work on discovering how emergency preparedness is done every day at a local community level, with emphasis on preparation and planning.		
Breakout Groups 15 minutes	Demonstrate understanding of emergency preparedness by putting together simple written plans for a number of household emergencies (for younger Scouts) and unit event emergencies (for older Scouts).		7:55 p.m.
Game 15 minutes	• Play Tarp Turnover (described earlier). • Emphasize the importance of taking charge of a situation and proper communication.		8:10 p.m.
Closing 5 minutes	Assign Scouts to do the following before the next meeting: Draw a simple layout of your home and explain exactly how your family would escape in an emergency. Announcements Leader's minute Closing		8:25 p.m.
	Total 90 minutes of meeting		
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

EMERGENCY PREPAREDNESS

Meeting Plan: Respond

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, have them show the floor plans of their homes and discuss their plans in case of a home emergency, including escape route, method of alerting first responders, safe places for the family to meet away from the home, etc.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Responding to emergencies properly is by far the most important area to focus on. The response can be the most dangerous aspect but also can make a huge difference if done right. Concentrate instruction on the importance of responding quickly and with a focused mindset. Consider having a guest speaker for this meeting whose job involves responding to emergencies.		7:10 p.m.
Skills Instruction 20 minutes	• Role-play calling 911 for an emergency. (Don't actually call 911, of course.) • Discuss personal scene safety and what to do when first discovering an emergency. • Review CPR and identifying and treating shock.		7:25 p.m.
	• Review above information. • Work on crowd and traffic control and keeping others safe. • Discuss taking a leadership role at an accident scene.		
	• Review above information. • Work on lost-person techniques and simple search-and-rescue patterns. • Discuss what to do when help is delayed, as well as how to transport an injured person from the backcountry, keeping in mind the safety of the rescuer and the injured person.		
Breakout Groups 15 minutes	• Demonstrate understanding of emergency preparedness by discussing or putting together simple written plans for a number of household emergencies (for younger Scouts) and unit event emergencies (for older Scouts). • Begin planning for participation in the main event.		7:45 p.m.
Game 25 minutes	Play Lost-Person Search (described earlier).		8 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

EMERGENCY PREPAREDNESS

Meeting Plan: Recover

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have Scouts demonstrate techniques to attract the attention of and communicate with rescue aircraft, including flags, ground markers, flares, mirrors, radios, and hand signals.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 30 minutes	• Have a guest from an agency such as the American Red Cross discuss how disaster relief groups aid and restore communities after natural disasters. (Members of your chartered organization may work or volunteer for one of these groups.) • Discuss the impact that Scouting units can have in helping people recover from natural disasters.		7:10 p.m.
Skills Instruction 20 minutes	Learn about what to do upon returning home after a disaster, including proper safety techniques for identifying structural damage and searching through debris.		7:40 p.m.
	• Review the above information. • Discuss the search and rescue X-Code system and INSARAG marking system. Consider using chalk and scenarios for Scouts to practice.		
	• Review the above information. • Discuss coping with the emotional trauma related to emergencies.		
Breakout Groups 15 minutes	Have Scouts demonstrate an understanding of emergency preparedness by putting their skills into practice in a relay where Scouts focus on recovering from a variety of emergencies. Reference the Red Cross website for information on each type of emergency.		8 p.m.
Game 10 minutes	Play Signal Tag (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

EMERGENCY PREPAREDNESS

Meeting Plan: Prevent

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have merit badge counselors on hand to promote such badges as Emergency Preparedness, Search and Rescue, and First Aid. Have them highlight requirements Scouts could complete during this month's meetings and main event.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	Today's instruction should be focused on preventing and lessening the impact of future emergencies both in the home and in the unit. This could also be a great opportunity to introduce Scouts to a variety of occupations that serve the community through emergency mitigation work. Use guest presenters if possible.		7:10 p.m.
Skills Instruction 30 minutes	Learn how to inspect a home for potentially dangerous situations such as toxic cleaners in reach of small children or exposed wires. Use the *Emergency Preparedness* merit badge pamphlet as a reference.		7:30 p.m.
	• Review above information. • Put together emergency packs and kits for use in unit and family emergencies. Use the *Emergency Preparedness* merit badge pamphlet as a reference.		
	Consider having a person from a local emergency response team give a presentation on ways for older Scouts to get involved in the community as individuals.		
Breakout Groups 15 minutes	Finalize plans for participation in main event.		8 p.m.
Game 10 minutes	Play Arm Sling Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

EMERGENCY PREPAREDNESS

Main Event: Trip to an Emergency Response Team's Location

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Tour one or more locations where emergency response teams are housed. This could be a fire department that performs all-risk duties, a helicopter response team for medical emergencies, the area for a search and rescue team's deployment drill, or the American Red Cross. Units could also participate in a citizen-training program offered by an emergency management agency.

Equipment List	• Uniforms • Directions and travel arrangements • Lunch (decide on individual or group) • Water • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Arrange to have a unit tour and get a detailed look at how the team responds to emergencies, the equipment used, the training the members receive, and how the team plans and prepares for events. • Have presenters discuss how one goes about becoming a professional responder. Include education requirements and a discussion of benefits and lifestyle. • If the hosting response team is on duty when the unit visits, consider that the team may need to leave during your visit. Plan for this by asking ahead of time if an off-duty shift or supervisor can continue the presentation if that happens.
Safety	• Follow the guidelines in the *Guide to Safe Scouting*. • Maintain safety standards for outdoor events. • Use the buddy system.

Notes

EMERGENCY PREPAREDNESS

Main Event: Emergency Scenarios and Action Planning

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day or overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Prepare and run through various scenarios where Scouts can act out the way they would handle a real-life situation. Include use of first-aid skills. Throw in unexpected changes to some situations to test how Scouts will truly handle themselves, such as not having the right equipment or adding another "victim." Use props and utilize the entire area of your meeting space to enhance the experience. Consider holding the event at a location that is different from the usual meeting area so Scouts cannot rely on the familiar.

Add a night of camping to round out the weekend.

Equipment List	• Training first-aid kit with bandages to be used during first-aid training • Props, if desired • Floor plan for building or map of area • Lunch (decide on individual or group) • Water • Scout Basic Essentials (Review the list and take what you need.) • Group camping gear* • Personal camping gear*
Activity	• Develop a list of several scenarios that could happen in your local area. • Secure all equipment and props needed or desired to run the scenarios successfully. • Recruit volunteers to serve as victims; Webelos dens are a good resource. • Obtain a floor plan of the building and find out about evacuation procedures, or obtain a map of the area and do the same. • Run the scenarios and then debrief how well the group performed.
Safety	• Follow the guidelines in the *Guide to Safe Scouting*. • Maintain safety standards for outdoor events. • Use the buddy system. • Have a first-aid kit available. • Cellphones are a good idea; have group leader's contact information.

Notes

*Needed for overnight

EMERGENCY PREPAREDNESS

Main Event: Community Disaster Drill

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day or overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Participate in an official state or local disaster drill that uses volunteers to serve as victims. Such mass-casualty drills are important for professional rescuers to gain practice in case of a real emergency.

Add a night or two of camping to round out the weekend.

Equipment List	• Appropriate clothing • Makeup supplies for injuries • First-aid kit • Agency participation waiver forms • Food • Scout Basic Essentials (Review the list and take what you need.) • Group camping gear* • Personal camping gear*
Activity	• Contact appropriate agency to inquire about mass-casualty drills. • Learn the needs of the drill and how your group can help. • Learn to apply wound makeup. • Perform assigned role in disaster drill. • Provide feedback to officials as instructed.
Safety	• Follow the rules in the *Guide to Safe Scouting*. • Maintain safety standards for outdoor events. • Use the buddy system. • Cellphones are a good idea; have group leader's contact information. • Have a first-aid kit available.

Notes

Follow direction of agency to avoid interfering with other rescues.

*Needed for overnight



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Community Emergency Response Teams
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Federal Emergency Management Agency
Website: http://www.fema.gov

INSARAG marking system
Website: https://en.wikipedia.org/wiki/Urban_search_and_rescue

National Association for Search and Rescue
Website: http://www.nasar.org

National Voluntary Organizations Active in Disaster
Website: http://www.nvoad.org

Ready.gov
Website: http://www.ready.gov/recovering-disaster

Search and Rescue X-Codes
Website: https://en.wikipedia.org/wiki/Urban_search_and_rescue

Related Program Features

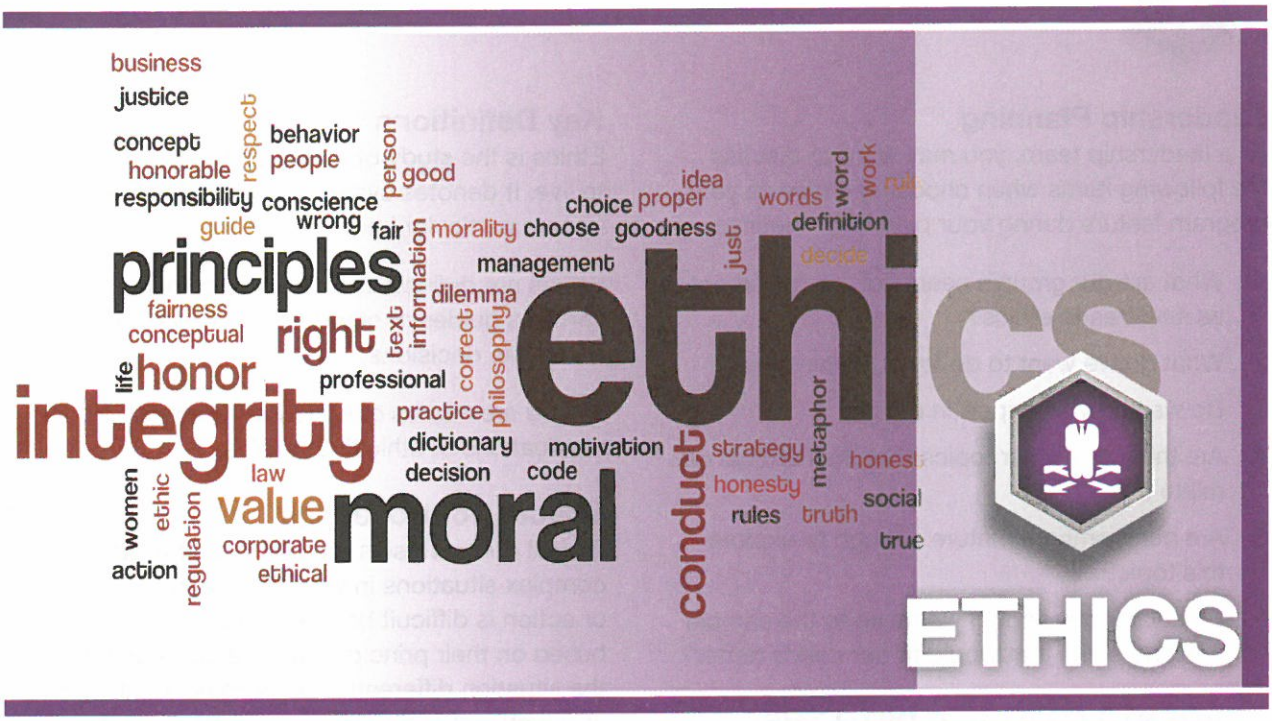
First Aid, Safety, Wilderness Survival

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Acknowledgments

We are grateful to Matthew McGroarty, Las Vegas, Nevada, for his help with creating the Emergency Preparedness program feature. Matthew served as the Western Region Venturing president, 2009–2010.



Always Doing the Right Thing

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law. Ethics is defined as moral principles that govern a person's or group's behavior. Morals are one's personal standards of behavior or beliefs about what is and is not acceptable to do.

But what does it mean to be ethical and moral? And what happens when our individual values differ? Can two people believe in different things and both be right?

The questions that arise through the study of ethics may not yield any "right" answers, but rather by discussing them we can gain insight into what others find important.

Ethics affects every area of life, from politics to business to religion. This month's meetings and activities will help you explore this important topic and give you tools for making ethical and moral choices over your lifetime.

Objectives

This month's activities should:

- Introduce the definition of ethics.
- Demonstrate how ethics affects our day-to-day lives.
- Help Scouts understand how ethics guides our actions.
- Give insight into the values of others.
- Help Scouts determine if there is a difference between public and private ethics.

RELATED ADVANCEMENT AND AWARDS

- Pathfinder Award personal growth requirement 6
- Summit Award personal growth requirements 6 and 7

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing ethics as your program feature during your planning meetings.

1. What are our group's needs for advancement as it relates to ethics?
2. What do we want to do for our main event?
3. Do we know an expert in ethics?
4. Are there any other topics that the material can relate to?
5. Are our members mature enough to explore this topic?
6. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE ETHICS PROGRAM FEATURE BY:

1. Providing expertise on the topic of ethics
2. Providing support for the main event
3. Sharing personal experiences, if appropriate
4. Sharing copies of the codes of ethics of their professions or organizations
5. Providing a moral base and values for their children to develop

Key Definitions

Ethics is the study of values and of how we ought to live. It denotes systematic, rational reflection upon a particular behavior.

Values are defined as standards or ideals that serve as guides or standards by which we live and make decisions.

Morals are modes of conduct—practical applications of ethical principles.

Ethical Controversies

Ethical controversies are dilemmas based on complex situations in which rendering a decision or action is difficult because different people, based on their principles and values, can view the situation differently. Challenging youth to think about ethical controversies is a great way to promote personal growth, because it requires reflections on the teachings of family, religious leaders, teachers, and others as they consider different points of view and strive to understand why they think and feel the way they do.

In addition to establishing and achieving multiple goals across the three areas of personal growth, Venturers who seek recognition—specifically the Pathfinder and Summit awards—will need to participate in and then lead an ethical controversy. Ideas for ethical controversies can be solicited from the group or individuals according to their collective or personal experiences.



Ethical controversy discussions can be used to explore ethical standards and dilemmas that apply to the interest areas of your unit's members. The activities can be staged as single activities during one unit meeting, or the unit can explore the ethical issues in depth over several meetings.

Ethical judgments are a part of every profession, hobby, and recreational activity, as well as every relationship. Pose these questions, and others like them, for thought and discussion about relationships or interest areas within your unit.

- Should it be legal for a police officer to take a second job?
- What do you do when your boss does something illegal?
- Is it right to refuse jury duty?
- When is censorship OK?

Discussions based on questions like these can help your unit tackle tough issues in an interesting, organized, and active way. The questions themselves can easily be adapted to your particular interests.

THE VALUE OF ETHICAL CONTROVERSIES

Sometimes people hold a core belief that is very strong. When they are presented with evidence that works against that belief, the new evidence cannot be accepted. It would create a feeling that is extremely uncomfortable, called cognitive dissonance. And because it is so important to protect the core belief, they will rationalize, ignore, and even deny anything that doesn't fit in with the core belief.

—Franz Fanon, French philosopher



Fanon's quote underscores the importance of rational discussion and the value of helping youth learn through participation in ethical controversies. A respectful conversation can show that there are two sides to most questions and that the gray area between right and wrong is sometimes difficult to define. It also provides the opportunity for participants to learn to understand and respect both sides of an argument and to keep emotions in check when responding to a point with which they disagree.

Instructions for Ethical Controversies

Ethical controversies are dilemmas without easy answers, dilemmas in which each side might have valid arguments. The following situation is an example.

You have been summoned for jury duty in your county. One of the cases on the docket is the well-publicized prosecution of a man for a series of assaults that occurred within a 5-mile radius of your house. These were especially brutal crimes that occurred over several months. The assailant entered the open windows of the homes of the victims and assaulted and robbed them. Because you live in the area where the robberies occurred and where the defendant lives, you are concerned about your safety during and after the trial. You also are concerned about your ability to be entirely fair and objective as a juror. Your choices (position statements) are as follows:

- To avoid any possibility of revenge or intimidation, you ask to be excused from participation on the jury, or
- You serve on the jury anyway since you believe it is your civic and moral obligation to serve, and that attempting to avoid jury duty would be shirking your responsibility.

To use the above opposing positions as learning activities for your unit, follow these instructions.

Organize the Activity

Divide the unit into groups of four. Include any adults present. If possible, divide into groups so that Scouts and Venturers work with people they don't know very well.

Divide each group of four into two groups of two. Give each pair a copy of a position statement. Be sure to assign the pairs opposing sides. It does not matter whether the participants agree with their assigned position.

Conduct the Activity

An ethical controversy activity has five simple steps. Describe and conduct them one at a time. Allow enough time to complete each step before moving on. All groups of four should work on each step at the same time. The entire activity takes from 45 minutes to two hours.

1. **Learn the position.** With your partner, develop as many arguments as possible to support your assigned position. You also can work with a pair from another group that has the same topic and position.
2. **Present your position.** Present your arguments to the other pair. In turn, listen closely to their position, making sure you understand their arguments. Clarify your understanding by restating what others say.
3. **Discuss the issue.** Defend your position and critique the opposition. Try to persuade the opposing pair that you are correct; then listen to their defense and critique. Remember to be critical of ideas, not people.
4. **Reverse positions.** Switch positions with the other pair. Take a few minutes with your partner to review your new position. Present and defend your new position as if you really believed in it.
5. **Try to reach consensus.** Work toward finding a position that all four believe is the correct one. This may be a position already discussed or a completely new one. Change your mind only when you are convinced by rational arguments.

Follow Up

After the activity is over, discuss it as a large group. Ask each group of four how they arrived at their final position. Compare the positions chosen and the arguments used to support them. Reflect on the process, discussing both the activity and how group members related with each other.

ETHICS CONFERENCE

An ethics conference is an event devoted to learning about the ethical issues in your career or interest area. Experts invited to speak at the meeting can describe the ethical standards for their profession that are upheld by corporations, trade associations, unions, or other organizations. It is best if they give examples of how those standards are used, explain the consequences of breaking the rules, and explain why the rules are important. The presenters also can give examples of the ethical dilemmas that arise in their professions. These could be dilemmas for which ethical standards have not been written or for which it is difficult to understand how to apply standards.

Ethics in Politics

Political ethics, sometimes called public ethics, is all about making moral judgments in the political sphere. Scholars look at two specific areas: the ethics of process, which focuses on how public officials make decisions, and the ethics of policy, which focuses on the moral foundation of laws and policies.

Ethics in Medicine

In medicine, decisions can have life-or-death consequences, so ethical decision-making is critical in this arena. For thousands of years, the Hippocratic Oath has guided doctors' decisions. Here's a modern version:

> I swear to fulfill, to the best of my ability and judgment, this covenant:
>
> I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.



I will apply, for the benefit of the sick, all measures which are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humility and awareness of my own frailty. Above all, I must not play at God.

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

Ethics in Journalism

Journalists play a critical role in keeping the public informed about the issues of the day. Various journalism organizations, newspapers, and broadcasters have developed codes of ethics for journalists. Here are some main principles common to many of them:

- Be accurate. Present facts honestly and fully. Treat all sides of a controversial issue fairly.
- Name your sources. Whenever feasible, journalists should say where they got their information.
- Respect people's privacy.
- Correct your mistakes. If you publish something that is wrong, publish a correction promptly.
- Avoid conflicts of interest. Don't report on something in order to benefit yourself.
- Clearly label as opinion any statements of the journalist's own views on an issue. Keep those opinions on the editorial page of the newspaper or on a commentary segment of a newscast.
- Never plagiarize, or copy someone else's work without attributing the material to the original author.
- Avoid stereotyping people. That is, don't present a simplified image of a group of people—for example, people of a particular race, age, religion, region, or disability—based on the idea that all people in the group are similar. Each person is an individual.

Ethics in Education

Like other professionals, teachers and education administrators live by a code of ethics. For example, the National Education Association's code of ethics begins with commitment to the student—helping each student realize his or her potential as a worthy and effective member of society—but also includes commitment to the profession—helping to raise professional standards, promoting a climate that encourages the exercise of professional judgment, achieving conditions that attract others to careers in education, and helping prevent the practice of teaching by unqualified persons.

ETHICS GAMES

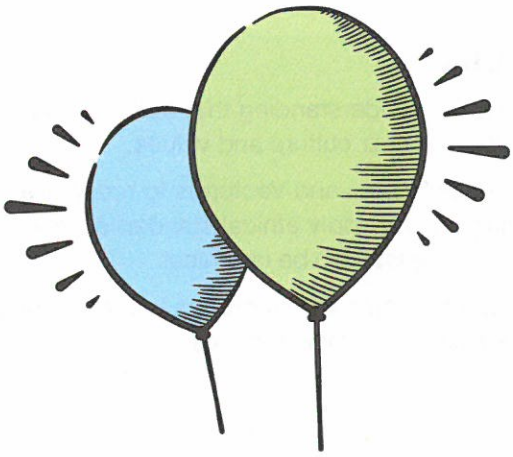
Balloon Bounce

Equipment: An inflated balloon for each team

Method: The object is for each team to try to keep its balloon in the air the longest by hitting it back and forth between the members. A team is out when its balloon touches the floor or bursts. Players are not permitted to catch or hold a balloon, but they may redirect the flight of other teams' balloons.

Scoring: The team that keeps its balloon in the air the longest wins.

Notes: After the game, discuss how different people with different opinions need to work together.



Showing Our Values

Equipment: A set of 3-by-5-inch cards, each of which shows one point of the Scout Oath or Scout Law; an 11-by-17-inch (or larger) poster board for each participant or team; art supplies

Method: Prepare the cards before the game. Shuffle the cards and have each youth or team choose one. Provide each youth or team with a poster board and art supplies, and have them create a sign that represents the card they were given.

Scoring: Display all the signs and have the larger group vote on which is best, most colorful, most artistic, etc.

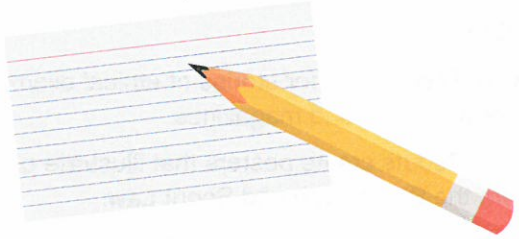
Notes: The exploration of values is what is important here. The art contest is just a bonus.

Life's Little Riddles

Equipment: For each team, several blank index cards and a pencil or pen

Method: Teams huddle in separate parts of the room. The leader calls out one topic from the list below, and the teams try to list as many answers as they can on an index card. (One person on each team is selected to write the answers, but all members are expected to contribute.) After two minutes, move on to the second topic. Continue until all topics have been covered. Topics: Santa's reindeer, the planets, the original 13 colonies, the nine Supreme Court justices, the last seven presidents of the United States.

Scoring: The team with the most correct answers wins. Deduct one point for each incorrect answer.



Ring on a String

Equipment: A ring; a string that is long enough for all players to handle at one time

Method: Have the group form a circle, facing inward, with one person in the middle. Slip the string through the ring and tie the ends together. Place the string inside the circle and have each person hold it with both hands. The idea is to pass the ring around the circle from hand to hand, unnoticed by the individual in the middle. That player tries to guess where it is by pointing to the hand he or she thinks is holding the ring. If correct, the ring holder goes to the middle, and the guesser takes his or her place in the circle. The person in the middle must keep guessing until he or she locates the ring.

Scoring: This game is not scored, but rather is used as an activity to represent how values and ethics are passed on person to person.

Notes: Another learning point is that our society is a circle and that others notice our values and ethics. Do we live the ethics we want others to see?

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the definitions of ethics, morals, and values.
- Present codes of ethics from various professions.
- Explain how the Scout Oath and Scout Law form the basis of Scouting's ethical code.

DEMONSTRATE

- Give Scouts examples of how you have made ethical decisions.
- Show Internet videos on ethics.
- Invite ethics experts to discuss their work with Scouts.
- Show Scouts how ethics affect their daily lives.
- Tour a facility where ethics codes guide decisions.

GUIDE

- Have Scouts look for stories of ethical dilemmas in newspapers and magazines.
- Have Scouts create posters that illustrate points from the Scout Oath and Scout Law.
- Guide Scouts in discussing ethical controversies.
- Guide Scouts in developing a code of ethics for your unit.
- Encourage Scouts to create a bulletin board of media stories involving ethics.
- Guide Scouts as they plan and conduct an ethics conference.

ENABLE

- Foster an understanding that others' ethics are based on their culture and values.
- Prepare Scouts and Venturers to recognize, analyze, and apply ethical standards when facing pressure to be unethical.
- Prepare Scouts and Venturers to make ethical decisions over their lifetimes.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Weekend Activity
A day of ethical controversy—Ethical controversies are dilemmas without easy answers in which each side might have valid arguments. Spend a morning debating several topics; then participate in a fun group activity.	Field trip of ethics—Arrange to visit a courthouse, hospital, or seat of government. Meet with an individual who is responsible for that institution's ethics. As appropriate and as time allows, tour the facility.	Ethics conference—Organize and host an ethics conference for youth in your area. Invite experts on topics. Provide time for debate. After reaching consensus, take action, perhaps by making a presentation to public officials or a legislative body.

ETHICS

Meeting Plan: Ethics, Values, Morals and Choice

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite early arrivers to look for examples of ethical controversies in recent newspapers or magazines or in online news sources.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Have an adult who deals with ethical issues, such as a doctor, lawyer, or religious leader, explain the definitions of ethics, values, and morals. Discuss the sources for each individual's moral code.		7:10 p.m.
Skills Instruction 40 minutes	**NOTE: The skills instruction portion of this module consists of a single learning activity per meeting. The Essential, Challenging, and Advanced levels will be revealed in the responses given.** Play "Where Do You Stand?": Place in a line down the middle of the room signs or markers that read, "Strongly Agree," "Agree," "Not Sure," "Disagree," and "Strongly Disagree." Have the entire group begin at the "Not Sure" marker. The leader reads a statement, and then each individual moves to the marker that represents his or her opinion. Here is a list of sample statements; add or subtract statements as appropriate. • Pizza is the best food ever. • Basketball is a dumb game. • You should always help others. • I just love spinach. • It is wrong to lie. • It is OK to steal if you are hungry. • Slavery is wrong. • Capital punishment is necessary to protect society. • It is OK to underpay employees. • Women should get paid the same amount as men. As time allows, invite small groups to discuss their answers on the more serious topics and how they reached different conclusions.		7:20 p.m.
Breakout Groups 15 minutes	• Begin planning for participation in the main event. • Work on individual advancement as needed.		8 p.m.
Game 10 minutes	Play Balloon Bounce (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

ETHICS

Meeting Plan: The Values of the Scout Oath and Scout Law

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite early arrivers to brainstorm ethical controversies that affect teenagers.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 20 minutes	Display the Scout Oath and Scout Law. Lead a discussion about what each point of the Law and Oath mean. Ask how the values of the Scout Oath and Scout Law lead to ethical decisions.		7:10 p.m.
Skills Instruction 30 minutes	**NOTE: The skills instruction portion of this module consists of a single learning activity per meeting. The Essential, Challenging, and Advanced levels will be revealed in the responses given.** Do the first part of the "Showing Our Values" activity (described earlier). The judging will occur after breakout groups meet. Projects must be completed in the time allotted. Clean up before moving to the next activity.		7:30 p.m.
Breakout Groups 15 minutes	• Work on menus for the main event. • Work on Scout skills as needed.		8 p.m.
Activity 10 minutes	Have each individual or group present its Scout Oath or Scout Law sign. Have them explain what they have created. Collectively judge each sign to decide which ones best represent their topic.		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

ETHICS

Meeting Plan: Applied Ethics

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite early arrivers to brainstorm ethical controversies their parents face in their careers.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 15 minutes	Discuss how ethics are applied in different professions. Compare and contrast ethics in sports, politics, medicine, education, journalism, etc.		7:10 p.m.
Skills Instruction 35 minutes	**NOTE: The skills instruction portion of this module consists of a single learning activity per meeting. The Essential, Challenging, and Advanced levels will be revealed in the responses given.** Form multiple groups and give several 5-by-7-inch cards and a different color marker to each. Assign each group a different profession to explore: medicine, journalism, politics, sports, business, etc. Have each group list the main ethical points to which their assigned profession is bound (e.g., medicine: do not harm, sports: don't cheat), one point per card. Brainstorm for 20 minutes; then come together to share as follows: One group explains one of its points and lays down the corresponding card. The next group does the same thing but decides if its point is more or less important than the first group's point. Continue until all cards have been shared and ranked. As a large group, discuss whether the rankings need to be changed.		7:25 p.m.
Breakout Groups 15 minutes	• Work on individual advancement. • Review plans for participation in the main event.		8 p.m.
Game 10 minutes	Play Life's Little Riddles (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

ETHICS

Meeting Plan: The Law and Situational Ethics

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite early arrivers to informally discuss one of the Venturing ethical controversies vignettes found at www.scouting.org/filestore/venturing/pdf/Ethical_Controversies_vignettes.pdf.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 5 minutes	• Discuss situational ethics that take into account the particular context of an act when evaluating it ethically, rather than judging it according to absolute moral standards. • Discuss how laws do or don't take situational ethics into consideration.		7:10 p.m.
Skills Instruction 45 minutes	**NOTE: The skills instruction portion of this module consists of a single learning activity per meeting. The Essential, Challenging, and Advanced levels will be revealed in the responses given.** On an easel pad, make four columns labeled "Principle," "The Law," "Exceptions," and "Alternatives." Under the first column, list a principle such as "Do not steal." Have the group brainstorm what should go in each of the other columns: what the law says (e.g., stealing is a crime), when violating the principle might be warranted (e.g., when you're homeless and starving), and any alternative actions that would allow the original principle to be maintained (e.g., seeking out food assistance from a charity). Go through this process for several topics. Discuss whether the laws are in line with ethical principles. Discuss whether one principle can trump another (e.g., is it OK to steal from the rich to give to the poor like Robin Hood did?). Potential topics might include: • Stealing • Cheating • Telling the truth • Giving to the poor • Taking land for public or private purposes • Withholding medical treatment • Paying taxes		7:15 p.m.
Breakout Groups 15 minutes	Finalize plans for participation in the main event.		8 p.m.
Game 10 minutes	Play Ring on a String (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

ETHICS

Main Event: A Day of Ethical Controversy

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Ethical controversies are dilemmas without easy answers in which each side might have valid arguments. Spend a morning debating several topics; then participate in a fun group activity.

Equipment List	• An appropriate meeting room/location • A list of prepared ethical controversies • Copies of required materials for each team • Lunch (either individual or group) • Equipment for the chosen fun activity
Activity	• Create groups of four (include adult leaders). • Have each group divide into teams of two. • Provide each team with a copy of a position statement on a particular issue, one pro and one con. • Follow these steps, as described earlier: —Learn the position. —Present your position. —Discuss the issue. —Reverse positions. —Try to reach consensus. • Discuss other issues as time allows. • Enjoy a fun group activity together.
Safety	• When debating, it is important to be respectful of others. No activity is worth hurting another's feelings. • Follow the policies in the *Guide to Safe Scouting* during your fun activity.

Notes

ETHICS

Main Event: Field Trip of Ethics

Date_____



Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 6 to 8 hours or overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Arrange to visit a courthouse, hospital, or seat of government. Meet with an individual who is responsible for that institution's ethics. As appropriate and as time allows, tour the facility.

Equipment List	• Appropriate attire to visit facility • Notepad • Camping equipment, if staying overnight • Water and food • Thank you notes
Activity	• Contact the facility you wish to visit. • Connect with the appropriate representative at the institution, and explain the issue you want to discuss. • Tour the facility. • Camp as appropriate. • Write thank you notes.
Safety	• Follow the policies in the *Guide to Safe Scouting*. • Use the buddy system while touring the facility.

Notes

ETHICS

Main Event: Ethics Conference

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 6 to 8 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Organize and host an ethics conference for youth in your area. Invite experts on topics. Provide time for debate. After reaching consensus, take action, perhaps by making a presentation to public officials or a legislative body.

Equipment List	• Meeting place • Projector and screen, as appropriate • Lunch and snacks • Thank you gifts for presenters
Activity	• Recruit experts. • Send out invitations. • Set the agenda. • Hold the forum, including: —Give introductions. —Have presentations and a forum. —Make and serve lunch. —Continue presentations and discussions. —Close session. • Clean up. • Send thank you notes.
Safety	

Notes

REFERENCES

Books

Harvey, Stephen and Richard L. Light, eds. *Ethics in Youth Sport: Policy and Pedagogical Applications.* Routledge, 2014.

Malik, Kenan. *The Quest for a Moral Compass: A Global History of Ethics.* Melville House, 2015.

Maxwell, John C. *Ethics 101: What Every Leader Needs To Know.* Center Street, 2005.

Panza, Christopher and Adam Potthast. *Ethics For Dummies.* For Dummies Publishing, 2010.

Organizations and Websites

DELTA (Developing Ethical Leaders Through Action) Handbook
Website: www.manypoint.org/sites/default/files/Ethics%20In%20Action%20Ldr%20Manual.pdf

Everyone Else Does It Ethics Project
Website: www5.milwaukee.k12.wi.us/school/hamilton/files/2014/05/Ethics-Everyone-Else-Does-It.pdf

National Education Association Code of Ethics
Website: www.nea.org/home/30442.htm

Political Ethics
Website: scholar.harvard.edu/files/dft/files/political_ethics-revised_10-11.pdf

Situational Ethics, Social Deception, and Lessons of Machiavelli
Website: frohnmayer.uoregon.edu/speeches/situationalethics/

Tallanasty Ethics Game
Website: media.miamiherald.com/static/media/projects/ethics_game/

Venturing Ethical Controversies Vignettes
Website: www.scouting.org/filestore/venturing/pdf/Ethical_Controversies_vignettes.pdf

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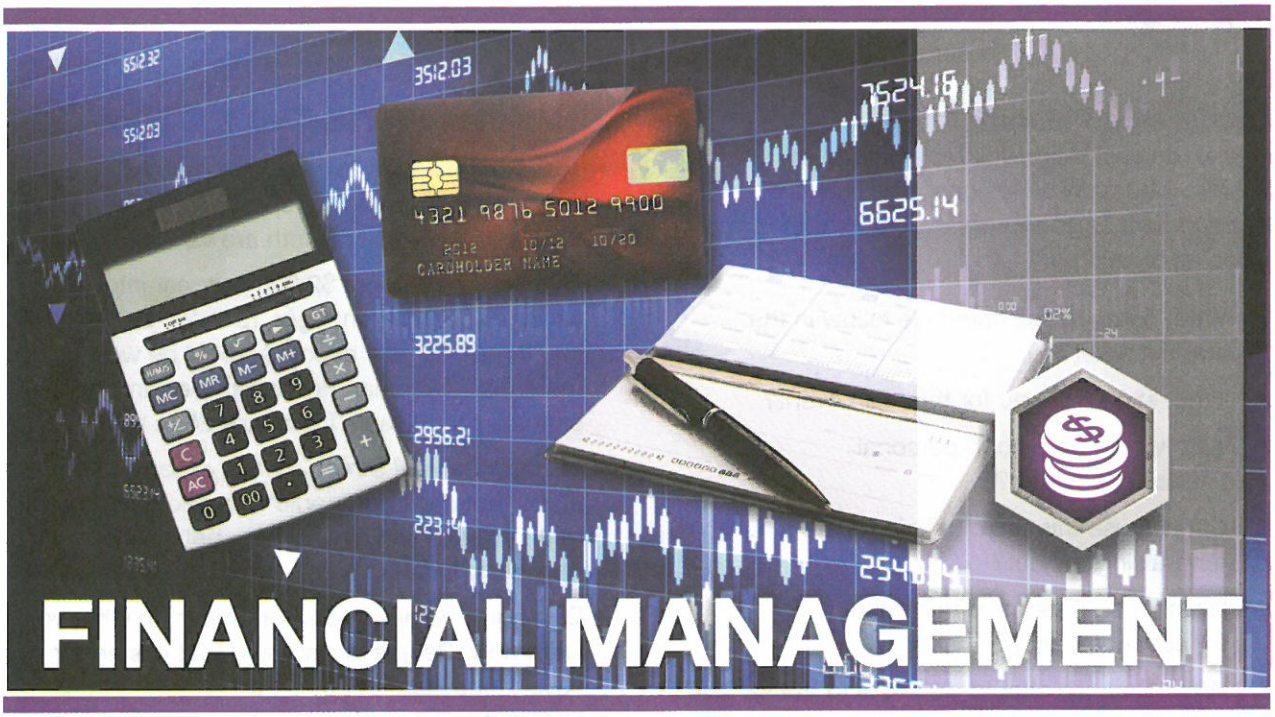
Citizenship, Duty to God, Mentoring, Outdoor Ethics

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Acknowledgments

We are grateful to Gordon Lowe, Provo, Utah, and Jim Virgin, Vancouver, Washington, for co-creating the Ethics program feature.



Earning, Saving, Spending

In 2012, an NFL player named Warren Sapp filed for bankruptcy even though he had earned more than $50 million during his career. Two years later, a Vermont store clerk named Ronald Read died. Although he had never earned a lot of money, Mr. Read left $6 million to charity—the result of decades of frugal living and careful investing.

Think about what you want your adult life to be like financially. Do you want to be able to travel or have a nice car? Do you hope to support causes that are important to you? Do you want to work at a job you love or just a job that earns you a lot of money? The choices are all yours. By developing skills, learning fiscal restraint, working hard in school, and planning for a suitable career, you can control your destiny instead of being controlled by it. That's what this program feature is all about.

