# VENTURING LEADER MANUAL
## FOR
### CREW YOUTH AND ADULTS

## INTRODUCTION
- Welcome to Venturing: 1
- What is Venturing?: 1
- Leadership Methods: 2
- How a Crew Gets Started: 3
- The Specific Goals of Venturing: 4
- Venturing Advancement Program: 5
- The Venturing Uniform: 10
- Venturing Leadership Skills Course (VLSC): 10
- Kodiak and Kodiak X: 11
- Advisor Award of Merit: 11

## LEADERSHIP IN THE CREW
- Responsibilities of a Venturing Officer: 13
- Position Descriptions for Each Youth Officer: 13
- Responsibilities of Crew Members: 20
- Volunteer Leadership Position Descriptions of Adult Leaders: 22

## YOUR FIRST 3 MONTHS AS AN OFFICER
- The Program Capability Inventory Process (PCI): 27
- Venturing Activity Interest Surveys: 30
- Election of Officers: 31
- Crew Officers’ Briefing: 34
- Crew Officers’ Seminar: 34
- Open House Countdown: 39
- The Open House: 40
- Critical Leadership Moments in Your First Three Months: 40
- Crew Code and Bylaws: 41
- Regular Crew Meetings: 41

## PLANNING YOUR CREWS PROGRAM
- Qualities of a Good Program: 45
- Learning the Steps in the Planning Process: 46
- Planning an Individual Activity: 48
- Developing a Dynamic Program: 49

## HOW TO SECTION
- How to Earn Money: 51
- How to Brainstorm: 54
- How to Develop Service Projects: 55
- How to Plan Your Superactivity: 57
- How to Introduce a Speaker: 58
- How to Lead a Discussion: 60
- How to Teach a Skill: 61
- How to Use Parliamentary Procedure: 63
- How to Generate Publicity: 64
- How to Conduct a Crew Parent’s Night: 71
- How to Use Charts and Posters: 73
- How to Make a Speech or Presentation: 75

## HOW TO BECOME A BETTER LEADER
- The Desired Model of Leadership: 78
- Venturing Leadership Skills Course: 80
- Looking at Citizenship and Service: 81
- Conditions Promoting Growth and Development: 82
- Applying Leadership to Crew Experiences: 83

## LEADERSHIP CHECKUP

### ARTS, HOBBIES AND SPORTS PROGRAM IDEAS
- Arts: 89
- Sports: 91
- Conservation: 93
- Photography: 94
- Theater and Media Arts: 96
- Guide to Olympic Day for Youth: 98
- Olympic Lore: 110

### OUTDOOR HIGH ADVENTURE PROGRAM IDEAS
- Outdoor Code: 117
- Getting Started: 118
- Planning High-Adventure Superactivities: 118
- Whitewater: 123
- Rock Climbing: 128
- Canoe Camping: 133
- Rappelling: 138
- Orienteering: 143
# Venturing Leader Manual

## Outdoor High Adventure Program Ideas
- Backpacking 149
- Caving 154
- Cycling 161
- Camping 166
- Sailing 171
- Scuba Diving 176
- Conservation 180
- Shooting Sports 186
- Snow Skiing 190
- BSA High-Adventure Bases 194

## Ethics
- Instructions for Ethics Forum 197
- Instructions for Ethical Controversies 198
- The Adversary System 200
- Armtech Vendor 202
- Can Food and Water Be Denied? 203
- Censorship 204
- Competition 205
- Entrapment 207
- Equipment Donation 208
- Fast-Buck Freddy 209
- Interracial Friendship 210
- Marginal Chemical 211
- Moonlighting 213
- Paternalism 214
- A Perfect Bust 215
- Who Owns Your Knowledge? 216
- Jobs Versus Birds 217
- Capital Punishment 218
- NIMBY (Not in My Backyard) 219
- E-Mail Etiquette 220
- Loyalty to What? 221
- Jury Duty 222
- Animal Research 223
- Quotas 224
- Self-Defense 225
- Sharon Overheard 226
- Tainted Money 227
- The Morality of Wealth 228

## Additional Support and Resources
- Cooperative Games 229
- Outdoor Active Games 229
- Sardines 229
- Blob Tag 229
- British Bulldog 229
- Caterpillar 230
- Eeny-Eeny-Over 230
- Flying Dutchman 230
- Slaughter 230
- Toss the Bird 230
- Rock/Paper/Scissors 230
- Walking Statues 230
- Indoor Games 231
- Positive Reinforcement 231
- Continuous Story 231
- If You Love Me, Won't You Please, Please Smile? 231
- Princess Uggawugga 231
- Word Whiskers 231
- Botticelli 231
- Going to the Moon 231
- Ghost 231
- Hawaiian Hand Clap 232
- Peek-a-Who Name Game 232
- Wampum Name Game 232
- Initiative Games 232
- Trust Circle 233
- People Pendulum 233
- Group Juggling 233
- People Pass 233
- Everybody Up 234
- Hog Call 234
- Have You Done This? 234
- Questions 234
- Cookie Machine 234
ADDITONAL SUPPORT AND RESOURCES
Radioactive Field I 234
Radioactive Field II 234
Blind Square 235
Line Up 235
Human Ladder 235
Blind Tent Pitch 235
Knots 235
Spiderweb 235
All Aboard 235
Quicksand 236
Reversing Pyramid 236
Gimme a Leg to Stand On 236
Popsicle Push-Up 236
The Great Egg Drop 236
Traffic Jam 236
Two by Four 236
Diminishing Load 237
Prouty's Landing 237
Violence Prevention Forum 238

VENTURING SILVER AWARD
Introduction 245
Background 245
How to Earn the Silver Award 246
Venturing Bronze Award Requirements 247
Venturing Gold Award Requirements 256

APPENDIX
The Venturing Oath

As a Venturer,

I promise to do my duty to God
and help strengthen America,
to help others, and
to seek truth, fairness,
and adventure in our world.

The Venturing Code

As a Venturer,

I believe that America’s strength lies in our trust in God
and in the courage, strength, and traditions of our people.
I will, therefore, be faithful in my religious duties and will
maintain a personal sense of honor in my own life.
I will treasure my American heritage and will do all I can
to preserve and enrich it. I will recognize the dignity and
worth of all humanity and will use fair play and goodwill
in my daily life. I will acquire the Venturing attitude that
seeks the truth in all things and adventure on the frontiers
of our changing world.
The Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.
Introduction

Welcome to Venturing!

As you begin this manual, you might know little or nothing about Venturing, or you might already have experience as a Venturer. Wherever you're starting, you will find this manual useful.

This manual will explain what Venturing is and how it works. Most important, it will tell you as a youth or an adult advisor/committee member what needs to happen in your crew to make it successful. It answers questions like:

- What does Venturing really mean?
- What are the responsibilities of adults and youth leaders?
- What does it mean to be a leader? Why should this be important to me, anyway? How will being a leader benefit me or others?
- How do I plan a fun program that fulfills my goals and interests as well as those of the other members?
- How do I know that I am effectively carrying out my job as a leader?
- Where can I get practical help for things that we need to do in our crew?

At times, we will share information and insights with you, but we'll always try to tie these insights to the practical, to actual things you will be doing as a leader in your crew. We hope that you'll keep returning to certain chapters, like the chapter about leadership. Most people, as we learn, don't catch everything the first time, don't fully appreciate what's being said—until we've experienced it, until we're right in the thick of things. Then, all of a sudden, questions pop into our heads. That's good! That's a part of learning.

Just don't let your questions, curiosity, or frustration get lost or dropped.

Return to this manual again and again. Make it a part of your planning sessions, your conversations with others, your crew meetings, and your reflections on activities. We hope that by year's end, your manual will be as dog-eared as the Yellow Pages, because then we'll know it has been useful to you.

What Is Venturing?

Venturing is the young adult program of the Boy Scouts of America for men and women 14 (who have completed the eighth grade) through 20 years of age. Local community organizations such as professional organizations, churches, and civic groups initiate specific Venturing crews. They do this by matching the interests of young adults with the people and program resources within their own organizations.

For example, a local scuba diving shop could start a Venturing crew and invite young adults...
Leadership Methods

Leadership
All Venturers are given opportunities to learn and apply proven leadership skills. A Venturing crew is led by elected crew officers. The Venturing Leadership Skills Course is designed for all Venturers and helps teach in an active way to effectively lead.

Group Activities
Venturing activities are interdependent group experiences in which success depends on the cooperation of all. Learning by doing in a group setting provides opportunities for developing new skills.

Adult Association
The youth officers lead the crew. The officers and activity chairs work closely with Advisors and other adult leaders in a spirit of partnership. The adults serve in a “shadow” leader capacity.

Recognition
Recognition comes through the Venturing advancement program and through the acknowledgement of a youth’s competence and ability by peers and adults.

The Ideals
Venturers are expected to know and live by the Venturing Oath and Code. They promise to do their duty to God, help strengthen America, to help others, and to seek truth and fairness.

High Adventure and Sports
Venturing’s emphasis on high adventure and sports helps provide team-building opportunities, new meaningful experiences, practical leadership application, and lifelong memories to young adults.

Teaching Others
All of the Venturing awards require Venturers to teach what they have learned to others. When they teach others often, Venturers are better able to retain the skill or knowledge they taught, they gain confidence in their ability to speak and relate to others, and they acquire skills that can benefit them for the rest of their lives as a hobby or occupation.

Learning by doing in a group setting provides opportunities for developing new skills.
interested in high-adventure activities to join. A church might have adults that could provide leadership and program support to a Venturing crew that does service-oriented projects like building Habitat for Humanity houses or working at day-care centers and retirement homes. A hobby club associated with a hobby store could provide adult leadership and program resources for young people interested in a specific or a variety of hobbies.

The program of the Boy Scouts of America is to provide young adults, through these community organizations, an effective Venturing program designed to build character, promote citizenship, and develop personal and mental fitness. Each crew has the responsibility of achieving this purpose by designing its own program.

That's the factual, outside definition of Venturing. Let's look for a moment at Venturing from the inside—at the spirit of Venturing.

Venturing is a catalyst. It brings together adults and young people, and incredible things have happened and can happen in this coming together. The experiences that can emerge from this group of people is up to the people themselves. The more the individuals in the group ask of themselves and of one another, the more possibilities they have for experiences that they’ll carry with them the rest of their lives. For example, a crew in Minnesota organized an activity to go sailing off the coast of Africa. A crew in Houston sent along experiments on a recent space-shuttle mission. A crew in California spent nearly 10,000 hours making the nature trails of Angeles National Forest more accessible to the visually impaired by installing trail posts in Braille to identify the forest's flora and fauna.

When ideas and imagination and dreams combine, there is a reaction. That energy is part of the Venturing spirit.

Venturing is guided discovery. With discovery, you step into the unknown, into new areas. You grow. In Venturing, this discovering is guided. Too often, wonderful energy is simply wasted; it stays on the drawing board. In Venturing, that energy is focused. Ideas do not stay on the drawing board; they happen. You learn how to go from a dream to a reality, to something you actually do.

Venturing is an empowering experience. Most of us have some sense of our abilities and strengths. Maybe we haven’t had the opportunity, however, to bring those abilities into the open. Venturing is empowering because people discover things about themselves they never realized before. You might be surprised to learn that you are a good negotiator, creative when it comes to program suggestions, quick to react to a change in circumstances, insightful when it comes to reflecting about an experience—these are the same kinds of abilities necessary in any pursuit.

Perhaps you joined a crew because of a specific interest. You’ll have the opportunity to pursue that interest, but you will discover, in the process, much more. It’s this “much more” that probably best describes Venturing.

How a Crew Gets Started

Even though the majority of this book deals with the future and how you affect the program of your crew, it is important to know how your crew got started. Below are the steps that your chartered organization took. By the way, the chartered organization is the organization that actually owns your crew. It could be a church, a club, a business, or another organization.

1. Your chartered organization made a commitment with the Boy Scouts of America to charter a Venturing crew.
2. An organizing committee recruited the Advisors and committee for the crew.
3. The new crew committee went through a new-crew orientation and training.
4. A program capability inventory (PCI), discussed later, was completed with adults from the chartered organization and other interested adults to find out what they could contribute to the crew’s program. An example would be that the PCI indicated that one of the adults in the chartered organization was an experienced private pilot and owned his own plane. The
committee might ask him if he could provide orientation flights for the new Venturers for their third meeting. The results of the PCI became the basis for planning the first few months of the crew's program (until Venturers could plan their own program).

5. An invitation was sent to young people to attend an open house (the first crew meeting, where potential new Venturers are invited to join the crew; discussed later).

6. Your chartered organization was presented a charter for your Venturing crew by the Boy Scouts of America.

7. Crew officers were elected and trained. Then they began planning and presenting your crew's program.

These steps were designed to give your crew a solid foundation, both from an organizational standpoint and from a view to establishing a Venturing spirit. As you proceed through this manual and learn more about how to lead and administer your crew's Venturing program, you will become familiar with the forms, procedures, and how-to's. Without the Venturing spirit to learn, explore, and serve, they will remain just forms, procedures, and how-to's.

In the chapters ahead, you will learn more about what it means to be a crew officer or an adult committee member and your responsibilities to your crew. The manual also suggests many ways to make your crew run more successfully, have fun and worthwhile programs, and involve the whole membership of your crew. However, success starts with you, whatever your leadership position. You are KEY!

The Specific Goals of Venturing

There are four goals for the participant in Venturing:

- To gain practical experience
- To engage in a program of activities centered on leadership, service, social activities, fitness, the outdoors, and citizenship to encourage the development of the whole person
- To experience positive leadership from adult and youth leaders and be given opportunities to take on leadership roles
- To have a chance to learn and grow in a supportive, caring, and fun environment

The first goal of a Venturing program is to give you an opportunity to pursue your interest in a way that might not be available in a traditional educational setting. We're talking about firsthand, hands-on experiences with people who work in a particular field or have knowledge of it. Venturing recognizes the difference between reading about sailing and going sailing, between talking about photography and taking pictures, between discussing archaeology and going on an archaeological dig.

The second goal is to lead a life in Venturing that fosters personal, social, and community health. That's why a Venturing crew organizes a program of activities around citizenship, leadership, service, social activities, fitness, and the outdoors. This kind of program helps us to experience more balance in our lives; to take responsibility for ourselves and our community; and to be mentally, emotionally, and physically fit.

The third goal is to learn about leadership from adults who set the example. You will learn about leadership by experiencing outstanding adult leadership and by practicing leadership yourself. With other Venturers, you will run your own crew and exercise your own understanding of leadership.

The fourth goal is to create an environment that encourages growth in yourself, in other Venturers, and in Advisors. This is achieved in a place that is safe, fun, and challenging. Venturing provides opportunities for new experiences and new ideas.
Venturing Advancement Program
(See the Venturer/Ranger Handbook, No. 33494, for details.)

Background and Purpose
One of the strengths of the Venturing program is its ability to meet the interests of all Venturers. Sometimes Venturers like to investigate new, different areas. Variety in a crew always seems to make it more fun to go to meetings and outings. Also, Venturers probably have many interests or would like to have more. Because of that desire, and to provide a pathway to many different experiences, the Venturing awards program is offered.

Advancement has been an important part of the Boy Scouts of America since the issuance of the first 12 merit badges in 1911. In 1950, the Silver Award program was also released as the advancement program for older Boy Scouts. From 1950 through 1966, 18,256 Silver Award medals were earned.

The new Venturing awards program is available to all Venturing youth members of the Boy Scouts of America. Its purpose is to provide a pathway for personal development; encourage Venturers to learn, grow, and serve; and recognize the high level of achievement of Venturers who acquire Venturing skills.

Bronze Award
Venturers can earn their crew's specialty Bronze Award or all five Bronze awards.

The five different Venturing Bronze awards are Arts and Hobbies, Outdoor, Sea Scout, Sports, and Religious Life. All five Bronze awards contain the common elements of experience, learning a skill, and sharing your experiences and skills with others. Earning at least one Bronze Award is required for the Venturing Gold Award. The Bronze Award is designed as the entry-level award for Venturers so they can acquire usable skills that will carry them along the trail to the Venturing Silver Award.

Requirements
For Arts and Hobbies, Sports, or Religious Life, a Venturer must complete at least nine of 12 requirements for each of those three areas. For Outdoor, Venturers must complete at least four core requirements and two electives that are found in the Ranger Award requirements. For Sea Scout, Venturers must complete half the requirements for Sea Scouting's Quartermaster Award (Ordinary rank).

Here are a couple of sample requirements:

Sports: Demonstrate by means of a presentation at a crew meeting or a Cub Scout or Boy Scout meeting that you know first aid for injuries or illnesses that could occur while playing sports.

Religious Life: Produce or be a cast member in some type of entertainment production with a religious or ethical theme, such as a play, puppet show or concert, for a children's group, retirement home, homeless shelter, or Cub Scout or Boy Scout group.