Objectives

This month's activities should:

- Help youth better understand how decisions they make today can affect their options in the future.
- Teach youth to understand budgeting, purchasing strategies, finances, and education and career options.
- Introduce youth to a variety of career possibilities.
- Teach youth fundamental concepts such as the value of compound interest and short-term versus long-term investing.

RELATED ADVANCEMENT AND AWARDS

- American Business, Entrepreneurship, Personal Management, and Salesmanship merit badges
- Pathfinder: Requirement 7

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing financial management as your program feature during your planning meetings.

1. What companies should we follow in the stock market?
2. What should we do for the main event?
3. Who would be a good personal finance consultant?
4. Can we use this topic to help create a new fundraising project?
5. Which members need this topic for advancement?
6. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE FINANCIAL MANAGEMENT PROGRAM FEATURE BY:

1. Sharing expertise in the areas of finance, banking, career planning, etc.
2. Holding follow-up discussions at home about financial management
3. Helping to organize the main event
4. Providing transportation for the main event

FINANCIAL FACTS AND WISDOM

- A budget is a plan that lays out how you want to spend your money. A spending record tracks what you have spent. Both are valuable tools.
- If you decided to put $2,000 per year into a savings account from ages 18 to 25, by the time you turned 65 your account would be worth more than if you had deposited the same amount annually for 40 years from ages 25 to 65.
- In 2015 the *Wall Street Journal* reported on a study that showed people who had taken more math classes early in life were better off financially in later years.
- Don't give up what you want most for what you want now. People understand that it is smart to save money and not so smart to get into debt, just as they know they need to exercise and eat well. Whether they do the right thing, however, is a matter of self-discipline.
- If you can't afford it, then you shouldn't buy it. Money borrowed is not free money.

Consumer Buying Guides

Consumer buying guides can be a handy tool for researching a product you are planning to purchase. These guides may provide anything from general details and purchasing tips to more specific information that will help you narrow your selection. For example, an article about new televisions might show a comparison of prices, screen size, audio features (such as surround sound), convenience features (such as picture-in-picture), and the types of connections that come with each TV.

As you read the guides, be sure to focus on the information that matters to you. If you only plan to plug in a DVD player and a game system, then having 10 HDMI inputs on a TV really isn't necessary.

Avoid impulse buying. Always take time to consider whether you really need or want the item. By following smart shopping guidelines, you will be less likely to buy something on the spur of the moment and less likely to regret your purchase later (buyer's remorse).

Cash Versus Credit

In general, avoid buying ordinary items, such as meals, clothes, and school supplies, on credit. Instead, limit credit purchases to special expenses such as a house, a car, or college tuition.

If a retailer offers a very low interest rate, should you charge a purchase rather than pay cash, or should you start saving for it? If the rate is lower than what you are earning on savings or investments, it might make sense to take advantage of the offer. But beware: Some attractive deals are actually "teasers"; the interest rate will be low for a short time—often three to six months—and then it goes much higher until the loan has been repaid. Be cautious and read the fine print before you make a decision.

Resist impulse buying. It is best to save money for something you want rather than charge the cost to your credit card. In most cases, the item will still be available a few weeks or months later. And there are several advantages to waiting:

- You can avoid high interest charges.
- You will learn how to budget.
- The price might go down during the time it takes to save the money.
- You will have more time to find the best deal on the item. And you may discover by then that you really didn't want it after all!

Credit cards, however, can be convenient. Sometimes it makes sense to charge everyday purchases rather than carry around a lot of cash, and returning an item is often easier if it was purchased with credit. Also, credit cards are helpful in emergencies.

When you do use a credit card, be sure to pay off the balance each month. Otherwise, high interest rates will be charged to your account, which can dramatically increase your expenses over time.

By the time you reach your late teens, you probably will have received numerous offers from credit card companies to apply for their cards. Just remember that you are personally responsible and legally obligated to pay back all amounts charged to your card.

Personal Budgets

The purpose of managing your money is to improve your ability to meet obligations and reach your financial goals. One of the best ways to learn how much you spend and earn over a period of time is to keep a *budget*, or a written account of your expected and actual income and expenses. Expenses include fixed expenses that are predictable obligations, such as an auto loan, insurance premiums, and utilities. Flexible expenses change each month.

Savings

How much should you set aside to pay yourself? That figure will be determined by your income and financial goals. In general, try to save at least 10 percent of your income.

Basic Living Expenses

Expense	Amount
Savings	$ _____
Rent	_____
Groceries	_____
Eating out	_____
Utilities	_____
Telephone	_____
Personal grooming	_____
Car/transportation (gas, license, parking, bus fare, insurance, maintenance)	_____
Clothing/laundry	_____
Insurance	_____
Medical care	_____
Charities	_____
Entertainment (concerts, movies, dating)	_____
CDs, DVDs, video games, music, etc.	_____
Recreation	_____
Sports/hobbies	_____
Vacations	_____
Books, magazines	_____
Gifts	_____
Miscellaneous (items not covered by other categories)	_____
Total monthly expenses	$ _____

How to Save Money

To save, you must first earn or receive income. Then, you can set a savings goal, such as a new bike, a computer, college tuition, or a birthday present for a friend or family member, and determine how much you need to set aside daily or weekly to reach that goal.

You might wonder what income sources you have available. The following are some income sources you might be able to include in your budget.

- Perhaps you receive a weekly or monthly allowance in return for doing certain chores around the house.
- Ask if you can increase your allowance by doing extra chores.
- Perhaps you could work part time at a grocery store, fast-food restaurant, movie theater, or golf course.
- You could start a business mowing lawns, caring for neighbors' pets, repairing bikes, running errands for elderly neighbors, or providing computer instruction.
- You probably can sell items you no longer use (with your parent's permission) that are still in good shape, such as an old bike, old computer games, old music CDs, collector cards, or athletic equipment.
- Save gifts of money that you receive for birthdays, Christmas, bar mitzvah, or other special occasions.

If you have a job or receive an allowance, you probably can predict what your income will be while you save for your goal. It might be more difficult to estimate your expenses, however. Because your budget clearly shows the choices you can make to reach financial goals, it can help you plan how to spend your money wisely. Any money left over at the end of a month can be added to savings or kept to spend the next month.

To increase the amount you save, think of expenses you can give up and other cost-saving measures. Another option is to change your goal. Perhaps you need more time to reach your goal or need to find a less-expensive option. For example, if you were saving for a new bike, maybe you could save for a less expensive one.

Investing

When you invest money, you have an entirely different objective: to make more money. A financial investment is something you put money into with the purpose of getting more money back. An investment also can be one of time and labor. For example, you might invest in a lawn mower with the goal of making enough money mowing lawns over the summer to earn a profit.

You also are an investment. You can invest in yourself through education, for example, or by learning new skills or trades. Education and self-improvement can help you earn more income. In fact, of all the types of investments available, investing in yourself is the best investment you can make. It can pay big dividends.

Unlike saving, investing involves some risk—that is, you are not guaranteed to earn more than the amount you invest. (The amount you invest is called *principal.*) In fact, there is a chance you could lose part or even all of the principal. Investing is used to achieve certain types of goals. People typically *save* for short-term goals such as a new car or a family vacation by putting their money in a savings account where they can retrieve all of the money plus a little interest. But people *invest* for long-term goals like college or retirement. They put their money in stocks, bonds, real estate, or other alternatives, which do not guarantee the principal invested or any earnings on the principal.

However, because of the greater risk, investors have a chance to earn higher *returns* (income or an increase in value) than they would from a savings account, especially over a long time. In general, higher potential returns often require accepting greater risk of loss, while a lower risk of loss often means lower potential returns.

The Rule of 72

To find the number of years required to double an amount invested at a given interest rate, divide the compound return into 72. For example, if you are saving at a 6 percent interest rate, divide 72 by 6. The result: 12 years.

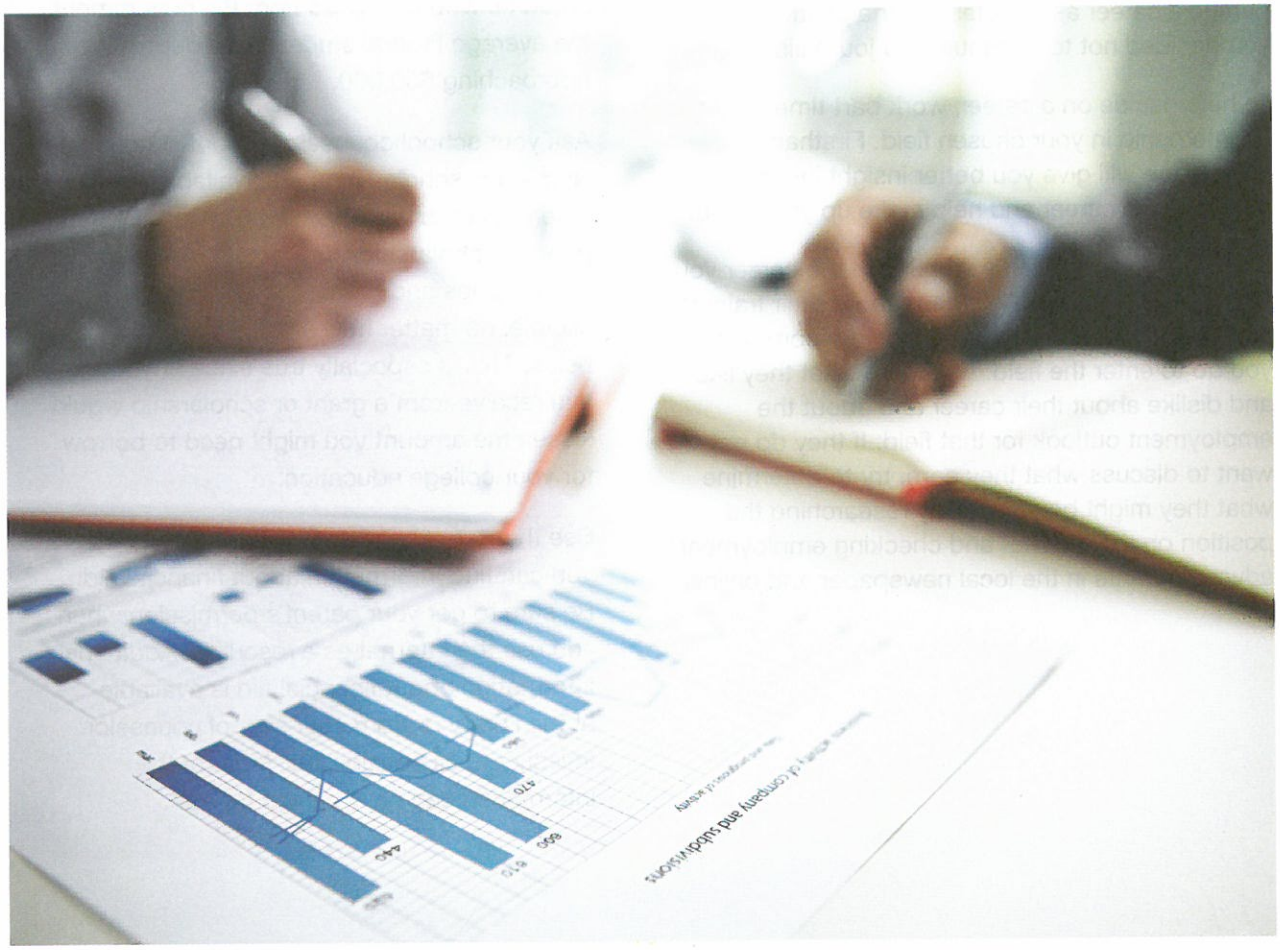
Exploring Career Possibilities

Your choice of career will play an important role in your financial future. You can do a number of things to explore potential careers. First, ask yourself what you do well, think about your values and your ambitions, and make a list. What are your hobbies? What do you enjoy doing? What are your best subjects in school? You are more likely to succeed in a career if it is a field in which you can use your talents and that you enjoy. For example, if you are good in mathematics and science, you might pursue a career in engineering or computer science. But do not be restricted by what you are good at doing. Instead, use these skills as a guide.

Find out the level of education you will need for the career that interests you. Does the occupation require technical education and training? A bachelor's degree or graduate school and training? What about internships? You will need to review your long-term goals and determine how much time you are willing to devote to training and education before actually earning a living even begins.

Consider your salary needs and earning potential. Money alone does not bring happiness, but it is an important factor. For some people, making money is their reward for working. You can decide whether making money or doing something that you enjoy is rewarding for you.

Choose a career that supports the way you would like to live, or at least one that supports your potential to achieve your goals.



Determine the businesses or industries that are likely to grow and those that are likely to decline by the time you start your career. This, of course, can be difficult. You can use information found on the website of the Bureau of Labor Statistics as a guide to compare employment trends and projections. Be aware that local trends might differ from national trends.

Think about where you want to live. Do you like warm or cold climates? How is the employment market where you would like to live? You will find that salary ranges vary in different states for the same types of positions.

Is the career you picked versatile? For instance, if you have chosen a career in journalism, what other fields would be open to you if you wanted to make a career change? While you are in college, you could take courses that would help you in another field. If you like government, for example, take government courses along with journalism courses. By doing that, you might be able to pursue a career as a professor or a politician if you decided not to continue as a journalist.

To help decide on a career, work part time or get an internship in your chosen field. Firsthand knowledge will give you better insight into the nature of the career and help make up your mind.

If you can, talk to people working in the career you would like to pursue. Ask them about their training and education and what they would recommend you do to enter the field. Ask them what they like and dislike about their career and about the employment outlook for that field. If they do not want to discuss what they earn, try to determine what they might be earning by researching the position on the Internet and checking employment advertisements in the local newspaper and online.

THE WORTHWHILE COSTS OF EDUCATION

You and your family might have discussed the costs of going to college. Earning a college degree can be quite expensive and the costs rise each year. To get an estimate of what it would cost you, contact the college you would like to attend and determine the cost of attending for one year. Multiply that by the number of years you expect to attend. Factor in yearly cost increases and the likelihood that it will take longer than four years to earn your degree.

Because college can be so expensive, many students seek financial aid to help pay for expenses. You can earn scholarships through academic or athletic achievement to help cover a portion of your educational expenses. You may have to pay for some or all of your education with loans. As an example, for those students who borrowed from the government, the average federal student loan debt is now approaching $30,000.

Ask your school counselors about scholarships. Numerous scholarships are available, for different amounts. Also, some philanthropists provide scholarships and grants. Apply for all scholarships and grants for which you are eligible, no matter how small. Every little bit helps. This is especially true since any funds you receive from a grant or scholarship would lessen the amount you might need to borrow for your college education.

See the References section for sources where you can find information about financial aid. Be sure to get your parent's permission when you use the Internet as a resource. Additional information about financial aid is available at the library or from your school counselor. Investigate all possibilities. Most of the information can be obtained for free.

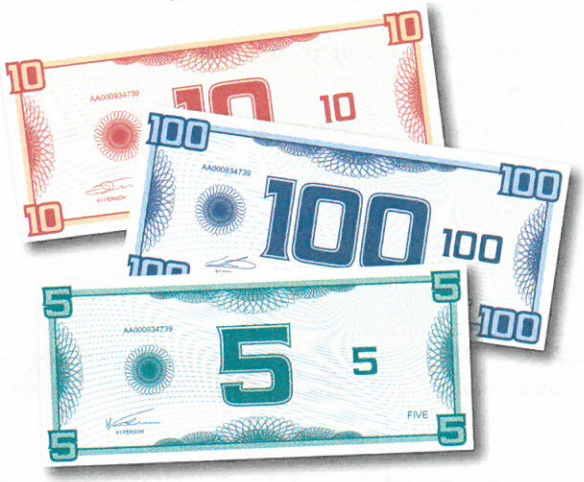
FINANCIAL MANAGEMENT GAMES

Scout Bucks Auction

Equipment: Fake money in different denominations from an existing board game or created for this game; food, trinkets, patches, and other items to be auctioned off. The unit could supply the items, or you could ask each member to donate a "white elephant."

Method: During the preopening, explain how the "Scout bucks" will be used to demonstrate how money works. Each time youth members participate in the meeting, they will be rewarded with Scout bucks. At the end of the meeting, hold an auction so that they can use their money to buy prizes.

Note: You could also give Scout bucks to those who completed a specific assignment (e.g., keeping track of their spending during the previous month, doing a Good Turn that day before coming to the meeting).



Advertising Charades

Equipment: Slips of paper, a drawing surface, and markers

Method: Write the name of a commonly advertised product on each slip. Players take turns selecting a slip and then drawing or silently acting out various clues so the others can guess the product.

Compound Interest Game

Equipment: Three separate sets of cards—one showing dollar amounts (from $100 to $1,000), one with numbers of years (from one to 10), and one with annual interest rates (from 3 to 12 percent).

Method: Players take turns randomly selecting one card from each set and then computing how much interest would be earned under those terms.

Scoring: The highest correct calculation wins.

Notes: Play a second time. When the round ends, surprise everyone by telling them the money was being borrowed, not invested, so the lowest amount won. Use this formula to calculate compound interest: Future value = present value $\times (1 + r)^n$, where r is the annual interest rate and n is the number of years.

Stock Market Game

Equipment: Several copies of a stock market price list gathered on three different dates. Pick companies that provide a service or product familiar to the youth (e.g., Disney, Apple, Sony, Facebook, Gap).

Method: Divide into groups of two or three players. Each group has a $1,000 budget to invest in one or more companies from the list. Give them the earliest stock prices (first date of valuation). When the groups have decided on their investment choices, have them present those choices and the rationale they used. Then compute the value based on the second date of valuation.

Scoring: After all groups have presented their choices, compute the value based on the third valuation. The winners are the ones with the highest valuation.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain how a budget differs from a spending record.
- Explain why businesses advertise.
- Discuss investing and the rule of 72.
- Introduce the range of careers available in financial management.
- Discuss the education and skills needed for a career in financial management.

DEMONSTRATE

- Show examples of successful advertising campaigns, including Internet videos and print ads.
- Demonstrate how investments yield returns.
- Show how to research careers in financial management.

GUIDE

- Guide youth as they develop functional personal budgets.
- Help them to be aware of how advertisements can influence spending.
- Advise them on using credit responsibly and reading the fine print in credit offers.
- Help them to match their personal interests to potential careers in financial management.

ENABLE

- Create opportunities for youth to make wise consumer choices.
- Enable youth to develop savings and investment plans.
- Help prepare them for pursuing fulfilling careers.

MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Day Activity	Multiday Activity
Consumer research adventure—On a visit to a mall, go to multiple stores and comparison shop for one or more items. Compare makes, models, prices, and what is being offered in other stores. An alternative would be to practice the same consumer research skills online.	Career fair—Invite several professionals from various fields to present what they do. Have each visitor describe what they like (and dislike) about their jobs, and what they might do differently if they were young and just starting out. Encourage hands-on presentations if appropriate. Be sure to include a diverse range of occupations and trades that require different education levels.	Fundraising project—Develop the idea for and carry out a major money-earning project with your troop, team, or crew. Handle all aspects of the project, including creating, manufacturing, and packaging a product to be sold. Then market the product in your community.

FINANCIAL MANAGEMENT

Meeting Plan: Budgeting and Spending

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Explain that members will receive "Scout bucks" for participating in the meeting. (The youth leadership group should decide in advance what types of participation to reward.) You could start by giving Scout bucks to early arrivers who answer Scouting trivia questions.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	• Discuss what a budget is and how it differs from a spending record. Show sample budgets. • Discuss how money goes in and out of banks. • Discuss debit cards versus credit cards and savings versus loans.		7:10 p.m.
Skills Instruction 30 minutes	• Have youth list from memory everything they purchased during the last week. • Have youth estimate what their families spend each week on groceries; then they will call their parents to check. • Have each youth plan a budget for the next month, based on what he or she spent last week.		7:30 p.m.
	• Review the above material. • Have youth plan a post-high school budget based on what they could earn if they worked full time using current skills. They should budget for income, taxes, rent, utilities, food, medical, and transportation (bus pass or car payment with gas, repairs, insurance, etc.). Online resources can be used to determine average costs. • After youth have planned their budgets, discuss what they can do now to improve their earning capabilities in the future.		
	• Review the above material. • Do the budget exercise described above. • Have youth consider what would happen if a major economic event occurred such as a job loss, unexpected medical costs, or a sudden increase in rent or gasoline prices. • Teach how to prepare a 1040EZ tax return.		
Breakout Groups 15 minutes	Work on basic Scouting skills or plan a budget for your next campout.		8 p.m.
Game 10 minutes	Play Scout Bucks Auction (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

FINANCIAL MANAGEMENT

Meeting Plan: Marketing—or How They Get You to Buy Things

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Present advertising slogans (e.g., "Just Do It") and have everyone guess what company each slogan represents.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Address these questions: • What is advertising? • How does it influence us? • Why is it profitable for companies to spend money on advertising? • What are some memorable advertisements? (If possible, show Internet videos of memorable advertisements from the past and present.)		7:10 p.m.
Skills Instruction 40 minutes ●	• Have youth discuss products they purchased because of advertising and whether or not they were satisfied with the purchase. • Have them look at magazine advertisements and share what they like or don't like about each one. Do the ads make them want to learn more about or buy the products?		7:20 p.m.
■	• Do the activities listed above. • Have youth write one-line slogans for a few of the products they use. • Have them choose one of the magazine ads that they didn't like and rewrite or redesign it.		
◆	• Do the above activities. • Have youth choose a product they haven't used before and plan an advertisement for that product. This can be an online or television ad, or one that runs in a newspaper or magazine.		
Breakout Groups 15 minutes	Work on basic Scouting skills, or have each group spend 10 minutes planning a one-minute skit that advertises a product. Have each group perform its skit for the entire group.		8 p.m.
Game 10 minutes	Play Advertising Charades (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

FINANCIAL MANAGEMENT

Meeting Plan: Saving, Investing, and Borrowing

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	List several big-ticket items that people might purchase, and have youth guess how much the total cost would be (retail price plus interest) if they paid for the products over 12 months.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	• Discuss the value of long-term growth in investing. • Teach about the rule of 72. • Ask the youth to guess which would yield more money at age 65: $2,000 a year for seven years starting at age 25 or $2,000 a year from age 35 to 65. • Explain what stocks and bonds are.		7:10 p.m.
Skills Instruction 45 minutes 	• Discuss credit, including how long it would take to pay back $500 plus monthly interest if only minimum payments were made. • Discuss student loans, how long they take to pay off, and how that affects your future budget and borrowing options (such as mortgages or car loans).		7:15 p.m.
	• Review the above material. • Discuss identity theft, how to protect your identity, and why it is important. • Describe different ways that identities can be compromised.		
	• Review the above material. • Discuss how insurance can be considered an investment. • Discuss different ways of saving for retirement such as 401(k), IRA, and Roth IRA options.		
Breakout Groups 15 minutes	Work on assignments related to participation in the main event.		8 p.m.
Game 10 minutes	Play the Compound Interest Game (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

FINANCIAL MANAGEMENT

Meeting Plan: Planning a Career

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	List five career or job options on separate pieces of paper. List starting salaries for each of the jobs and have the youth try to match them. (A good resource is the Bureau of Labor Statistics' *Occupational Outlook Handbook*.)		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Have a discussion on career choices. Make sure to include fields that require college degrees and apprenticeships as well as public service jobs, etc. • Discuss the pros and cons of different working conditions and how they affect individual job satisfaction. • Discuss how some people like working with their hands, being in leadership, working with people, working with numbers, etc.		7:10 p.m.
Skills Instruction 40 minutes	• Have youth make a list of job choices they might be interested in. Discuss the benefits, rewards, and risks involved in each of the choices. • Discuss what training and skills are needed to qualify for several of these jobs. Be sure to include oral communication skills, and discuss what activities the youth might participate in to help them build those skills.		7:20 p.m.
	• Review the above material. • Demonstrate how to use job search websites to learn about availability and salaries in various fields. If possible and under adult supervision, give the youth some hands-on time with these sites.		
	• Review the above material. • Make a list of different self-employment options. Cover the pros and cons of working for yourself. Discuss the preparation and financial resources needed to start a small business. Consider inviting a small-business owner to come and explain how they started their business and what, looking back, they wish they had done differently. How did they finance their startup? What do they like and dislike about being their own boss? (Note: As an alternative, each youth could interview a small-business owner before the meeting and report on what they learned.)		
Breakout Groups 15 minutes	Finalize plans for participating in the main event.		8 p.m.
Game 10 minutes	Play the Stock Market Game (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

FINANCIAL MANAGEMENT

Main Event: Consumer Research Adventure

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

On a visit to a mall, go to multiple stores and comparison shop for one or more items. Compare makes, models, prices, and what is being offered in other stores. An alternative would be to practice the same consumer research skills online.

Equipment List	• List of target items to research • Cellphone numbers for contact • Computers with Internet access, if shopping online; make sure parental permission is obtained beforehand.
Activity	• Travel to a shopping center. • Visit multiple stores to research the target items. • For each item, decide where the best purchase could be made. • Return to the meeting place and report. • Collectively decide who found the best deals.
Safety	• Always use the buddy system. • Never leave public areas. • Have cellphones to stay in contact. • Younger Scouts many benefit from adult supervision.

Notes

- This activity could easily be done on the way to a campout. Youth could even shop for and actually purchase a piece of equipment the unit needs.
- Consider letting the store managers know ahead of time that you will be bringing youth to learn about product research.
- Consider reviewing online ratings of a product to help the group decide who got the best deal. Discuss why these reviews are often helpful.

FINANCIAL MANAGEMENT

Main Event: Career Fair

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Invite several professionals from various fields to present what they do. Have each visitor describe what they like (and dislike) about their jobs, and what they might do differently if they were young and just starting out. Encourage hands-on presentations if appropriate. Be sure to include a diverse range of occupations and trades that require different education levels.

Equipment List	• Appropriate meeting space • Materials for hands-on presentations • Lunch
Activity	• Well in advance, contact and arrange for several professionals to present. • Set up the area as appropriate. • Introduce each professional. Demonstrate courtesy by paying attention. • Serve lunch. • Continue presentations and close by thanking the guests. • Clean up as appropriate.
Safety	Provide appropriate space and safety equipment for demonstrations.

Notes

Another option would be to have each youth prepare a résumé. Bring in several business professionals to conduct mock interviews with the youth. Each professional could be assigned a different type of job to give the youth broader experience. Have the youth dress appropriately and make sure each of them has at least three interviews. Look for professionals who actually interview potential employees as part of their job.

FINANCIAL MANAGEMENT

Main Event: Fundraising Project

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Multiple days

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Develop the idea for and carry out a major money-earning project with your troop, team, or crew. Handle all aspects of the project, including creating, manufacturing, and packaging a product to be sold. Then market the product in your community.

Equipment List	Equipment needs will vary based on what product the group decides to make.
Activity	• Complete and submit a Unit Money-Earning Application. • Design, assemble, and package your product. • Contact potential buyers.
Safety	If you are selling door to door, make sure you follow the buddy system and that each group has a cellphone.

Notes

Your money-earning project could involve a product (e.g., a seasonal decoration), a service (e.g., lawn work or snow shoveling), or an event (e.g., a pasta dinner).

REFERENCES

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Website: http://www.consumer-action.org

Federal Student Aid Office of the U.S. Department of Education
Website: https://studentaid.ed.gov/sa/

Jump$tart Coalition for Personal Financial Literacy
Website: http://www.jumpstart.org

Money As You Grow: 20 Things Kids Need to Know to Live Financially Smart Lives
Website: http://moneyasyougrow.org

Teens Guide to Money
Website: http://www.teensguidetomoney.com

Tips for Teens
Website: http://www.themint.org/teens

Related Program Features

Communication, Ethics, Mathematics, Project Planning

Photo and Illustration Credits

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Using Technology to Highlight Scouting Adventures

It was not too long ago that short films or even commercials were major productions that required a lot of equipment, film developing, and a tedious editing process that involved literally splicing together the film stock. Distribution was handled by physically transporting film cans from place to place.

Now, in the digital age, anyone can plan, shoot, edit, and distribute a short film. What used to require professional production facilities can be accomplished with a simple camera and a laptop. In fact technology is so advanced today that this can be done directly from most smartphones, and thanks to the advent of YouTube and social media outlets like Facebook and Twitter, showing the films to others is easier than ever.

This module will explore how to script, shoot, edit, and distribute a short film. Learning these skills will allow your troop, team, or crew to share its adventures. And who knows—maybe you will discover the next J.J. Abrams, James Cameron, or Steven Spielberg in your midst.

Objectives

This month's activities should:

- Give youth a way to share their adventures through multimedia.
- Show how to script and plan a video.
- Demonstrate how to record and upload videos and pictures.
- Guide youth as they make and present their own productions.
- Teach youth the proper methods of Internet video sharing.
- Emphasize the basics of Internet safety.

RELATED ADVANCEMENT AND AWARDS

- Animation, Communication, Digital Technology, Moviemaking, Photography, and Theater merit badges
- Ranger: Communication core requirement
- Cyber Chip

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing multimedia as your program feature during your planning meetings.

1. What cameras and other equipment are available?
2. Do we have computers with the required software and Internet access?
3. Do we know any filmmakers who could share their expertise?
4. What do we want to do for our main event?
5. Where are our filming locations?
6. What costumes and props will we need?
7. How many days will we be filming?
8. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE MULTIMEDIA PROGRAM FEATURE BY:

1. Loaning cameras and computers
2. Providing expertise in filming and editing
3. Providing transportation to and from filming locations
4. Assisting with production costs

INFORMATION SPECIFIC TO MULTIMEDIA

Web Safety

Many studies note that about 95 percent of young adults are active online. While the Internet can be a very useful tool, it can also be dangerous to give out personal information because it can be stolen and used by anyone around the world.

Be aware that pictures or opinions you post on the Internet may not always remain private between you and your friends. Often, everyone on the World Wide Web can read and see them, too, and chat room "friends" are not always who they say they are.

Ways to protect yourself online include

- Guarding your identifying information (name, sex, age, address, school, teams)
- Making your username and online profile generic and anonymous
- Knowing how to exit an inappropriate website

Film Basics

Here are some essential principles of camerawork, lighting, and sound that can help you create a quality production.

Selecting a Camera

Use a digital camera. Recording using a digital camera makes the editing process much easier.

Check for a mic port. If your camera has a mic (microphone) port, you can use an external mic to record the audio.



Filming Tips

Film multiple takes. Once the shots are planned and the actors know what they are doing, filming multiple takes will make postproduction easier by providing more options in the editing. Film every shot at least three times.

Keep it simple. Zooming, panning, and dollying (moving the camera sideways with the lens pointed forward) could make shots look complicated and may confuse the audience. Whenever possible, do not move the camera during a shot. However, if you decide to try it, shoot the same scene again without moving the camera so you can see what looks best during the editing process.

Use a tripod. This will make an amazing difference in the end product. Even if the camera operator thinks he or she is steady, the shots will be noticeably shaky without a tripod. However, if you want to establish a sense of uneasiness in a scene (e.g., turbulence on an airplane or spaceship, movement while a character is running), you can create this by carrying the camera or tilting it a little to one side.

Check for continuity. You should have someone assigned to make sure that nothing in a scene changes from shot to shot. For example, during a conversation, a lock of hair should not go from being in front of a person's face to behind the ear in two seconds, unless one shot shows them moving it.

Film close-ups. TV and computer monitors are much smaller than movie screens, so you should frame most of the shots as close as possible to the people or items that are important in a scene. Remember that viewers do not always need to see a whole object to know what it is. For example, if someone is sitting on a car, it isn't necessary to show the entire car; you can film the actor from the chest up with the windshield in the background.



Creating the Shot

Follow the rule of thirds. When framing a video shot or a still photograph, imagine what you see being divided into thirds both horizontally and vertically. Everything of interest in the shot should be near the invisible dividing lines. If you want a head-on shot of an actor's entire body, the actor should be within the right and left vertical lines with his head at the intersection with the upper horizontal line. If you want a close-up of the actor's face, the eyes should be on the upper horizontal line.

Be aware of height. For a normal angle shot, place the camera at eye level with the actor, allowing just a little headroom (the distance between the top of the subject's head and the top of the frame). A high angle—the lens pointing down from above the eye line—can make the actor seem weak or powerless, while a low angle pointing up at someone from below the eye line can make an individual seem dominant. No matter what angle you use, be careful not to have too much headroom.

Sound

Decide what to use. Built-in microphones on cameras don't always provide quality sound. Using an external microphone can lead to better results. Consider which style of mic is best suited for the project. The most common options include:

- **Shotgun mic.** This type is the one most often used in film and television. The microphone is usually mounted on a boom so that it can be lifted above the heads of the actors, out of shot. Shotgun mics are good for catching dialogue both inside and outdoors, so they are ideal for recording actors and presenters. The downside to this mic is that it may pick up background noise when filming in small spaces.
- **Lavalier mic.** This microphone clips on the performer's clothes and is great for eliminating background noise. Some styles of lavalier mics have a long cord that connects to the camera; others are wireless with battery packs. However, it can be difficult to hide a lavalier mic, so you may risk losing the illusion in a dramatic scene.
- **Hypercardioid mic.** Singers often use this microphone on stage because of its ability to pick up sound from a limited direction. The mic is shaped like a figure 8 with one side larger than the other. If you have trouble with background noise, hypercardioid mics are great at blocking sounds that come from behind the actors. They are bulky, however, and often not appropriate for film and video productions.

Keep audio levels high. When recording, keep the audio level as high as possible without going into the red. If your camera has an audio level indicator, watch it while you are filming; if not, then watch the levels while you are editing and adjust them as needed.

Scripting

A script is a document that provides the actors' actions and behaviors and outlines the sound and visual effects—all the things that go into telling a story on screen. The most common script formats include the following elements.

- Headings that list camera location ("INT." for interior or inside; "EXT." for exterior or outside), scene location (local lake, living room, etc.), and time (night or day). Special headings may indicate montages, dream sequences, flashbacks, flash forwards, and so on.
- Narrative descriptions that include action, characters, settings, and sounds (door slams, dog growls, etc.).
- Dialogue that provides the name of each character speaking and what they are saying.

Having a script is essential to telling a story on film or video. There are many ways to craft a script but in the most basic form it should specify the locations and dialogue and include a beginning, middle, and end. The script may offer a complex set of instructions or a simple outline of what needs to happen. Most importantly, it must be written down. To allow for proper shooting and editing, you should never try to "wing it."



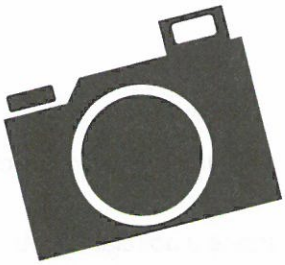
MULTIMEDIA GAMES

Photo Scavenger Hunt

Equipment: Digital camera for each team (smartphone cameras may be substituted); computer with Internet access

Method: Divide the youth into teams. Give each team a list of items, actions, or ideas to be captured in a photo (e.g., a tree, high five, the color blue). Each team will take their photos and upload them to a specified multimedia website (e.g., Flickr, Instagram, Facebook).

Scoring: The first team to upload their photos to the designated website wins.



Video Screening Contest

Equipment: TV or projector with a screen; camera; paper and pencils for voting; ballot box; movie awards

Method: Watch each group's video, and then vote on several categories: best acting, best camera work, best storyline, best overall production, etc.

Scoring: Ballots are collected and awards are presented accordingly.



Script Reading

Equipment: Scripts; area to perform

Method: Each group performs a reading of its script while the other groups watch. At the end of each performance, the other groups offer constructive critiques, suggesting ideas that might make the script better.



Human Editing Machine

Equipment: Pen and paper

Method: Divide the youth into teams. One member of each team is designated as the editor; each of the other members receives a slip of paper with an action written on it (e.g., purchase flowers, kayak on a lake, fight ninjas). The editor then arranges the team members in an order that would form a cohesive story, and the teams are given five minutes to complete the story.

Scoring: When time is up, each group presents its story to the "producers" (adult leaders), who choose the best storyline.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Discuss the importance of Web safety and ways to keep safe on the Internet.
- Explain how to upload pictures to Facebook and other websites.
- Explain how to upload videos to Vine and YouTube.
- Introduce the basics of script writing.
- Explain the important elements and rules of editing.

DEMONSTRATE

- Demonstrate how to take a digital photo.
- Show how to post videos and photos online.
- Demonstrate uploading videos to YouTube.
- Present examples of scripts for movies, videos, and plays.
- Demonstrate how to use different editing systems.

GUIDE

- Guide youth in recording short YouTube and Vine videos.
- Guide youth in using a digital camera to take photos and record videos.
- Guide them in creating skits for videos.
- Advise youth as they develop plot outlines for a script.
- Teach them how to edit clips using different systems.

ENABLE

- Empower youth to film and edit their own videos and short films.
- Allow them to create a special Facebook page for their projects.
- Give each youth an opportunity to record a skit and post it online with permission from their parent or guardian.
- Encourage them as they write a script for a short film.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Day Activity	Day Activity
Short film—level 1: Make a five-minute video highlighting the unit. Be sure each member has a role in the video and also works behind the scenes. Spend a day at a filming location recording the scenes, then edit the video together. Hold a premiere of the video, and post it to the unit's Facebook page.	Short film—level 2: Script and then shoot a 10- to 15-minute video. Be sure each member has a role in the video and also works behind the scenes. Spend a day or two at the filming location recording the scenes, then edit the video together. Hold a premiere of the video, and post it to the unit's Facebook page.	Short film—level 3: Script and then shoot a 30-minute video. Be sure each member has a role in the video and also works behind the scenes. Spend several days at different filming locations shooting the scenes. Spend a day editing the footage together into a completed video. Create a Web page to promote the video. Hold a premiere of the video, and post it to the unit's Facebook page.

MULTIMEDIA

Meeting Plan: Web Safety and Basics

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As members arrive, show age-appropriate safety videos from the Cyber Chip website (http://www.netsmartz.org/scouting). **Note:** Internet connection is needed.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Discuss the following topics: • Cyber Chip • Facebook, Twitter, and websites • What is and is not appropriate to post on websites		7:10 p.m.
Skills Instruction 35 minutes	Learn how to take digital photos and upload them to Facebook. Make sure leader approval is given before posting.		7:25 p.m.
	Take digital photos, then edit and post them on Twitter, Instagram, and Facebook. Make sure leader approval is given before posting.		
	Use photo-editing software to combine two photos and upload them to the unit Web page (Twitter, Instagram, and Facebook). Make sure leader approval is given before posting.		
Breakout Groups 10 minutes	Work on advancement requirements as needed.		8 p.m.
Game 15 minutes	Play Photo Scavenger Hunt (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

MULTIMEDIA

Meeting Plan: Video and the Web

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set up laptops or tables so members who arrive early can watch videos on the *Boys' Life* YouTube channel at https://www.youtube.com/user/BoysLifeMagazine.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Do a presentation on the differences between —YouTube, Vimeo, and Vine —Flickr, Instagram, and posting photos to a Web page • Discuss the advantages and disadvantages of each.		7:10 p.m.
Skills Instruction 40 minutes	Plan and record a 6-second Vine video(s).		7:20 p.m.
	Plan and record a 30-second video that tells some kind of story (skit, joke, narrative, or song).		
	Plan and record a 60-second video that tells some kind of story (skit, joke, narrative, or song). Then post it to YouTube or another website. Make sure leader approval is given before posting. Have all participate.		
Breakout Groups 10 minutes	Begin discussing participation in the main event.		8 p.m.
Game 15 minutes	Hold the Video Screening Contest (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

MULTIMEDIA

Meeting Plan: Scripting and Preproduction

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have scripts from familiar TV shows or movies on hand for Scouts to examine as they arrive. (A quick Internet search will turn up hundreds of examples.)		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Discuss the following: • Basics of script writing—visual storytelling, characters, dialogue, rhythm, and camera angles • Preproduction—Finding locations, costumes/props, casting, and rehearsal		7:10 p.m.
Skills Instruction 40 minutes	Write a script for a 60-second video.		7:20 p.m.
	• Write a script for a two-minute video. • Plan props and costumes for videos. • Cast and rehearse the script.		
	• Write a script for a five-minute video. • Plan props, costumes, and locations for videos. • Cast and rehearse the script.		
Breakout Groups 15 minutes	Continue preparing for participation in the main event.		8 p.m.
Activity 10 minutes	Play Script Reading (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

MULTIMEDIA

Meeting Plan: Production and Editing

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show an age-appropriate film from the iPhone Film Festival website (www.iphoneff.com) or a similar website that features short smartphone videos.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 15 minutes	Discuss the filming process and how it relates to the editing: • How and why scenes are not shot in order • Importance of the 180-degree rule, camera movement, and framing and composition of camera shots • Why editing requires the best takes		7:10 p.m.
Skills Instruction 35 minutes	Edit a short video using YouTube.		7:25 p.m.
	Edit a short video using iMovie.		
	Edit a short video using Final Cut or Premiere Pro.		
Breakout Groups 15 minutes	Complete advancement work as needed. Finalize plans for participation in the main event.		8 p.m.
Game 10 minutes	Play Human Editing Machine (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

MULTIMEDIA

Main Event: Short Film—Level 1

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Make a five-minute video highlighting the unit. Be sure each member has a role in the video and also works behind the scenes. Spend a day at a filming location recording the scenes, then edit the video together. Hold a premiere of the video, and post it to the unit's Facebook page. Make sure leader approval is given before posting.

Equipment List	• Camera • Tripod (optional) • Lighting (reflector or lights) • Script • Props (optional) • Costumes (optional)
Activity	• Set up equipment at the shooting location (house, park, lake, etc.). • Prep actors and rehearse scenes. • Film each scene of the video, shooting multiple takes. • Edit footage (can be done after the filming at a different place). • Set a date to premiere the video for friends and family. • Hold the premiere. • Upload the video to the unit's Facebook page (or other website). Make sure leader approval is given before posting.
Safety	Care for cameras and other filming equipment. Be sure appropriate safety guidelines are followed for the filming area.

Notes

Try this low-cost way to achieve the same effect as a reflector: Shine two flashlights onto a large white poster board. The white board will reflect the light and you can shine it on the actors.

MULTIMEDIA

Main Event: Short Film—Level 2

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day, possibly multiple days

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Script and then shoot a 10- to 15-minute video. Be sure each member has a role in the video and also works behind the scenes. Spend a day or two at the filming location recording the scenes, then edit the video together. Hold a premiere of the video, and post it to the unit's Facebook page. Make sure leader approval is given before posting.

Equipment List	• Camera • Tripod • Lighting (reflector or lights) • Script • Props (optional) • Costumes (optional)
Activity	• Set up the equipment at shooting location (house, park, lake, etc.). • Prep actors and rehearse scenes. • Film each scene of your video, shooting multiple takes. • Edit footage (can be done after the filming at a different place). • Set a date to premiere your video for friends and family. • Hold the premiere. • Upload the video to the unit's Facebook page (or other website). Make sure leader approval is given before posting.
Safety	Care for cameras and other filming equipment. Be sure appropriate safety guidelines are followed for the filming area.

Notes

What separates a "challenging" project from an "essential" one is the complexity of the script and number of additional scenes.

MULTIMEDIA

Main Event: Short Film—Level 3

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Multiple days

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Script and then shoot a 30-minute video. Be sure each member has a role in the video and also works behind the scenes. Spend several days at different filming locations shooting the scenes. Spend a day editing the footage together into a completed video. Create a Web page to promote the video. Hold a premiere of the video, and post it to the unit's Facebook page. Make sure leader approval is given before posting.

Equipment List	• Camera • Tripod • Lighting (reflector or lights) • Script • Props (optional) • Costumes (optional)
Activity	• Set up the equipment at shooting location (house, park, lake, etc.). • Prep actors and rehearse scenes. • Film each scene of the video, shooting multiple takes. • Edit footage (can be done after the filming at a different place). • Set a date to premiere the video for friends and family. • Hold the premiere. • Upload the video to the unit's Facebook page (or other website).
Safety	Care for cameras and other filming equipment. Be sure appropriate safety guidelines are followed for the filming area.

Notes

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Screenwriting.info
Website: http://www.screenwriting.info

Welcome to Film Script Writing
Website: http://www.filmscriptwriting.com

Related Program Features

Communication, Music

Photo and Illustration Credits

Pages 40-1 (Scout with camera, BSA file; Shutterstock.com, courtesy: *smartphone,* ©NaMaKuKi; *phone scenery,* ©Rudy Umans; tripod, BSA file; microphone, ©kak2s, light, ©GalapagosPhoto), 40-2 (*camera,* Shutterstock.com/©Tatiana Popova, courtesy), 40-3 (*Cub Scouts camping*, ©Nate Luke Photography), 40-4 (*man with tablet,* Shutterstock.com/©Dean Drobot, courtesy), 40-5 (Shutterstock.com, courtesy: *camera,* ©SmileStudio; *screen,* ©SmileStudio; *movie script,* ©Constantine Pankin; *clapper board,* ©phoelix)

Acknowledgments

We are grateful to Kendra Virgin, Vancouver, Washington, for creating the Multimedia program feature.



Taking Care of Our Home

Few Americans spend more time in the outdoors than Scouts and Venturers. Whenever you camp, hike, or go boating, you are surrounded by nature. If you're lucky, you may catch a glimpse of a bald eagle soaring high overhead or a days-old fawn skittering through the trees. But even if the rarest creature you see is a squirrel, you'll still enjoy the whisper of the wind through the trees and the endless array of colors and scents all around you.

This month's activities will help you learn more about the outdoors. You will learn about birds, animals, plants, and other living things—and you'll discover your responsibility to care for the planet we all share. When you have tried these activities, you will want to learn more, experience more, and care more for the natural world, until you feel truly at home in outdoor environments.

Objectives

This month's activities should:

- Help Scouts learn how to identify the living and nonliving components of the natural world.
- Illustrate how human beings interact with living and nonliving things.
- Help Scouts develop respect for the natural world as the home we share with other people and other creatures.
- Teach Scouts to appreciate the resources and beauty of the natural world.
- Help Scouts develop the skills they need to enjoy experiences in the outdoors.
- Introduce Scouts to naturalists and other people working to care for the environment.

RELATED ADVANCEMENT AND AWARDS

- Nature-related merit badges, including Bird Study, Environmental Science, Fish and Wildlife Management, Fishing, Fly-Fishing, Forestry, Geology, Insect Study, Mammal Study, Nature, Plant Science, Reptile and Amphibian Study, Soil and Water Conservation, and Sustainability
- Nature-related requirements for Tenderfoot, Second Class, and First Class
- Ranger Award: Ecology and Plants and Wildlife electives
- World Conservation Award
- Conservation Good Turn Award
- William T. Hornaday Awards

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing nature and environment as your program feature during your planning meetings.

1. What are the interests of our Scouts (service projects, earning badges and other awards, experiencing new places, exploring careers, etc.)?
2. Who and what are the naturalist resources in our community?
3. What expertise do we have in our unit?
4. How far do we have to travel to experience habitats most of us have never seen?
5. What supplies and technology will we need, and what are the costs?
6. What is the best time of year to plan for the activities we want to do outdoors?
7. Are any of our members studying these topics in school? What might they contribute in terms of leadership? How can we enrich their studies?
8. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE NATURE AND ENVIRONMENT PROGRAM FEATURE BY:

1. Recruiting environmentalists or naturalists as speakers for the month's meetings
2. Providing transportation for the main event
3. Sharing their expertise about nature
4. Helping youth explore real-life applications and careers
5. With the youth learning to model curiosity, observation, and passion about the natural world

NATURE AND ENVIRONMENT INFORMATION

Exploring Nature and the Environment

People have always been curious about the natural world, studying it in order to survive. Early humans learned which plants were good to eat and which ones made them sick. They learned the habits of animals they hunted for food and learned how to avoid those animals that preyed upon humans.

The natural development of a living thing over time is its natural history. People who study natural history are naturalists. Because many people over time have studied nature closely, much is known today about the natural history of plants and animals. Today, many people observe plants and animals in the wild as a hobby. Some go hiking to find rare wildflowers. Others keep binoculars and field guides near a window so they can identify the birds that visit backyard bird feeders.

Plants and animals, however, do not live alone in the environment. They interact with one another and with the nonliving parts of their environment. A living thing's environment is made up of all of the living and nonliving materials around it, including plants, animals, air, soil, heat, light, food, water, and anything else that plays any role in its life. Living things depend upon the materials found in their environment to survive. Anything that disturbs the environment may affect the living things found there.

Animals, Plants, and Birds

Every living thing—from plants and animals to birds and fungi—supports a healthy, balanced environment. Without one element of that balance, the others could not exist. Without the oxygen produced by plants, humans would not exist. Without animals consuming plants, forests and marshland would become overgrown and choke out species. The delicate balance that exists on Earth is dependent on all species doing their part in the circle of life.

Birds

Birds provide many benefits to humans and the environment. Birds such as hummingbirds and warblers aid in pollination, while barn owls and hawks help control rodent populations. In certain areas, birds consume enough insects to allow farmers to cut down on the pesticides used in their fields.

Additionally, bird populations and their migratory patterns can be indicators of a quality environment or of bigger problems on the horizon. Each year, the National Audubon Society conducts a Christmas Bird Count using information gathered by thousands of amateur birders. After more than 100 years, the data collected during the Christmas Bird Count has informed hundreds of research studies and has helped guide important conservation work.

Animals

Millions of different species of animals inhabit Earth, with some 10,000 new species being discovered each year. Highly advanced life-forms such as apes and dolphins interact with miniscule invertebrates not even visible to the human eye. Scientists organize these creatures into nine major (and numerous minor) phyla—a type of taxonomic group—of the animal kingdom.

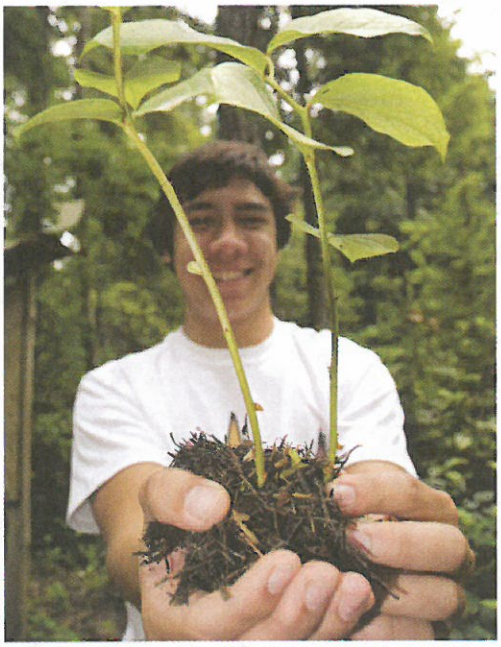
Many Scouts and their families have pets, which are domesticated animals that are kept as companions. Some animals, such as horses and oxen, supported early farming and are still widely used today. While certain animals are raised as a major food source, animal welfare groups are increasingly promoting humane treatment of animals raised for food.

Each species of animal that inhabits Earth has a need for a clean, healthy environment. As Scouts, it is our duty to respect nature and wild animals when we venture into the backwoods of our hometowns.

Plants

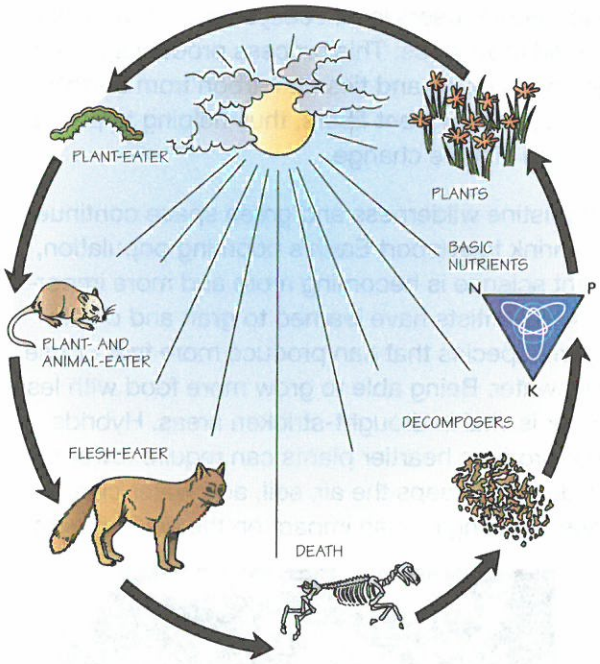
Plants play a major role in supporting all other life-forms. All plants and animals need energy to keep them alive. Most plants absorb energy from sunlight, which they use to convert carbon dioxide, water, and minerals from the soil into plant food. Chlorophyll, a chemical compound that makes most plants appear green to the human eye, uses the sun's energy to convert water and carbon dioxide into simple sugars called carbohydrates. This chemical process, called photosynthesis, also returns oxygen to the atmosphere. In the field of ecology, plants are called producers because they manufacture the food that supports consumers and decomposers in all ecosystems through intertwined food webs. This process produces the oxygen we breathe and ties up carbon from Earth's atmosphere in plant fibers, thus helping to protect us from climate change.

As pristine wilderness and green space continue to shrink to support Earth's booming population, plant science is becoming more and more important. Scientists have learned to graft and create hybrid species that can produce more fruit or use less water. Being able to grow more food with less water is vital in drought-stricken areas. Hybrids that produce heartier plants can require fewer pesticides; this keeps the air, soil, and water cleaner, thus reducing human impact on the environment.



Circle of Life

Imagine what life would be like without plants and animals. Every living thing on Earth depends on something else to survive, with each organism playing a role in the global food chain and serving as a link to keeping our environment healthy. As we look at life on Earth, we must be attentive to the impact humans can have on our environment. Delicate ecosystems that have existed for millions of years are in jeopardy because of the actions of humans. We are one small part of nature that must respect every other part and work to support and continue the circle of life for future generations.

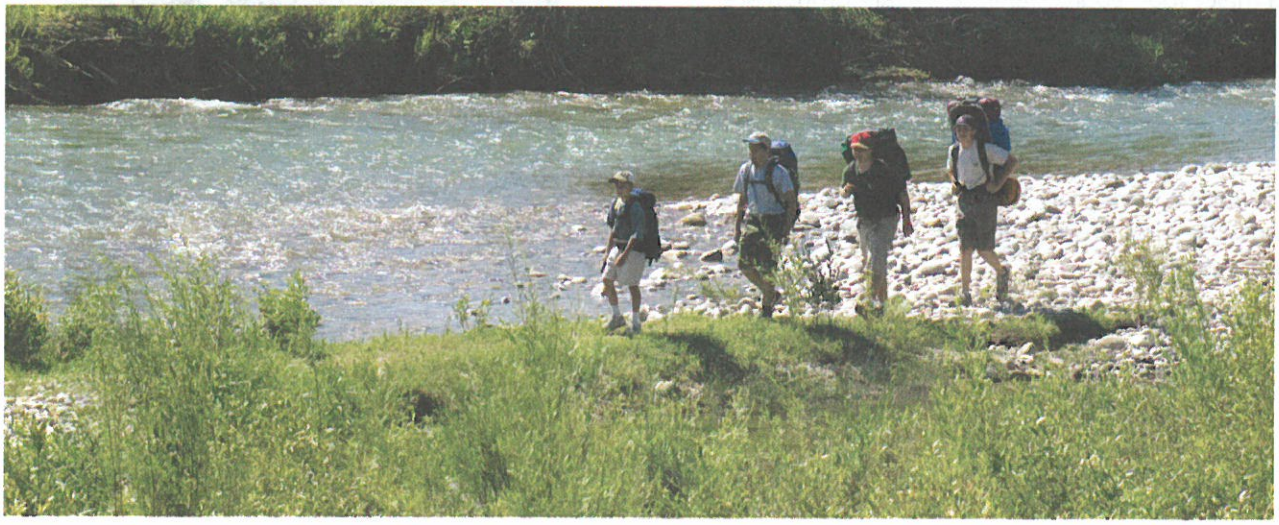


Boy Scouts and the Environment

In the early 1900s, as the conservation movement grew, two separate organizations for boys that focused on nature and the environment were founded. In 1902, the Woodcraft Indians was started in Connecticut by the naturalist Ernest Thompson Seton to preserve the wilderness knowledge of American Indians. As one of the foremost naturalists of his time, Seton spoke before the U.S. Congress in 1904 in support of legislation written by William T. Hornaday to protect migratory birds.

About the same time, Daniel Carter Beard, a former surveyor and engineer who became an author and illustrator, wrote a book titled *The American Boy's Handy Book*. In 1905, Beard founded a club called Sons of Daniel Boone to teach boys about nature, conservation, and outdoorsmanship.

On February 8, 1910, Seton and Beard merged their separate boys' clubs into the Boy Scouts of America. Publisher William D. Boyce founded this new organization. From its beginnings, the Boy Scouts of America had a strong foundation of woodcraft, nature study, and conservation. Many activities in Scouting come from activities of American Indians. Many of the principles that Scouts uphold come from the conservation ethics of Seton and Beard. The BSA has taught more than 45 million young environmentalists throughout its history. Currently, with more than 2 million active members, the BSA continues to train American youth in principles of conservation and environmental science.



NATURE AND ENVIRONMENT GAMES

Bird Art Gallery

Equipment: Twenty pictures, each depicting a different kind of bird, numbered but not identified; pencil and a sheet of paper for each player

Method: Post the pictures on the walls around the room. Allow the participants to move about with their pencils and papers and try to identify the bird in the pictures. Without consulting each other, they write down the names on their sheets. After a certain time limit, all sheets are turned in for judging.

Scoring: Add the number of correct identifications made by each team and divide by the number of members to get the average. The team with the highest average wins.

Notes: Depending on the challenge presented by the birds you've selected and the expertise of the players, you may want to allow players to use field guides.

Edible Plants Who's Who

Equipment: Twenty (or more) edible plants, each in a numbered No. 10 can; a card at each can that gives the name of the plant and the part that is edible (for instance, "Cattail: pollen for flour, shoot for greens, root (rhizome) for starch"); pencil and paper for each player

Method: The group members walk silently around the cans as they read the descriptive cards and try to learn about the plants and their edible parts. All of the identifying cards are then removed. The group again walks around the cans. Participants try to identify and list all the plants and their edible parts. Each team goes into a huddle and makes a list of plant names and edible parts.

Scoring: Score 5 points for each plant correctly identified. The team with the most points wins.

Animal Crackers

Equipment: Hat or basket; a small piece of paper with an animal name or picture for each participant (two copies per animal). Pairs of small plastic or wooden animals could also be used.

Method: From the hat or basket, each participant draws a slip of paper at random that bears the name of an animal. Participants then silently act out their animals without revealing the names to anyone else. Since each animal has a pair, the object of the game is to find the other participant with the same animal. Play several rounds as time allows.

Scoring: Give 5 points each to the participants who are first to match their animals, 4 points for second, 3 points for third, etc. After several rounds, have players total their scores. The player with the highest score wins.

Notes: To make the game easier, you could allow players to add sound.



Circle of Life

Equipment: Twenty or more pictures of different producers, consumers, predators, prey, and decomposers

Method: Place all pictures face down on the table. Small groups of players take turns flipping two cards and trying to make matching pairs of a category. (For example, lichens and worms would match because they are both decomposers.) If a matching pair is made, the group keeps those two cards. If the pair is not a match, the pictures are turned back over.

Scoring: The team to make the most matching pairs wins.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Discuss what an environment is and how nature and environment are related.
- Talk about what types of animals can be found at your local park or Scout camp.
- Explain how humans can impact the environment in both good and bad ways.
- Discuss how living things impact each other.

DEMONSTRATE

- Demonstrate how to identify birds by their features.
- Show how to use a pair of binoculars.
- Show nature videos during meeting preopenings.
- Work with Scouts to create a simple food-chain diagram.
- Demonstrate how to handle an encounter with a wild animal.

GUIDE

- Have Scouts identify plants native to your area.
- Provide Scouts with the opportunity to create a local bird count.
- Have older Scouts gather edible plants for a future meeting activity.
- Invite a birder to help Scouts identify birds by sight and sound.
- Provide an opportunity for Scouts to visit a natural environment in your area.

ENABLE

- Encourage Scouts to participate in an event with a local environmental agency or the National Audubon Society.
- Challenge Scouts to examine the future outlook for a local natural area that is being impacted by development or industry.
- Encourage older Scouts to plan events for the group at a local environmental area they haven't visited in the past.
- Have older Scouts help younger Scouts identify plant and animal species in the area.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Weekend Activity
Birding field trip—Go birding with a National Audubon Society chapter, a nature center staffer, or a guide at a park, wildlife refuge, or aviary. Work on the Bird Study merit badge and other nature-related badges.	Nature campout—Camp overnight in an environment that is new to your unit, and learn about its particular natural characteristics. Help Scouts work on a nature-related merit badge or one of the Hornaday Awards.	The trail of the naturalist—Go into the field with a naturalist and participate in his or her research. This could involve bird banding, wildlife counts, or habitat restoration. Complete a service project that will benefit the species the naturalist studies. Look for opportunities to use what you've learned in science fair projects or other outlets.

NATURE AND ENVIRONMENT

Meeting Plan: Birds

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set up laptops or tablets so Scouts can go virtual birding as they enter the meeting.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath Outdoor Code		7 p.m.
Group Instruction 5 minutes	Lead a brief discussion about the need for bird study and the ways in which birds are indicators of the quality of the environment.		7:10 p.m.
Skills Instruction 45 minutes	• Discuss bird features and learn how to identify species. • Learn how to use binoculars. • Create a matching activity or game to help participants identify bird features.		7:15 p.m.
	• Explore a field guide to see what information it includes to help identify birds. • Learn how to care for binoculars. • Bird ecology: Prepare a set of questions for participants to answer by examining Christmas Bird Count results.		
	• Bird ecology: Discuss how the Christmas Bird Count is carried out, and let participants browse through a copy of the results. • Practice focusing and using binoculars. • Discuss the importance of bird counts.		
Breakout Groups 15 minutes	• New members work on nature-related rank advancement requirements. • Older members review the requirements of the Bird Study merit badge and plan for future completion of the badge. • Review and debrief the last main event.		8 p.m.
Game 10 minutes	Play Bird Art Gallery (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

NATURE AND ENVIRONMENT

Meeting Plan: Animals

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	New members: Divide into small groups and conduct a scavenger hunt using small plastic animal figurines or animal crackers. Older members: Divide members into small groups and distribute pictures of animals. Have groups identify which animals are native to their hometown.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Principles of Leave No Trace		7 p.m.
Group Instruction 5 minutes	Discuss animals and how they are impacted by their environment. Discuss ways for Scouts to interact with animals in the wild without disturbing them.		7:10 p.m.
Skills Instruction 45 minutes	• Describe the difference between "wild" and "domesticated" animals. • Help Scouts name various pets and identify the animals that are their wild counterparts. • Discuss human impact on animals in the wild.		7:15 p.m.
	• Discuss animals Scouts may encounter on an outing. • Learn proper ways to deal with animals both on the trail and in camp. • Describe responsible hunting and fishing and how those sports can impact the environment.		
	• Explain the meaning of "animal," "invertebrate," "vertebrate," and "mammal." • Describe three characteristics that distinguish mammals from all other animals. • Review how the animal kingdom is classified. Explain where mammals fit in the classification of animals. Classify three mammals from phylum through species.		
Breakout Groups 15 minutes	• Continue to work on advancement or electives. • Make plans for participation in the main event; outline start and end times, and coordinate transportation.		8 p.m.
Game 10 minutes	Play Animal Crackers (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

NATURE AND ENVIRONMENT

Meeting Plan: Plants

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have on a table numbered leaves from various plants and trees. Have Scouts write on a piece of paper the name of each plant next to its corresponding number. The Scout with the most correct answers gets a prize at the end of the meeting. New members can work in small groups while older Scouts can participate individually.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath Outdoor Code Uniform inspection		7 p.m.
Group Instruction 5 minutes	Explain photosynthesis and tell why this process is important. Tell at least five ways that humans depend on plants.		7:10 p.m.
Skills Instruction 45 minutes	• Learn about edible wild plants. • Identify edible wild plants in your area.		7:15 p.m.
	• Discuss the process of growing a plant from a seed, including soil prep, watering, etc. • Using seeds and soils, plant something edible. (Either send seed cups home with Scouts or plant seeds at your meeting location.)		
	• Learn about grafting plants. • Discuss how hybrids and cross-pollination have improved or otherwise affected plants and food.		
Breakout Groups 15 minutes	• Continue to work on advancement or electives. • Continue plans for participation in the main event; assign responsibilities and create a packing list.		8 p.m.
Game 10 minutes	Play Edible Plants Who's Who (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

NATURE AND ENVIRONMENT

Meeting Plan: The Circle of Life

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have materials on hand to help Scouts and adult leaders learn about the William T. Hornaday Awards program.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Principles of Leave No Trace		7 p.m.
Group Instruction 5 minutes	Discuss the concept of the circle of life. Introduce the concept that every living thing depends on another living thing.		7:10 p.m.
Skills Instruction 45 minutes	• Explain the concept of the food chain. • Give examples of typical food chains. • Learn the roles of producer, consumer, predator, prey, and decomposer.		7:15 p.m.
	• Discuss the process of photosynthesis. • Identify ways plants support human and animal life. • Explain how photosynthesis affects the environment.		
	• Identify the five kingdoms and how they support each other. • Discuss the concept of evolution and how life adapts over time. • Discuss the future of Earth and how human activity affects the circle of life.		
Breakout Groups 15 minutes	• Continue to work on advancement or electives. • Finish plans for participation in the main event; confirm final details and walk through the sequence of events.		8 p.m.
Game 10 minutes	Play Circle of Life (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

NATURE AND ENVIRONMENT

Main Event: Birding Field Trip

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Go birding with a National Audubon Society chapter, a nature center staffer, or a guide at a park, wildlife refuge, or aviary. Work on the Bird Study merit badge and other nature-related badges.

Equipment List	• Uniform (as decided upon earlier) • Pen and paper for taking notes • Camera or cellphone as appropriate • Lunch (individual or group) • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find an appropriate location for birding in your area. • Check with the location for hours and availability and for any special coordination required for group visits. • Decide on a date, start and end times, and transportation. • Arrange to have a staff member or other bird expert meet with your group. • Coordinate plans for lunch or food. • Have Scouts record any bird sightings and identify possible advancement requirements fulfilled.
Safety	• Always use the buddy system. • Pack an appropriate first-aid kit. • Dress for the weather and conditions. • Identify any other safety concerns.

Notes

Be sure to visit at a time of day that birds are most likely to be active. It's also helpful to have a number of different field guides available, including smartphone apps.

NATURE AND ENVIRONMENT

Main Event: Nature Campout

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Camp overnight in an environment that is new to your unit, and learn about its particular natural characteristics. Help Scouts work on a nature-related merit badge or one of the Hornaday Awards.

Equipment List	• Camping equipment appropriate for the area and environment selected for the event • First-aid kit • Group food • Advancement materials relating to the event program • Scout Basic Essentials (Review the list and take what you need.)
Activity	• Find an appropriate location for the event. • Check availability and the reservation policy. • Decide on a date, start and end times, and transportation. • Ensure adequate adult or older-Scout participation to complete the advancement program desired. • Coordinate meals and necessary group supplies.
Safety	• Always use the buddy system. • Ensure the first-aid kit has adequate supplies. • Secure medical forms for participants. • Identify any other safety concerns with the event location.

Notes

Look for service project opportunities at the location.

NATURE AND ENVIRONMENT

Main Event: The Trail of the Naturalist

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend or multiple days

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Go into the field with a naturalist and participate in his or her research. This could involve bird banding, wildlife counts, or habitat restoration. Complete a service project that will benefit the species the naturalist studies. Look for opportunities to use what you've learned in science fair projects or other outlets.

Equipment List	• Camping equipment appropriate for the area and environment selected for the event • First-aid kit • Group food • Advancement materials relating to the event program • Scout Basic Essentials (Review the list and take what you need.) • Pen and paper for taking notes • Camera or cellphone as appropriate • Work clothes • Tools and equipment (Check to see if tools will be provided.)
Activity	• Identify a naturalist who is doing interesting research in your area. • Make arrangements to participate in his or her research. • Decide on a date, start and end times, and transportation. • Plan to camp near the research site. • Document your activities by using photos and notes to create a journal. • Work on advancement requirements related to the research.
Safety	• Always use the buddy system. • Identify any potential risks in the observation areas. • Take appropriate precautions for the selected service projects. • Have a first-aid kit on hand at all times.

Notes

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Fieldbook; *Bird Study, Environmental Science, Fish and Wildlife Management, Fishing, Fly-Fishing, Forestry, Geology, Insect Study, Mammal Study, Nature, Plant Science, Reptile and Amphibian Study, Soil and Water Conservation*, and *Sustainability* merit badge pamphlets

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Website: www.ahs.org

Association of Zoos and Aquariums
Website: www.aza.org

Center for Plant Conservation
Website: www.centerforplantconservation.org

Eartheasy
Website: Eartheasy.com

eBird
Website: ebird.org

Ecological Society of America
Website: www.esa.org

Entomological Society of America
Website: www.entsoc.org

EnviroLink Network
Website: www.envirolink.org

Great Backyard Bird Count
Website: gbbc.birdcount.org

National Audubon Society
Website: www.audubon.org

National Wildlife Federation
Website: www.nwf.org

Society for the Study of Amphibians and Reptiles
Website: www.ssarherps.org

Related Program Features

Camping, Hiking, Outdoor Ethics, Sustainability, Wildlife Management

Photo and Illustration Credits

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Acknowledgments

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Getting Things Done

We all have stuff to do, whether that means a job, a task, or something that just has to get done. When that something involves multiple steps, multiple people, or both, it can probably be classified as a project. In simplest terms, a project is a temporary endeavor that creates or produces a unique product, service, or result and has a definite beginning and end. Doesn't that sound like just about everything we do in Scouting? Planning a campout, holding a fundraiser, or completing an Eagle Scout service project or Venturing Summit Award service project—these are all tasks that require project management skills.

This module will introduce your unit to the stages of team-based project planning. It will also give you some tips for completing a project without letting things spin out of control. You will learn that projects are almost living, breathing creatures that need to be fed and nurtured lest they wither away. The secret to success, of course, is to plan your work and then to work your plan. The more time you spend in preparation, the easier the project will be.

Objectives

This month's activities should:

- Identify the five stages of team-based project planning.
- Help Scouts prepare an effective project overview.
- Highlight the importance of selecting an appropriate approach or method.
- Show Scouts how to avoid the activity trap.
- Enable Scouts to develop a work breakdown structure.
- Enable Scouts to implement and track a project plan.

RELATED ADVANCEMENT AND AWARDS

- Service requirements for Boy Scout advancement
- Personal Finance and Family Life merit badges
- Merit badges that require projects, including Backpacking, Bird Study, Camping, Emergency Preparedness, Fish and Wildlife Management, Mammal Study, Soil and Water Conservation, and Woodwork
- Eagle Scout service project requirement
- Venturing Pathfinder Award leadership requirement
- Venturing Summit Award service project requirement

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing project planning as your program feature during your planning meetings.

1. What project should we do as our main event?
2. Who do we know with experience in this area?
3. What planning resources do we have available to us?
4. How do we explain to our unit that the process is just as important as the project?
5. Do we have a source for raingutter regatta materials?
6. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE PROJECT PLANNING PROGRAM FEATURE BY:

1. Providing expertise on your chosen project
2. Providing transportation to the project location
3. Providing resources and funding for the project
4. Assisting with carrying out the project
5. Following the lead of youth leaders
6. Being watchful for safety concerns

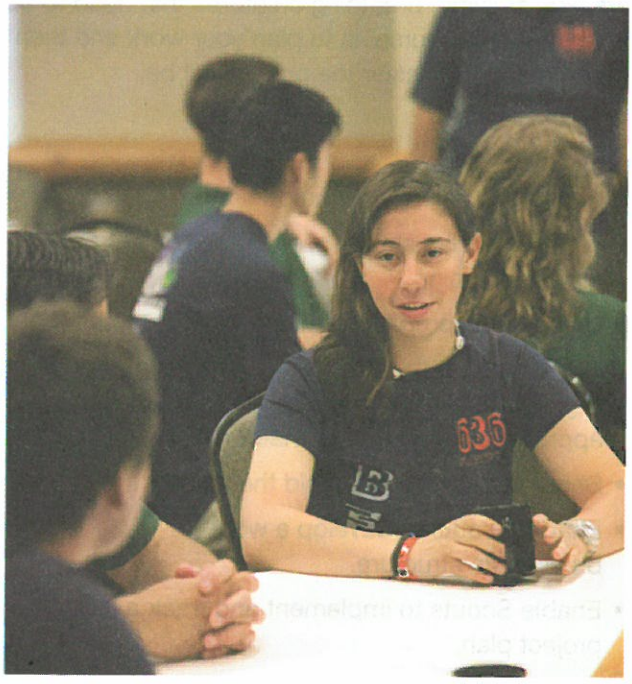
SPECIFIC PROJECT PLANNING INFORMATION

What Is Project Management?

Project management is an approach to ensure that all required project work undertaken to create a product, service, or result is planned and completed to meet the time, cost, and quality specifications.

This includes:

- Determining strategies to ensure everyone's expectations are met and all the needed people and other resources—such as supplies, equipment, and facilities—are identified, planned for, and acquired
- Defining high-quality project standards
- Identifying potential risks and then determining effective ways to manage those risks
- Procuring products and services according to the organization's procedures
- Communicating the project's progress to the people and organizations involved on a regular basis



Five Stages of Team-Based Project Planning

Most of what we do in Scouting can be considered team-based projects of a small to moderate size. A five-stage approach has been shown to be particularly effective for such projects. These stages include:

1. **Prepare a project overview** that summarizes the specific goals and objectives of the project.
2. **Develop a work breakdown structure** that identifies the tasks to be completed and the order in which they should be done. (This leads to the writing of a detailed project plan.)
3. **Assign responsibilities** for specific activities or tasks to each project team member.
4. **Put the plan into action** and track its progress.
5. **Prepare a closeout report** that compares the original goals and objectives to the final outcome.

Project Manager

A *project manager* is the person responsible for ensuring a project achieves its goals and objectives. This position is normally assigned by someone within the organization. That someone could be the CEO, the project sponsor, or a group of peers. Depending on the project, the project team itself may choose its project manager.

On a Scouting project, the project manager might be the senior patrol leader, the crew president, or the person organizing the project to meet the requirements for the Eagle Scout Award or the Venturing Summit Award.

Stakeholder

Project stakeholders are the people (or organizations) who are involved or have an interest, either positive or negative, in the project and project outcome. Project stakeholders may include customers, clients, suppliers, vendors, and those who actively contribute.