Procedure
Bronze candidates may have their crew Advisor or a specialty consultant approve or sign off on that completed requirement. Requirements for the Arts and Hobbies, Sports, and Religious Life Bronze awards as well as the Gold Award can be found in chapter 10. Requirements for the Sea Scout Bronze can be found in the Sea Scout Manual. The requirements for the Outdoor Bronze Award can be found in the Venturer/Ranger Handbook. There is no committee review for Venturing Bronze awards.
Recognition
The daily wear Bronze Award is a colorful, campaign-style ribbon that may be worn on the Sea Scouting or Venturing uniform. If all five are earned, all five may be worn on the uniform. The Bronze ribbon has an icon representing the area it was earned in superimposed on the ribbon. A certificate is also available.

Gold Award
Background and Purpose
The Venturing Gold Award program was developed to recognize the significant accomplishment in a Venturer’s life as he or she has proven outstanding performance in a broad spectrum of activities. It will challenge and motivate Venturers over an extended period.

It provides a favorable image of the Venturing program among youth, parents, schools, and our communities. It offers challenging and stimulating opportunities for Venturers to develop and achieve personal goals in the areas of leadership, character development, and personal fitness.

Requirements
Venturing Gold Award candidates must be active and registered Venturers for at least 12 months before final qualification. They must serve in a leadership role within the 12 months before final qualification. They must participate in a district, council, or national Venturing event or activity. They must set and accomplish one personal goal in each of six areas. They must plan and lead at least two crew activities. They must recite the Venturing Oath. Three letters of recommendation from adults outside the crew are required, and the candidate must make an oral presentation to a crew review committee. Finally, they must be approved and recommended by their crew committee.

Procedure
Venturing Gold Award candidates must submit a written petition to their crew Advisor in which they outline their plans and ambitions for their projects to achieve the award. Advisors are encouraged to have a conference with each candidate to ensure that the Venturer has developed a well-conceived plan, and that he or she has specific goals in mind. The Advisor approves the plan. After council approval, the council issues the award.

Recognition
After many months of determined service and leadership, the Venturing Gold Award should be presented in a setting worthy of the award. Suggested occasions include high school assemblies, church services, and council Venturing events. The award may be presented more than once. The award is a gold medal featuring the Venturing logo inside a compass dial. The medal is suspended from a white ribbon. A certificate is also available.

Silver Award
The Venturing Silver Award is the highest award a Venturer can earn. It represents substantial growth and experience as the Venturer earned the Venturing Bronze and Gold awards along the trail to Silver. Earning the Venturing Silver Award says a Venturer is a leader, serves others, is personally fit, is prepared for emergencies, and has honor. Earning the coveted Venturing Silver Award will have meaning for a lifetime!
Requirements
Venturers must be proficient in emergency preparedness (including standard first aid, CPR, and Safe Swim Defense), participate in Ethics in Action, complete the Venturing Leadership Skills Course, serve six months in a leadership position, earn the Venturing Gold Award, and earn at least one of the five Venturing Bronze awards.

Procedure
Venturers work with their Advisors to establish a plan of action for earning the Silver Award. Venturers can choose to work on the requirements alone or with other Venturers as in a crew activity. Venturers can work on requirements in the Bronze Award program, Gold Award program, and Silver Award program simultaneously. They could also work on each program separately. It's up to the Venturer and Advisor as to how they earn the award. After completion of all requirements, the Silver candidate will go through a formal review with Venturers and adults from the crew.

The Medal
The Venturing Silver Award medal features an eagle superimposed over a compass dial. It also has a red, white, and blue background behind the eagle. The medal is worn suspended from a green and white ribbon, which is suspended from a silver Venturing bar. A cloth knot and certificate are also available.

Ranger Award Program

Background and Purpose
High adventure and the outdoors have always been of interest to young Americans as well as an important part of the BSA program. Because of the attraction of high adventure, the Ranger Award is available to Venturing youth members of the Boy Scouts of America.

The purpose of the award is to encourage Venturers to achieve a high level of outdoor skills proficiency; provide a path for outdoor/high-adventure skills training; and establish Rangers as a highly trained leadership resource for crews, Cub Scouts, Boy Scouts, and the community.

The Ranger Award exemplifies a challenging high-level outdoor/high-adventure skills advancement program. Once earned, it will identify a Ranger as an elite outdoorsman who is skilled at a variety of outdoor sports and interests, trained in outdoor safety, and ready to lead or assist others in activities. Rangers can be a great program asset to Cub Scout packs, Boy Scout troops, and others.

Requirements
Ranger candidates must complete eight challenging core requirements:

- First Aid
- Emergency Preparedness
- Leave No Trace
- Land Navigation
- Wilderness Survival
- Communications
- Cooking
- Conservation

And four of 18 challenging electives:
- Backpacking
- Cave Exploring
- Cycling/Mountain Biking
- Ecology
- Equestrian
- First Aid
- Fishing
- Hunting
- Lifesaver
- Mountaineering
- Outdoor Living History
- Physical Fitness
- Plants and Wildlife
- Project COPE
- Scuba
- Shooting Sports
- Watercraft
- Winter Sports

NOTE: Venturers who have received the Outdoor Bronze Award need complete only four more of the core requirements and two more electives to qualify for the Ranger Award.
Procedure

Ranger candidates may work on their own or with other Venturers. A crew may also work together. Candidates may work with outside consultants such as scuba diving instructors. Advisors and consultants must sign a Ranger candidate's record sheet found in the *Venturer/Ranger Handbook*. No crew review is required.

The Ranger Award

After months of experiencing and acquiring skills on a wide variety of outdoor/high-adventure interests and sharing those skills with others, the Ranger will receive a sterling silver medal featuring a powder horn superimposed over a compass dial. The medal is worn suspended from a green and white ribbon attached to a silver Ranger bar. A silver Ranger bar is also available for wear on the field uniform. A certificate is available, too.

Quest Award Program

Background and Purpose

Statistics throughout the United States show that Americans are overweight and out of shape. Heart disease and diabetes, diseases that are results of being overweight, are rampant. These diseases, historically found in older people, are now being found more and more in youth. Young Americans are not being encouraged to watch their diets and start exercise programs.

While working on your Quest Award, you will be required to learn more about what makes up a nutritional diet as well as design your own personal exercise plan based upon your lifestyle, fitness level, and desire for a healthy and long life. It is hoped this program will introduce you to a sport or sports that you will enjoy the rest of your life. As with many other requirements throughout the Venturing program, you will be required to share what you learn with others. This sharing may be done through various sports clinics and presentations with other groups. In the electives section, you will be required to choose at least one sport in which to become proficient.

Requirements

Five Core Requirements: (Do all)

1. Earn the Sports Bronze Award.
2. Complete an American Red Cross Sport Safety Training Course or equivalent.
3. Complete the Fitness for Life program.
4. Learn and do fitness assessments.
5. Sports disciplines (Choose a sport from a list provided in the *Quest Handbook* or another sport approved by your Advisor.)

Electives are: (Do one)

Elective 1  History and Heritage of Sports
Elective 2  Sports Nutrition
Elective 3  Drug-Free Sports
Elective 4  Communications
Elective 5  History and Heritage of the Disabled Sports Movement

Procedure

Quest candidates may work on their own or with other Venturers. A crew may also work together. This works extremely well with the Fit for Life program, which can span several months. Candidates will work with outside consultants such as a fencing instructor. Consultants may be found using the resources found in the *Quest Handbook*, No. 33151. No crew review is required.

The Quest Award

The Quest medal features the Vitruvian man (c. 1492) by Leonardo da Vinci. Da Vinci actually drew the figure as he was influenced by Vitruvius, a Roman engineer of the first century B.C. It is based on a model of ideal proportions that Vitruvius established. Like the balanced man that both Vitruvian and da Vinci modeled, the modern Venturer must be balanced physically, mentally, nutritionally, and even socially. The Vitruvian man stands before a red, white, and blue background. That background reminds us of national pride as our athletes compete against the world. The medal is suspended from a ribbon with a solid field of green. The green represents the sports field as well as the completion of a
journey started with the Bronze medal with its half green and half white ribbon. Also available are a Quest pocket card and a certificate.

TRUST Award Program

Background
In the years since Venturing started, the program has been defined by the activities Venturers do, and a popular activity is service. Religious chartered organizations organize the majority of Venturing crews. Following in the tradition of the Quartermaster, Ranger, and Quest awards, a similar, challenging award program has therefore been created for Venturing's religious life emphasis. The TRUST Award is a unique opportunity for the youth of Venturing.

Trust is an essential aspect of our relationship with others—both personally and corporately. Learning to trust is the challenge. Today young people live in an increasingly pluralistic society made up of multiple nationalities, cultures, and religions. One way to work toward a safe future is to learn to get along and work together. Understanding is a good start toward trust.

While working on the TRUST Award, Venturers will learn more about themselves, their communities, and their religion and culture, as well as those of others. As with many other requirements throughout the Venturing program, Venturers will be required to share what they learn with others.

Purpose
- Help Venturers learn about their own religion and how it affects their lives.
- Give Venturers an opportunity to pursue understanding and knowledge of cultures other than their own.
- Promote understanding and tolerance.
- Learn how to resolve conflicts both internally and externally, with positive outcomes.
- Understand how other world religions work and how multiple religions can work together.
- Learn about religion and culture within the context of the BSA.
- Develop highly trained Venturers who may become a training and leadership resource to dens, packs, and troops; religious organizations; the community; schools; and families.
- Provide Venturers a variety of practical, hands-on experiences while having FUN.

Requirements
Five core requirements: (Do all)

1. Tending Your Faith. Learn about your own religious journey, and earn the religious emblem for your faith group.
2. Respecting the Beliefs of Others. Learn about freedom of religion in the United States and learn about religions other than your own in your community.
3. Understanding Other Cultures. Learn about the historical significance of cultures in the United States and study one cultural group in detail.
4. Serving Your Community. Complete a community service project and learn about organizations in your community that serve youth.
5. Transforming Our Society. Learn counseling skills, conflict resolution, peace and reconciliation, and how to apply them in your own life.

Procedure
TRUST candidates may work on their own or with other Venturers. A crew may also work together with respect to their religious affiliation. You will need to work with a leader of your religious community or consultants depending on their field of expertise. Utilizing the many resources in the TRUST Handbook will be a great asset as you move along in your TRUST journey.
The TRUST Award

The TRUST medal features the world enveloped in a pair of silver hands. The world has been a symbol of Scouting, communities, and religions for many years. The silver hands are both a representation of the Religious and Community Life Bronze Award and of the caring, nurturing, and understanding that the TRUST Award instills in a Venturer. The medal is suspended from a ribbon with a solid field of purple. The purple both represents the color of the religious life programs of Venturing and is a historic color of religion and royalty for much of the world.

On dress-up occasions such as a parents’ night, open house, or awards ceremony, it is appropriate to wear awards such as the Eagle Scout, Bronze, Gold, Silver, Ranger, and Quartermaster awards.

The green Venturing shirt and tabs and gray long and short pants are available through the BSA Supply Group.

Venturing Leadership Skills Course

Leadership has been the main subject addressed in this manual. It can be said that leadership development is one of the most important aspects of Venturing. The Venturing Leadership Skills Course (VLSC) was created to help teach young adults the attitudes and skills that good leaders demonstrate. Practicing and mastering these skills will help enable Venturers to have positive leadership experiences. VLSC is a series of leadership modules divided into four categories: Vision, Communication, Organization, and Synergism. Each module is introduced by an activity and followed by reflection. It is recommended that the modules be conducted in the order listed.

The Venturing Leadership Skills Course was specifically designed to be taught to all Venturers in the crew. It is recommended that the crew Advisor and/or the crew officers conduct the course. Consider conducting the course with multiple crews. It can foster more creativity and synergy.

Completion of this course is required for the Venturing Silver Award and for the Venturing Advisor Award of Merit. The course can be run over a weekend or at several night meetings. It can be run by one crew, several crews together, or even by a district or council.

The Venturing Uniform

The recommended uniform is the spruce green Venturing shirt with green epaulette tabs and gray backpacking-style shorts or gray casual pants. However, the uniform is the choice of the crew. Sea Scouts may wear the Sea Scout uniform. For those crews that choose to have the Venturing uniform, it is recommended to wear it when traveling, at crew meetings, at other Scout meetings, when serving the public, and at other appropriate times. When doing field activities such as sports, water activities, mountaineering, etc., your crew might want to wear something more appropriate to the activity. See the Venturer/Ranger Handbook, No. 33494, for more details.
Kodiak and Kodiak X

Leadership and service to others are two key tenets of Venturing, the Boy Scouts of America's fast growing teenage program. Combine these two elements and you get the concept of “the servant leader.” Servant leadership as a philosophy teaches that the leader works with and through a team to accomplish the mission. Rather than just talking about leadership, Venturing through the new Kodiak course teaches usable, relevant leadership skills that every teen can use.

Advisor Award of Merit

One of the unique attributes of the Venturing program is the relationship between Venturers and the crew Advisor. The ability to work effectively with young adults as they themselves plan and run the program is a true test of leadership skills. To recognize those adult crew Advisors who do this well, the Venturing Advisor Award of Merit is offered. The application can be found at www.scouting.org/venturing.

Requirements

1. Be a currently registered Venturing Advisor who has served in that position for at least 18 months.
2. Complete Venturing Fast Start and Venturing Advisor Basic Training.
3. Achieve the Quality Unit Award at least once while serving as crew Advisor.
4. Demonstrate the use of the Venturing Silver Award program.
5. Develop youth leadership by effective use of crew officers.
6. Use the crew officer orientation and program planning process.
7. Have a proven positive relationship with the chartered organization and associated Boy Scout troop and Cub Scout pack, if any.
8. Project a positive image of Venturing in the community.
9. Attract and hold Venturers with crew program and operation.
10. Lead crew in completion of the Venturing Leadership Skills Course.

Nomination Procedure

The crew president in conjunction with the crew officers nominates the Advisor. The nomination is approved by the crew committee chairman.

The nomination is then certified by the unit commissioner and submitted to the council service center.

The nomination is then approved by the Scout executive and council commissioner, who should then forward it to the Venturing Division.

Award

The award is a color certificate with the recipient's name and a square knot, No. 05001, worn with the Venturing device, No. 00940.

Venturing Hand Salute

If a Venturer finds himself or herself in uniform at an occasion where a hand salute is required, Venturers should use the full-hand salute. Note that the Cub Scout salute uses two fingers, the Boy Scout salute uses three fingers, and the Venturing salute completes the process with four fingers.

Venturing Handshake

Like the salute, the Venturing handshake uses all four fingers and thumb. Basically, it is the normal handshake.
CHAPTER 1

Leadership in the Crew

Cultivate the capacity to enjoy life—to have fun and to explore as you lead.

Check out the crew officer orientation on the Web site at www.scouting.org/venturing/training/coo. It explains the leadership roles of youth officers and crew Advisors.

Responsibilities of a Venturing Officer

As a Venturing officer, you will be encouraged to take responsibility for many facets of the crew’s operations. Some areas of responsibility will be harder for you to master than other areas. But learning to take responsibility for others is part of the maturation process—part of growing up.

Your role as a Venturing officer is

- Ensuring that activities are conducted within BSA safety guidelines and requirements
- Cultivating the capacity to enjoy life—to have fun and to explore as you lead
- Fostering and developing an environment within your Venturing crew that has a true sense of community, that encourages growth and responsibility to one another
- Working in a spirit of partnership with the Advisors of your crew
- Developing a program of activities for your crew and helping to carry them out
- Upholding the standards and policies of the chartered organization and the Boy Scouts of America

Position Descriptions for Each Youth Officer

A Venturing crew has at least five officer positions:

- President
- Administrative vice president
- Program vice president
- Secretary
- Treasurer

Over time, you will find that you have changed—that your ability to lead has improved.
You not only should become familiar with the position description for your office, you should also be familiar with the job descriptions of the other officers so that you work effectively as a team.

**Crew President**

- Serves as youth leader of the crew
- Implements the crew program in cooperation with officers and members
- Works closely with Advisors and other adult leaders in a spirit of partnership
- Represents the crew at Teen Leaders' Council (TLC) meetings and council TLC program planning conference and is available to report to the chartered organization and crew committee
- Assists the crew Advisor in conducting the crew officers' seminar
- Appoints youth chairs for special projects and appoints special crew officers
- Presents the annual report to the chartered organization at the conclusion of the term of office
- Assesses on an ongoing basis whether the responsibilities of the officers are being considered and carried out effectively
- Approaches Venturing and encourages others to approach Venturing in a spirit of fun and enjoyment

As the president, you are the primary leader of your crew. You were selected by crew members as the best person to lead and represent them. Being president carries honor and privilege, but it also requires hard work, responsibility, and dedication.

You share the responsibilities of leading your crew with the other elected officers, working together to develop a leadership team. When you delegate specific responsibilities to other officers and members, it is your responsibility, with the support of your Advisor, to encourage and follow up to be sure that their jobs have been carried out. You provide leadership at all crew meetings and activities, and you conduct monthly officers' meetings in consultation with your Advisors. Communication with your Advisors, officers, and crew members is essential.

You also represent your crew's members to the chartered organization and to the BSA council, through its Teen Leaders' Council. The TLC is an association of the crew officers in the area. You should know your own members' needs and desires so that you can adequately represent your crew at the council TLC meetings.

You set an example for members by following the rules and standards of the crew. You may counsel individual crew members who have problems, questions, or concerns. Listen to what they say, and help them find answers that are best for the crew.

With your Advisor, direct the planning of your crew program, and use this manual to plan meetings and activities. The crew president appoints crew members to serve as activity chairs. With your Advisor's help, select members who are suited to the activity and need leadership experience. Coaching and follow-up are necessary to be sure they understand what to do.

Don't hesitate to ask your Advisor for advice and help. That is the Advisor's responsibility—to be your counselor and coach. It is likely that neither of you knows everything about Venturing, but together you can learn how to make your crew succeed. It is important that you work through, not around, your Advisor, who is held responsible by the crew's chartered organization and Venturing for the programs and actions of your crew.

Your duty as crew president is exciting, important, and challenging. You are one person who can really make the difference in how successful your crew is. Read this manual carefully, and attend BSA council Venturing meetings and conferences to learn from other crew presidents.
ACTIVITY PLANNER

Activity

Activity Chair

Consultant

Address ___________________________ Phone ___________________________

Place ___________________________ Date ___________________________

Officers’ comments

Committee members

DETERMINE THE ACTIVITY (Call a committee meeting, discuss the event, make the plan)

What is to be accomplished?

IDENTIFY THE RESOURCES

Equipment and facilities needed

Cost and how activity is paid for

Personnel required

CONSIDER ALTERNATIVES

How can activity be accomplished?

What are alternate plans?
REACH A DECISION—MAKE THE PLAN
—DELEGATE RESPONSIBILITIES

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Follow up—At additional meetings and through personal contacts, follow up on all assignments until you are sure you are all set. If the going gets rough, call on your Advisor for help.

CARRY OUT THE PLAN—CONDUCT THE ACTIVITY
Just before the activity, double-check all arrangements and conduct the activity to the best of your ability, using your committee and consultant.

Notes

After the activity be sure to thank everyone involved and leave things clean and in good order.

EVALUATE THE ACTIVITY
Did the members like it? _______________________

Number participating ________ Venturers ________ friends ________ adults ________

Should we repeat this activity? yes ☐ no ☐ why? _______________________

How well did the plan work? _______________________

How can we improve the activity? _______________________

What were costs? To the crew ______________________ cost per person ______________________

Attach all receipts or bills for the activity.

Signed ______________________ date ______________________

Activity Committee Chair

Fill out and return this report as you plan, execute, and evaluate your activity. Turn the completed report in to the vice president for program for inclusion in the crew’s activity file.
Administrative Vice President

- Serves as administrative officer of the crew
- Assumes the responsibilities of the crew president in his or her absence
- Leads the recruiting and admission of new members during the year
- Organizes and recognizes the achievements of crew members
- Maintains crew advancement chart and reviews individual progress at each meeting
- Conducts opening and closing ceremonies for special occasions as scheduled
- Attends all crew activities
- Participates in the council TLC program planning conference
- Approaches Venturing in a spirit of fun, and seeks to reflect this spirit in the recruiting of new members and through recognizing the achievements of crew members

Two key responsibilities characterize your position: (1) leading the recruiting efforts for new crew members, and (2) managing the recognition of members.

First, you provide leadership for the recruiting of new members into your crew by ensuring that prospective members are made aware of your crew and are invited to your crew’s open house, and by encouraging members to bring friends to crew meetings. You follow up with any members who seem to be losing interest. Find out why, so that their needs can be addressed in officers’ meetings and in the planning of program activities.

Second, you are responsible for recognizing members and making them feel a part of your crew. When prospective members come to your crew’s open house or to meetings, it is your responsibility to welcome each one. It is also your job to stage the installation ceremony admitting new members if such a ceremony is a tradition of your crew.

It is your responsibility to recognize the achievements of individual crew members, honoring members who win scholarships, win awards, or gain other achievements in or out of Venturing. You may also conduct opening and closing ceremonies to add color and meaning to crew meetings.

Like every officer, you are responsible for maintaining the crew’s code and bylaws.

Program Vice President

- Serves as the program officer of the crew and, in that position, arranges the program planning process for the crew
- Collects and maintains a crew activity file consisting of the program capability inventory, a list of crew member interests and suggestions for activities, program resources, and an annual activity schedule
- Determines the interests of the crew members on an ongoing basis (using Venturing activity interest surveys)
- Provides support for the chair and committee for each activity
- Maintains an up-to-date calendar of crew meetings and activities
- Approaches and encourages others to approach Venturing activities in a spirit of fun and enjoyment

Much of a crew’s success depends on the program of activities, and managing the development of a good program is the core of your responsibility. Venturing is based on planning a program that meets the needs and interests of crew members. This is done by asking crew members what they want to see their crew do, and being sure that meetings and activities are adequately evaluated after they take place.

It is your responsibility to maintain an activity file of programs, projects, and trips in which the crew could participate. Base this file of ideas for activities on responses you’ve collected from the PCI, from Venturing activity interest surveys, and from the activity planners completed
by activity chairs. Keep your ears open for ideas from unexpected sources, and ask other crews what they are doing.

You are also responsible for keeping an up-to-date crew schedule and being sure that all the members in your crew know what is happening. You maintain the crew’s calendar and should coordinate it with school and community calendars to avoid scheduling conflicts. It might be useful to publish a calendar or newsletter on a regular basis to keep crew members informed.

You help the crew’s activity chairs plan and conduct successful activities by sharing ideas from the activity file, discussing possible activities, and coordinating their dates with the crew calendar.

One of the crew’s adult associate Advisors is recruited to help you with program responsibilities. Meet as often as possible to share ideas, improve the activity file, support activity chairs, and review the interests of members.

Secretary

- Serves as the communications officer and, in that position, manages all communications and publicity for the crew
- Maintains crew membership and attendance records
- Handles crew correspondence and minutes
- Coordinates crew publicity through local media, crew newsletters, and the crew’s telephone network
- Approaches Venturing in a spirit of fun, and seeks to reflect this spirit in the publicity and communications of the crew

Effective communication is a key ingredient in any organization. As the crew secretary, you are primarily responsible for the communication that needs to be put into writing—correspondence, records, and minutes showing decisions, plans, and publicity. It is up to you to ensure that everyone has the right information.

You keep minutes of officers’ meetings and crew meetings, which include group decisions and actions taken by officers. You record the names of those assigned to carry out activities, including all dates, times, locations, and important details.

You remind the president and the other officers of agreed-upon decisions that affect them. Most people appreciate a friendly reminder.

You keep membership records for your crew using the Venturing Secretary’s Records (see pages 290–310), which will help you keep accurate registration and attendance information.

You supervise all the crew’s correspondence, calling the officers’ attention to important items and writing letters on behalf of the crew.

You help the program vice president publish a schedule or newsletter for crew members and keep them informed about meeting plans, activities, and last-minute changes. You should organize a telephone network among crew members (see page 311). You handle all publicity through school or community newspapers, newsletters, radio, television, speakers, bulletin boards, and other media.

Effective communication is an important leadership skill. You have the challenge and the opportunity to use this skill for your crew. An adult member of the crew committee may be assigned to assist you. If you become overwhelmed by the publicity and communications needs of your crew, don’t hesitate to enlist the help of other crew members. Sharing your responsibility with others is a part of Venturing. It’s a quality of good leadership.

Treasurer

- Serves as the financial officer and, in that position, maintains financial records and monitors the crew budget
- Collects and disburses crew funds
- Communicates with the officers and members on a regular basis to keep them informed about the crew’s finances
- Approaches Venturing in a spirit of fun, and spreads this spirit in carrying out the treasurer’s responsibilities
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As crew treasurer, you are responsible for keeping accurate records of the income and expenditures of your crew's funds. Your crew expects an exact accounting of all the money taken in or paid out.

You collect, deposit, and account for all money coming to the crew from dues, money-earning projects, or other sources. If your crew collects dues, you keep accurate records and review them with the other officers at officers' meetings. You make regular reports at crew meetings and officers' meetings of the status of your crew's budget and treasury.

Use the Venturing Treasurer's Records (see pages 312–326) to help you set up a budget by estimating income and expenses based on the crew's activity calendar. Review this budget with crew officers, your Advisor, and the chair for each activity.

You see to it that all expenditures are approved by crew officers and the Advisor before writing any checks. Crew members should approve large amounts. An auditor from the crew committee may be assigned to assist you in setting up bookkeeping procedures, bank accounts, and money-handling methods.

Responsibilities of Crew Members

It is very important that the youth leaders and the adults assisting your crew communicate the goals of Venturing to your crew's members. **Every member of a crew is responsible for promoting those goals, not only the officers.** Clear communication helps make the individual responsibilities of the crew members more meaningful. The overall goals should be clarified at the beginning of a Venturing program, and care taken that these goals become an integral part of your discussions and meetings.

Members of the crew should

- **Communicate their interests throughout the year**

  Those planning activities need a clear idea of the interests of the entire crew. Interests may change and develop over the course of the year, so it is important that members talk about their interests on an ongoing basis.

- **Suggest ideas for activities**

  Each member should think about and share possible ideas for good activities. In addition, each member should listen to the ideas suggested by others. Suggestions often begin simply by brainstorming possibilities. It's important that members feel free to make suggestions without worrying about their views being criticized. When enough suggestions have been made, then and only then is it time to look carefully at the ideas that serve the best interests of the crew.

- **Participate regularly in meetings and activities**

  If a crew is to become a cohesive group, the group must meet on a regular basis. Being there is an important part of commitment, and commitment is what holds people together and strengthens a group.

- **Vote responsibly for the best interests of the crew**

  The most important crew decisions are made by a majority vote of the membership. Members should attend meetings and take part in discussions before voting, listen carefully to the different positions on the decisions that must be made, and speak out before the actual voting takes place. Once a vote has been taken, the members should support the decision voted upon.

- **Work with the crew officers to achieve the overall and specific goals of the crew**

  Electing good officers is important because they take the lead in activity planning and crew business. All members should carefully consider which members would be good in each office, and consider their own abilities for holding office. Once officers are elected, members should do everything they can to support their officers, offer assistance whenever possible, and take a leadership role for an activity within the year's program. Every member is responsible for contributing to the goals of the crew.
- **Serve on activity committees**
  An activity committee works out the details of the crew program and puts the plan into action. Crew members will be asked to serve as activity chairs or committee members. The success of each activity and the success of the program as a whole depends on members taking their responsibility seriously and doing their best to make each activity meet the interests and needs of the entire crew.

- **Share the expenses**
  All members are encouraged to give input concerning the crew budget, and the entire membership votes to adopt or not adopt a proposed budget. Once a budget is adopted, all the members are expected to contribute their share, paying dues and working on money-earning projects.

- **Seek the help of the Advisor or other adult leaders**
  Any member who has a question or is in doubt about what to do in any situation is encouraged to talk with the Advisor of the crew. That is what the Advisor is for—to guide members and to provide support and assistance.

- **Recruit new members**
  The best people to recruit other young people for a Venturing crew are the members themselves. Person-to-person contact is the most effective method of recruiting new members who can add fresh ideas and enthusiasm to a crew.

We encourage you to post the four goals of Venturing (page 4) at your crew meeting place, along with the Venturing Oath and Code. In addition, the crew members need to know the responsibilities just described. One option is to make a copy of these responsibilities from this manual, but you certainly have other ways of communicating them. Think about how to make these goals and responsibilities meaningful to members in your crew.

Some ideas . . .
- Think about fun, creative ways to display these responsibilities.
- Take snapshots of different members doing something that demonstrates or suggests each responsibility.
- Consider ways to recognize members for carrying out their responsibilities in a way that brings special meaning to the crew. For example, recognize members for the year’s best activity idea, for the best service project, or for demonstrating the most growth.

After reading this chapter, you should have a basic understanding of the responsibilities of all the people who make up a crew. The crew organizational chart on page 26 gives you a visual picture of all the people just discussed and their relationship to one another.
Volunteer Leadership Position Descriptions of Adult Leaders

One of the interesting and key differences between Venturing and other youth programs is the fact the adults act as Advisors and consultants, not leaders. Like crew officers working together, the working relationship between Venturers and the adults who work with them is an important element in the success of the crew. Venturing adults can be a tremendous resource for the program, and the relationship between Venturers and adults can actually make the crew's program even more worthwhile and fun. This section is important for Venturing adults because it explains each adult role, but it is also important for the officers to read because it tells you how each position might relate to you and what you do.

The different adult roles include:
- Chartered organization
- Chartered organization representative
- Crew committee
- Advisor
- Associate Advisor for administration
- Associate Advisor for program
- Other associate Advisors
- Consultants

Chartered Organization
- Initiates and commits to a Venturing crew
- Recruits adult Advisors and committee members
- Provides program resources
- Secures meeting facilities

The chartered organization is a church, school, labor group, professional society, civic club, or other community organization that receives an annual charter from the Boy Scouts of America to operate a Venturing crew. The program, leadership, and membership of the crew are determined by the chartered organization within the framework of the policies and standards of the BSA. The head of the chartered organization agrees that it will recruit competent adults, help them secure program resources, and provide meeting facilities.

Chartered Organization Representative
- Represents the crew to the chartered organization and BSA local council
- Recruits the crew committee

The chartered organization representative is appointed by the head of the organization that operates the crew. In cases where the organization has only one crew, the chartered organization representative may serve as the crew committee chair. His or her primary job is to recruit the crew committee and help it recruit an Advisor and associate Advisors. The chartered organization representative sees to it that all adults involved serve the best interests of the chartered organization and the BSA. He or she becomes a member of the BSA council, representing the chartered organization and the crew.

If the chartered organization has a pack and/or troop, the crew's chartered organization representative is also the chartered organization representative for the pack and troop.

Crew Committee
- Provides adequate adult leadership
- Completes and maintains the crew's program capability inventory (PCI)
- Secures equipment, facilities, and program resources
- Reviews, supports, and approves the crew's program plans

The chartered organization representative recruits a crew committee. This committee is composed of three or more adult women and men who serve during the crew's charter year. They meet monthly to ensure that the crew has a quality program, under capable leadership, that
achieves the purposes of the chartered organization and the Boy Scouts of America. New committee members can be recruited during the year from parents of Venturers.

One person is appointed by the head of the organization or is selected by the committee to serve as its chair. The committee chair schedules and conducts all committee meetings, coordinates programs, and serves as a liaison between the Advisor and the crew's chartered organization. The chair assigns projects to committee members and guides their efforts.

The crew committee sees to it that the crew has an Advisor and at least one associate Advisor at all times. If a vacancy occurs, a crew committee member becomes the temporary Advisor. The committee takes immediate steps to recruit the right person to fill the vacancy. It guides and supports the crew's efforts to earn money for trips, projects, or equipment, and helps the crew plan, budget, and properly account for all crew funds.

The crew committee meets regularly at a time and place convenient to all. These meetings keep the committee up to date on the crew's progress, provide support and encouragement to the Advisor, and provide program resources for future crew activities.

The committee ensures that the program capability inventory has been completed and keeps adding to it by continually seeking new adults to add their skills and contacts. It encourages and supports all efforts to recruit new members into the crew.

Some crew committees assign a specific job to each committee member on an annual basis. Some of the specific jobs include: (1) maintaining the PCI; (2) helping the youth treasurer; and (3) supervising program resources such as equipment, chaperons, facilities, and transportation. Other crew committees operate on a task-force basis, with committee members agreeing to specific tasks on a month-to-month basis.

The committee seeks and suggests opportunities, crew activities, and projects. Committee members, on a rotating basis, should be involved with crew meetings and activities so that they can see firsthand how the crew is doing and have the opportunity to get to know the members.

The committee keeps its chartered organization aware of and involved with its Venturing crew and approves program plans. It encourages crew members to adopt a uniform or other items that identify them with the chartered organization and Venturing.

The committee keeps the parents of Venturers informed about the crew, its chartered organization, and Venturing. Parents should be involved in the crew program and encouraged to support the BSA local council's Friends of Scouting.

**Advisor**

- Fosters an environment within the Venturing crew that has a true sense of community and that encourages everyone's growth and responsibility to one another
- Develops crew officers to lead—to plan, make decisions, and carry out a program of activities over an extended period
- Encourages participation and support for the Venturing crew from the chartered organization, associate Advisors, crew committee, parents, and other adults in the community
- Upholds the standards and policies of the chartered organization and the Boy Scouts of America
- Provides the necessary framework for protecting the members of a crew from abuse
- Ensures that activities are conducted within BSA safety guidelines and requirements. Advisors should be trained by the BSA.
- Seeks to cultivate within the members of a crew a capacity to enjoy life—to have fun through the Venturing experience

**The Advisor is the key adult leader and is responsible for training crew officers,** helping them plan a program of activities, coaching them in their leadership responsibilities, and obtaining adult help and resources as needed
through the crew committee. The Advisor is supported by two or more associate Advisors who serve as backup leaders and provide assistance for the program and administration of the crew.