On a Scouting project, stakeholders could include the organization that is the recipient of a service project, as well as all those involved in carrying out the project.

Project Sponsor

A *project sponsor* is the person who provides financial and other needed resources for the project; he or she is also responsible for providing the management oversight. The project sponsor is available to support the project manager and is responsible for signing off on the project's outcome. This individual is a stakeholder and can be internal or external to the organization.

On a Scouting project, the sponsor might be the unit committee chair, the head of the chartered organization, or the head of the organization benefiting from the project.

Team Member

Project team members are the people who work on the project and contribute to its success. The project manager and project sponsor define the team member roles and responsibilities. A team member may be employed by the organization responsible for the project or could be a third-party expert, vendor, supplier, contractor, or volunteer.

On a Scouting project, team members are the Scouts, Venturers, and adult volunteers who will work on the project.

SMART Goals

A good goal can be measured by the following criteria:

S—Specific: Is it specific in targeting an objective?

M—Measurable: What are the measurable indicators of progress or success?

A—Attainable: Is it attainable by someone on the team?

R—Relevant: Does the goal support the unit's project and overall vision? Is it an appropriate goal within the current context of the unit?

T—Time-based: When will the project be completed?

BEWARE OF THE ACTIVITY TRAP

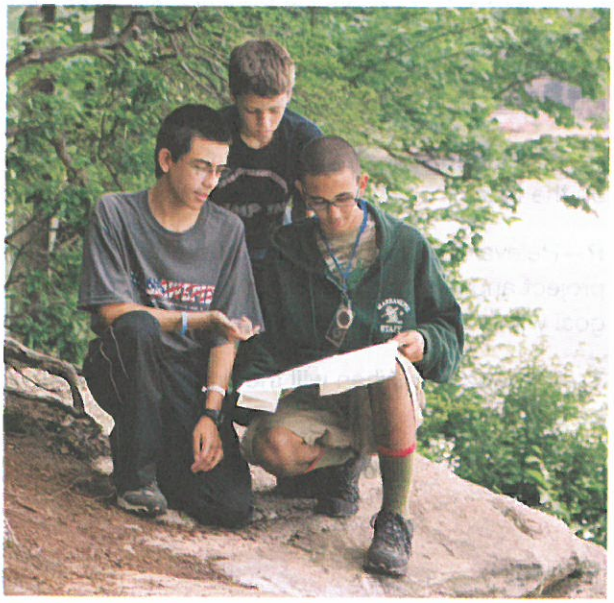
One of the common mistakes a group makes is falling into the "activity trap." This occurs when the team jumps into action and assumes that it can figure out what it needs to do after the first task. Doing so often wastes time and resources, to say nothing of the frustration and disappointment team members feel.

Project Closeout

When the project is complete, there are still two important things to do. One is to recognize your team members. Remember, celebration is an important part of a high-performance team. The second is to make a postmortem report. This evaluation should be written, and it should include an analysis of several questions:

- Were the goals and objectives met?
- Was the project completed on time?
- How might we make things run better next time?

This written report will enable you or your successor to reflect on what happened and to consider ways to avoid in the future some of the pitfalls you may have encountered.



RECYCLE REGATTA

This month's meetings revolve largely around a recycle regatta held at the end of the month. What's a recycle regatta? It's much like the raingutter regatta—the sailing equivalent of the pinewood derby—except the boats are made from recycled materials instead of kits.

You can acquire building materials from recycling bins and supplement them with additional supplies, including leftover foam insulation, duct tape, glue, and whatever else you can dream up. You then race the boats down 10-foot sections of rain gutters (with end caps in place) filled with water.

Sample Materials

Hulls: juice boxes, slabs of foam insulation, 8-ounce water bottles, 20-ounce soda bottles, juice pouches, ice pop sticks (to create a raft design)

Masts: straws, skewers, small dowels, pencils

Sails: construction paper, index cards, cut-up cereal boxes, small chip bags, juice pouches

Avoid newsprint and other materials that can get waterlogged, as well as thick pieces of foam, which stick to the gutters and make a mess when broken.

Note: ScoutStuff.org sells a Raingutter Regatta® Inflatable Raceway, No. 612687, that provides an easy alternative to fabricating a rain-gutter race course.



PROJECT PLANNING GAMES

Pasta Jelly Bean Tower

Equipment: Dry spaghetti noodles and jelly beans for each team

Method: Each team's task is to build a tower using pasta noodles and jelly beans. In fact, the only direction the teams are given is: "Build a tower out of jelly beans and pasta." Each team is given 10 minutes to complete the project as far as they can. They are then asked the following questions:

1. What was the main goal of your design?
2. Was it a SMART goal?
3. Did you plan what you were going to do, or did you just start building?
4. Would it have helped to have had more specific directions regarding height, structure, or design?

Scoring: Discuss the process by which the towers were built. Have the groups vote on which tower was best.

Notes: After the game, remind the youth that the process is what is important. The point of the game was to practice the steps in project planning, not to build the coolest tower.

Ice Accident

Equipment: For each team, a 10-foot rope, a stave or broom handle, and a blanket

Method: Casually arrange the equipment in a corner of the room so it's ready for use, but don't draw attention to it. Have each team place a Scout "victim" in a prone position at the opposite end of the room. Announce that these victims have broken through the ice and that it is up to each team to rescue its victim and to render first aid.

Scoring: As the game progresses, note the following: 1) whether the ropes and staves were noticed and used, 2) whether (simulated) rescue breathing or CPR was given, 3) whether the victim was treated for shock, and 4) whether medical help was summoned. The group with the best performance and time wins.

Notes: Have a discussion about how much planning went into the rescue. Determine where planning skills could have been used.

Overtake

Equipment: Two basketballs

Method: Form a circle and count off. You must have an even number in the group. All even-numbered members in the circle form one team, and all odd-numbered members form the other team. Hand a basketball to a member of the odd-numbered team.

Give the other ball to the even-numbered Scout on the exact opposite side of the circle. On signal, Scouts must pass, not throw, the ball clockwise to members of their team (every other Scout). Both balls will be traveling in the same direction. The object of the game is for one team to pass its ball faster than the other team and eventually overtake the other team's ball.

Scoring: The team that can overtake the other team wins.

Notes: If time allows, play multiple rounds and have the groups discuss between rounds how they can improve their performance.

Recycle Regatta

Equipment: Capped rain gutters, boats made from recycled materials, hoses, buckets, and water source

Method: Using the five steps of project planning, build regatta boats using recycled materials. The boats are then moved by blowing on the sails through straws. For those using the challenging option, include propelled boats. The course can be simple filled rain gutters, or everyone can use the course that the advanced group designed.

Scoring: The winner should be determined by using an elimination system. But also judge which groups and individuals best used the planning process.

Notes: This module uses a variation on a raingutter regatta to practice planning skills. Remember that the real goal is learning the process. The actual race is mostly for fun.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the five stages of project planning.
- Introduce SMART goals.
- Define the roles of stakeholders, team members, project sponsors, and project manager.
- Discuss assumptions and risks.
- Describe the importance of documentation and the closeout report.

DEMONSTRATE

- Show how to create a project overview.
- Give examples of good SMART goals.
- Demonstrate how objectives are broken down into tasks.
- Give examples of how to adjust the plan as needed.
- As an example, give a closeout report on a recent unit project.

GUIDE

- Guide Scouts in the development of a project plan.
- Help Scouts assign responsibility for given tasks.
- Walk Scouts through the process of filling out a fundraising application.
- Spend time during a leadership meeting having Scouts complete a closeout report on a recent outing.

ENABLE

- Give Scouts full responsibility for planning small to medium projects.
- Provide support to youth leaders as they run meetings and outings.
- Help the group brainstorm ideas for large-scale main events.
- Celebrate Scouts' success as they accomplish goals.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Multiday Activity	Multiday Activity
Project management skills Course—Complete a daylong project management course, such as the Project Management Institute's Project Management Skills for Life.	Big service project—Plan and carry out a multiday service project. In scope, it should resemble an Eagle Scout service project or Venturing Summit Award service project, although it doesn't have to be used to fulfill the service requirement for an individual Scout or Venturer.	Something awesome!—Plan a project that is nothing short of spectacular. We can't really write what to do at this level because every advanced project is different. Use your planning skills to put together a really big project that involves a lot of people and creates a truly memorable experience.

PROJECT PLANNING

Meeting Plan: Project Overview—Goals and Objectives

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have Scouts meet individually with adult leaders to review their advancement status and set a SMART goal related to advancement.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Introduce the five steps of program planning. Explain the project overview and how it summarizes the goals and objectives of the project. Define SMART goals. Identify how projects involve stakeholders, team members, project sponsors, and a project manager. Explain how objectives are steps to accomplish the goal.		7:10 p.m.
Skills Instruction 40 minutes	**NOTE:** This module uses a variation on a raingutter regatta to practice planning skills. Remember that the real goal is learning the process. The actual race is mostly for fun. • Discuss the upcoming regatta race. • Plan individual boat designs made from recycled materials using the standard sailboat design. • Brainstorm designs, develop a project overview, and write SMART goals for a recycle regatta.		7:15 p.m.
	• In addition to making a sailboat from recycled material, brainstorm additional propulsion assists such as prop or jet power. • Brainstorm designs, develop a project overview, and write SMART goals for a recycle regatta with extra propulsion.		
	• Expand the possibilities by brainstorming and planning an expanded race course that might involve multiple rain gutters, pumps, and waterfalls. • Brainstorm designs, develop a project overview, and write SMART goals for a recycle regatta with an enhanced course.		
Breakout Groups 15 minutes	Discuss the upcoming main event and review the project overview.		7:55 p.m.
Game 15 minutes	Play Pasta Jelly Bean Tower (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PROJECT PLANNING

Meeting Plan: Safety, Work Breakdown, Structure, and Responsibilities

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have an experienced leader discuss the process of planning an Eagle Scout service project or a Venturing Summit Award service project.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 5 minutes	• Explain what "measure of success" means. • Discuss assumptions and risk. • Brainstorm safety concerns for the upcoming project. • Explain how objectives are broken down into accomplishable tasks. • Introduce the Unit Money-Earning Application, the Eagle Scout Service Project Fundraising Application, and/or the Venturing Summit Award Service Project Fundraising Application.		7:10 p.m.
Skills Instruction 45 minutes 	• Review the purpose, plan, goals, and objectives of recycled-boat design. • Determine the safety issues. • Determine the materials needed for the boats. • Assign responsibilities for procurement of materials and for construction. • For practice, fill out a fundraising application.		7:15 p.m.
	• Review the purpose, plan, goals, and objectives of recycled-boat design with additional propulsion. • Determine the safety issues. • Determine the materials needed for the boats. • Assign responsibilities for procurement of materials and for construction. • For practice, fill out a fundraising application.		
	• Review the purpose, plan, goals, and objectives of recycled-boat design with an enhanced course. • Determine the safety issues. • Determine the materials needed for the boats and enhanced course. • Assign responsibilities for procurement of materials and for construction. • For practice, fill out a fundraising application.		
Breakout Groups 15 minutes	Review the breakdown structure for the upcoming main event.		8 p.m.
Game 10 minutes	Play Ice Accident (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PROJECT PLANNING

Meeting Plan: The Activity Trap and Putting the Plan into Action

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite someone who is knowledgeable about the William T. Hornaday Awards to introduce the awards and discuss the process of planning Hornaday projects.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Explain the activity trap and how a project might go beyond its scope. • Discuss how to track progress and make adjustments to the plan as necessary.		7:10 p.m.
Skills Instruction 40 minutes	Using the previously prepared project plan and the procured materials, begin assembly of the recycled regatta boats.		7:20 p.m.
	Using the previously prepared project plan and the procured materials, begin assembly of the recycled regatta boats with assisted propulsion.		
	Using the previously prepared project plan and the procured materials, begin assembly of the recycled regatta boats and the enhanced rain-gutter course.		
Breakout Groups 15 minutes	Review progress and make changes to the plan as necessary. Do advancement work as needed.		8 p.m.
Game 10 minutes	Play Overtake (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PROJECT PLANNING

Meeting Plan: Implementation and the Closeout Report

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set up for the recycle regatta. Work with members who missed the first meeting on SMART goals related to advancement.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 5 minutes	Explain the purpose and importance of a closeout report, which should cover what went well, what didn't go well, and what can be done differently in the future.		7:10 p.m.
Skills Instruction 15 minutes	Finalize and prepare boats for competition.		7:15 p.m.
	Finalize and prepare boats for competition.		
	Finalize and prepare boats and course for competition.		
Game 45 minutes	Hold the recycle regatta (described earlier).		7:30 p.m.
Breakout Groups 10 minutes	Complete a closeout report on the group's participation in the recycle regatta. Finalize plans for the main event.		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

PROJECT PLANNING

Main Event: Project Management Skills Course

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Complete a daylong project management course, such as the Project Management Institute's Project Management Skills for Life.

Equipment List	• An appropriate location to hold the course • Projector and screen • Tables and chairs • Paper and pens for notes • Course syllabus • Food and snacks
Activity	• Have instructors prepare ahead of time. • Set up the room for comfortable learning. • Deliver the syllabus. • Provide food and snacks. • Clean up.
Safety	• While this activity in itself may not pose any safety concerns, it is important to always be aware of the possible risks in all activities.

Notes

While this course specifically meets the needs of the Venturing Pathfinder Award's leadership requirement of completing project management training, older troop and team members will also find it useful. When choosing this main event, determine if it best meets the needs of the entire group. It may be appropriate for younger Scouts to do a different activity this month, such as an advancement campout, while older Scouts complete the project management course.

PROJECT PLANNING

Main Event: Big Service Project

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Multiple days

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Plan and carry out a multiday service project. In scope, it should resemble an Eagle Scout service project or Venturing Summit Award service project, although it doesn't have to be used to fulfill the service requirement for an individual Scout or Venturer.

Equipment List	Every service project will be different but common items might include: • Tools • Proper clothing • Gloves, safety glasses, and possibly hard hats • Food for lunch, snacks, or overnight • Camping gear, if project takes multiple days
Activity	• Assign a project manager. • Prepare a project overview. • Get appropriate approvals. • Develop a work breakdown structure. • Assign responsibilities. • Put the plan into action. • Track progress. • Prepare a closeout report. • Celebrate!
Safety	The exact safety requirements will depend on the project. Always consider proper clothing, safety gear, and the appropriate age for some tasks. Refer to Service Project Planning Guidelines (No. 680-027) and Age Guidelines for Tool Use and Work at Elevations or Excavations (No. 680-028) for specific rules regarding service project safety.

Notes

This main event could be an Eagle Scout service project or a Summit Award service project. While the whole group will assist with the project, it is important to keep in mind that the project manager is the youth who is fulfilling the service project requirement. In that case, demonstration of leadership is the key.

PROJECT PLANNING

Main Event: Something Awesome!

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Multiple days

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Plan a project that is nothing short of spectacular. We can't really write what to do at this level because every advanced project is different. Use your planning skills to put together a really big project that involves a lot of people and creates a truly memorable experience.

Equipment List	• Tools • Equipment that keeps you safe • Food • Things that can make the project fun • What you will need will depend on what you want to do
Activity	• Come up with an incredible idea. • Some awesome ideas to consider might include: —Build a house for Habitat for Humanity. —Put on a regional sporting or arts event. —Plan an international superactivity. —Create an independent short film. —Develop and run the program for a Cub Scout camp. —Do whatever you are passionate about. • Don't limit yourself to these ideas; an awesome project is one that simply amazes.
Safety	Keep in mind that when a project gets bigger, so do the safety concerns. The best prevention available is to learn needed skills. Take time to get the proper training and experience. It will make the project that much more fun.

Notes

The information on this page is meant to be vague. A single planning sheet is far too limiting for a truly awesome project. Use the skills you have learned in this module and your entire experience in Scouting to create something truly incredible.

REFERENCES

Books

Boy Scout Handbook

Eagle Scout Service Project Workbook

Venturing Summit Award Service Project Workbook

Family Life and *Personal Finance* merit badge pamphlets

Portny, Stanley E. *Project Management for Dummies.* For Dummies, 2013.

Richards, Adam. *Project Management: A Beginner's Guide to Effectively Manage Any Project Like the Pros Do.* Amazon Digital Services, 2014.

Stark, Ed. *Project Management for Beginners: Proven Project Management Methods to Complete Projects With Time and Money to Spare.* CreateSpace, 2014.

Organizations and Websites

All About Project Management (Free Management Library)
Website: managementhelp.org/projectmanagement/

Project Management Institute Educational Foundation
Website: pmief.org

ProjectManagement.com
Website: www.projectmanagement.com/

Related Program Features

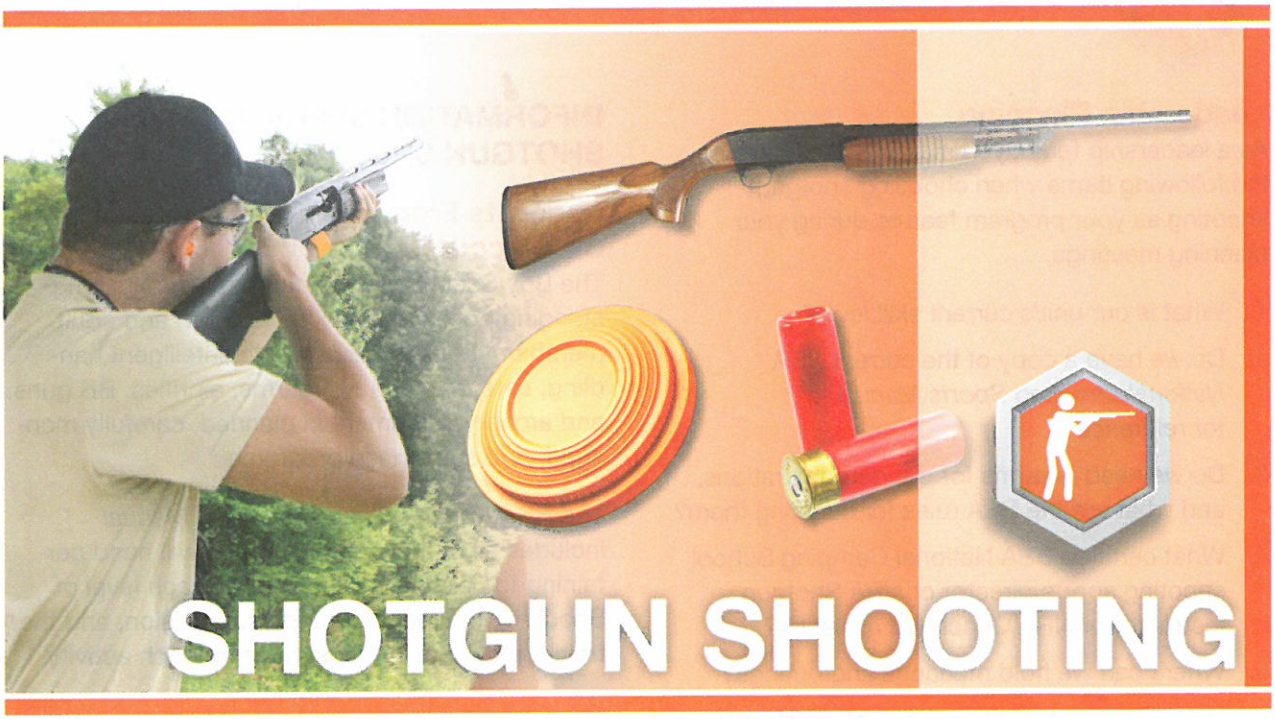
All of them; every module can be considered a monthly project

Photo and Illustration Credits

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Acknowledgments

We are grateful to Brenna Leary and Jim Virgin for their assistance with creating the Project Planning program feature. Brenna is from Babson Park, Massachusetts, and served as the Northeast Region Venturing president, 2014–2015. Jim chaired the program features project and is from Vancouver, Washington.



'Pull!'

Shotgun shooting is the most basic form of marksmanship. During our nation's early days, many settlers relied on their shotguns to keep meat on the table and provide their home with a measure of security. They had to know how their firearms worked, how to use them skillfully and maintain them in good working order, and how to shoot with utmost respect for the safety of themselves and others.

Shotguns have changed since then. Modern shotguns are reliable and efficient. Some shotgunners shoot at target ranges. Others enjoy the special thrill and challenge of stalking game in the field. Still others aspire to compete on the national or international level.

You won't be ready for the Olympics after this month's meetings and activities. But you will gain a solid understanding of firearm safety and shooting technique while enjoying some exciting target games.

Objectives

This month's activities should:

- Introduce the rules of safe gun handling.
- Teach Scouts to identify the parts of a shotgun and a shotgun shell.
- Demonstrate the fundamentals of shotgun shooting.
- Let Scouts experience the satisfaction of improving their shotgun skills.
- Show Scouts how to react to shotgun shell malfunctions.
- Introduce Scouts to popular games of shotgun shooting.

RELATED ADVANCEMENT AND AWARDS

- Archery, Rifle Shooting, and Shotgun Shooting merit badges
- Frontiersman and Shooting Sports Varsity Scout activity pins
- Ranger: Shooting Sports elective
- Winchester/NRA Marksmanship Qualification Program awards
- NRA Outstanding Youth Achievement Award
- BSA Shooting Sports Outstanding Achievement Award

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing shotgun shooting as your program feature during your planning meetings.

1. What is our unit's current skill level?
2. Do we have a copy of the current *BSA National Shooting Sports Manual* for reference?
3. Do we need firearms for our demonstrations, and what are the BSA rules for handling them?
4. What certified BSA National Camping School shooting sports director or NRA Shotgun Instructor or NRA Coach will assist us?
5. Where can we hold meetings and outings?
6. How will we cover the cost of shotgun shells and other expenses?
7. What will we do for our main event?
8. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE SHOTGUN SHOOTING PROGRAM FEATURE BY:

1. Teaching safe gun handling and shotgun skills if they are a currently certified BSA National Camping School shooting sports director OR certified NRA Shotgun Instructor OR certified NRA Coach.
2. Pursuing instructor certification if the unit plans to continue doing shotgun activities
3. Arranging for the unit to use the facilities of a Scouting-friendly gun club
4. Providing transportation for the main event
5. Serving as trappers and score-keepers at the main event

INFORMATION SPECIFIC TO SHOTGUN SHOOTING

Excerpts From the *Guide to Safe Scouting*

The Boy Scouts of America adheres to its long-standing policy of teaching its youth and adult members the safe, responsible, intelligent handling, care, and use of firearms, air rifles, BB guns, and archery equipment in planned, carefully managed, and supervised programs.

The *BSA National Shooting Sports Manual* includes all of the information you will need pertaining to permitted guns used at each level of Scouting, the required range supervision, and the training that Scouts must have for each activity.

This month's meeting plans assume that you have access to unloaded shotguns and dummy ammunition. If your meeting place does not allow guns, these sessions may need to take place at a different location. Be sure to check the firearms policies of the proposed venue. An instructor must be present.

CONTACT YOUR LOCAL COUNCIL SHOOTING SPORTS COMMITTEE TO:

- Reserve the shooting sports venues at your council camp properties.
- Find a gun club or other facility that will host your unit.
- Seek a certified NRA certification as a Shotgun Instructor or Range Safety Officer.

National Rifle Association Rules for Safe Gun Handling

Follow these rules whenever you handle a gun:

ALWAYS keep the gun pointed in a safe direction. This is the primary rule of gun safety. A safe direction means that the gun is pointed so that even if it were to go off it would not cause injury or damage. The key to this rule is to control where the muzzle or front end of the barrel is pointed at all times. Common sense dictates the safest direction, depending on different circumstances.

ALWAYS keep your finger off the trigger until ready to shoot. When holding a gun, rest your finger on the trigger guard or along the side of the gun. Until you are actually ready to fire, do not touch the trigger.

ALWAYS keep the gun unloaded until ready to use. Whenever you pick up a gun, immediately engage the safety device if possible. If the gun has a magazine, remove it before opening the action and looking into the chamber(s), which should be clear of ammunition. If you do not know how to open the action or inspect the chamber(s), leave the gun alone and get help from someone who does.

When using or storing a gun, always follow these rules:

Know your target and what is beyond. Be absolutely sure you have identified your target beyond any doubt. Equally important, be aware of the area beyond your target. This means observing your prospective area of fire before you shoot. Never fire in a direction in which there are people or any other potential for mishap. Think first. Shoot second.

Know how to use the gun safely. Before handling a gun, learn how it operates. Know its basic parts, how to safely open and close the action, and how to remove any ammunition from the gun or magazine. Remember, a gun's mechanical safety device is never foolproof. Nothing can ever replace safe gun handling.

Be sure the gun is safe to operate. Just like other tools, guns need regular maintenance to remain operable. Regular cleaning and proper storage are a part of the gun's general upkeep. If there is any question concerning a gun's ability to function, a knowledgeable gunsmith should look at it.

Use only the correct ammunition for your gun. Only BBs, pellets, cartridges, or shells designed for a particular gun can be fired safely in that gun. Most guns have the ammunition type stamped on the barrel. Ammunition can be identified by information printed on the box and sometimes stamped on the cartridge. Do not shoot the gun unless you know you have the proper ammunition.

Wear eye and ear protection as appropriate. Guns are loud, and the noise can cause hearing damage. They can also emit debris and hot gas that could cause eye injury. For these reasons, shooting glasses and hearing protectors should be worn by shooters and spectators.

Never use alcohol or over-the-counter, prescription, or other drugs before or while shooting. Alcohol, as well as any other substance likely to impair normal mental or physical bodily functions, must not be used before or while handling or shooting guns.

Store guns so they are not accessible to unauthorized persons. Dozens of gun storage devices, as well as locking devices that attach directly to the gun, are available. However, mechanical locking devices, like the mechanical safeties built into guns, can fail and should not be used as a substitute for safe gun handling and the observance of all gun safety rules.

Be aware that certain types of guns and many shooting activities require additional safety precautions.

For more detailed information, see the *Shotgun Shooting* merit badge pamphlet.

NOTE TO THE LEADER

Unit leadership must always take responsibility to ensure that all instruction involving any handling of firearms or live ammunition is supervised by a currently certified BSA National Camping School shooting sports director or National Rifle Association Shotgun Instructor or NRA Coach.

If instruction and shooting are to occur at the same time, both the Range Safety Officer (RSO) and Shotgun Instructor must be present. The RSO and Shotgun Instructor may not be the same person. Note that commercial shooting ranges may provide RSOs. See the *BSA National Shooting Sports Manual* for further details about the shooting sports program. Prerequisite training, including the NRA First Steps Shotgun Orientation or NRA Basic Shotgun Course, may need to be conducted in advance, depending on the level of the planned activity.

The following standards are established for Boy Scouts, Varsity Scouts, and Venturers regarding shotgun usage.

1. Modern sporting shotguns of any gauge may be used. However, experience shows that beginning shooters will be more successful with a 20- or 12-gauge shotgun, putting more shot to the target. Youth- and adult-size gas-operated semiautomatic shotguns are recommended.
2. Current manufactured shotshells of the appropriate gauge containing No. 7½ to No. 9 shot may be used. A shot size larger than No. 7½ is not to be used. Reloads may not be used in BSA shooting sports programs.
3. Shooting safety glasses and hearing protection must be worn on shotgun ranges.
4. Care must be taken to comply with federal, state, and local laws.

Fundamentals of Shotgun Shooting

The fundamentals below form the foundation of successful shooting. Using them correctly and consistently every time provides successful shooting whether you are a beginner or an expert.

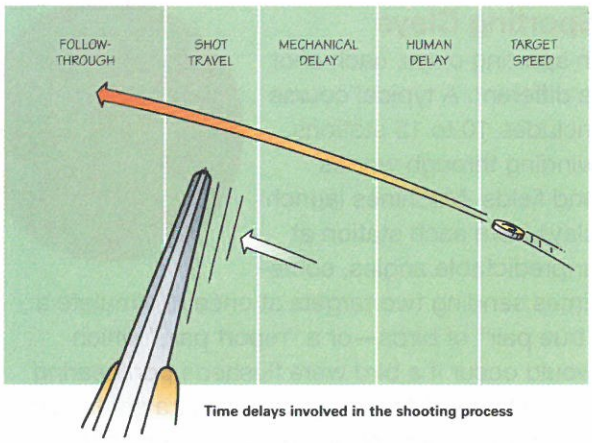
Shooting position (stance). Your shooting position must be relaxed and comfortable. Do not strain your muscles. Plant your feet firmly on the ground about shoulder width apart. Your front knee should be bent slightly while your back leg remains straight. This position provides proper balance and the ability to move.

Shot preparation (gun-ready position). This is the position you hold while waiting for the target to appear. Maintain your basic shooting stance, with your trigger hand placed on the grip of the stock and your nontrigger hand at about the middle of the shotgun forearm. The grip of both hands should be firm, but not so tight as to create strain. The rear position of the stock is positioned along the front side of your ribs. The muzzle is placed slightly below the expected flight path of the target. Both eyes should be open and focused in the area where you expect the target will first appear.

Swing to target. On first seeing the target, quickly move your gun and body as a single unit in a smooth movement toward the target, raising the gun into the correct firing position. To achieve this position:

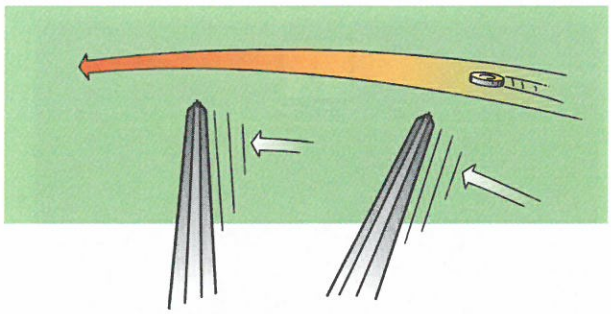
- Keep your eyes focused on the target at all times.
- Position your face firmly against the stock.
- Bring the trigger hand elbow into position about level with the shoulders.
- Place the butt of the stock against the shoulder.

With correct gun fit, the barrel will be aligned in front of your dominant eye and with the target. **Note:** Unlike lining up the sights of a rifle, sighting is more of a pointing motion with your shotgun.



Time delays involved in the shooting process

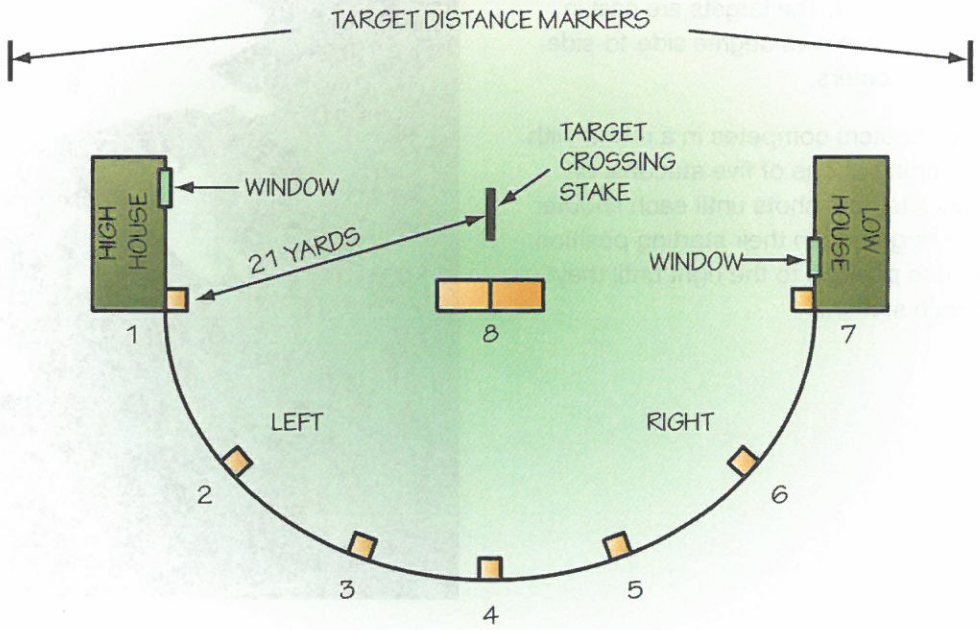
Trigger pull. This should take place at the instant when, looking at the moving target, you see your gun's muzzle touch it. Timing and reflex are essential; your pull must be quick and crisp, but be careful not to jerk the gun.

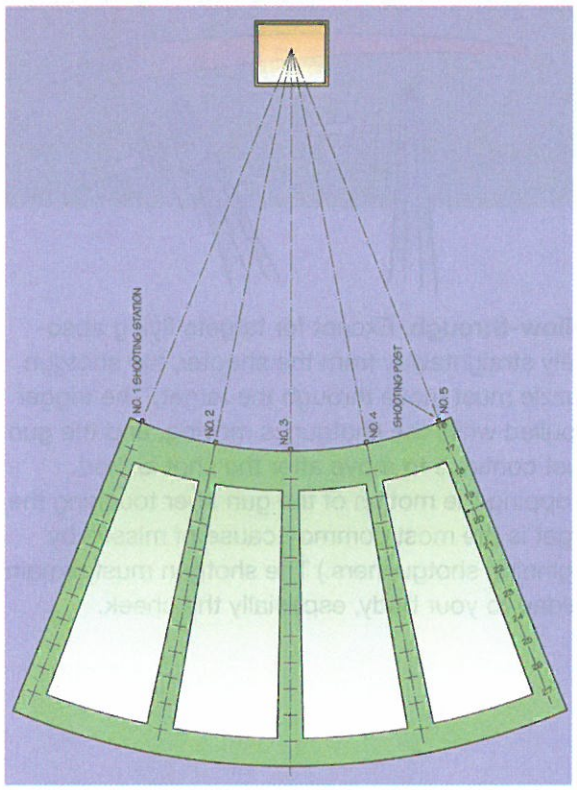


Follow-through. Except for targets flying absolutely straightaway from the shooter, the shotgun muzzle must move through the target. The trigger is pulled while the shotgun is moving, and the gun must continue to move after the shot is fired. (Stopping the motion of the gun after touching the target is the most common cause of misses by beginning shotgunners.) The shotgun must remain welded to your body, especially the cheek.

Skeet

In skeet shooting, targets are cast away from the shooters at various angles. Targets can cross, come straight toward you, or move away from you. Shooters stand in a semicircular field with multiple stations, and they move from one station to the next. Targets are thrown by two machines. The "high house" launches targets from a point high off the ground. The "low house" launches targets from somewhere around waist level. From each station, the shooter shoots one target from each house. Positions 1, 2, 6, and 7 include "doubles" where targets are thrown from the high and low houses simultaneously, and the shooter fires two shots. The 25th shot is fired when a shooter scores the first miss.





Trap

In trap shooting with multiple shooters, they stand in a slight semicircular line, side by side, as moving targets are launched from a partially underground bunker. Targets are thrown 16 yards in front of the primary shooting line at about 42 mph and in a consistent vertical angle to simulate wild birds flying away from a hunter. The targets are cast in random directions within a 45 degree side-to-side arc relative to the shooters.

A squad of five shooters competes in a round with each shooter starting at one of five stations, or posts. Shooters alternate shots until each shooter has fired at five targets from their starting position. Shooters shift one position to the right until they have shot at each station.

Sporting Clays



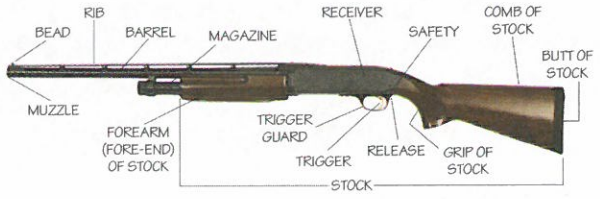
In sporting clays, each shot is different. A typical course includes 10 to 15 stations winding through woods and fields. Machines launch clays from each station at unpredictable angles, sometimes sending two targets at once to simulate a "true pair" of birds—or a "report pair," which would occur if a bird were flushed upon hearing the first shot. Other clays may fly straight toward you from a clump of bushes or roll across the ground to simulate a rabbit on the run.

Five Stand

In five stand shooting, there are more crossing and flying patterns than skeet, and it is faster and less expensive than sporting clays. The clays are thrown from six to eight different launchers placed to the left, right, or straight ahead of the five shooting stations, or even from behind the shooter. Each shooter gets five target "presentations" at each station for a round of 25 shots. As an alternative, try playing Scouting clays, a modified five stand game where the focus is on going-away targets at less than 20 degrees; a wobble trap might be added in front of the shooter.



SHOTGUN SHOOTING GAMES



Name That Shotgun Part

Equipment: For each team, a graphic of a shotgun enlarged and posted or projected on a wall with an arrow pointing to each part; the gun parts written on individual label cards (one set per team) with loops of painter's tape on the back

Method: Place label cards face down on a table at the start line, 10–15 feet from the wall. Teams line up relay-style. On a signal, the first player on each team runs to the table, picks up a label, and places it on the arrow that points to the correct part. He or she then runs back to tag the next player, who can place another card or correct what their teammate did.

Scoring: The team with the fastest time with all items correct wins.

Notes: For a sample graphic, see the BSA 30-minute Shotgun Briefing at http://www.scouting.org/Home/OutdoorProgram/ShootingSports.aspx. You could also use a single graphic (enlarged or projected on the wall) and different colored labels for each team.