The ultimate responsibility for the crew rests with the Advisor. This person is recruited by the crew committee of the chartered organization and is registered with the Boy Scouts of America as the primary adult leader. All information about Venturing from the chartered organization or the BSA council goes to the Advisor. The Advisor participates in all crew meetings and activities, crew officers’ meetings, and crew committee meetings, and conducts the annual crew officers’ seminar.

As the primary adult leader, the Advisor sets the tone for the crew, models the desired form of leadership, and helps the officers and members become the leaders of their own crew. The Advisor coaches and guides, demonstrating through actions with the officers and members what the youth officers need to learn and similarly demonstrate with one another and with the members of their crew.

Associate Advisor for Administration

- Provides backup leadership for the Advisor and assumes responsibility for the crew in the Advisor’s absence
- Supports the youth administrative vice president and assists this person specifically with the crew’s recruitment and recognition efforts
- Knows the Advisor’s responsibilities and supports those responsibilities in whatever way possible
- Helps encourage Venturer advancement; maintains advancement records, including the crew advancement chart; and reviews advancement progress at each meeting. Also, serves as an advocate for advancement programming.

The primary role of the associate Advisor for administration is to work in partnership with the youth officer who is the administrative vice president. Together they coordinate the recruitment of new members, sustain the interest of current members, and provide recognition for the individual achievements of crew members.

Every adult leader is expected to be a leadership model for the crew and to seek every opportunity to develop leadership among the officers and members of the crew.

Associate Advisor for Program

- Supports the youth program vice president to help determine the interests of members, plan the year’s program, and ensure that the crew calendar is maintained
- Supports and coaches the activity chairs to help them plan and carry out their particular activity
- Helps the program vice president and other officers to evaluate completed activities and to continually fine-tune the year’s program of activities, based on insights gained from the evaluations

The primary role of the associate Advisor for program is to work closely with the youth program vice president. They discover and survey the interests of the members on an ongoing basis, plan and schedule the activities for the crew, and evaluate completed activities.

In addition, the associate Advisor for program should work closely with the activity chair of each activity to ensure that he or she experiences success in leading that activity.

Other Associate Advisors

Some crews, particularly those with a large membership or a unique program, may have a number of adults serving as associate Advisors. Their responsibilities may include providing equipment and transportation, making parental contact, planning special activities and several projects, or helping with the superactivity. A crew may recruit as many associate Advisors as it needs to carry out program plans.
Consultants

- Provide expertise to the crew’s program
- Assist the crew’s activity committees in planning activities

A consultant is a person whose special skill or talent is needed for a crew activity or project. Usually, consultants are adults who are recruited on a one-time basis to provide expert help for a crew activity or project.

Consultants may be members of the chartered organization, parents, or other adults in the community who are found through the program capability inventory (PCI) or recruited by the crew committee. For example, if the crew’s Venturing activity interest survey indicates that a number of members would like to learn to play golf, the crew committee reviews the PCI or contacts others with golfing expertise. It recruits someone to serve as a consultant for the golf activity.

This consultant works with the Venturer who is the activity chair to plan the details of the activity. Consultants are recruited for their expert skills and might not know much about the crew. The activity chair is responsible for explaining the interests and abilities of the members and for planning an activity the members will like.

Many adults can serve as consultants to a crew. Some are unable to serve as crew leaders, but most are willing and flattered to serve as an expert consultant for a Venturing activity.

These people are volunteers, so their motivation is to contribute to a program that they believe is worthwhile and can make a difference in the lives of young people. They are the kind of people who care about their community and want to be sure that capable and caring leadership is being nurtured now ... for the future.

Adult Training

Training leads to success, starting here. New Venturing adults are encouraged to complete Venturing Fast Start, an interactive CD, within their first 48 hours. It explains Venturing, the crew startup, roles and relations of youth officers and adult Advisors, and resources. Following this, the new adult Advisor (all adults) should attend New Leader Essentials and Venturing Leader Specific. This course will last several hours and is offered regularly by youth district. If you are interested in learning how to plan for and support high-adventure programming for your crew, the Powder Horn is for you. Powder Horn is a high-adventure resource management course offered either as a weeklong or two-weekend experience. Visit www.powderhorn-bsa.org for more information and course dates and locations.
CHAPTER 2
Your First Three Months as an Officer

You need to know the interests of your members to make this program meaningful.

This chapter covers what should happen in your first three months as a crew officer. As you begin, you are starting a new crew program year. Like a trip in which the way you begin affects how well the trip goes, your beginning or first three months as a crew officer can affect how well the crew operates and how much you enjoy serving as an officer.

The order in which the process takes place is not set in concrete, but the order of the following sections is very close to what should happen. As an example, you as an officer need the information from the PCI and program planning form to find out what your crew’s members would like to do in the way of crew program for the coming year. It’s also a good idea to have your new crew officers elected and in place before you do your open house (first recruitment night of your new school year). That way your new members can see who you are, and you will gain some experience right away.

The Program Capability Inventory Process

The program capability inventory (PCI) process is important because it reveals the expertise of adults associated with a crew. PCIs become one of the most important tools that shape a program of activities for a Venturing crew. The crew committee usually collects PCIs.

The PCI process consists of two steps. The first step involves sending the PCI form (see page 28) to adults. The second step involves converting their responses into a follow-up form called the PCI program planning form (page 29).

Step 1: Distributing the PCI Form

The program of each Venturing crew is unique because it is based on what the adults associated with that crew are willing and able to provide and the interests of the young adults who join. The introduction to this manual described Venturing as a catalyst because it brings together adults and young people with
PROGRAM CAPABILITY INVENTORY

Venturing Crew No. _____________ Organization ________________

Instructions
Each year our Venturers need adult volunteers to serve as
Advisors, program consultants, and helpers with transporta-
tion, chaperoning, counseling, and planning.
We would like to know in which areas of interests, hobbies, or
contacts you would be willing to help our Venturers.

(Please complete.) __________________________ Date: __________

Name __________________________

Address __________________________

City __________________________ State _______ ZIP ___________

Phone (home) ______________ (business) ____________

Occupation __________________________ Position __________

Yes! I would be willing to help in the areas designated below:

Hobbies AND SKILLS
Backpacking ___ COACHING ___ Fishing ___ Photography ___ Softball ___
Basketball ___ Cooking ___ Marksmanship ___ PROMOTING ___ Swimming ___
Bicycling ___ COUNSELING ___ Mountaineering ___ PUBLIC SPEAKING ___ TRAINING ___
Boxing ___ CREATING ___ Orienteering ___ Sailing ___ Water Skiing ___
Camping ___ Diving ___ Outdoor Living ___ Scuba Diving ___ Other ___
Caving ___ Equestrian ___ Shooting ___
Canoeing ___ First Aid ___ Snow Sking ___

MEMBERSHIPS
Please list your clubs, associations, fraternal groups, etc.: __________________________
________________________________________
________________________________________
________________________________________

CONTACTS
Please list people that you would be willing to ask to share
their careers, hobbies, or skills: __________________________
________________________________________
________________________________________

SPECIAL PROGRAM ASSISTANCE
___ I have a station wagon ___ van ___ or truck ___.
___ I have a workshop. ___
___ I have family camping gear ___ RV ___ or pop-up camper ___.
___ I can make contacts for special trips and activities. ___
___ I have access to a cottage ___ or camping property ___.
___ I have access to a boat ___ or airplane ___.
___ I can help with leadership skills. ___
___ I can help with _________. (Career information)
___ I can help with _________. (Vocational information)
___ I can help with community service projects. ___
___ I can help with fund-raising projects. ___
# Program Planning Form

To be used for Program Capability Inventory recap.

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Career</th>
<th>Hobby</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Crew Committee Suggestions**

- [ ]
- [ ]
- [ ]
- [ ]

**Equipment and Facilities**

- [ ]
- [ ]
- [ ]
- [ ]

**Chartered Organization Suggestions**

- [ ]
- [ ]
- [ ]
- [ ]

**Consultants**

- [ ]
- [ ]
- [ ]
- [ ]
similar interests. \textbf{Completing the PCI form begins this matching process.} 

Take a look at the PCI form on page 28. It will help you understand what's going on as we explain the purpose of giving this form to adults to complete.

This form is given to all the adults in the crew organization (Advisors, crew committee members, potential consultants, etc.) and to any other adults who might have an interest and ability in assisting your crew. These other adults could include people known to the crew committee, other people in the chartered organization, and parents of Venturers. Any adult who has an interest and ability that might match the interests of your Venturing crew is a candidate for the PCI.

All adults who are given this form are asked to do two things:

\begin{itemize}
  \item List their career, hobbies, skills, and any contacts they might have who could be of benefit to your Venturing crew
  \item Indicate their willingness to share their expertise in some way with the crew at least once during the year
\end{itemize}

The PCI form can be distributed at meetings of the chartered organization, to parents at the open house, and even sent through organization routing systems. This PCI form should be sent to all the adults associated with a crew at the beginning of a crew organizational process, and it should be sent out on an ongoing basis throughout the year. A Venturing crew should continually be expanding its list of possible adult resources who can help the crew in specific ways.

\textbf{Step 2: Completing the Program Planning Form}

This step takes place after a crew organization receives the completed PCI forms. The responses must be converted to a program planning form because the whole purpose of this two-step process is to use this information to help the officers plan and complete a program of activities for the year. This second step involves organizing the responses in a meaningful way.

See page 29 for a sample program planning form. The areas into which the responses should be sorted include:

\begin{itemize}
  \item Name of each responding adult
  \item Each adult's career
  \item Each adult's hobbies, interests, and skills
  \item Their ideas for service projects
  \item Their ideas for program activities
  \item Equipment and facilities any of these adults can provide
\end{itemize}

Whatever program planning form your crew uses should be kept in a file or binder for easy access. The adults associated with your crew have primary responsibility for distributing the PCI form and for converting the responses into a program planning form. As an officer, your responsibility is to use the program planning form to plan your initial program of activities (this is done in the crew officers' seminar) and to fine-tune this program throughout the year.

\textbf{Venturing Activity Interest Surveys}

The PCI process provides the crew with information concerning the expertise and availability of the adults associated with your crew. This expertise must be matched to the interests of the crew. That is the purpose of the Venturing activity interest survey.

Ideally, the Venturing activity interest survey should be conducted prior to the crew officers’ seminar because it is at this seminar that you develop the year's program of activities. You need to know the interests of your members to make this program meaningful. It is also important that you continue to conduct Venturing activity interest surveys consistently throughout the year to enable you to fine-tune your program as the year progresses.

As officers, you can design your own method of gathering information about the interests of your crew members. Whatever
method you choose, it is important that it accomplish three things:

- All members are surveyed for their interests.
- Every member feels that his or her interests are important to the crew and is, therefore, open about expressing his or her interests and ideas for activities.
- The results of the surveys are put into writing and filed.

The program vice president should ensure that Venturing activity interest surveys are conducted on a regular basis, and the secretary should ensure that the results are in writing and filed with the PCI program planning form. A sample Venturing activity interest survey is on pages 35 and 36.

**Election of Officers**

Elections for a one-year term should be held as soon as possible after the start-up of a crew so that the officers can begin leading the crew's program of activities and crew business. Most established crews elect officers in the summer or early fall, corresponding to the school year. Other crews elect officers in January to follow the calendar year. This provides continuity for the crew through the spring and summer months.

Two types of elections may take place in a crew:

- Temporary election of officers followed by a permanent election (new crew)
- Permanent election of officers for a one-year term

The reason a new crew may begin with a temporary election of officers is that the crew members might not know each other well enough initially to hold a permanent election. Whatever option your crew selects is up to your crew.

Certain election procedures must be followed when your crew holds its regular election. These procedures include the following:

1. Your Advisor informs crew members of the responsibilities and job description of each office and stresses the need for commitment to the goals of the crew and attendance at all meetings.

2. The present or temporary youth president explains the election procedures and the date of the election, and appoints a nominating committee of three or more crew members. This nominating committee will interview prospects and prepare a slate of nominees. An associate Advisor should be involved with the nominating committee to lend support and advice. A nominating committee is important because this committee takes the time to be sure that nominees are able and willing to serve. Those nominated should understand and commit to the responsibilities and the time involved.

3. The nominating committee interviews those crew members indicating an interest in running for office and contacts any others the committee feels should be considered. All nominees must be registered Venturers.

4. On election day, certain procedures are followed:

- The president asks for the nominating report—the slate of candidates for each office.
- Crew members are invited to make any additional nominations. If the nominations of these individuals are seconded and the nominees agree to serve, their names are added to the ballot.
- Nominations are closed by a majority vote.
- Each nominee is invited to give a brief talk on his or her qualifications, goals, and desire to serve. Crew members should be able to ask questions of each candidate.
- Voting then takes place. If there is only one nominee for an office, the president requests a motion to approve this nominee for office. If there are two or more nominees for an office, voting is done by secret ballot. The nominee receiving the most votes is elected. In the event of a tie, the two nominees receiving the most votes are voted on again.
- The newly elected officers are congratulated, and an installation ceremony may be conducted.
OFFICERS’ BRIEFING
SUGGESTED AGENDA

Welcome and Opening Remarks

- Invite each officer to comment on how he or she feels the crew is doing and to suggest future activities.
- Ask each officer to read aloud his or her job description and to ask any questions regarding these responsibilities.

Opening Remarks by Youth President

- Establish motivational tone for the youth leadership team.
- Briefly discuss the crew’s code and bylaws and the officers’ responsibility to uphold them. The Advisor may comment on what he or she expects in the way of health, safety, or behavior standards.

Program Activity Update

- Inform the officers of the next three or four crew meetings and activities.
- Clarify the date, time, and place of monthly officer meetings.

Explanation of PCI and Venturing Activity Interest Survey

- Explain the PCI and how the responses to this crew’s PCI have helped shape the program of activities for the crew.
- Clarify the opportunity for the youth leadership to offer suggestions for this initial program. This is a good time to introduce and explain the Venturing activity interest survey.
- Clarify the officers’ responsibility to design the long-term program for the crew.

Preview of the Upcoming Crew Officers’ Seminar

- Clarify the purpose of the seminar.
- Inform officers of the date, time, place, and travel arrangements if needed.

Conclusion

- Close with a few individual remarks about what you hope the crew will accomplish.
- Share with the officers your faith in their ability to lead their own crew and your intent to provide as much guidance and support as needed.
OFFICERS’ MEETING AGENDA WORKSHEET

MONTH

Place __________________  Date __________________  Time ____________

Call to order, introductions, etc. ________________________________

Minutes of last meeting

Reports and old business

_________________________________________________________________

_________________________________________________________________

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“Action” assignments (report at next meeting)

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Advisor’s comments

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Place __________________  Date __________________  Time ____________
Crew Officers’ Briefing

Right after the election, the Advisor and the new youth officers should schedule what is called the officers’ briefing. This is a two-hour meeting that can take place after school, on an evening, on a Saturday morning, or whenever it is convenient for the group.

For this briefing, choose a location where you won’t be interrupted. The new youth president chairs this meeting with guidance and assistance from the Advisor. If this is an established crew, the records from the previous officers should be given to the new officers.

A suggested agenda for the officers’ briefing is on page 32.

The new youth president should carefully review the following areas with the Advisor so that he or she is fully prepared to chair this meeting effectively.

1. The president and Advisor should review the history of the crew and its program.

2. The Advisor should explain the purpose and agenda of the upcoming crew officers’ seminar so that the president can explain this seminar to the other officers.

3. If this is an existing crew, the president should be ready to discuss the code and bylaws of the crew.

This meeting should be fast-paced. It’s your kickoff meeting! Its purpose is to make you aware of the information you need to know at this point and to prepare everyone for the upcoming crew officers’ seminar, which is probably the most important event in the first three months in the term of the officers. The Advisor should distribute a Venturing Planning Calendar, No. 26-210, to each officer in preparation for the crew officers seminar.

Following the Crew Officer Briefing, Schedule the Crew Officer Seminar

Crew Officers’ Seminar

—The Most Important Meeting of the Year

The crew officers’ seminar is a training and planning seminar for newly elected officers. It is led by a crew officers seminar facilitator provided by your council or district (if available), with the assistance of your Advisor, associate Advisors, and crew president. (See the Crew Officers’ Seminar Agenda on page 47.) This is an extremely important session because it provides in-depth training for officers and, in the seminar, you develop your year’s program of activities. (See New Crew Fast Start video, AV-03V013.)

The objectives of the crew officers’ seminar are

- To have you, the youth officers, learn your job responsibilities
- To build a working leadership team
- To acquaint the officers with Venturing leadership skills and the contents of the Venturing Leader Manual
- To plan the crew’s program of activities for the coming year

This is the first time that you, as officers, will actually undertake your leadership responsibilities. This is a hands-on seminar. You will plan your program and clarify your expectations and goals for your crew. You will make important decisions. You will consider how to share your program and get the entire crew committed to it.

That is why this seminar is so important—it is an experience that, in one day, parallels the kind of leadership you will need to exercise throughout the coming year. It is recommended that you do your crew officers’ seminar in a retreat setting such as going on a weekend campout or to a motel. Have some fun while working and don’t rush the job. It is probably the most important step you make as an officer group. What you do here affects the whole crew. See page 47 for a crew officers’ seminar agenda.
VENTURING ACTIVITY INTEREST SURVEY
(Completed by Venturing members)

Complete the following. Your responses will be used to help develop the program of activities throughout the year, so it is very important that you provide complete responses.

Name: __________________________________________

Date: __________________________________________

1. What specific interests do you have that you would like to see our crew pursue during this year?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Do you have any ideas or suggestions for activities that would address these interests?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Consider for a moment the areas of citizenship, service, leadership, social, outdoor, and fitness. How would your interests fit into any of these areas?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
VENTURING ACTIVITY INTEREST SURVEY—ALPHA LIST

Please check those activities, tours, projects, and seminars that you would like the crew to plan as part of its program for the year.

<table>
<thead>
<tr>
<th>Airport tour</th>
<th>First aid training</th>
<th>Public speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto mechanics</td>
<td>Fishing</td>
<td>Recognition dinner</td>
</tr>
<tr>
<td>Automobile plants/dealership</td>
<td>Gourmet cooking</td>
<td>Recycling center</td>
</tr>
<tr>
<td>Backpacing</td>
<td>Government official</td>
<td>River rafting</td>
</tr>
<tr>
<td>Barbecue party</td>
<td>Halloween party</td>
<td>Road rally</td>
</tr>
<tr>
<td>Beach party</td>
<td>Ham radio</td>
<td>Rock climbing/rappelling</td>
</tr>
<tr>
<td>Bike hike</td>
<td>Hiking trail cleanup</td>
<td>Sailing</td>
</tr>
<tr>
<td>Block party</td>
<td>History, study the town’s</td>
<td>Saving money</td>
</tr>
<tr>
<td>Bowling</td>
<td>History, trace family</td>
<td>Scholarships</td>
</tr>
<tr>
<td>Buy a car, how to</td>
<td>Hobby smorgasbord</td>
<td>Scuba</td>
</tr>
<tr>
<td>Camping trip</td>
<td>Horseback riding</td>
<td>Senior citizens, assistance to</td>
</tr>
<tr>
<td>Canoeing</td>
<td>Hunter education</td>
<td>Shooting sports meet</td>
</tr>
<tr>
<td>Car wash</td>
<td>Ice-skating party</td>
<td>Skiing</td>
</tr>
<tr>
<td>Career clinic</td>
<td>Industry, local</td>
<td>Slide show, plan a</td>
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<tr>
<td>Cave exploring</td>
<td>Intercrew activities</td>
<td>Snorkeling/scuba diving</td>
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<tr>
<td>Child care</td>
<td>Job interviewing skills</td>
<td>Spaghetti dinner</td>
</tr>
<tr>
<td>Christmas party</td>
<td>Leadership skills</td>
<td>Sports medicine</td>
</tr>
<tr>
<td>Civil defense</td>
<td>Lifesaving, swimming</td>
<td>Sports safety</td>
</tr>
<tr>
<td>College or university visit</td>
<td>Military base trip</td>
<td>Sports tournament</td>
</tr>
<tr>
<td>College panel discussion</td>
<td>Morality, ethics</td>
<td>State capital, visit</td>
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<tr>
<td>Communications</td>
<td>Mountaineering</td>
<td>Summer jobs clinic</td>
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<tr>
<td>Community cleanup activity</td>
<td>Movies</td>
<td>Swims meet</td>
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<td>Conservation project</td>
<td>Music listening</td>
<td>Swimming party</td>
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<tr>
<td>Cooking</td>
<td>Newsletter writing</td>
<td>Television station</td>
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<tr>
<td>Court session</td>
<td>Orientation flight</td>
<td>Tennis clinic</td>
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<tr>
<td>Crew reunion party</td>
<td>Orientering</td>
<td>Train trip</td>
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<tr>
<td>Cruise, sailing</td>
<td>Outdoor living history</td>
<td>United Way, support the</td>
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<tr>
<td>Cycling/mountain biking</td>
<td>Pancake breakfast/supper</td>
<td>Watercraft</td>
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<tr>
<td>Dance</td>
<td>Parents’ night</td>
<td>Waterskiing</td>
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<tr>
<td>Diet and nutrition</td>
<td>Part-time jobs clinic</td>
<td>Weather bureau</td>
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<tr>
<td>Disabled citizens, assistance to</td>
<td>Photography</td>
<td>Wilderness survival</td>
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<tr>
<td>Drug abuse/alcoholism</td>
<td>Physical fitness</td>
<td>Winter camping trip</td>
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<td>Easter egg hunt for children</td>
<td>Planetarium</td>
<td>Winter sports</td>
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<tr>
<td>Emergency preparedness</td>
<td>Plants and wildlife</td>
<td>Other</td>
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<tr>
<td>Family picnic</td>
<td>Play, produce a</td>
<td>____________________</td>
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<tr>
<td>Family sports day</td>
<td>Power station</td>
<td>____________________</td>
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<tr>
<td>Fashion show</td>
<td>Progressive dinner</td>
<td>____________________</td>
</tr>
<tr>
<td>Fire safety</td>
<td>Project COPE</td>
<td>____________________</td>
</tr>
</tbody>
</table>
OPEN HOUSE COMMITTEE PLANNING
MEETING SAMPLE AGENDA

Purpose of an Open House
Ask the question "Why should we do an open house?"
Answer: To recruit new members and to make our existing crew members feel good about what we do as we start our new program year.

What Are the Key Parts of the Open House?
Answer: Greeting, activity/icebreaker, what Venturing is, about our crew, past programs, upcoming programs, questions and answers, Advisor's comments, invitation to join, registration, refreshments (optional), more hands-on activities (optional), closing comments, cleanup.

Planning the Agenda
Chair

Making Assignments
Chair

Next Meeting
Chair

Closing Comments

NOTE: The above agenda is just a suggested guideline. How you plan your open house could be affected by your crew's program emphasis, where and when you meet, or other factors. The key is to plan an exciting, effective program and to make the necessary assignments to make it happen. The chair must be prepared to effectively run this meeting, work with the committee, and follow up to ensure that the open house is done well. Also, feel free to change the name of this event. Call it whatever you like.
OPEN HOUSE SAMPLE AGENDA

1. Before the Meeting
   The open house committee arrives at least one hour before the open house. All other crew members arrive at least half an hour before the open house. All hands-on activities are set up at least half an hour before the open house. All equipment such as VCR/TV, welcome kit, name badges, sign-in roster, registration table, etc., are set up at least half an hour before the open house.

2. Greeting
   Have signs in the parking lot directing guests to the entrance. Have greeters outside the entrance and just inside the entrance. Have greeters at all turns and at the door to where your open house is held. Once guests are inside, all crew members are greeters.

3. Hands-On Activity/Icebreaker
   Ask everyone to take a seat.

4. Welcome
   The crew president welcomes everyone and introduces crew officers and advisors.

5. What Is Venturing and the Purpose of a Crew?
   Consider creative ways to have your crew officers and/or members explain what Venturing is and what a crew does. Tell about program planning, officers, leadership opportunities, the Venturer/Advisor relationship, etc.

6. About Our Crew
   Also in a creative way, share what you think your crew is and some of the activities your crew has done. This could be slides or a video of what you have done. Share your future plans for trips, activities, and your superactivity.

7. Questions and Answers
   Give potential members and their parents an opportunity to ask questions.

8. Advisor’s Comments (Short)
   The crew advisor wraps up any area not properly addressed earlier and talks about adult supervision and adults’ role in the crew. He or she invites parents to talk further during the registration process.

9. Invitation to Join
   Invite visitors to join. Explain registration costs, insurance, the code of conduct, crew policies and bylaws, and other pertinent crew information. Explain line by line how to complete the registration form. Tell new members to turn in registration forms and fees to the crew secretary at the registration table during the hands-on activities.

10. Hands-On Activities Again and Registration Process
    This is another opportunity for potential members to experience a little of what you do. At the same time, they can register at the registration table.

11. Refreshments
    Refreshments are optional, but often popular. They could be pizza, ice cream, cookies, soft drinks, etc. Have them at the same time as the hands-on activities or whenever else you want.

12. Cleanup
    Cleanup Committee
Open House Countdown

-1 Call prospective members
    Final check of meeting details
-5 Call prospective members
-12 Send special invitation letter (see sample letter)
-14 Final open house committee meeting
-15 Call to remind open house committee members
-45 First open house committee meeting
    — Brief members
    — Plan open house
    — Make assignments
-60 Open house committee members appointed
-70 Open house chairman and adult 
    Advisor are trained by your district
-84 Open house chairman appointed

Q. What is the purpose of an open house?
A. 1. To invite new members to join
    2. To help your existing members feel 
       good about your crew

Q. Who is responsible?
A. Crew officers

Q. When should you start planning?
A. First planning meeting should be four to 
   six weeks before your open house.
   Appoint your committee eight weeks 
   before the open house.
   The open house chairman should be 
   trained 10 weeks prior to the open 
   house.
   The chairman should be assigned 12 
   weeks before the open house.

Venturing Crew
425

(Crew Open House Sample Invitation Letter)

September 10, 2001

Jeremy Price
7932 Windsor Place
Tulsa, OK 74100

Dear Jeremy:

Can you picture you and your friends scuba diving in the clear, warm waters of 
the Caribbean during spring break next year? That would just be a sample of the kind of exciting 
activities we do in Venturing Crew 425.

You and your friends are invited to a brief meeting to hear more about what you can be doing 
these challenging high-adventure activities. The meeting will be on Tuesday evening, 
September 25, from 7:00 pm to 9:00 pm at the First Church (see details may change).

Venturing is the teenage, coed program of the Boy Scouts of America. We encourage you to 
plan and run all of our activities. I have enclosed a brochure that explains more about 
the program. You can also check our crew website at www.venturing425.tulsa.org.

Please bring $10.00 which will cover your registration and insurance for all the cool things we 
do. If you need more information or insurance, please call me at 355-9000 or Lisa Wilkinson at 
355-2220.

Feel free to bring your friends! If your parents want to come too, they're welcome.

Sincerely,

Travis Michaels
Crew President

Key Points in Writing the Letter...
1. Personalized.
2. Close from past.
3. First paragraph paints the picture of what the 
   potential member needs.
4. Emphasize, - 1 hour meeting, some place bring 
   friends and family, bring assignment, where to 
   fly.
5. Briefly explain what we are Venturing. Youth 
   planned and run.
6. Invite them to visit our website.
7. Enclose detailed map and Venturing brochure.
8. Give source to get more information.
9. Emphasize friends, more more.
10. Finish with catch phrase, never dull.
The Open House

Open house is a Venturing term for the meeting where new members find out about your crew and its program and are invited to join. This meeting is very important! The meeting has two purposes. The primary purpose is to introduce potential new members to your crew. First impressions are key, so plan your open house with that in mind. You might get only one opportunity to show off what you do and to invite someone to join. The second purpose of the open house is to make the crew feel good about who you are and what you are about. That way you will start off the program year feeling positive about yourselves.

You as crew officers have the primary responsibility for planning and conducting the open house (see the open house sample agenda on page 38). Usually the administrative vice president is the chair for planning the open house, or the crew president can assign another crew member to be the chair. The open house chair then recruits a committee to plan and conduct the open house (see the open house committee planning meeting sample agenda on page 37). The crew committee also assigns an adult Advisor to help you plan and run your open house.

It will take one or two meetings to plan and prepare for a successful open house. You need to start at least four to six weeks before the open house. The first meeting will be to explain why you are doing the open house, plan what you will do, and make assignments. The next meeting, which occurs one or two weeks before the open house, is a follow-up, is-everything-done type meeting. Open houses should be Venturer run, not adult run.

All crew members should be at the open house and consider themselves open house committee members. Members who do not have any other assignment are at least greeters. All members should make the potential members and the family and friends that attend with them feel welcome from the time they get out of their cars until they leave. You should have an exciting, hands-on program for them to enjoy and answer all their questions. Remember that a picture (or impression) is worth a thousand words. If they get to experience some of what you do and see a well-run, Venturer-led program, they will be more likely to join and come to your meetings. When planning your open house, think about what you would like to do or see if you were the potential member.

When planning your open house, be bold! You could have a very simple meeting where you tell the potential members about your past and future programs and then ask them to join, or you could be BOLD. If you are a high-adventure-oriented crew, why not meet your potential new members outside your meeting place and have them climb and then rappel off the side of your building, or do a Discover Scuba? If you are a sports-oriented crew, why not have your potential new members go through a sports maze where they have to do several sports, such as shooting basketballs, throwing a football at a target, hitting a hockey puck into a net, or identifying famous athletes? You could have a very realistic accident scenario with broken bones and gashing blood set up and have your potential new members react to the emergency. Later, you could show how your experienced crew members attacked the emergency.

The point is to be creative in your planning. Not only will the potential new members be impressed, but so will your existing members. You will have a good time, too. Remember—first impression.

As a follow-up at your next meeting, remember to reflect on what you did at the open house so you can do an even better job next time.

Critical Leadership Moments in Your First Three Months

The events discussed in the previous sections of this chapter are important events in your first three months as an officer, but there are also leadership moments—situations that tell you that you are leading your crew, that good things are happening.

We'll describe a few of these moments, but we challenge you to catch these yourself and talk about them in your officers' meetings. Realizing the significance of a moment is part of its very significance.
Some leadership moments . . .

- A *tone* is set in your first regular crew meeting that indicates your commitment and communicates your excitement to the crew members—and you can feel that the members sense it, too, that they want to be a part of this kind of experience.

- You see in your Advisors and other adult leaders that they have confidence in your leadership. They are stepping more and more into the coaching and guiding role, and you are leading more and more. You not only sense their confidence in you, you sense their pride.

- A feeling exists that this crew is being well run. When people say they’re going to do something, they do it. Meetings start and end on time. Members are regularly attending business meetings and activity meetings. This feeling is a result of people caring, of having their word count, and of discipline, taking care of things they have committed to.

- Crew members are volunteering for leadership roles, especially for activities and special projects. They sense that you, as officers, want them to lead as well.

- Members are being recognized for achievements that go beyond an award or special honor. In the true spirit of Venturing, you recognize members for community service work, for making someone’s life have more meaning and value, for helping your crew cross a frontier and live up to the Venturing Oath.

- You are working as a team, each officer using his or her own strengths and encouraging the use of one another’s strengths and abilities.

**Crew Code and Bylaws**

The crew president should appoint a committee chaired by the administrative vice president to draft the crew bylaws if you don’t already have them. The draft is to be reviewed and approved by the officers, then approved by the crew members. Subsequent additions and revisions can be made at a regular officers’ meeting and presented for approval at the next crew business meeting.

The elected crew officers are expected to live by and enforce the crew code and bylaws. New members should be given a copy and asked to sign or otherwise indicate that they understand and agree to the crew code and bylaws.

The Venturing Code should be the preamble to your crew code and bylaws.

**Regular Crew Meetings**

It is up to each individual crew to determine how many regular meetings it holds in a month. Most crews have a minimum of two meetings. At a crew meeting, you need to take some time to discuss important business, but the rest of the time should be reserved for the planned activity.

The president leads the crew meeting. Develop a detailed, written agenda for each meeting, and give a copy to those on the program. The program vice president and activity chair prepare the room, program materials, and equipment. The activity chair makes reminder phone calls to program presenters or consultants. The president should ensure that all crew meetings start on time. All meetings should have an opening and closing, using the Pledge of Allegiance, the Venturing Oath, or a prayer. Introduce guests and make them feel welcome.

In a crew meeting, the report and business items should be handled efficiently to be sure that the members know the issues and understand what is going to happen. Give activity chairs for upcoming events time to briefly explain and promote their activity. Ask crew officers to make regular, but brief, reports. The administrative vice president or secretary follows up with members who missed a meeting to inform them of any business or announcements.

A sample agenda for a regular crew meeting is provided on page 44. *Advisor caution: The Advisor and other adults should be advisers, not lead players. Adults should be careful not to dominate the meeting; work through your youth officers.*
SUGGESTED CREW CODE AND BYLAWS

I. Preamble—Venturing Code (should not be changed)
   As a Venturer, I believe that America's strength lies in our trust in God and in the courage, strength, and traditions of our people.
   I will, therefore, be faithful in my religious duties and will maintain a personal sense of honor in my own life.
   I will treasure my American heritage and will do all I can to preserve and enrich it.
   I will recognize the dignity and worth of all humanity and will use fair play and goodwill in my daily life.
   I will acquire the Venturing attitude that seeks the truth in all things and adventure on the frontiers of our changing world.