Shoot the Gap

Equipment: Chalk or tape to mark two horizontal goal lines, one at each end of the playing area

Method: One player is named guardian of the gap (the space between the goal lines). The other players are divided into two teams, one behind each line. The guardian, standing in the center of the gap, calls the name of a player on one team. That player immediately shouts the name of a player on the other team. These two players must then try to change goals without being tagged by the guardian. If the guardian tags one of them, it's time to change places: The guardian joins the team that the tagged player was running toward, and the tagged player becomes the guardian for the next round.

Scoring: None; this game is just for fun.

Note: If the guardian calls the same name time after time, make a rule that after a player has run, he steps back from the goal line and cannot run again until all have participated.

Moving Targets

Equipment: Several playground balls (or soccer balls, basketballs, etc.); three to five tennis balls per participant

Method: Form two teams. One team tries to roll the playground balls back and forth across an open area while the other team tries to hit those balls with tennis balls. Allow the tennis balls to be "reloaded" a couple of times and then have the teams change positions.

Scoring: Award 1 point for each playground ball hit by a tennis ball. After both teams have had the chance to throw the tennis balls, the team with the most points wins.

Notes: Players must not aim tennis balls at each other. They should target the playground balls in the middle of the play area, not on either side.

Follow-Through

Equipment: A bright flashlight with a narrow beam and a laser pointer

Method: While the game leader sweeps the laser pointer across a wall to represent a target, a player tries to intercept the path with the flashlight beam. The player assumes the proper shooting stance in line with the point where he expects to hit the target. When he calls "pull," the game leader sweeps the laser beam across the wall at a reasonable, steady speed. Allow three to four pulls per player.

Scoring: Hitting the target earns 1 point; the team with the most points wins.

Notes: This game lets Scouts practice follow-through. A shotgun must continue moving after a shot is fired, making follow-through one of the most difficult fundamentals of shotgun shooting.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the NRA rules for safe gun handling.
- Describe the parts of the different shotguns.
- Explain the fundamentals of shotgun shooting.
- Introduce the requirements for shotgun-related badges and awards.
- Explain the rules of shotgun games.

DEMONSTRATE

- Demonstrate the steps in safe gun handling.
- Show the different parts of a shotgun.
- Display different shotgun shells and explain how to determine which type to use.
- Show a disassembled shotgun shell (or pictures) so Scouts understand how shells are constructed.
- Demonstrate the fundamentals of shotgun shooting.
- Demonstrate how to safely clean and store the shotgun.

GUIDE

- Guide Scouts as they practice safe gun handling.
- Have Scouts label the parts of a shotgun to demonstrate their knowledge.
- At a shooting range, guide Scouts as they shoot shotguns for the first time; help them correct any errors they make.
- Guide Scouts through the process of cleaning and storing firearms.

ENABLE

- Have Scouts review the rules of safe gun handling with a buddy.
- Form coach/pupil teams where Scouts help each other practice the fundamentals of shotgun shooting while shooting a round of clays.
- Participate in a day of shooting as a unit.
- Volunteer at a sporting clays tournament as a unit.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Weekend Activity
Trap shooting field trip—Visit a trap club. Tour the facility, see how targets are launched, and then practice shooting slow and straight trap.	Shotgun shooting campout—On a regular campout and in an appropriate venue under the appropriate supervision (see the Shooting Sports section in the *Guide to Safe Scouting),* set up a shotgun range and practice shooting clays. This may be combined with other shooting sports if the location is appropriate.	Sporting clays tournament—Take part in a sporting clays tournament as volunteers. Learn how the tournament is organized. Assist in setting up, scoring, and officiating.

SHOTGUN SHOOTING

Meeting Plan: NRA Rules and Parts of a Gun

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite a Shotgun Shooting merit badge counselor to set up a display of different types of shotguns that early arrivers can examine.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Teach the fundamental NRA rules for safe gun handling.		7:10 p.m.
Skills Instruction 40 minutes	Learn the parts of a semiautomatic shotgun		7:20 p.m.
	Learn the parts of semiautomatic and pump-action shotguns.		
	Learn the parts of semiautomatic, pump-action, hinge-action, and bolt-action shotguns, or learn the parts of a black powder shotgun.		
Breakout Groups 15 minutes	Work on basic Scouting skills or advancement requirements as appropriate to the groups.		8 p.m.
Game 10 minutes	Play Name That Shotgun Part (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SHOTGUN SHOOTING

Meeting Plan: Ammunition

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite a Shotgun Shooting merit badge counselor to set up a display of different types of shells that early arrivers can examine. Provide copies of the Shotgun Shooting merit badge requirements.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Discuss the importance of knowing what type of ammunition you need and where you would find this information. Explain the difference between 20-gauge and 12-gauge shells and how to identify the proper shells for a gun.		7:10 p.m.
Skills Instruction 40 minutes	• Learn how to properly load and unload a semiautomatic shotgun using dummy ammunition. • Discuss different ammunition malfunctions and what to do if one occurs.		7:20 p.m.
	• Learn how to properly load and unload semiautomatic and pump-action shotguns using dummy ammunition. • Discuss different ammunition malfunctions and what to do if one occurs.		
	• Learn how to properly load and unload semiautomatic, pump-action, hinge-action, and bolt-action shotguns using dummy ammunition. • Discuss different ammunition malfunctions and what to do if one occurs.		
Breakout Groups 15 minutes	• Begin planning for participation in the main event. • Work on Scout skills or advancement requirements as needed.		8 p.m.
Game 10 minutes	Play Shoot the Gap (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
	Total 90 minutes of meeting		
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SHOTGUN SHOOTING

Meeting Plan: Clays and the Fundamentals of Shooting

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show an Internet video of different shooting games including skeet, sporting clays, and others.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Review the various types of clay targets and launchers, and describe the differences. If possible, have spring, automatic, and hand-thrown launchers on hand to show.		7:10 p.m.
Skills Instruction 40 minutes	• Review the five fundamentals of shotgun shooting: shooting position, shot preparation, swing to target, trigger pull, and follow-through. • Have Scouts learn how to determine their eye dominance.		7:20 p.m.
	• Review the above skills. • Discuss how to select a shotgun that fits the user.		
	• Review the above skills. • Discuss additional considerations that relate to black powder shooting.		
Breakout Groups 15 minutes	• Each group fills out a duty roster for the main event. • Collect any permission slips required for shooting activities.		8 p.m.
Game 10 minutes	Play Moving Targets (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SHOTGUN SHOOTING

Meeting Plan: Caring for a Shotgun

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set up computers or tablets that early arrivers can use to research state hunting laws and state hunter education courses, or provide information on these topics. (This relates to requirement 1f of the Shotgun Shooting merit badge.)		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Discuss the importance of cleaning, proper care, and storage of shotguns.		7:10 p.m.
Skills Instruction 45 minutes	• Learn how to clean a semiautomatic shotgun. • Review the requirements for the Shotgun Shooting merit badge and the Winchester/NRA Marksmanship Qualification Program for shotgun.		7:15 p.m.
	• Learn how to clean semiautomatic and pump-action shotguns. • Learn the basics of the games of trap and skeet.		
	• Learn how to clean multiple action types. • Learn the basics of the games of trap, skeet, and sporting clays.		
Breakout Groups 15 minutes	• Finalize plans for participation in the main event. • Work on Scouting skills and advancement requirements as needed.		8 p.m.
Game 10 minutes	Play Follow-Through (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SHOTGUN SHOOTING

Main Event: Trap Shooting Field Trip

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Visit a trap club. Tour the facility, see how targets are launched, and then practice shooting slow and straight trap.

Equipment List	• Proper firearms • Ammunition • Eye and ear protection • Targets • Handwashing stations • Cleaning supplies Note: See the *BSA National Shooting Sports Manual* for a complete list of equipment.
Activity	• Travel to the facility. • Complete a range safety and shooting facility orientation. • Review the rules of safe shooting. • Practice shooting slow, straightaway targets. • As time allows, work on the Shotgun Shooting merit badge, the Varsity Scout Shooting Sports activity pin, the Venturing Ranger Award Shooting Sports elective, and/or the Winchester/NRA Marksmanship Qualification Program for recreational clay target shooting. • With a partner, properly clean and store your shotgun.
Safety	• Refer to the Level 2 (Open Shooting) requirements outlined in chapter 1 of the *BSA National Shooting Sports Manual.* • The 30-minute Shotgun Safety Briefing must be presented by an NRA Shotgun Instructor prior to the shooting activity. A PowerPoint presentation of this briefing is available at www.scouting.org/OutdoorProgram/ShootingSports.

Notes

One certified NRA Range Safety Officer must directly supervise all live fire on the shotgun field. Additionally, one NRA Shotgun Instructor for each active shooter is required when loading and firing a shotgun.

SHOTGUN SHOOTING

Main Event: Shotgun Shooting Campout

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

On a regular campout and in an appropriate venue under the appropriate supervision (see the Shooting Sports section in the *Guide to Safe Scouting),* set up a shotgun range and practice shooting clays. This may be combined with other shooting sports if the location is appropriate.

Equipment List

- Proper firearms
- Ammunition
- Eye and ear protection
- Targets
- Handwashing stations
- Cleaning supplies
- Camping gear as appropriate
- Scout Basic Essentials
- Food

Note: See the *BSA National Shooting Sports Manual* for a complete list of equipment.

Activity

- Travel to the facility.
- Set up camp and do other activities as appropriate.
- Complete a range safety and shooting facility orientation.
- Review the rules of safe shooting.
- Review the rules and etiquette of shotgun games.
- Enjoy open shooting, trap, Scouting clays, or other games.
- As time allows, work on the Shotgun Shooting merit badge, the Varsity Scout Shooting Sports activity pin, the Venturing Ranger Award Shooting Sports elective, and/or the Winchester/NRA Marksmanship Qualification Program for recreational clay target or trap shooting.
- With a partner, properly clean and store your shotgun.

Safety

- Refer to the Level 3 (Ongoing Shooting Sports Program) requirements outlined in chapter 1 of the *BSA National Shooting Sports Manual.*
- Training: NRA Shotgun FIRST Steps (three hours) or NRA Basics of Shotgun Shooting Course (eight hours). Taught by a National Camping School shooting sports director certified as an NRA shotgun instructor, or an NRA certified shotgun instructor. Use Appendix 1 of the *BSA National Shooting Sports Manual*, titled "NRA FIRST Steps/BSA Shotgun Shooting Merit Badge Teaching Guide," as the training syllabus for the FIRST Steps or the Shotgun Shooting merit badge.

Notes

One certified NRA Range Safety Officer must directly supervise all live fire on the shotgun field. Additionally, one NRA Shotgun Instructor for each active shooter is required when loading and firing a shotgun.

SHOTGUN SHOOTING
Main Event: Sporting Clays Tournament

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Take part in a sporting clays tournament as volunteers. Learn how the tournament is organized. Assist in setting up, scoring, and officiating.

Equipment List

- Skeet field or a five stand or sporting clays course
- Proper firearms (semiautomatic preferred)
- 12- or 20-gauge #8 shotgun shells
- Targets
- Handwashing stations
- Cleaning supplies
- Camping gear as appropriate
- Scout Basic Essentials
- Food

Activity

- Research sporting clays opportunities in your area.
- Make arrangements to volunteer at a sporting clays tournament.
- Travel to the facility.
- Set up camp and do other activities as desired,
- Complete a range safety and shooting facility orientation.
- Review the rules of safe shooting.
- Review the rules and etiquette of shotgun games.
- Participate in the tournament as volunteers.
- Assist with cleanup.
- Properly clean and store shotguns.
- Send thank you notes to those who assisted.

Safety

- Refer to the Level 3 (Ongoing Shooting Sports Program) requirements outlined in chapter 1 of the *BSA National Shooting Sports Manual.*
- Training: NRA Shotgun FIRST Steps (three hours) or NRA Basics of Shotgun Shooting Course (eight hours). Taught by a National Camping School shooting sports director certified as an NRA shotgun instructor, or an NRA certified shotgun instructor. Use Appendix 1 of the *BSA National Shooting Sports Manual*, titled "NRA FIRST Steps/BSA Shotgun Shooting Merit Badge Teaching Guide," as the training syllabus for the FIRST Steps or the Shotgun Shooting merit badge.
- At a minimum, the NRA FIRST Steps Shotgun Orientation must be completed prior to the shooting activity.

Notes

One certified NRA Range Safety Officer must directly supervise all live fire on the shotgun field. Additionally, one NRA Shotgun Instructor for each active shooter is required when loading and firing a shotgun.

REFERENCES

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Brannon, Mark, and Tom Hanrahan. *Shooting Sporting Clays*. Stackpole Books, 2011.

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Russell, John. *Trapshooting Secrets,* 2nd ed. JRC Publishing, 1999.

Organizations and Websites

Amateur Trapshooting Association
Website: www.shootata.com

National Rifle Association Programs and Services
Website: http://programs.nra.org

National Shooting Sports Foundation
Website: www.nssf.org

National Skeet Shooting Association/National Sporting Clays Association
Website: www.nssa-nsca.org

Scholastic Shooting Sports Foundation
Website: http://sssfonline.org

Shotgun Sports Magazine
Website: www.shotgunsportsmagazine.com

USA Shooting (Olympics)
Website: www.USAShooting.org

Related Program Features

Archery, Rifle Shooting, Spectator Sports

Photo and Illustration Credits

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Ready to Ride

Chances are you see somebody on a skateboard nearly every day. From its humble beginnings more than half a century ago, skateboarding has evolved into a sport and a lifestyle that let you exercise your body while expressing your personality.

Skateboarding is an inexpensive form of transportation, a great form of exercise, and a sport with few rules but endless tricks to master. While some tricks should be left to the pros, you can easily build up to tricks that will amaze your friends and maybe yourself. Best of all, skateboarding is a sport with few requirements or expectations of performance. Whether you're an old pro or don't know an ollie from an elephant, this month's meetings and activities will help you improve your skills while having a great time.

Objectives

This month's activities should:

- Demonstrate first-aid skills Scouts may need when skateboarding.
- Introduce the unwritten rules of skateboarding.
- Help Scouts develop a fitness plan for skateboarding.
- Teach Scouts what clothing is appropriate for skateboarding.
- Show Scouts how to select and take care of skateboarding equipment.
- Enable Scouts to plan and carry out a safe skateboarding main event.

RELATED ADVANCEMENT AND AWARDS

- Skating merit badge requirement 1
- Quest requirement 5

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing skateboarding as your program feature during your planning meetings.

1. What skateboarding movie or instructional videos should we watch?
2. What should we do as our main event?
3. What is our unit's skill level or level of interest in skateboarding?
4. Where will we get equipment or learn about how to select equipment?
5. What costs will be involved (private skate-park fees, group lesson/clinic fees, equipment, transportation)?
6. What large, smooth areas are available for practicing basic skills?
7. What skate parks or skate programs are available locally?
8. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE SKATEBOARDING PROGRAM FEATURE BY:

1. Previewing skateboarding videos ahead of time in order to check for Scout appropriateness
2. Sharing their skateboarding experience
3. Driving to events
4. Showing support for their Scouts' interest in skateboarding

SKATEBOARDING INFORMATION

Unwritten Rules of Skateboarding

1. Never skate alone, and always have an emergency plan.
2. Always check the area for possible dangers before skating.
3. Skate within your limits.
4. Wear all required protective equipment.
5. Learn how to fall safely.
6. Learn basic skateboard techniques before going to a skate park.
7. Do not stop, stand, or sit on skate features.
8. Communicate with other users.

Skateboarding Safety Tips from the Consumer Product Safety Commission

Like other sports activities, skateboarding has risks. Vehicle traffic, trick riding, and excessive speed can lead to collisions, loss of control, and falls. Even experienced riders have been injured and killed.

Take knowledge to the extreme, and follow these important tips for safer riding:

- Wear protective gear when riding—especially a helmet. Wearing a helmet can mean the difference between life and death. Don't become another statistic.
- Stay clear of moving vehicles. Some of the most common and severe skateboarding accidents involve collisions with moving vehicles. Don't ride where you are likely to encounter traffic. Never hitch a ride ("skitch") onto a moving vehicle.
- Inspect/adjust your board before you ride. Always check for excessive play (looseness) and any broken or cracked parts. Serious defects should be fixed by a qualified repair shop.
- Ride during the day. Avoid riding at dusk and dawn or in other low-light conditions where you cannot see or be seen easily by vehicles.
- Inspect your riding terrain. Skateboarders should inspect the area where they will be riding for holes, bumps, rocks, and debris.

- Never ride alone. Accidents happen. Ride with friends and bring a phone. Children under 8 years old should be supervised closely.
- Ride wisely. Don't ride faster than you can handle. You can lose control of your skateboard at any speed. Never lie down on a skateboard in motion.

Source: cpsc.gov

Safety Equipment

Skateboarding does not typically require specific safety equipment like other sports, but for beginners it is essential to safety.

Always wear a dual-certified (ASTM/CPSC) helmet when skateboarding.

Knee pads and elbow pads are suggested for all skill levels of skateboarding. Pads should fit properly to ensure effectiveness. "Round" pads are typically best for impact falls and are best when used for flat ground or street-type skating. Flatter pads meant for sliding are typically better for transition, vert, or downhill styles of skating.

Wrist guards are typically recommended for beginner/intermediate level skateboarders. They should be worn until the user has become very skilled at bailing/rolling and has learned how to judge his or her limitations. Once skateboarders are skilled enough, wrist guards can begin to affect their ability to perform certain tricks.



HOW TO FALL

When learning how to fall, remember that protective equipment is not a guarantee of avoiding injury. To fall correctly, it is almost always better to fall forward as opposed to falling backward. When executing a "bail" or a controlled fall, it is typically better to fall and go with the motion than it is to try to prevent yourself from falling by trying to stick out an arm or leg to brace yourself. A roll should start with elbow or knee contact with the ground and then a rolling motion across your back, ending with ground contact with the opposing elbow or knee.





AVOIDING SPEED WOBBLES

Speed wobbles happen when a skateboard starts shimmying from side to side. If you can't control the shimmying, you could be thrown from the board. To avoid speed wobbles:

- Ride forward on the board and crouch slightly.
- Use a longer board.
- Use a board with wheels that are farther apart.
- Be sure trucks, wheels, nuts, and mounting screws are tightened properly.

SKATEBOARDING GAMES

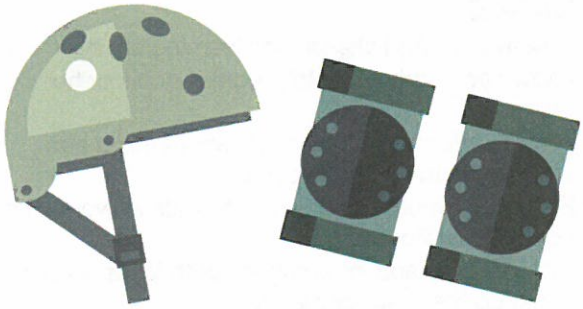
Safety Gear Race

Equipment: Helmets and pads

Method: Place safety equipment at one end of the room, and have groups line up at the other. When told to go, the first player on each team runs across the room, puts on the pads and helmet properly, and runs back. The next team member does the same thing, and so on.

Scoring: The first group to finish wins.

Notes: It is preferable to have a set of pads and a helmet for each person, but this game could be played with just a few sets, provided there is an assortment of sizes to fit properly. If you don't have enough sets for all players, players will need to take off the pads and helmets before running back to the starting line.



S.K.A.T.E.

Equipment: Skateboard and required safety equipment

Method: A lead player is selected by playing "Rock, Paper, Scissors." This player then performs any kind of trick or maneuver, which the other players must copy. If they fail, they are assigned a letter: S, K, A, T, or E (in that order). Players continue until every player accumulates SKATE except one.

Scoring: The last player standing is the winner.

Notes: This game is played in the same way that "H.O.R.S.E." is played in basketball.

Rate That Setup

Equipment: Several skateboards, each adjusted differently

Method: Number the skateboards, and have everyone try them out and then rate them on a scale from 1 to 10.

Scoring: Average all the scores and see which setup has the highest rating.

Notes: While not technically a competition, this activity gives Scouts an opportunity to compare the differences in adjustments.

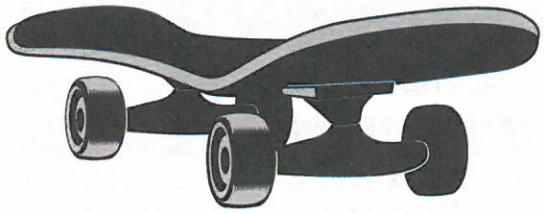
Follow the Leader

Equipment: Skateboard and required safety equipment

Method: A leader is chosen, and then he or she chooses a course and a set of tricks to be performed.

Scoring: A missed trick, fall, or deviation from the leader's course means that player is disqualified for that round.

Notes: This is a good game for novice riders. It can be very informal in rules or scoring.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the importance of skating with friends and the importance of a safety plan.
- Describe the differences between park skating and street skating, including the inherent dangers of each.
- Discuss proper footwear and safety equipment.
- Describe common skateboard injuries and how to prevent and treat them.
- Explain the different components of a skateboard and the importance of each.
- Explain the different levels of skate progression (s curve) and the body mechanics for each step as they progress.

DEMONSTRATE

- Demonstrate the proper technique for getting on and off a skateboard (push, plant, pivot) and for properly riding a skateboard.
- Show proper warm-ups and stretches.
- Show how to lean forward and why proper weight distribution is important for riding banks and transition skating.
- Demonstrate differences in tuning setups (loose trucks, big versus small wheels, board width, etc.).
- Demonstrate different techniques for carving and turning.

GUIDE

- Guide Scouts through stretching routines.
- Critique Scouts as they practice the push, plant, and pivot process.
- Play a game that involves putting on safety equipment; provide instruction where needed.
- Have Scouts practice turns through cones.
- Guide Scouts as they practice the safety plan.

ENABLE

- Create a fun and challenging learning environment.
- Allow each participant to progress at his or her own pace.
- Provide information to Scouts about tricks and techniques they can practice.
- Encourage more experienced Scouts to work with novice-level Scouts.
- Provide tools and information youth leaders need to set up their own competitions.
- Encourage Scouts to continue learning about skateboarding.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	One-day or Multiday Activity	Weekend Activity
A day at the park—Spend a day at a well-managed skate park practicing basic maneuvers on beginner features. This activity should be used to build Scouts' beginner and intermediate skateboarding skills (pushing, doing tic-tacs and kick turns, rolling down ramps, etc.) while also exposing Scouts to park etiquette and outdoor ethics.	Skate park road trip—Travel to an area with access to multiple skate parks. Depending on the distance traveled, your group may want to consider multiple days. Use this event to continue improving skills. If available, schedule this trip around skateboarding clinics or professional demonstrations happening in the area. Also be sure to research any skateboard shops in the area and pay them a visit.	Skateboard competition—Organize and hold your own skateboard competition at a local skate park or volunteer in a skateboard competition. The event can be as big as your unit wants. Sponsorship and prizes can be obtained from board shops or local businesses. Advertising can be accomplished using social media and word of mouth. Research how competitions are run and judged, and be sure to include local skaters in the brainstorming and planning process.

SKATEBOARDING

Meeting Plan: First Aid and Safety Equipment

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have early arrivers research skate parks in your region using laptops or tablets. Encourage them to find videos of skateboarders in action at those parks.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	• Review first aid for injuries or illnesses that may occur while skateboarding. These include hypothermia, frostbite, lacerations, abrasions, concussions, fractures, sprains and strains, blisters, heat reactions, shock, and cardiac arrest. • Learn a stretching routine to help warm muscles and avoid injuries while skateboarding.		7:10 p.m.
Skills Instruction 30 minutes 	• Learn the safety equipment required for skateboarding, how you should put it on, and how you should adjust it. • Learn how to fall.		7:30 p.m.
	• Review the above information. • Learn how to fall on steep ramps.		
	• Review the above information. • Learn how to knee slide on transitions or flat terrain. • Learn how to roll in multiple directions and on different sides of the body.		
Breakout Groups 15 minutes	• Begin planning for participation in the main event. • Work on advancement requirements as needed.		8 p.m.
Game 10 minutes	Play Safety Gear Race (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SKATEBOARDING

Meeting Plan: Basic Skills

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Watch a skate skills video.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 10 minutes	• Show an instructional video that focuses on a particular skill the group needs to develop. • Discuss rules and ethics related to skating on private property.		7:10 p.m.
Skills Instruction 40 minutes	• Learn the following skills: standing, pushing, stopping using both feet, and dragging and run-out methods.		7:20 p.m.
	• Learn to carve. • Learn to tic-tac in both directions.		
	• Learn to kick turn on banks. • Learn to roll fakie (backward) on banks.		
Breakout Groups 15 minutes	• Free skate, focusing on the skills covered in skills instruction.		8 p.m.
Game 10 minutes	Play S.K.A.T.E. (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SKATEBOARDING
Meeting Plan: Parts and Repairs

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	With proper safety gear, practice skateboarding skills before the meeting. Or set up a display of various skateboards and other gear.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Discuss how boards are made and the differences between the various components of skateboards.		7:10 p.m.
Skills Instruction 45 minutes	• With examples, learn the parts of a skateboard: deck, grip tape, hardware (bolts, nuts, etc.), trucks (axle, king pin, base plate, bushings, washers), wheels, and bearings. • Make simple adjustments using a skate tool.		7:15 p.m.
	• Learn how wheel durometer (hardness) affects performance. • Learn how trucks and bushings work and how the durometer of bushings affects performance. • Learn how various materials in deck construction (fiberglass, number of plies, kinds of wood, types of board shape, etc.) affect performance.		
	• Practice assembling all the parts of a board in order to create complete setups.		
Breakout Groups 15 minutes	• Experiment with different types of board setups in order to discover personal preferences and understand the importance of knowing how components affect the ride. • Continue planning for participation in the main event.		8 p.m.
Game 10 minutes	Play Rate That Setup (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SKATEBOARDING

Meeting Plan: Additional Skills

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Play a game of S.K.A.T.E. before the meeting.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 5 minutes	Discuss the differences in various types of skateboarding, and discuss the skills required and risks associated with each style (e.g., street, vert, transition, downhill).		7:10 p.m.
Skills Instruction 45 minutes	• Review and practice skills. • Learn to tic-tac.		7:15 p.m.
	• Review and practice skills. • Learn to ollie.		
	• Review and practice skills. • Learn to kick flip.		
Breakout Groups 15 minutes	• Practice beginner- to intermediate-level maneuvers on a flat, smooth area of concrete. • Finalize plans for participation in the main event.		8 p.m.
Game 10 minutes	Play Follow the Leader (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SKATEBOARDING

Main Event: A Day at the Park

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 5 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Spend a day at a well-managed skate park practicing basic maneuvers on beginner features. This activity should be used to build Scouts' beginner and intermediate skateboarding skills (pushing, doing tic-tacs and kick turns, rolling down ramps, etc.) while also exposing Scouts to park etiquette and outdoor ethics.

Equipment List	• Skateboards • Weather-appropriate clothing • Helmets • Protective pads • Water bottles • Sunscreen • Proper footwear (flat-soled skate shoes) • First-aid kit
Activity	• Meet in a place appropriate for transportation to the skate park or meet at the park. • Warm up with stretching exercises, perform a walk-through of the park, and review the emergency plan. • Start with practicing basic maneuvers and then progress to free skating. • Enjoy the day of skating, being considerate of other users. • Take water breaks and a lunch break. Be sure to interact with local skaters. • Police the park for garbage and return home.
Safety	• For beginners, choose a park that is well maintained and take time to sweep out debris, if necessary. Try to avoid difficult features such as tight transitions, coping, steep banks, etc. • If possible, plan this event for a time when the skate park will not be as busy (i.e., middle of the week or earlier in the day).

Notes

Much like swimming pools, skate parks offer areas designed for a wide range of ability groups. Be sure Scouts use features that are appropriate to their skill levels.

SKATEBOARDING

Main Event: Skate Park Road Trip

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: One or more days

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Travel to an area with access to multiple skate parks. Depending on the distance traveled, your group may want to consider multiple days. Use this event to continue improving skills. If available, schedule this trip around skateboarding clinics or professional demonstrations happening in the area. Also be sure to research any skateboard shops in the area and pay them a visit.

Equipment List	• Skateboards • Weather-appropriate clothing • Helmets • Protective pads • Water bottles • Sunscreen • Proper footwear (flat-soled skate shoes) • First-aid kit • Any camping or overnight gear required • A camera to capture Scouts' achievements
Activity	• Determine the skate parks your unit will want to visit. Be sure to allow enough time at each park so there is a chance for Scouts to become comfortable with the terrain. • Decide if this event requires overnight travel. Plan to camp near the route of your road trip. • Have a schedule for traveling and time spent at each park. • Remember to follow the same warm-up procedure at each park and to perform a walk-through of each park. • Have an emergency plan and be sure to review it.
Safety	• When traveling, make sure you are familiar with hospital locations and have a list of emergency contacts. • Wear clothing appropriate for the season and wear all pads required by the skate parks being visited. Always wear a helmet.

Notes

Much like swimming pools, skate parks offer areas designed for a wide range of ability groups. Be sure Scouts use features that are appropriate to their skill levels.

SKATEBOARDING

Main Event: Skateboard Competition

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Organize and hold your own skateboard competition at a local skate park or volunteer in a skateboard competition. The event can be as big as your unit wants. Sponsorship and prizes can be obtained from board shops or local businesses. Advertising can be accomplished using social media and word of mouth. Research how competitions are run and judged, and be sure to include local skaters in the brainstorming and planning process.

Equipment List	• Skateboards • Weather-appropriate clothing • Helmets • Protective pads • Water bottles • Sunscreen • Proper footwear (flat-soled skate shoes) • First-aid kit • Any camping or overnight gear required • A camera to capture Scouts' achievements • Possible sound equipment for hosting an event • Prizes, if desired
Activity	• Select a competition to attend, or select the appropriate site to hold your own. • Create a budget, and revise it throughout the planning process. • Secure any permits or emergency services needed for the event. • Prepare a schedule. • Research weather conditions, and have a backup plan. • Practice skateboarding skills for the event. • Advertise the event, and make preparations such as securing event sponsors and prizes. • Talk to local skateboarders to gauge interest, build interest, and get their help in planning. • Hold the event; be sure to capture it with a camera. • Clean the site and send out thank you notes to all the sponsors and people who assisted with the event.
Safety	Have an emergency plan for the event. Depending on the event size and local laws, an EMS unit may have to be present.

Notes

Contact your local council about holding a skateboard competition as a recruiting event.

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Wixon, Ben. *Skateboarding: Instruction, Programming, and Park Design.* Human Kinetics Publishing, 2009.

Organizations and Websites

Exploratorium Skateboard Science
Website:
http://www.exploratorium.edu/skateboarding/

Skate Catalyst
Website: http://skatecatalyst.com/

Skateboarding Magazine
Website: http://skateboarding.transworld.net/

Skaters for Public Skateparks
Website: http://www.skatepark.org/

Related Program Features

Fitness and Nutrition, Snowboarding and Skiing, Spectator Sports

Photo and Illustration Credits

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Protecting the Future Today

As Scouts and Scouters, we have unique opportunities to see the majesty of the outdoors. Hikes in state and national parks let us appreciate green space near our homes, and we feel it more keenly than most when pristine areas are degraded. As Scouts and Scouters, we also have a responsibility to care for natural resources so that other people—both today and in future decades—may enjoy them as well.

Our stewardship responsibility doesn't end when we come home from outings. By living more sustainably, and teaching others to do the same, we can leave our planet a little better than we found it. Living sustainably can mean recycling paper and soda cans. It can mean being more discerning consumers. And it can mean getting involved in issues like conservation and climate change. You'll get to do those things and more in this month's activities.

Objectives

This month's activities should:

- Develop a vocabulary that allows Scouts to talk about and understand various aspects of sustainability.
- Teach Scouts about the triple bottom line of sustainability.
- Encourage Scouts to develop a personal sustainability mindset incorporating all aspects of the Scout Oath and Scout Law.
- Encourage Scouts to look at developing a lifetime commitment to sustainability in their personal activities and lifestyles.
- Help Scouts discover how sustainable the products they use every day are.
- Inspire Scouts to get involved in making a difference in their communities.

RELATED ADVANCEMENT AND AWARDS

- Sustainability merit badge
- William T. Hornaday Awards
- Leave No Trace Trainer and Master Educator
- Tread Lightly! Trainer

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing sustainability as your program feature during your planning meetings.

1. How sustainable are our unit activities? What can we do to minimize or eliminate waste or excess during our activities?
2. How much do we want to incorporate the Sustainability merit badge into our activities and meeting events this month?
3. What other topics and activities would fit well with this monthly feature?
4. How can we involve outside subject matter experts in a meaningful manner this month?
5. What outside organizations and agencies can help us learn about sustainability?
6. To meet our needs, what should we change in the sample meeting plans?

PARENTS CAN HELP WITH THE SUSTAINABILITY PROGRAM FEATURE BY:

1. Holding family councils to discuss ways to live a sustainable family lifestyle
2. Helping identify subject matter experts
3. Providing transportation for the main event and other activities requiring travel
4. Helping Scouts and leaders receive training from outside groups such as the Leave No Trace Center for Outdoor Ethics
5. Supporting the development of any program that might arise out of this month's activities

SPECIFIC SUSTAINABILITY INFORMATION

What Is Sustainability?

There are many definitions of sustainability, but perhaps the best one comes from the World Commission on Environment and Development (better known as the Brundtland Commission): "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

People concerned about sustainable development suggest that meeting the needs of the future depends on how well we balance social, economic, and environmental objectives when making decisions today. They talk about the need to focus on the triple bottom line of people, prosperity, and planet.

Sustainability has been a part of the Boy Scouts of America's DNA since the Conservation merit badge was introduced in 1911. Over the intervening century, we've moved from an emphasis on conservation to an emphasis on stewardship, from leaving no trace to leaving a legacy. Today, every Boy Scout who earns the Eagle Scout Award first earns either the Sustainability merit badge or the Environmental Science merit badge, and messages about sustainability are woven through the Scouting program starting in Cub Scouting.

The Seven R's

The popular phrase "Reduce, Reuse, Recycle" is a handy way to remember how to live sustainably. But those principles are just the beginning. In fact, there are seven R's, not just three:

Reduce: Choose organic foods, sustainable products, and products that come with minimal packaging or packaging that can be recycled.

Reuse: When buying everything from furniture to clothing to electronics, consider buying used instead of new.

Recycle: Recycle everything you can, including paper, plastic, glass, metal, and batteries. Find places that will accept exotic plastics and other hard-to-recycle items.

Repurpose: Get creative. Turn a shipping pallet into a bookcase; turn an old bicycle into a garden planter. Have fun making something new out of something old.

Refuse: Vote with your dollars. Don't buy products that have a negative impact on natural resources. Encourage companies and retailers to make the extra effort to green up their act.

Rethink: Ask yourself whether you really need the latest tablet or smartphone. Do you own your purchases, or do they own you?

Repair: Choose products that can be repaired, and learn how to repair them. There is a great deal of pride to be derived from repairing and maintaining products.

Sustainability and the Scout Law

A Scout is:

Trustworthy. Sustainability starts with you and helps you to stand out as a young leader. You can help by recycling and advocating green solutions to everyday issues.

Loyal. Demonstrate sustainability by being the voice of reason and reminding others we all share limited resources.

Helpful. You can make a difference in your family and in your community—and help our world—by using only what you need. Take time to share with others what you are doing.

Friendly. Volunteer in your community at a community garden, recycling center, or other sustainable activity, and encourage others to do the same. This can be a fun and exciting way to see firsthand how, when we all are working together, we can make a difference in this world.

Courteous. Always thank people for their help and understanding because we all benefit from sustainability and thinking about how our actions, no matter how small, affect others.

Kind. Treat this world with respect, save valuable resources, and set an example for others to follow. Take time to smile; it does make a difference.

RENEWABLE AND NON-RENEWABLE RESOURCES

Renewable resources grow or replace themselves over some period of time. They include wind, solar, agricultural harvests, trees, water, and air.

You can ask these questions about renewable resources:

- Why are these resources considered renewable?
- How do they replenish themselves?
- Over how long a period do they take to renew themselves?
- What type and amount of energy input is required for each resource to renew itself?

Non-renewable resources will not replace themselves when depleted. They include coal, petroleum products (including gas, oil, and some plastics), minerals, and land.

You can ask these questions about renewable resources:

- Why are these resources considered non-renewable?
- What is their origin?
- How long did it take to create these resources, and how long ago were they created?
- What conditions would be required to replace them?

Some renewable resources can become non-renewable. For example, water can become polluted, animal species can become extinct, and soil can become sterile because of poor management.

Obedient. To protect the world's resources, you need to be true to yourself and believe in sustainability.

Cheerful. Tell your stories of sustainability activities and projects with a smile, knowing you are making a difference, and others just might take action based on how you tell your story.

Thrifty. Track your savings from solid sustainability actions at home or in your unit.

Brave. You can be a leader at home or in your community when taking the appropriate actions. Stand up for what is right; start with your actions so you and your family can lead others to engage in sustainable living.

Clean. Respect our world and the valuable resources we are consuming every day. You can help by using only what you need and talking with others to protect the air we breathe, and the water we drink.

Reverent. Always consider other points of view and be true to Earth, as we all live here together.

Remember that sustainability starts with you.

Developed by Camp Emerald Bay, Catalina Island, California

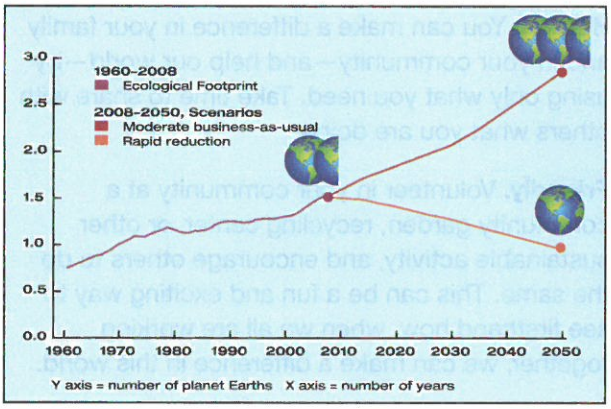
Ecological Overshoot

You might have heard the term "ecological overshoot" but did not know what it means. Individuals in the United States consume more water, more food, more goods—just about more everything—than most people in other parts of the world. That rate of consumption has increased so much that we now are using resources faster than those resources can be replenished by nature. This is called ecological overshoot.

Think about what would happen if you kept withdrawing money from your bank account but never replenished it. Eventually, the money would run out. The same thing is happening with our water supplies. We are "withdrawing" water faster than it can be replenished. In fact, in some aquifers, the water cannot be replenished and will eventually be depleted. The same thing can happen with other resources, such as minerals, food, fuel, and so on.

When we run out of something, we hardly give a second thought to where we can easily get more. When something gets old, we throw it out and replace it. We continue to create vast amounts of waste and use up our resources with the notion that those resources are unlimited. Now that we are more aware of ecological overshoot, which scientists have determined began in the 1970s, we can do something to change the way we think and behave.

The graphic here shows how in our current state, we are consuming, or "spending," Earth's natural resources about 1.4 times faster than they can be replenished. This means it takes us 17 months to replenish what we consume in 12 months. By 2050, that rate will increase to nearly three times faster. If we were to work together to substantially reduce the rate of consumption, we could close that gap and Earth could sustain its current population.



Source: Global Footprint Network

SUSTAINABILITY GAMES

Recycle Bin Bonanza

Equipment: One full recycling bin per team (Ideally, one of the team members will bring his family's recycling bin from home, but don't explain ahead of time what the purpose is.)

Method: Each team has 15 minutes to build the tallest tower possible using only the items in its recycling bin.

Scoring: When time is called, measure the towers. The tallest tower is the winner. However, you can deduct points for non-recyclable items (perhaps a half-inch per item).



Notes: After the game, point out how seemingly worthless items still have value.

Sustain-a-Bingo

Equipment: Bingo cards (one per player, made or downloaded from the Internet) that list personal/family sustainable actions, such as "buys organic produce," "has weekly meatless meals," "drives a hybrid car," "uses public transportation," "buys green power credits," "has volunteered in the community," "has read a book about sustainability," "uses refillable water bottles," etc.; pens

Method: On the leader's signal, players move around the room and get signatures in the blocks on their bingo card of other people who take the listed actions. Each player can sign a given card only once. When a player has filled the card (or has completed a row, column, or diagonal), he or she shouts, "Bingo!"

Scoring: The winner is the first person to complete the task. You can continue playing until time expires.

Notes: For prizes, give out fair-trade chocolates or similar tokens that demonstrate sustainability.

Sustainability Matching Game

Equipment: For each team, a set of 20 or so cards with sustainability terms on them and a set of 20 or so cards with the definitions of those terms; masking tape

Method: Tape each team's set of cards in random order on a wall. Teams line up across the room from the wall where the cards are taped. Players take turns (relay style) running to the wall and pairing the cards showing a term and its definition. (These can be cards that have been previously matched incorrectly.)

Scoring: At the end of play, the team with the most correct matches wins. You could also deduct points for incorrect matches.

Notes: The *Sustainability* merit badge pamphlet contains a glossary that could be used as the source of information for the cards.

Water Challenge

Equipment: For each team, a bucket of water, an empty bucket, and an assortment of spoons, small cups, and containers with holes in them

Method: Teams line up relay style. Place the empty buckets at the far end of the room and the full buckets in front of the teams. Players take turns choosing a container (spoon, cup, etc.), filling it with water, and carrying it to the empty buckets, where they dump the water. Continue rotating players until time is called.

Scoring: At the end of the game, the team that has transported the most water wins.

Notes: The challenge is to determine which container wastes the least water. For example, a spoon carried slowly and carefully might be more effective than a holey cup carried quickly. After the game, talk about how we waste water and other natural resources.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.

***D**emonstrate* the steps—Show them.

***G**uide* learners as they practice—Watch them do it.

***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the three R's of sustainability: reduce, reuse, recycle. Discuss that a more comprehensive list, the seven R's, goes even further in encouraging sustainability.
- Compare the energy usage of incandescent, compact fluorescent (CFL), and light-emitting diode (LED) light bulbs.
- Explain the U.S. Environmental Protection Agency's ENERGY STAR program.
- Discuss the difference between renewable and non-renewable resources.
- Explain the difference between energy efficiency and energy conservation.

DEMONSTRATE

- Review camp menus and demonstrate how sustainable the food items are (based on factors such as the amount of energy that went into their production and transportation to the store).
- Demonstrate how to read a residential utility bill.
- Demonstrate how to implement the three R's during a regular unit outing (day hike, campout, picnic, etc.).

GUIDE

- Encourage Scouts to adopt their own personal sustainability practices.
- Challenge Scouts to sort discarded items based on whether they are recyclable.
- Have the Scouts discuss the pros and cons of different transportation methods in terms of energy use.
- Have the Scouts visit a grocery store or big-box retailer to rate products based on sustainability.
- Have the Scouts make a list of all of the various products and appliances in their respective homes that have an ENERGY STAR label.
- Have the Scouts practice the three R's during a unit outing.

ENABLE

- Encourage the Scouts to undertake a community project related to sustainability, such as holding a "light-bulb exchange" to distribute CFL or LED bulbs.
- Hold an outing where the focus is on living as sustainably as possible. Challenge the Scouts to find ways to measure the outing's environmental impact compared with a typical outing.
- Have the Scouts track their home utility usage for a given period of time and discuss the reasons for increases and decreases in usage.
- Have the Scouts teach their family members or younger Scouts the benefits associated with practicing the three R's.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Varied
High/low resources—As a unit, visit a grocery store or big-box retailer and rate various products "high" or "low" according to how sustainable they are.	Eating for the planet—On any overnight activity, develop meal plans that include only organic, non-GMO (genetically modified organism) foods. Do other Scouting activities in between meals.	Sustainability advocacy project—Find a sustainability cause that the group is passionate about and get involved in making a difference. This could involve anything from assisting with home winterization for low-income residents to educating yourselves about alternative energy sources to getting involved in (or hosting) a sustainability festival.

SUSTAINABILITY

Meeting Plan: The Three R's (Reduce, Reuse, Recycle)

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set out a recycling bin, a trash can, and a random assortment of items (cans, newspaper, batteries, pizza boxes, light bulbs, etc.). Challenge early arrivers to put items in the appropriate receptacles based on local recycling policies. Hand out information on local recycling programs.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 15 minutes	Introduce the concept of sustainability, and challenge the group to come up with a working definition. A good example is, "Sustainability means the ability to endure. Sustainability requires living within our world's ability to regenerate the things we need to live. Sustainability begins with rethinking your individual lifestyle and becoming more aware of how you can conserve natural resources." Introduce the concept of the three R's: reduce, reuse, recycle.		7:10 p.m.
Skills Instruction 35 minutes	Brainstorm ways people can reduce, reuse, and recycle at home, at school, and in religious and community organizations. Discuss how your Scout unit can reduce, reuse, and recycle.		7:25 p.m.
	Do the above activities. Discuss how the three R's relate to philanthropy.		
	Do the above activities. Discuss why it is important for the community as a whole to work together to incorporate the three R's into everyday activities.		
Breakout Groups 15 minutes	• Begin planning for participation in the main event. • Work on advancement requirements as needed.		8 p.m.
Game 10 minutes	Play Recycle Bin Bonanza (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SUSTAINABILITY

Meeting Plan: Sustainable Energy

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Set up a display with the requirements for sustainability-related badges and awards. Encourage early arrivers to make plans to begin working on one of the badges or awards this month.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 5 minutes	Discuss the difference between energy conservation and energy efficiency: Energy conservation is changing behavior in order to save energy (and money). An example is turning off the lights. Energy efficiency means installing equipment, lighting, or appliances that use less energy. An example is replacing an incandescent light bulb with an energy-efficient compact fluorescent lamp (CFL). Conservation measures cost nothing, while efficiency measures can be low-cost or can require a significant investment. Both energy conservation and efficiency measures help reduce energy usage, energy bills, air pollution, and greenhouse gas emissions.		7:10 p.m.
Skills Instruction 45 minutes	• Review various household utility bills (electric, gas, etc.). See what is contained in each, including taxes, fees, and credits. • If possible, compare usage levels on a month-by-month basis and discuss the reasons for the differences. • Discuss ways to realistically reduce usage levels for each utility. See Sustainability merit badge Energy requirement 2B.		7:15 p.m.
	• Discuss the term "miles per gallon" and how it affects energy consumption. • Discuss the pros and cons of public transportation versus personal vehicles versus walking, biking, etc. • Discuss the values of various fuels in use for transportation. • If possible, compare the efficiency levels of several vehicles used by Scouts' families and discuss ways to improve these levels. See Sustainability merit badge Energy requirement 2C.		
	• Introduce the term "carbon footprint." • Discuss the sustainability of various energy sources, such as fossil fuels, solar, wind, geothermal, nuclear, hydro, etc. • Discuss the pros and cons of different energy sources and how their usage may affect the environment and your personal lifestyle. • Come up with a list of five to 10 ways Scouts can realistically reduce their carbon footprints. See Sustainability merit badge Energy requirement 2A.		
Breakout Groups 15 minutes	Continue planning for participation in the main event. Work on advancement requirements as needed.		8 p.m.
Game 10 minutes	Play Sustain-a-Bingo (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SUSTAINABILITY

Meeting Plan: The Triple Bottom Line

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, give them sheets of used office paper and have them make paper airplanes. They should test their creations by flying them into trash cans or recycle bins. If time allows, they could compete against each other for points.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	• Introduce the concept of the "triple bottom line": people, planet, and prosperity. Discuss how each of these areas benefits from sustainable actions and how balancing the needs of all three is important. • Call out a sustainability term or concept, and ask Scouts which "P" it relates to. Repeat with a series of additional terms or concepts. Note that some terms or concepts will relate to more than one part of the triple bottom line.		7:10 p.m.
Skills Instruction 30 minutes	• Discuss the people aspect of the triple bottom line and how sustainable solutions must take into account opportunities in education, community development, and quality of life for the world's people. • Discuss how sustainable practices can both benefit and harm people. Examine how that harm could be minimized.		7:30 p.m.
	• Discuss the prosperity aspect of the triple bottom line and how sustainable solutions must be economically feasible to implement and have a positive financial effect on all communities that they impact. • Discuss how Scouts and their families can increase their own prosperity while living sustainably. Examine barriers to being prosperous and sustainable at the same time.		
	• Discuss the planet aspect of the triple bottom line and how sustainable solutions must promote stewardship of the earth's limited natural resources. • Discuss how the BSA or your chartered organization can improve the management of the earth's natural resources. Explore how individual Scouts can take part in these efforts.		
Breakout Groups 15 minutes	Instead of having regular breakout groups, form trios with one person each from the Essential, Challenging, and Advanced groups; have members teach each other one thing they learned in the skills portion of this meeting.		8 p.m.
Game 10 minutes	Play Sustainability Matching Game (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
	Total 90 minutes of meeting		
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SUSTAINABILITY

Meeting Plan: Stewardship of Our Natural Resources

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, show Internet videos on sustainability and related issues. Preview the videos before the meeting to ensure the content is appropriate.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 5 minutes	Discuss how there are three types of environmental stewards: doers, donors, and practitioners. • Doers go out and help the cause by taking action. For example, the doers in an oil spill would be the volunteers who go along the beach and help clean up the oil. • Donors help the cause financially. They can do anything from donating their money to having galas or other fundraisers. Donors include governmental agencies. • Practitioners work on a day-to-day basis to steer governmental agencies, scientists, stakeholder groups, or any other group toward a stewardship outcome.		7:10 p.m.
Skills Instruction 45 minutes ●	• Discuss being a doer. • Have each Scout write a personal definition of sustainability. • Discuss ways each Scout can become a doer. • Develop a list of 10 realistic ways to be a doer of sustainability as a young person.		7:15 p.m.
■	• Discuss being a donor and how young people who have limited financial resources can be donors. • Develop lists of ways individuals, Scout families, and businesses/governmental agencies can be donors. • Discuss how each Scout can assist with a local sustainability fundraising event.		
◆	• Discuss being a practitioner. • Discuss an ethical dilemma related to sustainability. Have the Scouts select one or two situations from the news and work through these steps: learn, present, discuss, reverse, and consensus. (See www.crventuring.org/Ethics_In_Action/Ethical_Controversy_Instructions.)		
Breakout Groups 15 minutes	• Finalize plans for participation in the main event. • Work on advancement requirements as needed.		8 p.m.
Game 10 minutes	Play Water Challenge (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SUSTAINABILITY
Main Event: High/Low Resources

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 3 to 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

As a unit, visit a grocery store or big-box retailer and rate various products "high" or "low" according to how sustainable they are.

Equipment List	• Notepads or sheets of paper • Pens and pencils • Smartphones and/or tablets
Activity	• Travel to a local grocery store or big-box retailer like Walmart or Target. (It's a good idea to get permission for the project from the store manager ahead of time.) • Working in buddy pairs or small groups, rate various products (food, tools, gardening supplies, clothing, detergent, furniture, etc.) high or low according to these factors: —The resources that went into producing them —The resources that went into getting them to market —Their expected longevity or lifecycle —The extent to which they and their packages are recyclable or reusable • Allow 30–45 minutes for this gathering of information to take place. • Gather together and compare results for similar products. Decide which products are the most and least sustainable. • If possible, have the store manager or owner talk about how sustainability is a factor in what the store sells. • Provide a sustainably sourced snack or meal at the end of the activity. Afterward, send a thank you note to the store manager or owner.
Safety	• Always use the buddy system. • Have cellphone numbers of leaders in case Scouts get separated. • Two-deep adult leadership is required.

Notes

- Scouts may want to use their smartphones or tablets to research the products they're studying (for example, by calculating the distance from the factory to the store).
- Be sure to obtain any necessary permissions prior to this activity.

SUSTAINABILITY

Main Event: Eating for the Planet

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

On any overnight activity, develop meal plans that include only organic, non-GMO (genetically modified organism) foods. Do other Scouting activities in between meals.

Equipment List	• Camping gear/equipment (individual and group) • Water • Food • Scout Basic Essentials (Review the list and take what you need.) • Equipment for other activities
Activity	• Plan a typical weekend campout. • Develop a nutritious and flavorful meal plan using only organic and non-GMO foods. • Using an approved budget plan, purchase food products that are organic or locally grown. • As needed, shop at local co-ops, natural-food stores, or farmers markets to obtain locally sourced food items. • Travel to camp and set up as usual. • During meals, have youth leaders provide quality critiques of the food choices, preparation, and tastefulness of each meal. • Discuss ways the meal choices and overall meals could be improved in the future.
Safety	• Always use the buddy system. • Normal camping safety rules apply. • Two-deep adult leadership is required.

Notes

For an even bigger challenge, choose food products that are low-carbon options (non-processed, vegetarian, etc.). Compare this main event to the Challenging-level main event in the Outdoor Ethics module.

SUSTAINABILITY

Main Event: Sustainability Advocacy Project

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Varies

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Find a sustainability cause that the group is passionate about, and get involved in making a difference. This could involve anything from assisting with home winterization for low-income residents to educating yourselves about alternative energy sources to getting involved in (or hosting) a sustainability festival.

Equipment List	• Books and other resources on the chosen issue • Materials to write letters, make posters, etc. • For service projects, appropriate tools and safety equipment • For travel, Scout Basic Essentials, food, water, Scout uniforms, camping equipment
Activity	• Detailed steps will vary greatly depending on what you decide to do, but here's a starting point: —Poll the Scouts to determine an issue they want to get involved in. —Research the issue. —Invite experts to educate the Scouts on the issue; be sure they present both sides of the issue, as appropriate. —Make plans for how the group will tackle the issue. —Set a goal you want to accomplish and work to reach it. —Get parents and the chartered organization involved, as appropriate. —Send thank you notes to those who have helped with the activity.
Safety	• Always use the buddy system. • Have cellphone numbers of leaders in case Scouts get separated. • Two-deep adult leadership is required.

Notes

In choosing groups to present to the Scouts, be cautious to avoid contentious or adversarial groups that might be overly disruptive.

REFERENCES

Books

Sustainability merit badge pamphlet

Kaye, Cathryn Berger, and Philippe Cousteau. *Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands*. Free Spirit Publishing, 2010.

Petronis, Lexi. *47 Things You Can Do for the Environment*. Zest Books, 2012.

Roa, Michael L. *Environmental Science Activities Kit: Ready-to-Use Lessons, Labs, and Worksheets for Grades 7–12*, 2nd ed. Jossey-Bass, 2008.

Savedge, Jenn. *The Green Teen: The Eco-Friendly Teen's Guide to Saving the Planet*. New Society Publishers, 2009.

Sivertsen, Linda, and Tosh Sivertsen. *Generation Green: The Ultimate Teen Guide to Living an Eco-Friendly Life*. Simon Pulse, 2008.

Organizations and Websites

BSA Sustainability Office
Website: www.greentodeepgreen.org

Center for Biological Diversity
Website: www.biologicaldiversity.org

Ecological Society of America
Website: www.esa.org

Environmental Protection Agency
Websites: www.epa.gov and water.epa.gov

Global Footprint Network
Website: www.footprintnetwork.org

Going Green Today
Website: www.goinggreentoday.com

Leave No Trace Center for Outdoor Ethics
Website: www.lnt.org

NASA Climate Kids
Website: climatekids.nasa.gov

Natural Resources Conservation Service
Website: www.nrcs.usda.gov

The Nature Conservancy
Website: www.nature.org

Reuseit
Website: www.reuseit.com

Rustle the Leaf
Website: www.rustletheleaf.com

Sustainable Forestry Initiative
Website: www.sfiprogram.org

U.S. Environmental Protection Agency
Website: www.epa.gov/climatestudents

U.S. Green Building Council
Website: www.usgbc.org

Related Program Features

Ethics, Nature and Environment, Outdoor Ethics, Project Management

Photo and Illustration Credits

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Acknowledgments

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Having Fun in the Water

Swimming is one of the most enjoyable activities in Scouting. On a hot afternoon at summer camp, nothing beats a dip in the camp pool or lake.

But swimming is more than a fun activity and a great way to cool off in the summer. It's also an activity that can boost your fitness and that could possibly save your life. What's more, swimming opens the door to a whole bunch of other aquatic activities, including canoeing, sailing, scuba diving, stand-up paddleboarding, and more.

This month's activities offer a mix of skills training and pure fun. Whether you head to a beach or lake in the summer or an indoor pool in the dead of winter, you will have a great time while learning some important skills along the way.

Objectives

This month's activities should:

- Teach Scouts basic strokes of swimming.
- Provide a basic understanding of water safety practices.
- Demonstrate what constitutes a safe swimming area.
- Foster discussion of appropriate gear for swimming.
- Teach Scouts the buddy system.
- Build self-confidence as Scouts improve swimming skills and abilities.

RELATED ADVANCEMENT AND AWARDS

- Swimming requirements for Second Class and First Class
- Lifesaving and Swimming merit badges
- Quest: Requirement 5

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing swimming as your program feature during your planning meetings.

1. What is our pool availability?
2. What is the skill level of the participants?
3. Where will we do our main event?
4. Will there be a lifeguard present and available?
5. If we are going to develop our own swim area, who will serve as lifeguards?
6. Will there be other helpers to provide support and look out for the group?
7. What swimming gear will be needed?
8. Does the weather forecast impact our event plans?
9. How do we incorporate Scouting skills and advancement into the main event?
10. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE SWIMMING PROGRAM FEATURE BY:

1. Providing transportation for the main event
2. Serving as instructors or lifeguards if properly trained
3. Serving as lookouts during the swimming activities
4. Providing food for the main event
5. Providing equipment such as life jackets or game materials
6. Researching safe venues and monitoring the weather

SAFE SWIM DEFENSE IN A NUTSHELL

The BSA's Safe Swim Defense is a backbone of safe swimming during Scouting activities. These preventive measures help everyone take responsibility for their behavior and safety. For more information, see www.scouting.org/OutdoorProgram/Aquatics/safe-swim.

1. **Qualified Supervision:** Focuses on responsible and qualified adult supervision (age 21 or over) trained in BSA Safe Swim Defense.
2. **Personal Health Review:** Addresses medical complications.
3. **Safe Area:** Concerns controlled access and conditions of the venue, and having the proper equipment on hand.
4. **Response Personnel (Lifeguards):** Ensures someone is available to provide safe and effective assistance.
5. **Lookout:** Serves as the eyes and ears and is on alert for trouble.
6. **Ability Groups:** Matches activities, areas, and equipment to the swimmer's ability.
7. **Buddy System:** Provides an extra layer of protection for each participant.
8. **Discipline:** Reinforces each participant's knowledge, understanding, and respect regarding safe swimming as outlined in the Safe Swim Defense guidelines.

BUDDY SYSTEM

Every participant is paired with another. Buddies check into and out of the area together. They stay together, monitor each other, and alert the safety team if either needs assistance or is missing. Buddies are normally in the same ability group and remain in their assigned area. If they are not in the same ability group, then they swim in the area assigned to the buddy with the lesser ability.

A buddy check reminds participants of their obligation to monitor their buddies and indicates how closely the buddies are keeping track of each other. Roughly every 10 minutes, or as needed to keep the buddies together, the lookout, or another person designated by the supervisor, gives an audible signal, such as a single whistle blast, and a call for "Buddies." Buddies are expected to raise each other's hand before completion of a slow, audible count to 10. Buddies who take longer to find each other should be reminded of their responsibility for the other's safety.

Once everyone has a buddy, a count is made by area and compared with the total number known to be in the water. After the count is confirmed, a signal is given to resume swimming.



Swimming Rules from the *Guide to Safe Scouting*

All participants of BSA swimming activities must follow Safe Swim Defense. Adult leaders supervising a swimming activity must have completed Safe Swim Defense training within the previous two years. Safe Swim Defense standards apply at backyard, hotel, apartment, and public pools; at established waterfront swim areas such as beaches at state parks and U.S. Army Corps of Engineers lakes; and at all temporary swimming areas such as a lake, river, or ocean. Safe Swim Defense does not apply to boating or water activities such as waterskiing or swamped boat drills that are covered by Safety Afloat guidelines.

Safe Swim Defense applies to other nonswimming activities whenever participants enter water over knee deep or when submersion is likely, for example, when fording a stream, seining for bait, or constructing a bridge as a pioneering project. Snorkeling in open water requires each participant to have demonstrated knowledge and skills equivalent to those for Snorkeling BSA in addition to following Safe Swim Defense. Scuba activities must be conducted in accordance with the BSA Scuba policy found in the *Guide to Safe Scouting*. Because of concerns with hyperventilation, competitive underwater swimming events are not permitted in Scouting.

Safe Swim Defense training may be obtained from www.MyScouting.org, at council summer camps, and at other council and district training events. Confirmation of training is required on tour and activity plans for trips that involve swimming. Additional information on various swimming venues is provided in the BSA's *Aquatics Supervision* guide, No. 34346, available from www.scoutstuff.org and at Scout shops.

BSA Aquatics Supervision Training

Aquatics Supervision: Swimming and Water Rescue training provides BSA leaders with information and skills to prevent, recognize, and respond to swimming emergencies during unit swimming activities. It expands the awareness instruction provided by Safe Swim Defense training. Those completing the training should be better able to assess their preparation to supervise unit swimming events.

The BSA recommends that at least one person with this training is present to assist with supervision whenever a unit swims at a location that does not provide lifeguards. This training is open to any registered adult leader, Scout, or Venturer who is age 15 or older. A council-approved instructor must directly supervise all training. This course takes approximately eight hours and is valid for three years.

Although the training is consistent with training provided professional lifeguards, the Swimming and Water Rescue course is not a lifeguard training course and is not a substitute for BSA Lifeguard training for summer camp aquatics staff. On the other hand, this course addresses important information that may not be covered in generic lifeguard training programs such as: preventive measures, including the buddy system and swim classification tests; how to set up a safe swim area in diverse situations; the use of nonstandard rescue equipment; and emergency action plans in remote settings. Therefore, BSA leaders with lifeguard training from other agencies are encouraged to complete this course prior to supervising unit swim activities in remote settings. A "challenge" option is provided to foster cross-training of individuals with training from other agencies.

For more information, see *Aquatics Supervision,* No. 34346.

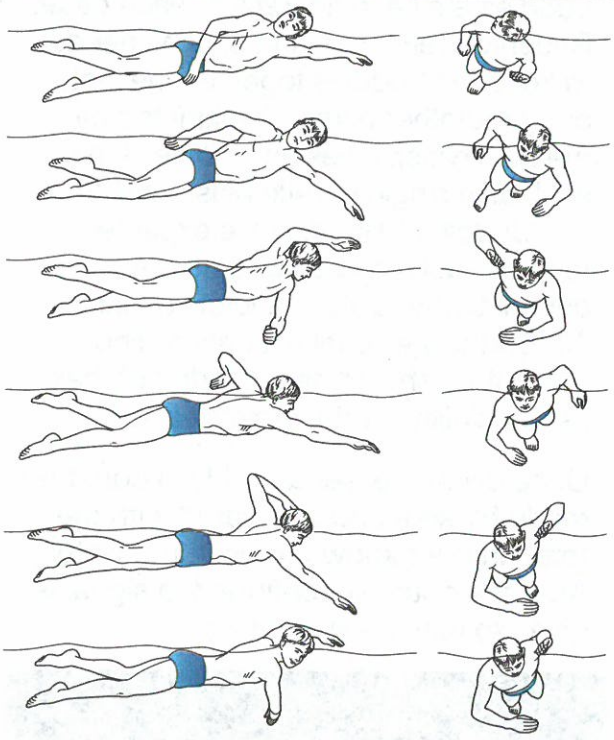
Basic Strokes of Swimming

Front Crawl

The front crawl has three parts: the flutter kick, the rotating arm stroke, and rhythmic breathing. It is the fastest swimming stroke.

Kick. The flutter kick begins at the hips and flows to the feet. As one foot moves downward, the other comes up in a fluttering rhythm. Kick from the hip and thigh, not from the knee. During the downward part of the kick, your ankle stays relaxed, toes are pointed behind you, and your knee is slightly bent. As your foot reaches the end of the kick, straighten your leg and allow your foot to snap downward. As your foot moves upward, keep that leg and knee straight. The kick should be smooth and steady, and your feet should stay just under the water with only your heels breaking the surface. Your big toes should almost touch one another as they pass. You can practice the kick by holding the edge of the pool or by supporting yourself on a kickboard.

Arm Stroke. Most of the forward motion of the front crawl comes from the arm stroke, which has three phases: catch, power, and recovery. To begin the catch, slightly bend your right wrist and elbow as you move the entire arm downward. Have your palm facing away from your body. Keep your elbow, hand, and wrist fixed in this position. Your hand should be directly in line with your shoulder.



For the power phase, straighten your wrist and bend the elbow so your forearm is about 45 degrees from the upper arm. Point your fingers down and inward. Push hard against the water, and sweep your hand and forearm down and back under your chest. Your hand will pass just a few inches from the centerline of your body. Your palm should be flat and should push backward against the water. As your hand becomes level with your shoulder, begin to straighten out your arm as it

continues to move back and out to just beside your right hip. Your upper body will roll, with your left hip turning down and toward the centerline. This turns your right hip up toward the top of the water just as your right hand reaches the end of the power phase.

As your hand exits the water, the recovery phase begins. Start by lifting your elbow up and forward. Keep your wrist and hand relaxed and trailing behind or hanging below your elbow. As your hand passes the shoulder, it reaches up and forward to enter the water again when it is at shoulder level. When your thumb is even with your eye and your arm is straightened to about three-quarters of its length, allow your fingertips to smoothly enter the water. Rotate your hand so that your thumb enters first as your arm straightens under the water to its full length.

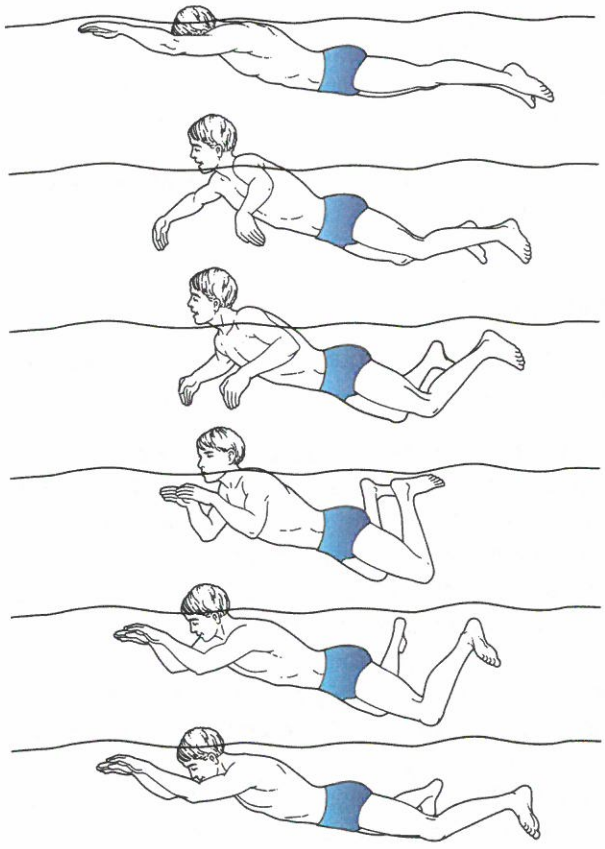
Breathing and Coordination. Swimmers doing the front crawl use a breathing rhythm of one breath for every one, two, three, or more arm cycles. Practice taking a breath for every set of arm cycles on the same side. When your face is in the water, slowly exhale through your nose and mouth. When you need to take a breath, exhale all of the remaining air into the water during the power phase of the arm stroke. As your body rotates during the middle of the power phase, start turning your head so that your mouth is out of the water just as your hand exits by your hip. At the beginning of the recovery phase, inhale quickly and return your head to its former position.

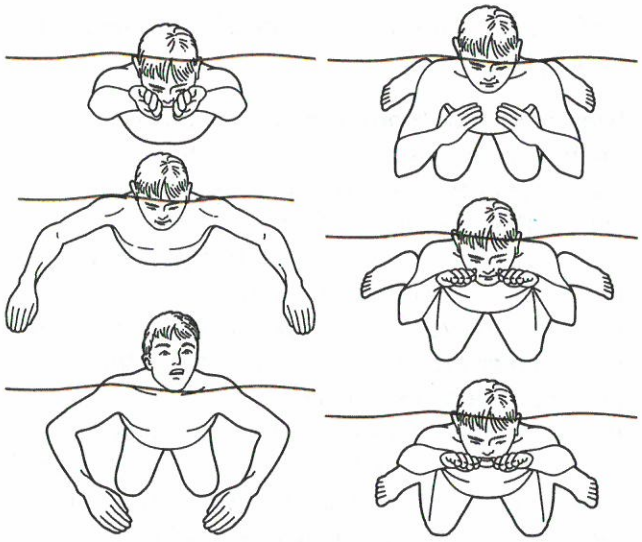
Breaststroke

People like the breaststroke because it conserves energy, they can keep their head above water, and it can be done for longer distances. It uses a whip kick and a shallow arm pull.

Kick. The whip kick starts in the glide position. Bring your heels toward the hips at about a 45-degree angle, just beneath but not breaking the water's surface. Keeping your knees bent, spread your knees until they are no farther apart than hip width. Your feet must be farther apart than your knees. Keep your ankles fully flexed and your toes pointed outward. This is the catch position. To begin the power phase, move your feet and lower legs in a whipping motion, pushing outward and backward until your legs and feet are touching in a glide position. At the end of the power phase, your toes should be pointed back and away from your body. The speed of the whip kick should increase rapidly and continue until the end of the kick.

Arm Stroke. Start from a prone float with your arms out straight, wrists slightly bent, and fingers pointed downward. Turn your hands to a slightly palms-out position. Then bend your arms a little at the elbows as the palms and arms push out and down until your hands are farther apart than the width of your shoulders. This is the catch position. Begin the power phase by pressing your arms and palms downward until your elbows form a 90-degree angle, with your forearms pointing toward the bottom. During the power phase, your hands and forearms should always be below the elbows and your elbows should always be below your shoulders.





The arm pull should feel as though you are grabbing the water ahead of you and pulling yourself forward until your head passes your hands. Begin the recovery phase by bringing your hands in together under the chin and your elbows to the sides of your body. Finish the recovery by pushing your hands forward just under the surface, fingers leading, until your arms are at their full length in a glide position.

For more information, see *Aquatics Supervision,* No. 34346.

Breathing and Coordination. While doing the breaststroke, you should exhale slowly in the water between breaths. Between the catch and the power phase, lift your chin out of the water, finish exhaling, and quickly take a breath. As your arms begin the recovery phase, place your chin and face back in the water. The water level should be right above the eyebrows. Avoid lifting your head and shoulders too far out of the water to prevent bobbing and losing forward momentum.

The breaststroke begins in the prone glide position with both the arms and legs straight. To coordinate the kick, the arm strokes, and the breathing, think of the phrase, "pull, breathe, kick, glide." As your arms complete the power phase, take a breath, and then draw your feet toward the hips. When your arms are about halfway through the recovery phase, begin the whip kick. Time the arm strokes and kick so that the arms and legs are both at their full length as the kick finishes. Rest in the prone position as your body glides through the water. When the glide begins to slow down, it is time to start another stroke.

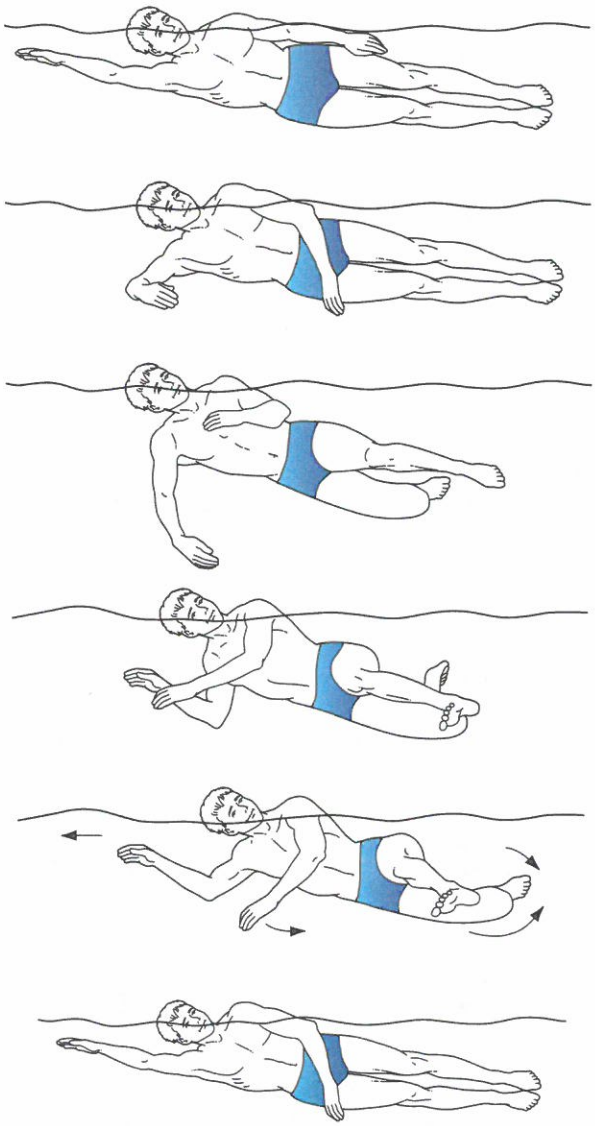
Sidestroke

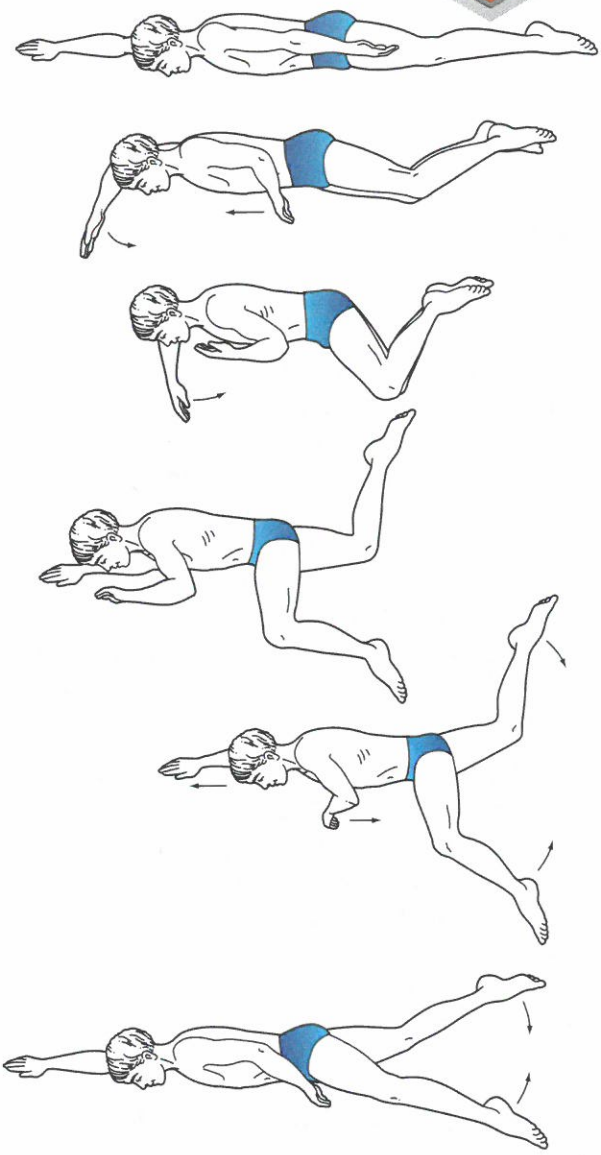
The sidestroke is a good long-distance stroke with a long, restful glide.