II. Crew Bylaws (Each crew or ship can revise to suit its needs.)

   A. Objectives
      The objectives of Crew/Ship No. ________ are
      1. ____________________________
      2. ____________________________
      3. ____________________________

   B. Membership
      Membership shall be open to all young adults of high school age who live in the surrounding area and have completed the eighth grade and are at least 14 years of age. No prospective member shall be disqualified because of race, color, creed, or sex. All members must be registered as Venturers and agree to the crew/ship code and bylaws.

   C. Officers
      1. The elected officers shall be president, two vice presidents, secretary, and treasurer. The president, with the approval of the Advisor, shall appoint activity chairs and make other assignments as needed. The duties of the officers shall be as prescribed in the Venturing Leader Manual.
      2. The normal term of office shall be for one year starting on February 1. Elections shall be held in January.
      3. No member shall serve more than two successive terms in the same office.
      4. The president shall appoint a nominating committee, which shall consist of three members. The committee shall interview and present a complete slate of candidates who have agreed, if elected, to serve to the best of their abilities.

   5. On the night of the election, nominations may be presented from the floor by any member. If the nomination is seconded and the candidate agrees to serve, he or she must be included on the ballot.
   6. All contested ballots shall be secret.

   D. Crew business
      Crew business will be conducted under the principles outlined in Robert's Rules of Order. Voting on all issues will be by simple majority, with the exception of changes or amendments to the bylaws, which will require a two-thirds vote of the total membership. A quorum shall consist of one more than the majority of members for votes on routine business.

   E. General meetings
      General meetings will be held during the first and third weeks of each month. The day will be decided by the membership at the beginning of each school year.

   F. Officers' meetings
      Officers' meetings will be held at least once a month, prior to and at a time and place different from the first crew meeting of that month.

   G. Newsletter
      The crew will publish a newsletter every other month, which shall include all meeting dates and other information of interest to the membership. The newsletter will serve as the historical record of the crew.

   H. Dues
      Dues will be $_______ per month, payable quarterly or at any time within the quarter. Members delinquent in dues payments for six months or more will be dropped from the crew roster.

   I. Money-earning projects
      All money-earning projects must be approved by a majority vote of crew members. Members who do not participate in a project are not entitled to any benefits of the funds earned. At money-earning projects must be approved by the Advisor and meet Boy Scouts of America requirements.

   J. (Additional bylaws may be added by the crew.)
      ________________________________
## Sample Regular Crew Meeting Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Description</th>
<th>Responsible</th>
</tr>
</thead>
</table>
| 3 Min. | **1. Call to Order and Order of Business** | A. Secretary reads minutes of previous meeting  
B. Treasurer reports  
C. Crew officers’ report | Crew President  
Secretary  
Treasurer |
| 10 Min. | **2. Unfinished Business** | | Appropriate Officer  
Crew President |
| 10 Min. | **3. New Business** | A. Discussion by crew members on matters that need a decision  
B. Registration of new members  
C. Promotion of upcoming events  
D. Recognition of individuals for advancement progress, and promotion of advancement opportunities  
E. Crew Advisor comments | Administrative Vice President  
Program Vice President  
Administrative Vice President  
Crew Advisor |
| 45 Min. | **4. Crew Activity* Program** | A. Remind Venturers about materials needed, requirements, or what to bring and wear, etc.  
B. Introduction of presenters  
C. Carry out plan or conduct the activity | Youth Activity Chair |
| 2 Min. | **5. Announce Date, Place, and Time of Next Meeting** | | Crew President |
| 5 Min. | **6. Closing** | | Assigned Member |
| | **7. Refreshments and Fellowship by Crew Members** | | |

*After the meeting:* Advisor and crew president confirm plans for the next officers’ meeting. Crew president follows up with next meeting; youth activity chair to double-check all arrangements.

**NOTE:** Conduct activity planned by committee and consultants using the activity planner.
Planning your year's program is probably the single most important activity you will be involved in. Not only will you help determine the activities your crew will be doing, you will also learn how to plan.

In this chapter, we will discuss the following areas to help you plan a meaningful and successful program:

- The qualities of a good program
- Learning the steps in the planning process
- The planning of an individual activity
- Making your program dynamic throughout the year

The planning process itself should contribute to people growing and learning, and to officers and crew members feeling responsible for ensuring that their program is a good program.

Qualities of a Good Program

Every crew wants a successful and satisfying crew program. How can you achieve that kind of program for your crew? Every program will be different because every crew is unique, but certain things contribute to that uniqueness. A good crew program

- Demonstrates a good match between the program capability inventory forms and the Venturing activity interest surveys
- Addresses the needs and interests of the crew members
- Reflects a balanced program
- Involves as many crew members as possible through the course of the year in (1) suggesting ideas for activities, (2) planning the activities, and (3) participating in the activities
- Is a dynamic and action-oriented program, changing and adjusting through the year to the growth and development of crew members
- Is based on careful, consistent planning by the Venturers
- Emphasizes new skills, new ideas, new experiences, and new challenges
Planning a year’s program is the focus of the next section. Some people think that planning is the dull part of an activity; it isn’t. Brainstorming ideas is fun—if you really brainstorm. Seeing your new program take shape is satisfying. And learning how to plan might be the thing you look back on in the years ahead as one of the most important things you gained in your Venturing experience.

**Learning the Steps in the Planning Process**

You will plan your initial year’s program in the crew officers’ seminar. This section clarifies the process you will use so that you will be adequately prepared to apply this process in the seminar itself. In addition, your Advisor will guide you and offer assistance whenever necessary.

Planning your year’s program is divided into two parts:

- Part One: deciding upon the activities for the year’s program
- Part Two: practicing the steps for planning an individual activity

**Part One: Deciding the Activities for the Year’s Program**

In planning your year’s program, you will engage in four steps to help you arrive at a decision regarding the activities you select as a part of your year’s program. Those four steps are:

1. **Gathering and evaluating information.**
   In this first step, you will gather and discuss the PCI program planning form, the initial Venturing activity interest survey given after the officers’ briefing, and the goals of a Venturing crew. Every officer should be familiar with these three areas of information, and it is important that you ask any questions you might have about the information you are reviewing.

2. **Brainstorming ideas.**
   In this second step, you will suggest any ideas for activities that come to your mind. At this point, don’t worry at all about judging ideas for their ultimate effectiveness in your year’s program. That interferes with the brainstorming process. Rather, be creative, use your imagination, think about any and all possibilities. Keep visualizing answers to the question, “What could we do?”

3. **Discussing and evaluating your list of any and all activity ideas.**
   Now it’s time to think about the value of your suggested ideas in relation to the information you reviewed in step one; namely, the PCI, the Venturing activity interest survey, and the goals of the crew. It is now time to stand back and objectively discuss the advantages and disadvantages of each idea and to weigh each in relation to the others.

4. **Selecting the activities for your year’s program.**
   In this last step, you decide which activities you think would be best for the program, and you fit those activities into the crew’s calendar. As a result of this last step, you should know which activity you plan to do in each month.

This four-step process helps you discover that planning involves gathering essential information and ideas, sorting that information and those ideas, and interpreting what you have sorted. Planning misses the mark when essential information is not considered or included, when creativity is missing in the process, or when people do not integrate the information and the ideas.

**Part Two: Practicing the Steps for Planning an Individual Activity**

In the crew officers’ seminar, you will also go through the steps for planning one individual activity and then applying the same process to the superactivity. The purpose of this practice is to help you understand what goes into planning an activity so that you can later support, as necessary, the activity chair and activity committee who will do the actual planning. Support is much more
CREW OFFICERS' SEMINAR AGENDA

LED BY A COUNCIL OR DISTRICT FACILITATOR, IF AVAILABLE

Explain the purpose and objective of the seminar.

I. DUTIES—Review and discuss officer and advisor roles and responsibilities:

Why they joined and what they expect to get from their participation.

II. ACTIVITIES—Discuss program planning process. Select one activity and practice steps in the planning process using the Activity Planner (page 15).

Plan this activity using the following steps:

1. Determine the activity (what is to be accomplished)
2. Identify resources (equipment, costs, manpower)
3. Consider alternatives (brainstorm how to accomplish)
4. Reach a decision (what, when, where, make assignments)
5. Conduct the activity (share plan, follow up)
6. Evaluate the activity (determine if members liked it)

III. SCHEDULING—Plan and schedule a year's program. Review Program Capability Inventory and Venturing Activity Interest Survey for capabilities and interests. Use the brainstorming method to list definite activities for the year. Put the 12 monthly calendars on the wall and write in dates of crew meetings, topics of selected activities or special events, and the names of activity chairs. Avoid conflicts with school, vacations, etc. Before selecting activities, discuss their advantages and disadvantages and be sure activities are based crew goals. Decide which fund-raising activities are necessary.

IV. MEETINGS—Discuss format for crew meetings (see Sample Regular Crew Meeting Agenda—page 44). Explain role of each officer, activity chair, and crew member. Develop sample agendas for meetings.

V. BYLAWS—Appoint a youth committee and chairperson with adult consultant to establish crew bylaws and code of conduct. Establish rules of conduct, attendance expectations, qualifications for participating in crew superactivities, dues, and allocation of funds from approved money-earning projects, etc.

VI. CLOSING—Congratulate officers. Reflect on and evaluate day's activities. Reinforce need to carry out each assignment and that their newly planned calendar of activities should be printed and distributed to all crew members, crew committee members, consultants, and parents.
meaningful when you can discuss the issues of each specific planning step.

The planning process consists of seven steps:

1. **Determine the desired outcomes of the activity.**
   In this step, consider the purpose of the activity and the goals you would like to achieve. You need to visualize what the members should gain as a result of engaging in this activity.

2. **Identify needed resources for the activity.**
   Identifying needed resources involves answering questions such as: What expertise, facilities, and materials are needed? Who can we get to help? What is available at the location? Where can we get the necessary equipment? The PCI should be used in answering these questions.

3. **Consider alternatives in case of unforeseen circumstances.**
   This step involves considering the possibilities for different things that might affect the activity. What if it rains? What if the activity doesn’t work as planned? Does it depend on a certain number of people participating?

4. **Make all the decisions involved with this activity.**
   Determine specifically who will be in charge of the activity. Which other people will have specific responsibilities for the activity? Who will teach the skills, organize the contest, serve as officials, and so on? How will the activity be organized? Decide where and when the activity will be held. All these decisions should be recorded on the activity planner (see chapter 1).

5. **Develop a plan for how to share this activity with others.**
   In this step, discuss and decide how to inform the members about the activity. Consider whether a promotion effort is desirable to encourage all crew members to participate.

6. **Carry out your plan for this activity.**
   The activity chair and activity committee are responsible for leading the activity. They carry out the decisions made and the responsibilities committed to, using the previous five steps as their guide.

7. **Evaluate the completed activity.**
   After the activity, the crew leaders need to reflect on it and discover: Did the members like the activity? Were the desired outcomes (step 1) achieved? What would you do differently the next time?

   After completing the crew officers’ seminar, you should get to know these steps like the back of your hand, and so should every activity chair. That is an expectation you must clarify with the activity chairs of all crew activities. These steps should become a part of the shorthand language of the crew so that you can easily and effectively keep up to date on the planning of crew activities in the year’s program.

**Planning an Individual Activity**

In chapter 5, you will practice planning an individual activity. However, the actual responsibility for planning an activity belongs to the activity chair and activity committee. You have learned the planning steps to be able to support them.

Becoming a leader is not only a goal for you as a youth officer. The goal of a Venturing program is to also give every member leadership opportunities. Being an activity chair represents that kind of opportunity. Just as your Advisors work to hand off the leadership of your crew to you, you also look for opportunities to give leadership responsibilities to the members.

**Definition of an Activity**

An activity is a hands-on experience in which all the members do something. A ski trip, volleyball game, sports medicine workshop, dance, service project, swim party, fitness test, or ethics debate are examples of activities.
Role of the Activity Chair

The activity chair for an activity is selected by the crew president and Advisor and is responsible for (1) planning, (2) promotion, and (3) staging the activity. For relatively simple activities, the activity chair alone may be sufficient to carry out these three responsibilities. However, some activities in a crew are more complicated. For these, the activity chair recruits a committee and, depending upon the activity, receives help from the Advisor, crew committee, and consultants.

For example, if the activity is a bowling night, the activity chair probably can organize, promote, and run it alone. However, if the activity is a waterskiing party, then the activity chair might need other Venturers and adults to help with things such as equipment and transportation. Use the PCI to find adults who could serve as consultants, obtain equipment, provide instruction, and supervise safety procedures.

When a committee works with the activity chair to plan an activity, the chair and the committee should go through the seven planning steps together. It is the responsibility of the chair to be sure that the activity planner is filled out and filed with the crew records.

Working With a Consultant

Consultants can be a great asset to an activity. Because these adults have been recruited by your crew committee, you need not hesitate to ask them for help. The activity chair should explain the activity to the consultant who is helping and find out how the consultant’s expertise can be helpful for the activity. In addition, the activity chair should review with the consultant what is expected of him or her and what equipment or supplies are needed, if any. After this discussion, the activity chair should follow up with a letter to the consultant, summarizing their discussion, so that there is no misunderstanding. Also thank the consultant after the activity is over.

Remember, though, the adult is there to help, not to chair the committee.

Developing a Dynamic Program

The program you create in your crew officers’ seminar is simply your initial program for the year. You should constantly fine-tune your program of activities throughout the year. That is what makes a program dynamic.

The following things should cause you to stop and reassess your program:

- Additional responses to the PCI
  The PCI is a form that should be used continually. Give a PCI form to any adult who potentially could help the crew. The added information you receive from these responses could affect activities you would like to do.

- Venturing activity interest surveys
  Give Venturing activity interest surveys to members on a consistent basis. Doing so allows you to check your initial program against new or changed interests, with other suggestions for activities, or with the interests of new members. If your crew members know you are on the lookout for new activities, they are more likely to suggest ideas that come to their minds during the year.

- Growth and development
  You and your crew members will change and grow throughout the year. What seemed like an excellent idea at the beginning of the year might not seem as meaningful six months later. You might have additional ideas that better address where you are at these later points in time. Realize the importance of this new insight and awareness, and adjust your program accordingly.
### Annual Program Flow

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Open house planning meeting No. 2, Superactivity critique and party, Elections</td>
</tr>
<tr>
<td>September</td>
<td>Open house planning meeting No. 3, Open house, Conduct PCI, Conduct crew备案:survey</td>
</tr>
<tr>
<td>October</td>
<td>Crew officers' seminar, Program planning conference</td>
</tr>
<tr>
<td>November</td>
<td>Weekend activity to orient new members</td>
</tr>
<tr>
<td>December</td>
<td>Christmas party</td>
</tr>
<tr>
<td>January</td>
<td>Parents' night, Annual crew recognition banquet, BSA anniversary celebration month, Scouting Sunday and Sabbath</td>
</tr>
<tr>
<td>February</td>
<td>Open house planning meeting No. 1</td>
</tr>
<tr>
<td>March</td>
<td>Superactivity</td>
</tr>
<tr>
<td>April</td>
<td>Review year's programs, Select open house chairman</td>
</tr>
</tbody>
</table>

**Note:** Use the Venturing Program Planning Calendar, No. 26-210, to help you with your annual and monthly planning.
CHAPTER 4

How-To Section*

Find out whether there is a service or project your community or chartered organization might need

This chapter deals with situations that you might face in a Venturing crew in which some how-to's could be helpful.

The following situations are covered:

✦ How to earn money
✦ How to brainstorm
✦ How to develop service projects
✦ How to plan your superactivity
✦ How to introduce a speaker
✦ How to lead a discussion
✦ How to teach a skill
✦ How to use parliamentary procedure
✦ How to generate publicity
✦ How to conduct a crew parents' night
✦ How to recruit new members
✦ How to use charts and posters
✦ How to make a speech or presentation

You might want to add other how-to areas that you discover are useful for your crew. That way, your crew will have a written record from year to year of these other how-to areas from which future officers might benefit. We recommend that the secretary put any additional how-to's in a similar format.

How to Earn Money

Many crews decide to purchase equipment, take a trip, or plan a special project that requires additional funds. Venturers who pay their own way will appreciate the equipment or trip more than those who don't. The decision to plan a money-earning project should be made by the entire crew. Once a money-earning project has been approved, all the members should participate in the project.

Crews should not seek contributions because this violates the policy of paying your own way and is against BSA policy.

Planning a Money-Earning Project

In planning a money-earning project, your crew should follow these guidelines:

*(Also may be used for programs at crew meetings.)*
- Determine whether you really need the money.
  First, review your current budget to be sure that members' dues will not be sufficient for your needs. If they aren't, determine how much money you need to raise for which specific needs. Then, develop a specific budget based on your needs and goals.

- Be realistic.
  Consider carefully what your members will actually do. Venturers have not been very successful with selling products door-to-door. Crews are more successful with one-time projects, such as a dinner or car wash.

- Decide how funds will be accounted for.
  Decide in advance whether all funds raised will go into the crew general funds, into individual Venturer accounts (within the crew account) based upon hours worked and profits made, or a percentage into the crew general funds and the balance into individual Venturer accounts. Venturer accounts belong to the crew and can be used by a Venturer only to defray his or her share of costs of crew activities.

- Look for a need.
  Find out whether there is a service or project your community or chartered organization might need. Ask questions—you might be surprised. Some organizations in your community may be delighted to pay your crew to do a special project or service as long as the project doesn't put someone out of work.

- Get parents involved.
  Parents are excellent resources for ideas. They might also be willing to provide leadership or assistance.

- Review your money-earning project with BSA policy and your chartered organization.
  Check the BSA policy, and check with your chartered organization to be sure the money-earning project is appropriate. The BSA money-earning policy is:

  - The plans and the dates for your project will not conflict with any programs of your chartered organization, BSA local council, or United Way.
  - Your plan should be in harmony with local ordinances, free from any stigma of gambling, and consistent with the ideals and purposes of the BSA.
  - If a commercial product is to be sold, it should be sold on its own merits and not merely on the basis of "helping Venturing."
  - Those selling need to act as individuals without attempting to capitalize on the goodwill of Venturing to promote sales.
  - The buyers, even if they are family and friends, should be able to receive their money's worth from the product, function, or service.
  - The project should be carried out in a manner that does not infringe on the rights of other Scouting units in the same area or on the right to a livelihood of local business people and their employees.
  - If any contracts should be signed, they should be signed by an individual without binding or committing the Boy Scouts of America in any way.

- Beware of promotional schemes or questionable product sales gimmicks.
  Carefully check out the product and the reputation of its supplier before you become involved.

- Develop a plan for your money-earning project.
  Once you decide on a project, write a specific plan of who does what and of how the money is handled. Be sure that crew members, parents, your chartered organization, and your BSA council understand and approve your project. Submit a unit money-earning application, No. 34427, to your BSA local council (see the sample application in the Appendix). This is for your protection.
- Obtain all necessary approvals before beginning your project.
  Be sure to obtain any necessary licenses, approvals, health regulations, and other permissions in advance.

- Complete a project appropriately.
  After the project is completed, thank those involved, return any unsold products or borrowed equipment, and provide for proper accounting of funds.

Ideas for Money-Earning Projects

The following ideas are crew projects, not individual employment efforts. All funds for goods and services should be paid to the crew to avoid conflict with tax and employment laws. The crew is a nonprofit organization; individual members are not. Be sure the financial arrangements of your project do not violate child labor laws, income- or sales-tax regulations, or employment regulations. This is another reason to obtain approval of your unit money-earning application from the BSA council.

- Wash cars (perhaps at an employee parking lot), wash private airplanes (at a small airport), or wash boats (at a marina). Employees could pay as they come to work so that the crew would have all day to wash and/or wax these vehicles.

- Control traffic; park cars; operate a checkout, nursery, or concession stand; sell programs, take tickets, serve as ushers, and perform other services at community or sports events, including cleanup when activities are over.

- Stage a pancake breakfast, spaghetti dinner, or similar event. Aim for the unusual such as wild game dinners, chili cook-offs, barbecues, and so on.

- Offer a birthday party service. Plan games, dress as clowns, provide refreshments, supervise activities, and so on.

- Organize a color guard, drill team, band, dance group, or other entertainment for conventions or community affairs. Be sure the chamber of commerce and convention bureau know you are available.

- Produce a play, carnival, fashion show, or booth show, selling tickets or space to other organizations.

- Conduct or be part of a garage sale, rummage sale, auction, flea market, swap meet, or other similar activity. Operate garage sales for neighborhoods or community organizations on a commission basis.

- Operate a Christmas tree lot, including making and selling wreaths, door decorations, or other holiday items. Wrapping gifts at a booth, a retail store, or a mall is another service that a crew can do to raise funds.

- Check with owners of vacant property for cleanup or beautification projects.

- Perform services for businesses or organizations, such as stuffing envelopes, assembling kits, and so on.

- Collect aluminum, paper, glass, or other recyclable materials. Be sure you have a source who will buy your collections, and find out how the recyclable must be prepared.

- Sell Scouting show tickets. Participate and show others what your crew does.

- Mow, rake, weed, trim, and clean up yards of homeowners or businesses.

- Operate a nursery or day care center during community events.

- Clean stadiums, fairgrounds, or other facilities after public events.

- Distribute newsletters or promotional fliers (don't necessarily endorse their product or cause).

- Operate a weekend kennel, walk dogs, or provide other pet-related services.

- Sell or collect plant specimens.

- Pick fruits or vegetables.

- Catch or raise fish bait to sell.
• Shovel snow and treat icy walkways or parking lots.
• Sell magazine subscriptions.
• Design and sell T-shirts and similar promotional items.
• Perform household repairs, cleaning, painting, and similar services.
• Take photos at dances or conventions.
• Organize ski swaps, part sales, or similar functions for a commission or booth rental.
• Recycle the parts from defective products for a business or industry.
• Clean irrigation ditches, gates, or drains.
• Provide a crew for harvests or other events requiring temporary workers.
• Sign up with temporary service bureaus.
• Check vacationers' homes. Take care of yards, pets, mail, and so on, while they are away.
• Wash and maintain boats in marinas while owners are away.
• In resort areas, check and provide outside maintenance of vacation homes.
• Construct and maintain fences for farmers or ranchers.
• Operate a coffee/food service at construction sites, freeway rest areas, or harvest locations.
• Organize a high school fashion show for a department store.
• Plant a garden on vacant land and sell produce at a roadside stand (with permission).
• Help people planning to move with packing, loading, garage sales, and cleanup.
• Maintain yards of vacant homes that are for sale. (Check with real estate agencies.)
• Check with political parties to provide meals, cleanup, or other services at rallies or picnics.
• Clean private beaches for resorts or homeowners.
• Sell programs or souvenirs at parades or celebrations.
• Offer to decorate floats for parades.
• Offer to run day care centers, staff day camps, help at summer camps, or help with similar events for churches and community organizations.
• Put on plays or run activities for youth groups.

◆ How to Brainstorm

Brainstorming is an essential part of good thinking, and it is also an essential part of coming to good decisions. How does brainstorming help you think better and make better decisions? First, it helps you get out good ideas and information.

Second, it fosters creativity; it encourages people to see possibilities. Brainstorming causes you to stretch—to not stop at the first thing that comes to your mind but to keep thinking.

Third, it encourages everyone in a group to participate.

Fourth, brainstorming is fun, and causes us to get caught up with thinking in a way that makes us want to think some more.

Brainstorming is a part of many Venturing activities, like developing your year's program of activities. This how-to section offers some suggestions to help make brainstorming happen. We'll look at some suggestions to apply to yourself, and at some guidelines to apply to a group brainstorming together.

Individual Suggestions

The following are some suggestions to help you get in the mind-set to brainstorm.

• Relax. Let pictures freely come to your mind.
• Concentrate on what you're brainstorming about. Try to get everything else off your mind and focus on the subject at hand.
♦ Don’t criticize or judge your own ideas internally. If you do, you’ll start hesitating and being too careful.

♦ Take creative risks; think in terms of no limits.

♦ Believe in and use your own experiences as a springboard for ideas. Each person has all the experiences he or she needs for brainstorming.

**Group Guidelines**

Now you’re ready. The next step is to help create the right kind of environment for the group to brainstorm together. You contribute to this kind of environment when you

♦ Encourage as many ideas as possible.

♦ Don’t judge ideas (as good or bad) during brainstorming.

♦ Don’t look ahead to making decisions; stay totally in the brainstorming mindset.

♦ Build on one another’s ideas.

♦ Encourage participation from everyone in the group.

♦ Don’t worry about the words you’re using to express an idea. Simply try to describe the picture you’re seeing.

♦ List the ideas that your group comes up with so that you don’t lose them.

When you engage in brainstorming, think about the two words that make up this word. Once you experience brainstorming, you’ll realize that it is like a storm in the brain. Ideas begin to flow that you never knew you had—and one idea breeds another idea, and that idea breeds yet another.

Brainstorming often surprises people. It blows off the thoughts that lie on top and exposes ideas we are often unaware are inside of us. We begin to appreciate more fully what we are capable of and how creative we are. By causing us to stretch beyond our usual way of thinking, brainstorming makes it hard for us to snap back to where we were before, because we’ve grown.

**How to Develop Service Projects**

In Venturing, it’s important to demonstrate a crew’s orientation to the community. The purpose of this how-to section on service is to give you some ideas on developing your service projects. In particular, it describes one method that will help you first identify needs for service, and then identify projects that address those needs.

**Need-to-Solution Method**

Performing a service project will be of the most value when you respond to something in some way to a need you see within your community.

The following steps will help you identify both needs and solutions.

1. **Brainstorm a list of service needs.**

   Always begin in the brainstorming mindset (see the how-to section on brainstorming). In this step, simply list any needs for service that exist in your community. Think about experiences you’ve had, articles you’ve read, people you know, or things you’ve heard about. Don’t worry about judging your service needs, making decisions, or choosing the words to describe a need.

   The following is a sample list of needs that demonstrate both a variety of ideas and the authentic way in which the brainstormers in this situation expressed their ideas.

   **Sample list**

   ♦ Do something about getting people interested in reading—especially kids.

   ♦ What about people who can’t read?

   ♦ Make riding in a bus safe.

   ♦ Find out what older people who still live in their homes in our neighborhood need help with.

   ♦ Get kids interested in doing something worthwhile during the summer.

   ♦ Is there anything we can do in emergency room situations? Like help people fill out forms or just sit with them?
I think we need to do something about kids drinking and using drugs.

I feel like nobody knows anyone in this neighborhood anymore. How about helping people get to know their neighbors?

What about all the dogs and cats at the Humane Society that nobody knows about?

I think we should do something for children who have been abused.

Can we do anything about kids who are missing?

I think people need to laugh more, and enjoy life. Everyone seems so uptight and serious all the time. Can we do anything to cheer people up?

I'm worried about all the garbage we have, and I think people should know more about the importance of saving trees and protecting water, and getting rid of some of the pesticides we're eating.

Is there anything we can do to help people who need a job?

2. Pare and prioritize your list.
   Once you've gathered a list of ideas, it's time to discuss the various ideas on that list. In this step, you sort through your ideas to weight them. Your goal is to pare down your large list to the top three to five service needs. This will allow you to develop enough service projects to intersperse throughout your year's program of activities. In your discussion, ask questions like: Which of these needs has the most meaning to our crew? Why? Do we see any common concerns that are a part of several needs? What needs do we really feel strongly about?

3. Brainstorm solution ideas.
   You now have a pared-down, prioritized list of service needs. Opposite those needs, develop a brainstorming list of possible solutions (ideas for service projects) for each of the three to five needs. Go through the same process to develop this list as you did when you developed your list of service needs.

4. Select your service projects.
   Discuss and weigh the various ideas on your list for service projects. Select the best service project idea for each need. In your discussion, ask questions like: What do we like best about each of these ideas? What do we like least? How could we use the special interest of our crew in any of these service projects? Does this project idea really address the need we want to do something about? Will it make a difference in people's lives? Will our members get excited about carrying out this project? How will the people we're trying to help feel about our service project?

5. Carry out the seven steps for planning an individual activity.
   A service project is an activity, and it should be planned like any other individual activity. Select an activity chair and activity committee for each service project who will be responsible for carrying out the seven steps for planning an individual activity (see pages 46 and 48) and for filling out an activity planner. In step 2 (identify needed resources), the crew committee should be consulted to help identify and contact community agencies that might provide assistance with each service project.

   A good service project can be very simple. It might never attract the attention of others. That doesn't mean it can't do as much good as projects that garner lots of attention. Attention is not the goal—service is. Sometimes, it's the little things we do consistently that make a real difference in someone's life. For example, think about an older person who has always loved to read but who can no longer go to the library. What if you went with this person or went by yourself to the library to pick up and return books each week?

   The ultimate goal of service projects is to improve the community or to help someone live a healthier, safer, more dignified and enjoyable life.
How to Plan Your Superactivity

The highlight of your crew’s program should be its superactivity. A superactivity is a major project, activity, trip, or other event that piques the interest of your crew’s members and serves as a long-range goal around which to rally your crew’s program. A superactivity might be a trip to discover more about your crew’s program interest, a long-term service project to help your community, a high-adventure trip, a training activity to become more proficient in your crew’s program specialty, or even a visit to a foreign country.

A superactivity requires more than normal planning and preparation. The first step is to select a superactivity that all crew members want to do. Then, make the decision—commit to it. The money, equipment, leadership, and transportation seem less challenging once the commitment is made.

If your crew is new, keep the superactivity simple so that it will be a success. Be sure to pick an activity that is within the capability of your crew members.

The following considerations need to be a part of your planning.

• Date
  Schedule your superactivity well in advance, preferably a year. This will allow crew members to fit it into their personal and family plans. Be sure that your crew committee, parents, and chartered organization are aware of and approve of your plans.

• Location
  Make any necessary reservations well in advance, and be sure to find out whether any deposits are required. Get all confirmations in writing, and be sure there aren’t any hidden costs, rules, or surprises.

• Adult Leaders
  An adult male, 21 years of age or older, must accompany male Venturers. An adult female, 21 years of age or older, must accompany female Venturers. At least two adult leaders must go on the activity. Adult leaders, recruited by the Advisor, may be associate Advisors, crew committee members, parents, or members of the crew’s chartered organization.

  Don’t forget to arrange for consultants to help with the program for the superactivity.

• Equipment
  Determine and make a list of the equipment needed, the equipment the crew must secure from other sources, and the equipment the members need to have for the superactivity. Determining these equipment needs should be done well in advance so that crew members have ample time to obtain the needed items.

• Food
  Food is an important consideration. Determine and make a list of where you plan to eat; who has responsibility for planning the menus, purchasing, and cooking the food; the equipment that will be needed; and how much it will cost. Be sure that the menu includes nutritious foods.

• Lodging
  Determine where you will stay and what members need to bring if your superactivity involves lodging. Look into staying at military bases, Scout camps, hostels, churches, and with other crews. Make definite plans, and obtain reservations well in advance.

• Budget
  Determine how much your superactivity will cost, how you will pay, and whether you need to pursue any money-earning projects. Break down the cost per member, and determine how you will pay along the way. Consider using traveler’s checks.

Health and Safety

If your superactivity involves physical activity, make plans to get crew members in shape and have medical checkups by a physician. Include safety, first aid, learn-to-swim, and related subjects at crew meetings. Plan a shake-down trip or cruise to familiarize everyone with
procedures and equipment. Consider sunburn, proper foot care, altitude, first-aid supplies, and emergency procedures.

**Insurance**

If your crew doesn’t have a health and accident policy, obtain short-term insurance for the trip (available through your BSA council). Be sure to take along the necessary forms and claim numbers.

**Tour Information and Permits**

Send a completed local or national tour permit application to your BSA local council. (See the Appendix, pages 279 and 281, for the forms.) Be sure all parent releases and permission slips are obtained. Secure a copy of the BSA publication *Tours and Expeditions*, which contains detailed planning help, BSA policies, and recommendations for a safe and exciting trip. Also see chapter 8 and *Passport to High Adventure*.

**Development of Plan**

Carry out the seven steps for planning an individual activity, and be sure you have filled out an activity planner. Design a month-by-month plan to obtain the necessary equipment, funds, reservations, preparations, and promotion for your superactivity. Crew members should be continually aware of and involved in the planning.

The crew president and Advisor should recruit a member to be the activity chair and an activity committee sufficient to do the job. Involve associate Advisors, crew committee members, and parents. The activity committee for your superactivity should meet regularly, and the activity chair should report on a monthly basis at your crew officers’ meetings and crew meetings.

**Parents’ Night**

Believe it or not, one of the most important aspects of a successful superactivity is parental involvement. Without parent knowledge of the superactivity and the expenses and preparations involved, most Venturers wouldn’t even be allowed to go. Early in your planning process, hold a parents’ night meeting where you tell parents about your detailed superactivity plan. Include costs, trip itinerary, adult supervision, equipment needs, etc. You need parental support!

**Communication and Publicity**

Be sure those at home know your schedule and how to contact you in case of an emergency. In addition, be sure you have emergency telephone numbers of parents.

Give the local news media and your school newspaper information on your superactivity, stressing any unusual, exciting, or newsworthy activities. See whether they will publish a daily report by one of your crew members, including photos and follow-up reports. (Don’t wait until you get back; then your trip is no longer news.) Once you have made these contacts with the media, it is essential that you follow through on all commitments.

Occasionally, a newspaper, magazine, or television station will even send a reporter along on all or part of your trip. In case of an accident or emergency, contact your BSA local council first and follow its advice on dealing with the news media for this kind of situation.

Detailed planning, involvement of crew members, good communication, and effective leadership are the keys to having the best possible superactivity experience.