Kick. The scissors kick is a powerful kick that provides a resting period between arm strokes. To do the scissors kick, bring your knees together and then bend them as you bring your lower legs and heels toward the buttocks. Without pausing, move your legs into the catch position. Move your top leg forward and your bottom leg back until your legs and knees are straight. To move into the power phase, bring both legs back together with a forceful snapping motion like closing a pair of scissors. Keep your legs together during the glide position with the toes pointed back.

Arm Stroke. Start in the glide position on your side with one ear in the water and the nose, mouth, and other ear out of the water. With your body on its side, straighten the leading (bottom) arm to its full length with your ear resting on your shoulder and your palm facedown. The trailing (top) arm should rest comfortably alongside your body with the hand above the thigh. Turn the palm of the leading arm until it is vertical with the thumb on top. Begin moving the leading arm into a catch position by moving the hand in a downward direction toward the feet.

The power phase is a pull with the hand just below the top of the water and the elbow bent. Move your leading arm until it reaches the middle of your chest, while you move your trailing arm up the side of your body. Both hands should arrive at the same time in front of the upper chest. The trailing arm begins its catch and power phases while the leading arm recovers by moving back into the glide position. Reach out straight out from your shoulder with the trailing arm. Use your hand and arm to push the water toward your feet while they move to the side of your body. Keep both arms straight during the glide, or resting phase of the stroke.





Breathing and Coordination. In the sidestroke, the arm strokes and scissors kick are combined so that the legs are drawn up as the leading and trailing arms move toward the chest. To help coordinate your arms and legs in the sidestroke, remember the phrase, "pull, kick, glide." Start by moving your legs into the catch position. With your trailing arm straight and your legs apart for the scissors kick, the power phases for both the trailing arm and kick begin and end at the same time. During this time the leading arm recovers to the glide position. When you have finished both the kick and trailing arm stroke, rest and relax your muscles. Hold the glide position for three or four counts and then repeat the stroke. Breathing is easy with the sidestroke since the mouth is out of the water. Breathe in during the power phase of the leading arm and breathe out during the power phase of the trailing arm.

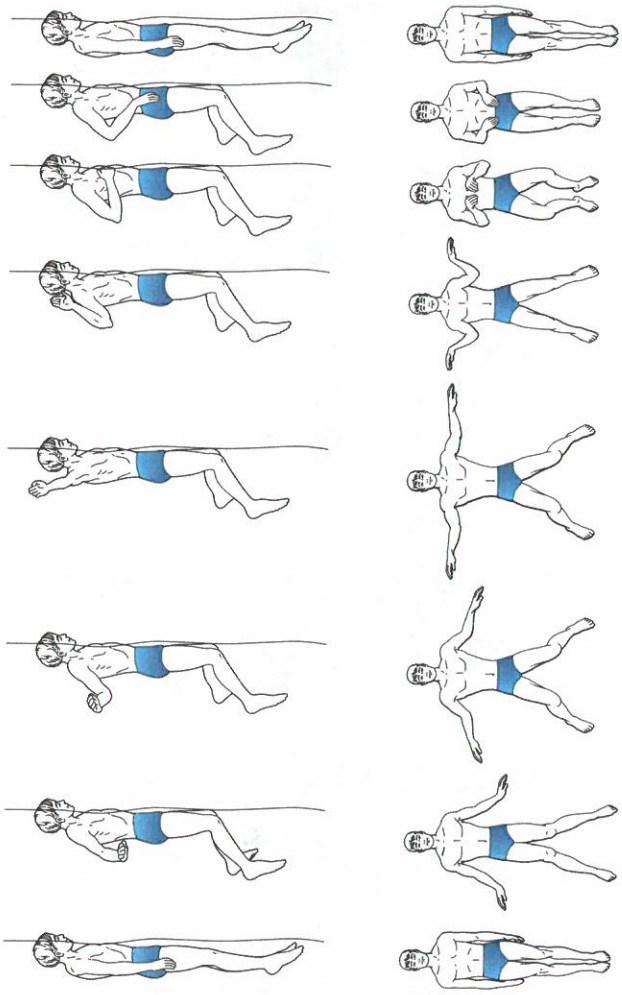
Elementary Backstroke

The elementary backstroke is another restful stroke, a good one to use when you need to swim for longer periods of time.

Kick. The elementary backstroke uses the whip kick. Floating on your back, spread your knees no farther apart than hip width. Drop your heels by bending your knees, keeping them just below the surface. Turn your feet so your toes are pointing out and your ankles are fully flexed up. This is the catch position. To begin the power phase, move your feet and lower legs in a whipping motion to trace an oval shape. Your feet must move outward wider than the position of your knees and act like paddles to push the water behind you. Then kick with your legs ending up straight with your feet touching. Your toes should be pointed and just below the water's surface. Drop your heels down to begin the recovery phase.

Arm Stroke. The arm stroke for the elementary backstroke is simple. Start on your back in the glide position. Keep your legs straight with your toes pointed and have your arms at your sides with your hands on your thighs. Slowly move your hands either up the centerline of your chest or up the sides of your body with your elbows tucked in until your hands reach the shoulders. Without pausing, straighten out your arms with your palms facing your feet. In a single motion, sweep your arms quickly toward your feet, bending your elbows and wrists throughout the stroke to push water backward. Recover the arms by bringing your hands back up toward your shoulders.

Breathing and Coordination. In the elementary backstroke, the arms and the legs provide power at the same time. The kick takes less time than the arms because the legs move a shorter distance than the arms, and they are stronger. For these reasons, you should begin the recovery of the arms before the legs. Don't begin the kick until your arms



have begun their power phase. With some practice, you should be able to time it so that you finish both the kick and arm stroke together. Strive to make your movements continuous. At the conclusion of the stroke, relax and allow your body to glide through the water for three or four counts. Don't be in a hurry. Remember, this is a resting stroke. As you finish your glide, repeat the process.

To avoid getting water in your mouth and nose, keep your forehead slightly higher than your chin as your arms push toward your feet.

SWIMMING GAMES

Name That Safe Swim Element

Equipment: Eight cards for each team listing the eight main elements of Safe Swim Defense (SSD): Qualified Supervision, Personal Health Review, Safe Area, Response Personnel (Lifeguards), Lookout, Ability Groups, Buddy System, and Discipline

Method: Give each team its set of cards. The game leader describes information contained in one of the SSD elements, and the first team to correctly guess which one earns a point. (For example, if the leader reads, "Participants should be moved from the water to a position of safety whenever lightning or thunder threatens," the correct answer is element 3, Safe Area.

Scoring: The team with the most points wins.

Note: You can make the game harder by asking direct questions about each safety element—for example, "How long do you have to wait until after lightning or thunder occurs before you can leave shelter?" The first team to answer correctly earns a point.

Marco Polo

Equipment: Life jackets if necessary, depending on venue and ability levels

Method: One swimmer is selected to be "It" and closes his or her eyes while the others spread out. "It," without looking, tries to find and tag the other swimmers by shouting "Marco." They all respond by shouting "Polo," and "It" must seek them out acoustically. If a player is tagged, that player becomes "It."

Scoring: None—just keep track to see who becomes "It" the most and least often.

Note: You could move the game to a deeper part of the pool after a few rounds, depending on the participants' swimming skill levels.

Soda Can Race

Equipment: Equal number of cans of regular and diet soda, at least one for each participant

Method: Put all cans in the middle of the shallow end of the pool. The diet soda will float, while the regular soda will sink. Divide the group into two teams lined up on opposite sides of the pool. When told to go, all players rush in, grab a can, and return to their team's side. The cans are then stacked.

Scoring: The first team to stack all their cans in a freestanding arrangement wins.

Note: Repeat the race as many times as desired. Present a challenge by having one team take only diet or only regular soda, or other combinations—even mix and match brands to add complexity. You could change the depth of water, again depending on skill levels. Make sure the cans are not opened in the pool area.

T-Shirt (or Life Jacket) Relay

Equipment: One extra-large T-shirt or life jacket for each team

Method: This is a shuttle relay with the goal of putting on a T-shirt (or life jacket), then swimming across the pool. Start by forming two or more teams with equal numbers of participants. Half of each team lines up facing their teammates on the opposite side of the pool. (Teams may play in deeper or shallower areas, depending on their abilities.) The first team member puts on the shirt or life jacket, swims to the other side, takes off the shirt, and passes it to a teammate. All players must put it completely on before they can swim across.

Scoring: The first team to have all its members swim to the other side wins.

Note: Repeat as many times as desired. The choice to use T-shirts or life jackets should be based on the skill and comfort of participants. (T-shirts could make strokes more difficult.)

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain the four basic swimming strokes.
- Present each point of Safe Swim Defense.
- Discuss what makes a place a safe area to swim.
- Explain the buddy system and why it is important.
- Discuss safety equipment such as life jackets and sunscreen and when they should be used.

DEMONSTRATE

- Tour a waterfront area and point out how Safe Swim Defense is used.
- Demonstrate the four basic swimming strokes.
- Teach how to properly fit a life jacket.
- Show videos of swimming. (Videos are available in the interactive digital *Swimming* merit badge pamphlet.)
- Show videos of swimming rescue maneuvers.

GUIDE

- Have Scouts practice each of the four basic strokes.
- Complete the BSA swim classification test to help determine the ability of each participant.
- Assist Scouts in putting on a life jacket properly.
- Plan a game where each Scout properly identifies good versus poor conditions for safe swimming.
- Practice the buddy system.

ENABLE

- Have Scouts demonstrate to each other how each swimming stroke is performed.
- Arrange for Scouts to teach water safety skills to Webelos Scouts.
- Plan a day trip to an event where they use their swimming skills.
- Plan a day trip to a place where they must determine a safe swimming area.
- Enable Scouts to enjoy a lifetime of safe swimming.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Weekend Activity
Water park or pool trip—Plan a day trip to a water park or pool. Alternate periods of free time with planned activities and games.	Overnight swimming campout—Hold a campout that features swimming instruction and activities.	Swimming Olympics weekend—Hold a campout built around a series of competitive swimming events.

SWIMMING
Meeting Plan: Safe Swim Defense

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have participants form buddy pairs for the evening. To enforce the buddy system, hold buddy checks every 10 minutes or so during the entire meeting.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 20 minutes	Review Safe Swim Defense. A good resource is the Safe Swim Defense DVD (AV-09DVD29).		7:10 p.m.
Skills Instruction 30 minutes	Tour the swimming area and point out how it complies with Safe Swim Defense.		7:30 p.m.
	• Review the above material. • Have Scouts draw the ideal swim area and label what makes it safe.		
	• Review the above material. • Discuss the duties of a lifeguard. • Practice reach and throw rescue skills.		
Breakout Groups 15 minutes	• Begin planning for participation in the main event. • Practice Scouting skills as needed.		8 p.m.
Game 10 minutes	Play Name That Safe Swim Element (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SWIMMING

Meeting Plan: Swim Skill Test

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Meet at the pool. Change into appropriate swimwear. Review site-specific safety rules.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 20 minutes	• Demonstrate each of the four basic strokes. • Describe ability groups and swim tests.		7:10 p.m.
Skills Instruction 30 minutes	• Have Scouts warm up and take the beginner test. • Explain how buddy tags and buddy checks work.		7:30 p.m.
	• Have Scouts warm up and take the swimmer test. • Review how buddy tags and buddy checks work.		
	• Have Scouts warm up and take the swimmer test. • Demonstrate a line rescue both as tender and as rescuer.		
Breakout Groups 10 minutes	Do group advancement work.		8 p.m.
Game 15 minutes	Play Marco Polo (described earlier).		8:10 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SWIMMING

Meeting Plan: Stroke Practice

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Meet at the pool. Change into appropriate swimwear. Review the requirements for the Swimming merit badge.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 15 minutes	At poolside, review first-aid issues related to swimming, including hypothermia, dehydration, sunburn, heat exhaustion, heatstroke, muscle cramps, hyperventilation, spinal injury, stings and bites, and cuts and scrapes.		7:10 p.m.
Skills Instruction 35 minutes 	Note: This group is working toward the swimmer test. • Demonstrate or show a video about proper stroke technique (elementary backstroke, sidestroke, and front crawl). Practice the strokes. (Videos are available in the interactive digital *Swimming* merit badge pamphlet.) • Give tips for floating; practice floating.		7:25 p.m.
	Note: This group is working on skills required for the Swimming merit badge. • Swim 150 yards in a strong manner. • Teach and practice headfirst dives and long shallow dives from the pool deck.		
	Teach and practice the trudgen and back crawl.		
Breakout Groups 15 minutes	• Continue group advancement work. • Continue planning for participation in the main event.		8 p.m.
Game 10 minutes	Play Soda Can Race (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SWIMMING
Meeting Plan: Rescues

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Meet at the pool. Change into appropriate swimwear. Set up a display of information related to aquatics merit badges. If possible, have one or more merit badge counselors on hand to answer questions.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 20 minutes	• Explain swimming survival and basic rescue. • Explain the rescue priorities of reach, throw, row, and go.		7:10 p.m.
Skills Instruction 30 minutes	• Practice line rescues. • Practice floating faceup and survival floating.		7:30 p.m.
	Practice reach and throw rescues.		
	Practice clothing inflation for survival.		
Breakout Groups 15 minutes	Finalize plans for participation in the main event.		8 p.m.
Game 10 minutes	Play T-Shirt (or Life Jacket) Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

SWIMMING

Main Event: Water Park or Pool Trip

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Plan a day trip to a water park or pool. Alternate periods of free time with planned activities and games.

Equipment List	• Swimwear and towels • Change of clothes • Sunscreen • Scout Basic Essentials (Review the list and take what you need.) • Snacks
Activity	• Research water parks and pools in the area. • Select the location that best meets your needs. Make a reservation, if required. • Make plans for compliance with Safe Swim Defense standards. • Develop a list of games to play in the pool, either those that test skills (e.g., diving for coins) or those that are pure fun like Marco Polo. • Look for opportunities to help Scouts with swimming skills and swimming-related advancement requirements. • Meet and travel to the location, have a great day, and return home safely.
Safety	Follow Safe Swim Defense standards.

Notes

SWIMMING

Main Event: Overnight Swimming Campout

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Hold a campout that features swimming instruction and activities.

Equipment List	• Swimwear and towels • Change of clothing • Sunscreen • Materials to establish safe swimming area • Scout Basic Essentials (Review the list and take what you need.) • Individual and group camping gear • Food • Water
Activity	• Research local campsites that offer swimming possibilities. • Select the location that best meets your needs. Make a reservation, if required. • Make plans for compliance with Safe Swim Defense standards. • Establish a safe swimming area. • Set up a schedule that combines free swimming, swimming instruction, and other Scouting activities. • Look for opportunities to help Scouts with swimming skills and swimming-related advancement requirements. • Meet and travel to the location, have a great campout, and return home safely.
Safety	Follow Safe Swim Defense standards.

Notes

SWIMMING

Main Event: Swimming Olympics Weekend

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Hold a campout built around a series of competitive swimming events.

Equipment List	• Swimwear and towels • Change of clothing • Sunscreen • Materials to establish safe swimming area • Scout Basic Essentials (Review the list and take what you need.) • Individual and group camping gear • Food • Water • Medals or other prizes
Activity	• Research local campsites that offer swimming possibilities. • Select the location that best meets your needs. Make a reservation, if required. • Make plans for compliance with Safe Swim Defense standards. • Establish a safe swimming area. • Develop a list of swimming competitions based on participants' ability levels. These could include races, water polo, and aquatic basketball. • Create competition brackets for each event and a schedule for the day. • Award prizes for the gold, silver, and bronze medalists in each event and for the overall top team. • Meet and travel to the location, have a great campout, and return home safely.
Safety	Follow Safe Swim Defense standards.

Notes

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Athletics, Emergency Preparedness, First Aid, Lifesaving, Personal Fitness, Scuba Diving, Sports, Swimming, and *Water Sports* merit badge pamphlets

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Colwin, Cecil M. *Breakthrough Swimming.* Human Kinetics, 2002.

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Lenihan, Daniel J. *Underwater Wonders of the National Parks.* Compass America Guides, 1997.

Thomas, David G. *Swimming: Steps to Success.* Human Kinetics, 2005.

Videos

Swimming interactive digital merit badge pamphlet

Websites

American Red Cross
Website: http://www.redcross.org

Swim Swam
Website: http://www.swimswam.com

USA Swimming
Website: http://www.usaswimming.org

YMCA of the USA
Website: http://www.ymca.net

Related Program Features

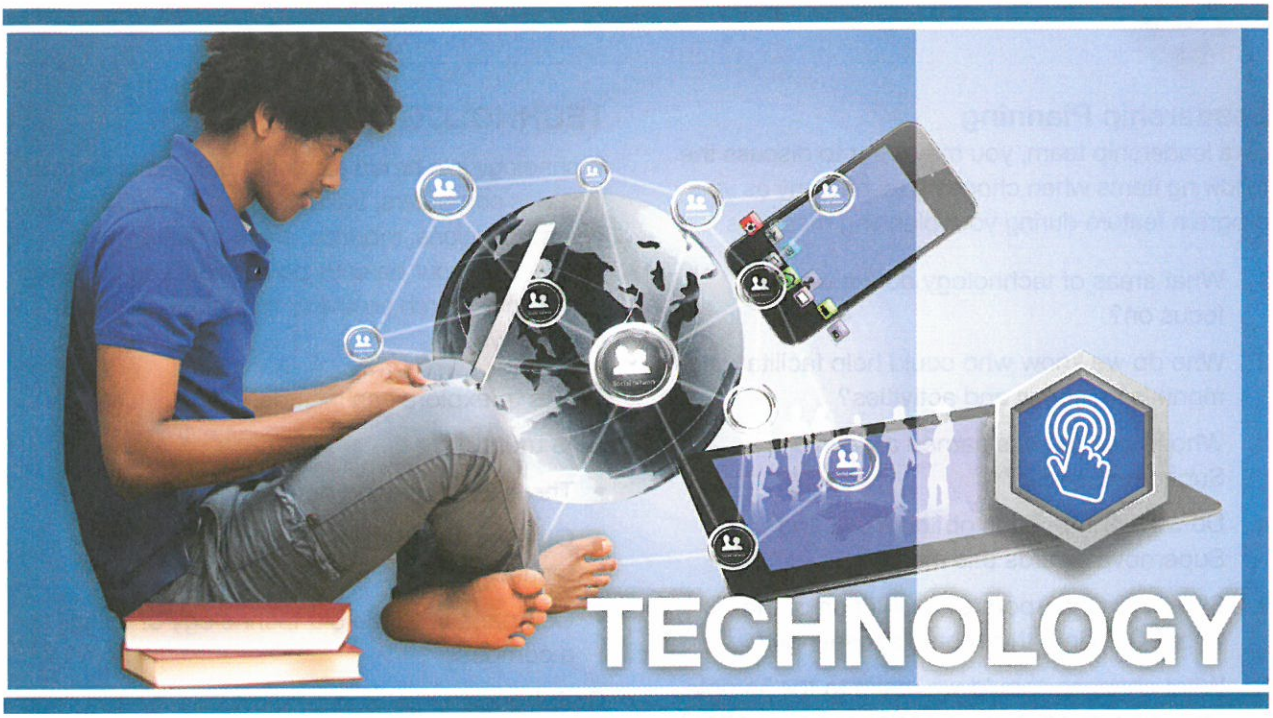
Camping, Emergency Preparedness, First Aid, Fitness and Nutrition, Paddle Sports, Safety, Scuba Diving

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Acknowledgments

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Better Living Through Innovation

Technology is all around us, from our homes to our schools to the great outdoors. While we tend to think of technology as the latest electronic gadget, any invention that makes our lives easier could be considered an application of technology. The cellphone in your pocket is an example of technology, but so is the high-tech fabric of your pants—and so is the technology that allowed your pants to be mass-produced and shipped to your favorite store.

Technology has produced incredible tools and devices that make our lives more interesting and fun. This month's meetings and outings will focus on some that relate to your life in Scouting.

Objectives

This month's activities should:

- Define technology.
- Allow Scouts to become familiar with technology used in Scouting.
- Teach Scouts to be safe while using technology.
- Make Scouts better leaders in the use of technology.
- Demonstrate how technology is developed and how it affects society.
- Encourage Scouts to be better technology consumers.

RELATED ADVANCEMENT AND AWARDS

- Cyber Chip
- Automotive Maintenance, Aviation, Canoeing, Cycling, Drafting, Electricity, Energy, Farm Mechanics, Motorboating, Nuclear Science, Railroading, Small-Boat Sailing, Space Exploration, and Truck Transportation merit badges
- Boy Scout and Venturing Nova and Supernova awards

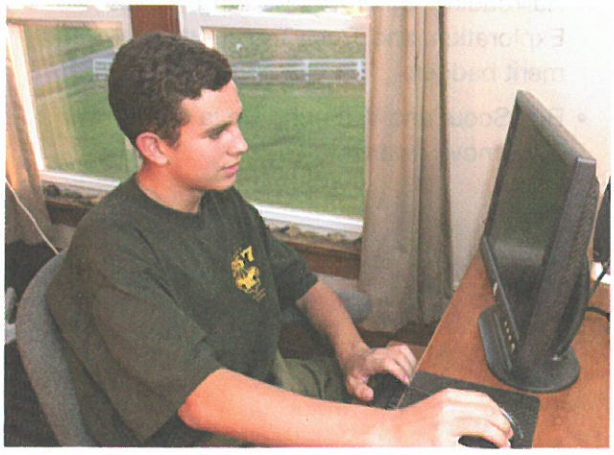
Leadership Planning

As a leadership team, you may want to discuss the following items when choosing technology as your program feature during your planning meetings.

1. What areas of technology do we want to focus on?
2. Who do we know who could help facilitate this month's meetings and activities?
3. Who in our unit has earned a Nova or Supernova award?
4. Do we want to focus on the Nova and Supernova awards this month?
5. Should we incorporate completion of the Cyber Chip into this month's meetings?
6. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE TECHNOLOGY PROGRAM FEATURE BY:

1. Identifying subject experts who can help with meetings and activities
2. Sharing their experiences with technology and how technology has changed over their lifetimes
3. Encouraging the appropriate use of communication technology
4. Encouraging safe Internet use at home by parents and Scouts



TECHNOLOGY INFORMATION

Technology is a broad area of public endeavor that includes computers, transportation, manufacturing, communications, robotics, and countless other topics. With your parent's permission, you can use an Internet search engine to find information that interests you.

Topics to explore can include:

GPS units

- The science behind how they work
- Other factors necessary to make the technology functional
- Comparison to the old technology of using a compass

Cellphones

- The science behind how they work
- Other factors necessary to make the technology functional
- Exploration of the development of cellphones and discussion of potential future developments

Robotics

- The science behind how robots are designed and programmed
- How hobby robots compare with those used in engineering
- The availability of robotics competitions in your area.

Cyber Chip



Staying safe online is an important skill today's Scouts need. To help families and volunteers keep youth safe while online, the Boy Scouts of America introduced the Cyber Chip. In developing this tool, the BSA teamed up with content expert NetSmartz®, part of the National Center for Missing and Exploited Children® and training expert for many law enforcement agencies. You can learn more at www.scouting.org/cyberchip.aspx.

Requirements for Grades 6–8

1. Read and sign the Level II Internet Safety Pledge from NetSmartz®. (BSA Cyber Chip green card)
2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.
3. Watch the video "Friend or Fake," along with two additional videos of your choosing, to see how friends can help each other to stay safe online. (www.netsmartz.org/scouting)
4. As an individual or with your patrol, use the EDGE method and mini lessons to teach Internet safety rules, behavior, and "netiquette" to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson. (www.netsmartz.org/scouting)
5. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings and other Scouting events.

Requirements for Grades 9–12

1. Read and sign the Level II Internet Safety Pledge. (BSA Cyber Chip green card)
2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.
3. Discuss with your parents the benefits and potential dangers teenagers might experience when using social media. Give examples of each.
4. Watch three "Real-Life Story" videos to learn the impact on teens. (www.netsmartz.org/scouting)
5. As an individual or patrol, use the EDGE method and the Teen Volunteer Kit to teach Internet safety rules, behavior, and "netiquette" to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson. (www.netsmartz.org/scouting)
6. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices such as phones and games at your meetings and other Scouting events.

Nova and Supernova Awards

Boy Scouts and Venturers can earn special awards for learning more about STEM (science, technology, engineering, and math). Here's an introduction.



Nova Awards. The Nova Awards allow Scouts and Venturers to discover some of the basic principles of STEM and to experience science, technology, engineering, and mathematics in fun and interesting ways. Nova activities are fairly basic and are designed to spark interest in one or all of the categories of awards. They are straightforward to complete and offer a quick reward in the form of the Nova patch for the first award earned and a pi (π) pin to attach to the Nova patch for each additional award earned. Each Nova Award can be accomplished fairly easily in a few weeks.



Supernova Awards. The Supernova Awards require a deeper level of understanding and effort. They challenge Scouts and Venturers who have a greater interest in the STEM fields to experiment, understand the outcomes of these experiments, and present their findings to their Supernova mentor. The focus is to build on the basic STEM topics with activities that will result in greater learning and an increasing complexity in the youth's knowledge. Completing the requirements takes more work and includes some research. Completion of a Supernova Award earns the Scout or Venturer the right to wear the Supernova Award medal. Most Supernova activities will take several weeks or months to complete.

You can learn more at www.scouting.org/stem.aspx.

The Scout Law and Cybersafety/Cyberbullying
Today we are online more than ever before. We use technology to save us time with research, connect with others, navigate, and have fun. Here are some ideas of how the digital world and the Scouting community can live side by side.

Trustworthy. Be truthful with others online, and be very careful of the information you share. Do the right thing when sharing other people's words or pictures. Make sure you have the owner's permission before using them.

Loyal. Share information about others only if you have their permission to share it. Uphold appropriate agreements you make with friends when you play games with them.

Helpful. Alert others to scams, cheats, and suspicious sites. Point them to reliable and accurate sources of information. Encourage people to report bad behavior online.

Friendly. Reach out to support others who are doing good things, like posting quality creative works. Support those who are bullied.

Courteous. Be polite and respectful. When you use other people's work, be sure to ask permission when necessary, follow fair use standards, and give credit to the people who created and own the work.

Kind. Treat people with respect when you are on social networks, playing games, talking or texting on a cellphone, or in other digital activities.

Obedient. When using digital devices, follow the rules set by your parents/guardians, teachers, and Scout leaders. Abide by the rules established by sites, services, devices, and games.

Cheerful. Use games, messaging tools, and social forums to build your relationships with others while having fun.

Thrifty. Be a smart consumer. Know your voice, text, and data plans and use them wisely. Be sure to study digital devices and services you want. Before buying them, make sure you're not overspending on functions and features you won't need. Be careful not to run up charges on apps and sites.

Brave. Stand up for what is right. Do not participate in mocking and bullying others, even if your friends are doing it. Report suspected abuse to a trusted adult, like your parent or leader; call 911 or call the Cyber Tip line at 1-800-843-5678. If the incident involves any part of the Scouting program, call your council Scout executive immediately or email youth.protection@scouting.org.

Clean. Use clean language and discuss only appropriate topics when using digital devices to communicate with others.

Reverent. Respect the feelings of other people. Do not use digital devices to spread irreverent ideas.



TECHNOLOGY GAMES

Nitro Transport

Equipment: For each team, an open can, a transport device (a 12-inch-square board with six 8-foot ropes attached), water

Method: Each team must move a can of "radioactive nitroglycerin" (can full of water) from point A to point B (a distance of 25 to 30 feet) by lifting the can with the transporting device. All groups must pick it up at the same time without spilling the liquid.

Scoring: The group that moves the nitro to the destination first without spilling wins.

Notes: After the game, discuss the dangers of transporting hazardous fuel. Explore how gasoline, natural gas, and nuclear fuel are transported.

Photo Scavenger Hunt

Equipment: For each team, a smartphone and a computer with Internet access

Method: Teams go around your meeting place and photograph an assigned list of items (e.g., tree), actions (e.g., high five), and/or concepts (e.g., happy). They then upload their photos to an assigned multimedia website like Flickr, Instagram, or Facebook.

Scoring: The first team to upload its photos wins.

Variation: You could assign more subjects than teams have time to photograph. They would then have to manage their time in order to shoot and upload as many photos as possible; teams that miss the deadline would be disqualified.



Find What They Hid

Equipment: For each team, a GPS receiver and an object to hide

Method: Teams hide objects, noting the GPS coordinates. They then give those coordinates to other teams to find.

Scoring: Award points to teams that find objects, as well as to those who have their objects found.

Notes: To increase the challenge, don't identify the objects. Instead, give GPS coordinates and clues or riddles that hint at what the objects are.



Tech Timeline

Equipment: For each team, a set of 15 to 20 cards showing milestones in the history of technology (e.g., the first telephone call, the introduction of the Model T, the first personal computer)

Method: Before the game, tape or pin each team's cards in random order on one wall of the room. Teams line up relay style at the other end of the room. On signal, the first player on each team runs forward and relocates two cards to be in the correct order. He or she then runs back to tag the next player, who can also relocate two cards. Continue playing until one team declares it has put its cards in the right order. If they're correct, they win.

Scoring: First team to put its cards in correct order wins.

Notes: An Internet search for "technology timeline" will turn up plenty of milestones to put on the cards.

E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Define technology and how new technology is developed.
- Discuss new technologies and the older technologies they replaced.
- Explain how technology affects society and how society affects technology.
- List some dangers involved with online technology.
- Discuss how distractions caused by smartphones can be a safety issue.

DEMONSTRATE

- Show how to identify spam and avoid risky websites.
- Show Internet videos of technology advances.
- Demonstrate how GPS can be used to find a geocache.
- Do a show-and-tell that illustrates advancements in technology.

GUIDE

- Help Scouts develop strong online passwords.
- Guide members to earn the Cyber Chip for their age group.
- Guide members as they research high-tech camping gear.
- Facilitate discussions of appropriate uses of technology.
- Play a game that lets Scouts practice GPS usage.
- Provide guidance as Scouts build robots for a competition.

ENABLE

- Enable Scouts to use the Internet safely.
- Empower Scouts to teach younger Scouts what they've learned.
- Prepare Scouts to make informed decisions on technology purchases, weighing costs and benefits of various options (including making do with what they have).

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Day Activity
Tech field trip—Visit a technology company or the manufacturer of a technological product. Visit with company personnel to learn about the technology they create—and the technology they use to create their products or services.	Travel technology up close—Take a trip on a boat, bus, plane, or train. Before and during the journey, learn as much about the operation as you can by visiting the engine room, control cab, dispatch station, bridge, etc.	Robot tournament—Find a robot competition that interests your group. (This could be as simple as a Lego® Mindstorms® tournament or as complex as a BattleBots® melee.) Plan, design, and then build a robot to compete.

TECHNOLOGY
Meeting Plan: Transportation and Energy

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Watch a technology-related video that involves transportation or transportation technology.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	Define technology as inventions that aid daily life. Discuss how technology affects society and how society affects technology. Explain how new technology tends to replace old technology, and brainstorm where technology could go in the future.		7:10 p.m.
Skills Instruction 40 minutes	Begin one of the following merit badges: —Automotive Maintenance, Aviation, Canoeing, Cycling, Drafting, Electricity, Energy, Farm Mechanics, Motorboating, Nuclear Science, Railroading, Small-Boat Sailing, Space Exploration, or Truck Transportation. **Note:** This is the list of merit badge options for the Boy Scout Nova technology module, Start Your Engines.		7:20 p.m.
	Design and build a working model vehicle (not from a kit). For guidance, see the Boy Scout Nova module, Start Your Engines, and the Venturing Nova module, Power Up.		
	• List energy sources currently used in transportation technology. • Discuss alternative sources of energy. • Discuss the pros and cons of using alternative energy.		
Breakout Groups 15 minutes	Continue project begun during Skills Instruction or begin planning for participation in the main event.		8 p.m.
Game 10 minutes	Play Nitro Transport (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

TECHNOLOGY

Meeting Plan: Cyber Chip and GPS

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have early arrivers review the Cyber Chip requirements for their age group. See www.scouting.org/cyberchip.aspx for details. Review each Scout's Cyber Chip status.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 20 minutes	• Review how the Scout Law relates to cybersafety and cyberbullying. • Watch one or more videos from the NetSmartz® Workshop (www.netsmartz.org/scouting) website about staying safe online.		7:10 p.m.
Skills Instruction 30 minutes	With a GPS receiver for each participant, do the following: —Learn about global positioning satellites —Understand how latitude and longitude are represented in GPS devices —Explore the basic functions of the GPS receiver —Compare GPS usage to the usage of map and compass **Note:** Ideally, all GPS receivers should be the same model. If a variety of receivers is used, the instructor needs to be familiar with each model.		7:30 p.m.
	• Review the above information. • Learn how to program a route using multiple waypoints into a GPS receiver.		
	• Review the above information. • Learn the science behind personal locator beacons. Discuss the difference between latitude and longitude and the Universal Transverse Mercator (UTM) coordinate system. Discuss when each system is preferable. • Convert latitude and longitude coordinates into UTM coordinates.		
Breakout Groups 15 minutes	• Continue planning for participation in the main event. • Work on individual advancement and/or Scout skills as needed.		8 p.m.
Game 10 minutes	Play Find What They Hid (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

TECHNOLOGY
Meeting Plan: Smartphones

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	As Scouts arrive, work with them to develop strong but memorable passwords they can use online. A good technique is to take a memorable sentence and convert it into a password. For example, *I had a blast at the 2013 National Scout Jamboree!* becomes Ihab@t2013NSJ!.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Discuss the evolution of long-distance communication, including smoke signals, semaphore, telegraph, telephone, cellphone, and smartphone. • Discuss the safety risks of using smartphones (such as texting while driving or walking).		7:10 p.m.
Skills Instruction 40 minutes	• Explore the evolution of the telephone. • If possible, show examples or pictures of the following devices: hand-crank telephone (using a switchboard), dial telephone, push-button phone, cordless phone, original cellphone ("brick phone"), flip phone, and smartphone.		7:20 p.m.
	• Using a smartphone, demonstrate the basic functions of: —making a phone call —setting a calendar date —sending a text —finding an address —checking the weather • Share your favorite apps within the group. **Note:** Depending on the experience of the group, you may want to cover more advanced functions.		
	• Learn what it takes to develop an app, including how apps are coded and uploaded to an app store. • Brainstorm ideas of an app that would be useful to your group.		
Breakout Groups 15 minutes	• Continue planning for participation in the main event. • Work on Scout skills as appropriate.		8 p.m.
Game 10 minutes	Play Photo Scavenger Hunt (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

TECHNOLOGY

Meeting Plan: High-tech Camping

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Invite early arrivers to read the "Ask the Gear Guy" column from *Boys' Life* magazine to learn more about technological advances in outdoor gear.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 10 minutes	• Have someone who has been camping for decades discuss how camping technology has evolved since he or she started camping. • If possible, share information from an early Boy Scout handbook, such as a reprint of the 1911 *Handbook for Boys*, to demonstrate the technology early Scouts used.		7:10 p.m.
Skills Instruction 40 minutes	• Use outdoor magazines, catalogs, and websites to research the technologies used in the Scout Basic Essentials and other basic camping gear. • Discuss when it's appropriate to pay more for higher-tech gear.		7:20 p.m.
	• Learn about the technology involved in camp stoves and camp lanterns. • Discuss the safety features required for gear that uses flammable materials. • Discuss when it's appropriate to pay more for higher-tech gear.		
	• Use outdoor magazines, catalogs, and websites to find the ultimate high-tech camping gear, such as extremely light sleeping bags or camp stoves with USB ports. • See who can come up with the most amazing (or ridiculous) application of technology for camping. • Discuss when it's appropriate to pay more for higher-tech gear.		
Breakout Groups 15 minutes	Finalize plans for participation in the main event.		8 p.m.
Game 10 minutes	Play Tech Timeline (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

TECHNOLOGY
Main Event: Tech Field Trip

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4 to 6 hours

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Visit a technology company or the manufacturer of a technological product. Visit with company personnel to learn about the technology they create—and the technology they use to create their products or services.

Equipment List	• Appropriate clothing • Lunch (group or individual) • Camera • Thank you notes
Activity	• Identify a local technology company or manufacturer. • Make contact with the organization to set up a visit. • Gather for transportation to facility. • Take a tour and allow time for questions from the group. • Have lunch, as appropriate. • Return home. • Write thank you notes.
Safety	• Follow your host's safety instructions for factory and lab tours.

Notes

TECHNOLOGY

Main Event: Travel Technology Up Close

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4+ hours (potential overnight if out of town)

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Take a trip on a boat, bus, plane, or train. Before and during the journey, learn as much about the operation as you can by visiting the engine room, control cab, dispatch station, bridge, etc.

Equipment List	• Waivers and releases from transportation company • BSA flying plan and consent forms if taking orientation flights • Proper clothing • Scout Basic Essentials (Review the list and take what you need.) • Meals • Overnight gear as appropriate
Activity	• Identify opportunities to travel on a boat, bus, plane, or train in your area. • Contact the operator to arrange for transportation and a tour. • Travel to the departure point. • Camp overnight in the area as appropriate. • Learn about transportation technology.
Safety	• Always follow the directions of the hosts to avoid incidents.

Notes

TECHNOLOGY
Main Event: Robot Tournament

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: 4+ hours (potential overnight if out of town)

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Find a robot competition that interests your group. (This could be as simple as a Lego® Mindstorms® tournament or as complex as a BattleBots® melee.) Plan, design, and then build a robot to compete.

Equipment List	• List of upcoming robot tournaments • Official rules and entry form • Parts to build the robot of your design • Tools for assembly • Food and snacks for during competition • Camping/overnight gear, as appropriate
Activity	• Find a robot tournament that interests the unit. • Become familiar with the rules and objectives for the competition. • Submit an entry form before the deadline. • Build the robot per competition guidelines. Make sure each member of the unit has the opportunity to contribute. • Travel as necessary. • Compete in the tournament. • Do repairs as required. • Write a closeout report.
Safety	Be aware than many robot accidents occur during non-routine operating conditions, such as programming, maintenance, testing, setup, or adjustment. During these operations the operator may temporarily be within the robot's working envelope where unintended operations could result in injuries.

Notes

This main event is classified as advanced due to the funding, resources, and costs of transportation required to prepare for and participate in the tournament.

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Valk, Laurens. *The LEGO® Mindstorms® NXT 2.0 Discovery Book: A Beginner's Guide to Building and Programming Robots*. No Starch Press, 2010.

Voltz, Stephen and Fritz Grobe. *How to Build a Hovercraft: Air Cannons, Magnet Motors, and 25 Other Amazing DIY Science Projects*. Chronicle Books, 2013.

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Appalachian Mountain Club Navigation Showdown
Website: www.outdoors.org/publications/outdoors/2009/features/gps-map-compass-challenge.cfm

Compass vs. GPS
Website: outdoor-gear-deals.com/how-to-articles/compass-vs-gps/

List of Robot Competitions
Website: en.wikipedia.org/wiki/Robot_competition

roboGames
Website: www.robogames.net

Robotics Education and Competition Foundation
Website: www.robotevents.com

Smartphones
Website: gizmodo.com/5870601/everything-you-need-to-master-your-new-smartphone

Related Program Features

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WINTER CAMPING

Comfort in the Cold

As temperatures drop and winter sets in, the backcountry transforms into a challenging landscape where even the most familiar meadow can sparkle with ice and snow. Vistas open as trees lose their leaves. The air is crisp, the quiet broken only by the crunch of boots on snow. A day of traveling across the snow and a cozy night camped beneath a frosty sky are pleasures reserved for those who have learned to thrive even as the thermometer falls into the hibernation range.

Living well in the cold involves a set of skills that can greatly expand your opportunities for outdoor adventure. If you dream of mountaineering, your routes are likely to take you to heights where you'll need to be prepared to handle chilly winds, sleet, and snow. Winter travels in desert regions can be very cold, too, presenting unique sets of challenges for anyone venturing very far from a road.

You don't have to be scared to venture out in winter, however; you just have to be prepared. That's what this month's meetings and main event are all about.

Objectives

This month's activities should:

- Teach youth the potential dangers of cold-weather camping.
- Show youth how to dress in the winter using the standards of wick, wind, and warmth.
- Explain how food is essential to keeping warm.
- Teach the essentials of cooking when it is cold.
- Teach youth how to build winter shelters.
- Help youth explore the activities winter has to offer, such as skiing, snowboarding, skating, and survival
- Demonstrate winter rescue methods

RELATED ADVANCEMENT AND AWARDS

- Tenderfoot, Second Class, and First Class camping requirements
- Backpacking, Camping, Emergency Preparedness, Hiking, Safety, Search and Rescue, Skating, Snow Sports, and Wilderness Survival merit badges
- Cross-Country Skiing and Snow Camping Varsity Scout activity pins
- Ranger: Winter Sports elective
- Quest: Requirement 5

Leadership Planning

As a leadership team, you may want to discuss the following items when choosing winter camping as your program feature during your planning meetings.

1. Where should we go winter camping?
2. Are we going to camp in tents or snow shelters?
3. Do we have the proper equipment for this activity?
4. What other activities will be done during our main event?
5. What is our menu plan? Will our meals provide enough calories to keep us warm?
6. How can we involve parents?
7. What changes should we make to the sample meeting plans that would fit our needs better?

PARENTS CAN HELP WITH THE WINTER CAMPING PROGRAM FEATURE BY:

1. Assuring each youth has the appropriate winter camping clothing
2. Providing transportation for the main event
3. Helping to prepare food
4. Identifying consultants who can teach advanced skills
5. Coordinating money-earning projects if the main event will be expensive

INFORMATION SPECIFIC TO WINTER CAMPING

Snow Shelters

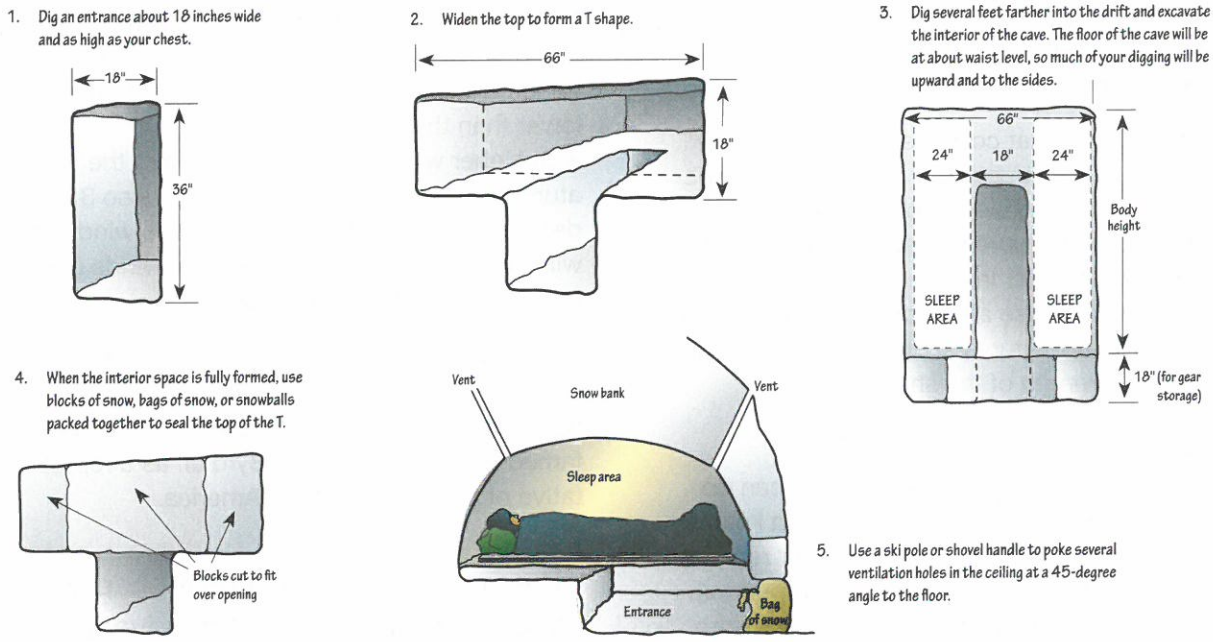
Before anyone begins the actual work, make sure everyone is dressed properly. Wear layers and a waterproof shell. Layering allows you to remove clothing as you work and get warmer. You will also need to be careful not to get your clothing wet as you dig, either by sweating or by snow melting and soaking into the fabric. Remember: Dry is warm.

A snow cave provides terrific protection in the worst winter storms. The drawback is that it takes a good deal of time to construct. There are four main steps in building a snow cave:

- Choose the site.
- Tunnel in.
- Shape the cave.
- Add finishing touches.

Choosing the Site. Choose a spot that is free of any avalanche danger and that will provide a flat and stable base. Look for a drift or swale near ridges or trees. A cave with its entrance on the leeward side of a slope will offer additional protection from the wind. Form snow into a pile at least 5 or 6 feet high and 10 to 12 feet in diameter—large enough to accommodate the number of people to be sheltered.

Allow the snow to settle and bind together for strength and stability. Leave it alone for several hours before any digging is attempted. This binding time varies depending upon the type of snow, the moisture content, and the air temperature. In some conditions, such as dry, granular, or corn snow, more time may be required for the crystals to bond. If your group is large, it may be easier and more effective to build several smaller caves. In some cases the crystals may not bond at all and other types of shelters must be considered.



Preparing to Dig. Large scoop shovels are good for digging. Smaller avalanche shovels also work well. In an emergency situation where a shovel is not available, a small cooking pot, a snowshoe, a ski, or even a signal mirror will work. Use whatever you can, including your hands.

Tunneling In. In deep snow, start by digging a trench downward. As you dig, snow that is being removed to form the trench should be placed on the roof area of the cave. Make the trench as deep as you are tall. Then begin tunneling in. Form the entrance at about knee level and make the tunnel slightly wider than your body. If the terrain and snow depth allow, tunnel at a slight upward angle so that the end will be at least a foot higher than the entrance. Because the tunnel slants upward, rising warm air will not escape through it and heavier cold air will not seep in from the entrance.

If possible, make the tunnel the length of your body. At the upward end of the tunnel, hollow out a space as large as your body. Moving the snow then becomes a major task. Hold the shovel in front of your body to dig in. As you move forward, use your feet to move the snow into the tunnel and out of the entrance. Now you are ready to begin shaping the cave.

Shaping the Cave. The cave walls should be at least 12 inches thick to create a stable and well-insulated structure. Excavate a dome-shaped space at the top of the tunnel, judging the thickness of the roof by watching from the inside for a light blue color in the snow that indicates the wall thickness is about right. An elevated sleeping platform is important because it puts you close to the warmer air in the upper part of the cave. Initial shaping can be done with a shovel doing the bulk of the work; final shaping is best done with a gloved hand.

Adding Finishing Touches. Smooth the curved roof to remove sharp edges that may cause moisture to drip onto your gear as the temperature in the cave rises. Finally, use a ski pole, shovel handle, or stick to punch several ventilation holes in the ceiling at a 45-degree angle to the floor. Leave this object handy to clear the holes at regular intervals if they become clogged. The ventilation will help to prevent carbon dioxide buildup from your own breath as well as carbon monoxide if you plan to use stoves or candles.

Make a shelf to hold a lighted candle, which can increase the air temperature in a small cave by 20 degrees or more. Other shelves and platforms can

be created for gear and equipment. The entrance to the cave can be blocked with a snow block, pack, or other gear to further reduce air movement and increase the temperature inside.

Note: Be aware that collapses can sometimes occur during construction of a snow cave, especially in granular snow. It is best to build caves in teams of two and have one person remain outside to rescue the builder in case of collapse. Snow caves rarely collapse after construction because the colder temperatures at night tend to increase the overall strength of the shelter.

Staying Warm

In winter conditions, dressing correctly can do more than keep you comfortable—it can keep you alive. Dress in layers, so you can add or remove articles of clothing to regulate your temperature. And be sure to include layers that *wick* (absorb moisture), block the *wind,* and keep you *warm.*

Wick—Your innermost (base) layer should be made of material that wicks, or draws, moisture away from your body.

Wind—Your outermost layer should block the wind.

Warm—Your middle layer or layers should trap the heat that your body generates.

Avoid cotton, especially in your base layer, because it will trap moisture and make you feel colder.

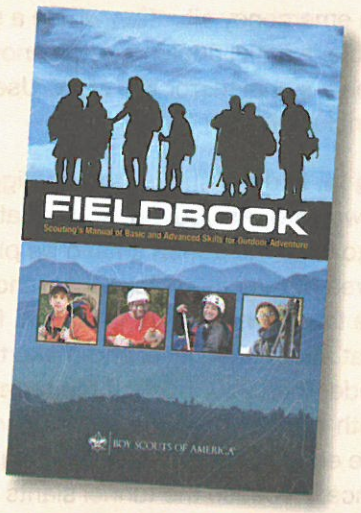


Wind Chill

Meteorologists use *wind chill* to describe the combined effect of cold and wind on the human body. Wind chill temperatures always are the same as or lower than the actual temperature, and decrease with higher winds. For example, when the temperature is 30 degrees, the wind chill is also 30 degrees if winds are nearly calm. The wind chill will drop to 17 degrees, however, if winds are blowing at 20 miles per hour.

The concept of wind chill was developed in part by Eagle Scout Paul Siple, who coined the term. Siple participated in two Antarctic expeditions with famed explorer Richard E. Byrd Jr. as a representative of the Boy Scouts of America.

The *Fieldbook* has an entire chapter dedicated to cold-weather adventuring. Use it as a resource for information about clothing, shelters, winter cooking, and much more.





WINTER CAMPING GAMES

Dress for Cold Relay

Equipment: Collect multiple sets of outdoor clothing. Include base layers, insulating layers, and outer layers of different materials (i.e., synthetic, cotton, wool). Provide hats, gloves, boots, etc. Include items that are appropriate and others that are inappropriate for winter camping.

Method: Mix all clothing and place in a pile at the far end of the room. Divide youth into two or more teams. When told to begin, one member from each team retrieves one item and gives it to a designated model. Another member then retrieves another item. This continues until the model is properly dressed for winter activity.

Scoring: This is a timed event. For each inappropriate item, add 10 seconds to the time.



Frozen Kitchen Taste Test

Equipment: Appropriate stoves, pots, and pans for the sample foods being prepared during the meeting; bowls and utensils for everyone to sample

Method: During the skills instruction portion of the meeting, each group should learn a new recipe and prepare it. The samples are then judged. Afterward, all involved will assist in cleanup.

Scoring: Adult leaders sample each entry and then choose their favorite after deliberation.

Note: Groups with winning entries can receive some sort of award or be exempted from cleanup.

Pitch Your Tent Game

Equipment: A four-season tent and a flag for each group

Method: Give each group a tent in its bag. Place a flag 20 feet from each group marking the location to pitch their tent. On signal, each group runs to its flag and sets up the tent. When the judge rules the tent has been set up correctly, the group takes it down, packs it, and carries it back to the starting line.

Scoring: The first group to return to the start wins.

Note: Decide in advance if tent setups need full storm rigging.



Indoor Snowball Fight

Equipment: A good supply of newspaper

Method: Divide group into two teams. Have each member make two "snowballs" out of newspaper. Both teams line up about 15 feet apart. Following the general rules of dodgeball, each team tries to hit opposing players and dodge their attacks. When a player is hit, he goes to the "prison" area behind the opposing team.

Scoring: A side wins when every player on the other team has been hit with a snowball.



E.D.G.E. Ideas

***E**xplain* how it is done—Tell them.
***D**emonstrate* the steps—Show them.
***G**uide* learners as they practice—Watch them do it.
***E**nable* them to succeed on their own—Have them practice/teach it.

EXPLAIN

- Explain hypothermia and the differences between mild and severe cases.
- Discuss how to layer clothing using the principles of wick, wind, and warmth.
- Explain the importance of eating foods that are high in calories during cold-weather activities.
- Discuss different types of snow shelters.
- Describe winter first-aid emergencies.

DEMONSTRATE

- Show how to treat hypothermia.
- Demonstrate examples of appropriate winter clothing.
- Point out the features of four-season tents.
- Show how to use nonflammable insulation for stoves.
- Demonstrate how to build fires and use stoves in the snow.

GUIDE

- Help youth make proper winter clothing choices.
- Watch as youth plan and prepare good winter meals.
- Guide youth in setting up winter tents.
- Guide youth in making winter shelters.
- Oversee activities to prevent weather-related injuries.

ENABLE

- Empower youth to recognize and treat hypothermia.
- Plan opportunities for youth to build winter shelters.
- Encourage youth leaders to plan challenging winter activities.
- Ensure that the unit has adequate gear for winter camping, including four-season tents.

MAIN EVENT SUMMARIES

ESSENTIAL	CHALLENGING	ADVANCED
Day Activity	Overnight Activity	Weekend Activity
A day in the snow—Take a day trip to a snow zone. Practice building snow shelters such as trenches and snow forts. Practice winter cooking skills by making a hot lunch.	Overnight camping in winter conditions—Using appropriate tents, clothing, and sleeping bags for cold weather, camp overnight in below-freezing winter conditions. If snow is available, consider making a snow cave.	Camping in a snow cave or igloo—Build a snow cave or an igloo and spend one or more nights in a snow zone. This activity requires appropriate snow levels and conditions. It may be combined with winter trekking or cross-country skiing activities.

WINTER CAMPING

Meeting Plan: Hypothermia and Clothing

Week 1 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Challenge Scouts as they arrive to use their smartphones to find the most outlandish winter hats they can, or print pictures of various winter hats from the Internet and have Scouts vote on their favorite.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 5 minutes	Define hypothermia. Explain the difference between mild and severe cases and discuss first aid for hypothermia.		7:10 p.m.
Skills Instruction 45 minutes	• Learn the basics of winter clothing, including the principles of wick, wind, and warmth. • Discuss why you should never sleep in the same clothes worn during the day. • Try on different layers of clothes. • Identify which materials are not appropriate for cold weather.		7:15 p.m.
	• Review the principles of wick, wind, and warmth. • Discuss how synthetic materials work and compare them to wool and cotton. • Discuss how synthetics are best for multiday needs. • Try on different cold-weather clothing.		
	• Review the principles of wick, wind, and warmth, as well as the other material above. • Discuss overheating and the need to avoid perspiration. • While wearing multiple layers of winter clothing, do a vigorous activity. Adjust clothing as needed to prevent sweating.		
Breakout Groups 15 minutes	• Work on rank-appropriate Scouting skills. • Plan the best clothing for winter camping.		8 p.m.
Game 10 minutes	Play Dress for Cold Relay (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

WINTER CAMPING

Meeting Plan: Food Is Fuel

Week 2 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	This meeting features hands-on meal preparation. Use the preopening time to prepare the cooking areas for each group. Have camping cookbooks available for youth to browse through.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 10 minutes	• Have a discussion about why food is important during cold-weather activities. Emphasize that nutrition keeps us warm. • In a brainstorming fashion have the entire group list ideal foods for winter activities. • Discuss the limitations of campfires during snow events.		7:10 p.m.
Skills Instruction 40 minutes	• Learn how to prepare dehydrated foods that simply require hot water. • Prepare some items for sampling.		7:20 p.m.
	• Find recipes for high-calorie winter camping foods that can be eaten without cooking, such as homemade granola bars or gorp. • Prepare some sample foods.		
	• Review methods of gourmet cooking with Dutch ovens. • Discuss the special requirements for Dutch oven cooking in the snow. • Prepare some sample Dutch oven foods. **Note:** This group will need to start its charcoal before the meeting starts.		
Breakout Groups 15 minutes	• Continue cooking time and clean up as necessary. • Plan meals for the upcoming main event.		8 p.m.
Game 10 minutes	Play Frozen Kitchen Taste Test (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

WINTER CAMPING

Meeting Plan: Snow Shelters

Week 3 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Show Internet videos of snow cave or igloo construction.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law Uniform inspection		7 p.m.
Group Instruction 10 minutes	• Discuss the differences between three-season and four-season tents. • Discuss why four-season tents are needed for freezing conditions. • Compare ground pads and explain why ground insulation is essential during winter camping.		7:10 p.m.
Skills Instruction 40 minutes 	• Learn how trench shelters are made. • Practice building miniature shelters with sand if available. • Discuss safety considerations.		7:20 p.m.
	• Learn how snow caves are made. • Practice building miniature shelters with sand if available. • Discuss safety considerations.		
	• Learn how igloos are made. • Practice building miniature shelters with sand if available. • Discuss safety considerations.		
Breakout Groups 15 minutes	• Work on Scouting skills. • Continue planning for the main event.		8 p.m.
Game 10 minutes	Play Pitch Your Tent (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

WINTER CAMPING

Meeting Plan: Safety and Rescue

Week 4 Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening 15 minutes before meeting	Have leaders available to discuss advancement requirements related to winter camping and winter sports, such as the Snow Sports merit badge and the Ranger Winter Sports elective.		6:45 p.m.
Opening Ceremony 10 minutes	Flag presentation Scout Oath and Scout Law		7 p.m.
Group Instruction 15 minutes	Depending on what you are going to do on your main event, discuss and review skills and safety for the following activities: • Skiing • Snowboarding • Ice skating • Sledding • Survival		7:10 p.m.
Skills Instruction 30 minutes	• Review how to treat hypothermia. • Practice techniques as appropriate.		7:25 p.m.
	• Review the above material. • Discuss and learn how to perform ice rescues. • Practice techniques as appropriate.		
	• Review the above material. • Discuss and learn what to do in case of an avalanche. • Discuss when the risk of avalanche is greatest.		
Breakout Groups 20 minutes	• Work on group tasks and advancement. • Do an equipment check.		7:55 p.m.
Game 10 minutes	Play Indoor Snowball Fight (described earlier).		8:15 p.m.
Closing 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
Total 90 minutes of meeting			
After the Meeting 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

*All times are suggested.

WINTER CAMPING

Main Event: A Day in the Snow

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Day

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Essential (Tier I)

Take a day trip to a snow zone. Practice building snow shelters such as trenches and snow forts. Practice winter cooking skills by making a hot lunch.

Equipment List	• Scout Basic Essentials (Review the list and take what you need.) • Proper winter clothing • Appropriate winter food • Cooking stoves • Winter toys, sleds, inner tubes, etc. • Extra clothing
Activity	• Meet and travel to snow location. • Spend a day playing in the snow. • Practice making snow shelters. • Cook and eat appropriate winter meals. • Practice winter skills. • Return home.
Safety	• Hypothermia is always the biggest danger during winter activities. Dress appropriately and have extra clothes in case someone gets wet. Follow policies in the *Guide to Safe Scouting* on winter sports safety. • Make sure the vehicle used is prepared for winter with appropriate traction devices.

Notes

In addition to practicing camping skills, your group is likely to enjoy other snow activities. But remember that these basic skills are very important for overnight trips. Ensure that your group spends time focusing on the basic skills.

WINTER CAMPING

Main Event: Overnight Camping in Winter Conditions

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Overnight

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Challenging (Tier II)

Using appropriate tents, clothing, and sleeping bags for cold weather, camp overnight in below-freezing winter conditions. If snow is available, consider making a snow cave.

Equipment List	• Scout Basic Essentials (Review the list and take what you need.) • Proper winter clothing • Appropriate winter food • Four-season tents • Appropriate ground pads • Cooking stoves • Extra clothing • Appropriate equipment for winter activities (sleds, skis, etc.)
Activity	• Travel to winter camping location. • Set up camp. • Properly secure tents for winter conditions. • Prepare meals using winter skills. • Have fun with games and activities.
Safety	• Hypothermia is always the biggest danger during winter activities. Dress appropriately and have extra clothes in case someone gets wet. Follow *Guide to Safe Scouting* policies on winter sports safety. • Assure that tents, ground pads, and sleeping bags are appropriate for winter conditions. • Make sure the vehicle used is prepared for winter with appropriate traction devices.

Notes

Consider bringing extra blankets and sleeping bags to distribute as needed, especially if you have young or inexperienced campers.

WINTER CAMPING

Main Event: Camping in a Snow Cave or Igloo

Date_____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity: Weekend

Budget: Completed _____ Approved _____

Camping: Duty roster_____ Menu _____

Transportation: Group _____ Self_____

Tour and activity plan: Completed_____ Submitted _____

Advanced (Tier III)

Build a snow cave or an igloo and spend one or more nights in a snow zone. This activity requires appropriate snow levels and conditions. It may be combined with winter trekking or cross-country skiing activities.

Equipment List	• Scout Basic Essentials (Review the list and take what you need.) • Proper winter clothing • Appropriate winter food • Four-season tents • Appropriate ground pads • Cooking stoves • Extra clothing • Appropriate equipment for winter activities (sleds, skis, etc.)
Activity	• Travel early to the winter camping location. • Build a snow cave or igloo. • Demonstrate how this shelter is appropriate for wilderness survival. • Prepare meals using winter cooking skills. • Discuss and identify avalanche dangers. • If staying multiple days, consider participating in winter sports. • When ready to leave, properly take down the snow structure.
Safety	• Hypothermia is always the biggest danger during winter activities. Dress appropriately and have extra clothes in case someone gets wet. Follow *Guide to Safe Scouting* policies on winter sports safety. • Assure that tents, ground pads, and sleeping bags are appropriate for winter conditions. • Make sure the vehicle used is prepared for winter with appropriate traction devices.

Notes

When adding skiing, snowboarding, or skating to this activity, make sure you have appropriate training from a qualified consultant. Follow *Guide to Safe Scouting* policies on winter sports safety. Consider bringing extra blankets and sleeping bags to distribute as needed, especially if you have young or inexperienced campers.

REFERENCES

Books

Backpacking, Camping, Emergency Preparedness, Hiking, Safety, Search and Rescue, Skating, Snow Sports, and *Wilderness Survival* merit badge pamphlets

Gookin, John, and Buck Tilton. *NOLS Winter Camping.* Stackpole Books, 2005.

Gordon, Herb. *Essential Skiing: A Bible for Beginning Skiers.* Lyons & Burford, 1996.

Lanza, Michael. *Winter Hiking and Camping.* The Mountaineers Books, 2003.

Shillington, Ben. *Winter Backpacking: Your Guide to Safe and Warm Winter Camping and Day Trips.* Fox Chapel Publishing, 2009.

St. Clair, Lucas, and Yemaya Maurer. *AMC Guide to Winter Hiking and Camping: Everything You Need to Plan Your Next Cold-Weather Adventure.* Appalachian Mountain Club Books, 2008.

Sullivan, George. *Snowboarding: A Complete Guide for Beginners.* Cobblehill, 1997.

Organizations and Websites

Four-Season Tents
Website:
http://sectionhiker.com/what-is-a-4-season-tent/

Winter Camping and Hypothermia
Website: http://www.scoutscan.com/resources/wintcamp.html

Avalanche Survival
Website: http://www.secretsofsurvival.com/survival/avalanche.html

Small Group Games
Website: http://www.toolsformentoring.com/resources/small-group-helps/relationship-builders

Related Program Features

Backpacking, Camping, Emergency Preparedness, First Aid, Hiking, Outdoor Ethics, Safety, Snowboarding and Skiing, Wilderness Survival

Photo and Illustration Credits

Pages 48-1 (*Scouts in snow cave,* BSA file; Shutterstock.com, courtesy: *orange sleeping bag,* ©Mark Herreid; *black gloves,* ©MaxkateUSA; *blue cook stove,* ©nito), 48-3 (*snow cave illustrations,* BSA/John McDearmon), 48-4 (*Scout pulling sled, stove, Field Book cover,* BSA file), 48-5 (Shutterstock.com, courtesy: *winter clothes,* ©Nowik Sylwia; *tent,* ©Viktorija Reuta; *newspaper,* ©PictureStudio)

Acknowledgments

We are grateful to outdoors enthusiasts Bondy Allen, Everett, Washington, and Jim Virgin, Vancouver, Washington, for their assistance with creating the Winter Camping program feature.

APPENDIX

Appendix-2	Blank program planning chart
Appendix-3	Blank meeting plan
Appendix-4	Blank main event plan If your unit has special interests, create a program feature using the blank meeting plan and main event plan.
Appendix-5	Tour and Activity Plan The tour plan is a checklist for best practices to be prepared for safe and fun adventure. Completing the tour plan may not address all possible challenges but can help ensure that appropriate planning has been conducted, that qualified and trained leadership is in place, and that the right equipment is available for the activity.
Appendix-7	Budget Worksheet Use this budget sheet to help plan the cost of a program feature.
Appendix-8	Acknowledgments and Cover Photo and Illustration Credits

ANNUAL HEALTH AND MEDICAL RECORD

All participants must complete parts A and B of the Annual Health and Medical Record, No. 680-001, each year. Doing so will help ensure that the minimum standards for participation in various activities are met. Some activities will call for completion of the longer form. For the latest form and information, go to http://www.scouting.org/scoutsource/HealthandSafety/ahmr.aspx.

PROGRAM PLANNING CHART

Month	Meeting Plan						Special Events/ Holidays	Local/ Chartered Organization Calendars	Council/ District	PLC/VOA	Unit Committee Meeting	Roundtable
	Program Feature/ Topic	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Main Event						
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												
July												
August												

Meeting Plan: _____

Week __ Date_____

ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening __ minutes before meeting			_____
Opening Ceremony __ minutes	Flag presentation Oath and Law Uniform inspection		_____
Group Instruction __ minutes			_____
Skills Instruction __ minutes	• • •		_____
	• • •		
	• • •		
Breakout Groups __ minutes			_____
Game __ minutes			_____
Closing __ minutes	Announcements Leader's minute Closing		_____
	Total 90 minutes of meeting		
After the Meeting __ minutes	Leadership team review plans for the next meeting and for the main event.		

*All times are suggested.

Main Event: _____

Date _____

Logistics

Location: _____

_____

Departure time: _____

Return time: _____

Duration of activity:

Budget: Completed _____ Approved _____

Camping: Duty roster _____ Menu _____

Transportation: Group _____ Self _____

Tour and activity plan: Completed _____ Submitted _____



Essential | Challenging | Advanced

Equipment List	•
Activity	•
Safety	

Notes

TOUR AND ACTIVITY PLAN

Date _____

❑ Pack ❑ Troop/team ❑ Crew/Ship ❑ Contingent unit/crew

Unit No. _____ Chartered organization _____

Council name/No. _____/_____

District _____

Description of tour or activity _____

From (city and state) _____ to _____

Dates _____ to _____ Total days _____

Itinerary: It is required that the following information be provided for *each day* of the tour. (Note: Speed or excessive daily mileage increases the possibility of accidents.) Attach an additional page if more space is required. Include detailed information on campsites, routes, and float plans, and include maps for wilderness travel as required by the local council.

For office use

Tour and activity plan No. _____

Date received _____

Date reviewed _____

Council stamp/signatures

Date	Travel		Mileage	Overnight stopping place (Check if reservations are cleared.)	✔
	From	To			

Type of trip: ❑ Day trip ❑ Short-term camp (less than 72 hours) ❑ Other (OA Weekend, etc.) _____

❑ Long-term camp (longer than 72 hours) ❑ High-adventure activities ❑ High-adventure base _____

Party will consist of (number):	Party will travel by (check all that apply):
____ Youth—male ____ Youth—female	❑ Car ❑ Bus ❑ Train ❑ Plane ❑ Van ❑ Boat
____ Adults—male ____ Adults—female	❑ Other _____

Leadership and Youth Protection Training: Boy Scouts of America policy requires at least two adult leaders on all BSA activities. Coed Venturing crews must have both male and female leaders older than 21 for overnight activities. All registered adults must have completed **BSA Youth Protection training**. At least one registered adult who has completed BSA Youth Protection training must be present at all events and activities. Youth Protection training is valid for two years from the date completed.

Adult leader responsible for this group (must be at least 21 years old):

Name _____ Age _____ Scouting position _____

Address _____ Member No. _____

City _____ State _____ Zip code _____

Phone _____ Email _____ Youth Protection training date _____

Assistant adult leader name(s) (minimum age 18, or 21 for Venturing crews):

Name _____ Age _____ Scouting position _____

Address _____ Member No. _____

City _____ State _____ Zip code _____

Phone _____ Email _____ Youth Protection training date _____

Attach a list with additional names and information as outlined above.

❑ Our travel equipment will include a first-aid kit and a roadside emergency kit.

❑ The group will have in possession an **Annual Health and Medical Record** for every participant.

We certify that appropriate planning has been conducted using the **Sweet 16 of BSA Safety**, qualified and trained supervision is in place, **permissions** are secured, health records have been reviewed, and adult leaders have read and are in possession of a current copy of ***Guide to Safe Scouting*** and other appropriate resources. Any items needing attention will be resolved before the tour or activity date.

_____ Signature: Committee chair or chartered organization representative

_____ Signature: Adult leader

Unit single point of contact (not on tour)

Name _____ Phone _____ Email _____

Tour involves: ❑ Swimming ❑ Boating ❑ Climbing ❑ Orientation flights (attach **Flying Plan** required)
❑ Wilderness or backcountry (must carry **Wilderness Use Policy** and follow principles of **Leave No Trace**)
❑ Shooting ❑ Other (specify) _____

Activity Standards: Where swimming or boating is included in the program, **Safe Swim Defense** and/or **Safety Afloat** are to be followed. If climbing/rappelling is included, then **Climb On Safely** must be followed. At least one person must be current in CPR/AED from any recognized agency to meet **Safety Afloat** and **Climb On Safely** guidelines. At least one adult on a pack overnighter must have completed **Basic Adult Leader Outdoor Orientation (BALOO)**. At least one adult must have completed **Planning and Preparing for Hazardous Weather** training for all tours and activities. **Trek Safely** and Basic First Aid are recommended for all tours, and **Wilderness First Aid** is recommended for all backcountry tours.

Expiration date of commitment card/training (two years from completion date)							
Name	Age	Youth Protection	Planning and Preparing for Hazardous Weather	BALOO (no expiration)	Climb On Safely	Safe Swim Defense	Safety Afloat

Name	Age	CPR Certification/Agency	CPR Expiration Date	First-Aid Certification/Agency	First Aid Expiration Date

Name	Age	NRA Instructor and/or RSO	
		No. _____	❑ Rifle ❑ Shotgun ❑ Pistol (Venturing only) ❑ Range Safety Officer ❑ Muzzle-loading rifle ❑ Muzzle-loading shotgun
		No. _____	❑ Rifle ❑ Shotgun ❑ Pistol (Venturing only) ❑ Range Safety Officer ❑ Muzzle-loading rifle ❑ Muzzle-loading shotgun

Unauthorized and Restricted Activities: The BSA's general liability insurance policy provides coverage for bodily injury or property damage that arises out of an official Scouting activity as defined by the ***Guide to Safe Scouting.*** Volunteers, units, chartered organizations, and local councils that engage in unauthorized activities are jeopardizing their insurance coverage. PLEASE DO NOT PUT YOURSELF AT RISK.

INSURANCE

All vehicles MUST be covered by a liability and property damage insurance policy. The amount of this coverage must meet or exceed the insurance requirement of the state in which the vehicle is licensed and comply with or exceed the requirements of the country of destination for travel outside the United States. It is recommended, however, that coverage limits are a $100,000 combined single limit. Any vehicle designed to carry 10 or more passengers is required to have a $500,000 combined single limit. In the case of rented vehicles, the requirement of coverage limits can be met by combining the limits of personal coverage carried by the driver with coverage carried by the owner of the rented vehicle.

If the vehicle to be used is designed to carry more than 15 people (including the driver), the driver must have a valid commercial driver's license (CDL). In some states (California, for example), this policy applies to drivers of vehicles designed to carry 10 or more people.

All vehicles used in travel outside the United States must carry a public liability and property damage liability insurance policy that complies with or exceeds the requirements of that country. Attach an additional page if more space is required.

Name _____ CDL expires _____

Name _____ CDL expires _____

MAKE	MODEL	YEAR	NUMBER OF SAFETY BELTS	DRIVER/OWNER	VALID DRIVER'S LICENSE (Y or N)	LIABILITY INSURANCE COVERAGE Combined Single Limit

Budget Worksheet

Item	*Total Cost*	*Per-Person Cost*
Transportation This may or may not include meals. Check insurance coverage on packs and luggage if traveling by commercial carrier.		
Lodging Include cost of overnight stops to and from your activity, includinguser fees for public campgrounds.		
Meals Each individual can pay for his or her own meals en route, or meal expenses can be pooled. Include tips and snacks.		
Training Determine cost of meals and other costs for weekend training.		
Use or Participation Fees Many public areas may charge a use fee. Include fees such as tickets for ski lifts and sporting events. Find out how much these fees are and include them here.		
Insurance Include vehicle insurance and accident and sickness insurance if not already covered.		
Equipment Purchase or Rental Include purchase or rental of equipment such as tents, snowboards and boots, paddleboards, and life jackets.		
Side Trips and Tours Include costs of any special side trips or activities that are planned.		
Promotion Include costs of mailings, postage, special hats, or T-shirts.		
Contingency Allow for any unexpected expenditures, such as a vehicle breakdown necessitating another overnight stay. Refund at the end of trip if not used.		
Total		

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PROGRAM FEATURES FOR TROOPS, TEAMS, AND CREWS

A Guide to Program Planning

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Key

- = Outdoor program features
- = Sports program features
- = Health and safety program features
- = Citizenship and personal development program features
- = STEM program features
- = Arts and hobbies program features

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