**How to Introduce a Speaker**

The proper introduction of people presenting programs to the crew is important. Venturers expect qualified speakers, and a proper introduction lends prestige and sets the tone of the meeting. Here are some suggestions:

- Before the introduction, contact the speaker or someone who knows him or her to get correct name (and pronunciation), title, job and family background, education, organization memberships, honors, hobbies, and any special interests or abilities. Condense this information into a brief and appropriate introduction. Practice giving your introduction. Be sure to pronounce the speaker’s name correctly.
# SAMPLE BUDGET

<table>
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<th>Expenses</th>
<th>Amount per crew</th>
<th>Amount per person</th>
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<tbody>
<tr>
<td>Food</td>
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<td>Housing</td>
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<td>Tickets or fees</td>
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<td>Insurance</td>
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<td>Incidents</td>
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<tr>
<td><strong>TOTAL EXPENSE</strong></td>
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</tbody>
</table>

| Income            |                 |                   |
| Crew treasury     |                 |                   |
| Individual fees   |                 |                   |
| Money-earning projects |   |                   |
| *Other income     |                 |                   |
| **TOTAL INCOME**  |                 |                   |

*Include any pledged donations of food, gas, or equipment.
Be brief. You are the introducer, not the speaker.

Avoid clichés or stilted phrases such as, "This speaker needs no introduction..." or "We are gathered here tonight..."

Avoid jokes or being too familiar unless you know the speaker well.

Include the subject of the speech, why this subject is of interest to the crew, and why this speaker was chosen to present this subject.

Give the speaker a sincere buildup, but don't embarrass him or her by overdoing it.

Save the speaker's name until last. (This usually is a signal for him or her to step forward.) Climax your introduction with the speaker's name. Pause before stating it, state it clearly, and raise your voice a bit: "I am pleased to present (short pause) . . . Mr. Donald Smith."

Thank the speaker after the presentation.

Sample Introduction

The following is an example of an introduction that incorporates some of the suggestions from the previous section:

"Cave exploring is one of the last great frontiers and one of our crew's major interests. Tonight, we are honored to have a speaker whose experience and background will bring cave exploring to life. After graduating from high school in California, our speaker moved to Austin, Texas, to attend the University of Texas and to be close to Mexico, where some of the world's deepest and wildest caves are located. Our speaker is an assistant U.S. district attorney, having graduated from the University of Texas law school. He has continued his interest in cave exploring, having led many surveying expeditions in Texas, Mexico, and New Mexico caves. He is married and has two teenage children. It is my pleasure to present . . . William Steele."

How to Lead a Discussion

A group discussion is a planned conversation between three to ten people on a selected topic, with a trained discussion leader. The purpose is to express opinions and gain information on the topic and learn from the other group members.

Group discussion is an effective way to

- Share ideas and broaden viewpoints
- Stimulate interest in problems
- Help participants express their ideas
- Identify and explore a problem
- Create an informal atmosphere
- Get opinions from persons who hesitate to speak

Preparing for a Discussion

Preparation is important to the success of any event. A discussion is no different. The following things encourage a good discussion to happen:

- The preferred seating arrangement is a circle, semicircle, U, or hollow square. All these formations allow everyone in the group to see one another.
- Make the room as comfortable as possible. Check the ventilation and lighting.
- Have paper and pencil ready to record main points.
- Start and end the discussion on time.
- Encourage informality and good humor. Permit friendly disagreement on the point under discussion, not among personalities.

Guidelines for a Discussion

If you participate in a discussion, the following guidelines will help you contribute effectively to the group:

- Be an active part of the group.
- Work to solve common problems.
- Discuss completely, but do not argue.
• Contribute ideas related to the subject of the discussion.
• Ask questions to clarify ideas.
• Be clear and brief.
• Listen and learn.
• Write down good ideas.

Leading a Discussion
If you lead a group discussion, the following guidelines will help you distinguish your role as the leader versus a participant:
• Help the group feel at ease. See that everyone knows everybody else.
• Give everyone a chance to talk. Let the person talking remain seated. More people will participate, and those talking will feel more at ease.
• Don’t allow anyone to monopolize the discussion. Interrupt the “speech maker” tactfully, and lead the discussion to another person.
• Call on individuals who seem ready to talk rather than going around the circle.
• Direct rather than dominate the discussion by easing yourself into the background when the group gets into the swing of it.
• Be sure the discussion is of interest to all the participants.
• Keep the discussion on track. If it gets sidetracked, bring it back to the main subject by suggesting more important points that need to be covered in the time allotted.
• If you feel that some important point is being neglected, mention it.
• Summarize periodically. Stop occasionally to review the points that have been made.
• Stick to the time limit. If there isn’t time to cover the subject sufficiently, mention this in your evaluation, and take action to correct this before the next group discussion.
• Keep spirits high. Encourage ease and informality. Let everyone have a good time. Don’t let the discussion drag or become boring.
• Quickly summarize the conclusions in such a way that everyone will realize the important facts brought out in the discussion.

❖ How to Teach a Skill
This how-to section addresses two important issues: (1) how to teach and (2) how to teach a skill in particular. Let’s start with talking about an approach to teaching, based on discovery and learning through experiences.

Teaching
Teaching is not primarily telling. It’s helping other people learn. That means the focus is on the learners, not the teacher. Earlier in this manual, we said that people learn best through experiencing something themselves, so when you are striving to teach something, you are constantly trying to
• Get into the shoes of the learners so that you can better understand where they are and what they need from you to learn the subject under study.
• Develop learning experiences in which the learners are trying to do something with the insights or skills involved.
• Help learners realize what they have learned to increase their comfort and confidence in using an insight or skill in actual situations.
• Appreciate that learners do not have one set, definite way of demonstrating that they understand or know something. Each learner is an individual.

Teaching a Skill
Teaching a skill is more objective and tangible in nature than, for example, trying to teach an insight. However, the focus is still on the learners; you are trying to help them gain this skill and be able to use it with a sense of comfort and confidence.
In Venturing, skills often come into play in an activity situation, so it's important that you know how to teach a skill. This is especially important for activity chairs and activity committee members. Teaching a skill involves five basic steps.

**Preparation**

The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so that the skill can be demonstrated, taught, and practiced. For demonstrating and teaching, simulated or makeshift equipment is never adequate. Preparation also means that you have carefully thought through how to teach this skill in a way that causes the learners to understand its usefulness and to gain the necessary experience to acquire the skill.

**Explanation**

The explanation serves two purposes: (1) to introduce the subject by giving some background about its usefulness and application; and (2) to describe the subject in a simple, complete, and tantalizing way. The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill. The learners should be able to sense your respect for the skill and the importance of being able to perform this skill.

**Demonstration**

This is where you actually show how to do the skill. You need to demonstrate each step slowly and clearly so that the learners can easily follow you and gain confidence in their own ability to acquire this skill.

**Practice**

This is the heart of teaching a skill to others. In this step, the learners try out the skill under your guidance and careful coaching. Learners should have enough opportunity to try the skill so that they feel comfortable and confident. You should be especially sensitive to the differences in how people learn. Some participants in this practice might be ready to go very quickly, while others will need to practice the skill more deliberately.

**Application**

This final step gives learners the chance to demonstrate this skill to someone else. They become the teacher. You are still there in the role of a coach to provide help when necessary. This last step should give learners the awareness that they are ready to use this skill in actual situations.

**Time Balance in Teaching a Skill**

The most important part of teaching a skill is having the participants practice it. Therefore, most of the time involved in teaching a skill should be devoted to practice.

The proper time balance is:

- **Explanation (hearing):** 10 percent of the time
- **Demonstration (seeing):** 25 percent of the time
- **Practice (doing):** 65 percent of the time

**Tips on Coaching a Skill**

The following tips will help you teach a skill effectively. As you read each item in this list, try to visualize yourself using this tip when you are actually teaching a skill.

- Be able to perform the skill well yourself.
- Review your own experience in learning it, and work out a series of steps for teaching it.
- Keep the instruction personal by working with an individual or small group and letting them teach others in this small group.
- Size up your audience's abilities and personality traits and consider how the abilities and personalities affect your teaching of the skill.
- If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
- Don't interfere when learners try to do it on their own. Don't interrupt their efforts unless they beg down or go off on the wrong track.
Let the learners make mistakes if this will help them learn. Simply point out mistakes tactfully.

Never make corrections sarcastically or for the benefit of onlookers.

Encourage the learners by making remarks on their progress, pointing out the completion of each step, and remarking on the steps they have done well.

Urge them to practice and to teach someone else.

How to Use Parliamentary Procedure

This short section about parliamentary procedure is not to be considered a complete set of rules to cover all possible questions that might arise. It is to be used as a guide to cover the points most often encountered. For a more detailed set of rules, we recommend Robert's Rules of Order, Newly Revised and The Standard Code of Parliamentary Procedure. For more information, contact these organizations:

National Association of Parliamentarians
213 South Main St.
Independence, MO 64050-3830
Phone: 816-833-3892 or 888-NAP-2929
Fax: 816-833-3413 or 816-833-3893
www.parliamentarians.org

American Institute of Parliamentarians
P.O. Box 2173
Wilmington, DE 19899-2173
Phone: 888-664-0428 or 302-762-1811
Fax: 302-762-1811
www.parliamentaryprocedure.org

How to Make a Motion

Obtain the floor as follows: Address the president by saying "Mr. President" or "Madam President" and then wait to be recognized before presenting a motion. State the motion carefully. This usually is done by saying, "I move that ..." or "I move the adoption of the following resolution." The motion must be seconded. A motion cannot be discussed unless it is seconded; also, unless it receives a second, it is lost. Any eligible voter other than the one making the motion may second it. That person simply says, "I second the motion."

The chairperson must repeat the motion in full and call for any discussion. The motion is then open for discussion. This is done by members of the group who obtain the floor by addressing the chair and being recognized by the chair. The person who made the motion is usually given the opportunity to open and close the discussion.

After the discussion, the vote is taken in one of the following ways: (1) acclamation, (2) standing or raising the hand, (3) roll call, or (4) ballot.

How to Amend a Motion

An amendment to a motion is really a new motion made to change or modify the previous motion that is under consideration. An amendment may consist of any of these four things:

- Add or insert a certain word, words, or sentence to the motion under consideration.
- Strike a certain word, words, or sentence from the motion.
- Substitute another motion for the one being considered.
- Substitute words to replace wording under consideration.

An amendment, like the principle motion, must be seconded. It is also debatable and may again be amended. The proper form for making an amendment is: "I move to amend the motion to read ..." or "I move to amend the motion ..."

The amendment to a motion, if seconded, must be voted upon before the original motion. If the amendment to the motion is carried, the original motion must be voted as amended.

Point of Order

A point of order may be raised by a member whenever a parliamentary inquiry or disorderly procedure has been made. This may be done without recognition by the chair. If a person is speaking when a point of order is raised,
then that person must stop speaking. The chair decides whether the point was well made.

The decision of the chair may be appealed in the same manner as a point raised, except that it requires a second and is debatable. An appeal may be made by any member of the assembly and decided by a vote of the assembly. Business is resumed where it broke off, with any changes needed.

How to Generate Publicity

Publicity is the communication that a crew produces or attempts to get in connection with an event or activity. Publicity can be in the form of a talk, special event, dinner, demonstration, exhibit, interview, conference, news story, feature story, or photo essay. The list is limited only by each crew's imagination and industriousness.

Using News Releases to Gain Publicity

News releases from organizations, business firms, and public relations agencies are a vital part of any newspaper. A goal of a Venturing crew is to develop a news release that gains the attention of the editor for that section in a newspaper.

An editor wants news. What is news? News is a timely, informative, unusual, interesting, or entertaining summary of something not seen or heard. It may have the element of conflict, report on progress or change, provide human interest, or be unusual, offbeat, informative, amusing, or helpful.

Editors judge news on the following points:

- **Timeliness**
  Nothing is *dearer* or less interesting than yesterday's news or events. Venturing events should be reported promptly.

- **Proximity**
  Is an event or news item close to home? Does it have a local frame of reference? Can a Venturing event in another part of the country be tied in with the activities of a local crew?

- **Importance**
  Is the event or news item of some importance or benefit to the community?

- **Prominence**
  Are prominent people in the community involved in any way? The involvement of a prominent person will more readily catch the reader's attention.

Writing News Releases

Every news release must be written to answer the essential questions of any news item, commonly called the "five Ws plus one":

- **Who** will do it?
- **What** will they do?
- **When** will they do it?
- **Where** will they do it?
- **Why** will they do it?
- **How** will they do it?

The structure of the news release is important. It must be written so that the reader has the essential information at the outset. The lead, usually the first paragraph or two, should summarize the "five Ws" to give the reader an overview. The subsequent paragraphs will specifically answer the six questions.

Details should be given in descending order of importance. Information that is useful but not essential should be at the end of the release. Editors often cut from the bottom up, and this information likely will be the first to go.

The following rules should be observed in any news release: Be accurate, factual, brief, informative, and objective. Use active words. Mention the subject first. Be specific. Avoid repetition. News releases should be typewritten or computer printed on 8½-by-11-inch paper, centered and double-spaced. The top of the page should include a title, contact name, and telephone number. The crew number and chartered organization are also needed. Do not use the reverse side of the page, but continue to another sheet of paper.

Here are a few examples of news releases that a Venturing crew might use.
News Release Sample 1:
Election of Officers

Members of (chartered organization) Venturing Crew (number) elected officers for the coming year at their meeting (date) at (place).

Newly elected officers are (list names, ages, schools attended, and offices).

Crew (number) is part of the (name) Council, Boy Scouts of America, and is made up of young men and women, ages 14 through 20, who are interested in (crew specialty).

At (date) meeting, crew members also (give summary of other actions taken, activities planned, or invitations to membership).

News Release Sample 2:
Special Crew Trip

(Location) is the destination of (number) members of (chartered organization) Venturing Crew (number). The local Venturers will be in (location) from (date) through (date).

Making the trip will be (give names, ages, and schools attended). They will be accompanied by (give names of accompanying adults and titles). While in (location), the Venturers will (give general itinerary of trip, historic sites to be visited, and other activities planned).

The trip is planned as one of the crew’s special activities for this year. Crew (number) is part of the (name) Council, Boy Scouts of America, and is made up of young men and women, ages 14 through 20, who are interested in (crew specialty).

News Release Sample 3:
Parents’ Night

Parents of members in Venturing Crew (number) have been invited to attend the crew’s meeting, (day and time), at (place). Parents have been invited to attend the (month, date) meeting to observe the workings of the crew and become familiar with the crew’s special-interest activities. Crew (number) is made up of young men and women, ages 14 through 20, who are interested in (crew specialty). The crew is part of the (name) Council, Boy Scouts of America. At (day’s) meeting, (give summary of guest speaker scheduled or other planned activity or event).

News Release Sample 4:
Venturing Open House

Young men and women, ages 14 through 20, who are interested in (crew specialty) are invited to attend (chartered organization) Venturing Crew (number’s) “open house” program (day, place, and time). The purpose of the open house is to encourage high school-age young people to participate in the program developed by the crew.

Venturing is the young adult division of the Boy Scouts of America. Potential members are being contacted as a result of a Venturing activity interest survey administered in local high schools through the (name) Council, Boy Scouts of America. At (date) meeting, (give summary of scheduled activities). Representatives of (chartered organization) attending the meeting will be (give names and positions held).

News Release Sample 5:
Social Activity

A (social activity) will highlight the (month) programs of Venturing Crew (number). The (activity) will be held (date, time, and place). Crew (number) is chartered to (chartered organization) and is part of the (name) Council, Boy Scouts of America. Crew (number) is made up of young men and women, ages 14 through 20, who are interested in (crew specialty). Highlights of the (activity) will be (give summary of planned activity, listing important events, reasons for holding the activity, and invited guests). Representing (chartered organization) will be (list names and professional positions).

News Release Sample 6:
Service Project

(Chartered organization’s) Venturing Crew (number) will hold (service project) on (day and time) at (place). The purpose of the (service project) is (give specific reasons for project).

Venturing Crew (number) is made up of young men and women, ages 14 through 20, who are interested in (crew specialty). Crew (number) is part of the (name) Council, Boy Scouts of America. (Give schedule of activities planned in connection with the service project.)
Radio and Television as Sources for Publicity

Local radio and television stations are another source for placing news items and stories. As with newspapers, it is important to know the media and the types of stories in which they might be interested. The following suggestions are helpful in trying to place stories.

♦ Make contacts.
  Staff members of radio and television stations are usually too busy to spend time with someone who drops in with vague ideas. Come prepared with written proposals or ideas. Know whom you want to see, and call in advance for an appointment. Possible contacts include:
  — News director or assignment editor. Present ideas for straight news coverage of an event, an unusual feature, a humorous story, or a documentary program.
  — Program director. Get ideas on local programs and how a Venturing story might be included.
  — Public service director. Find out how to place an announcement or a story; the public service director is responsible for balancing the competing demands for free air time.

♦ Draft proposals.
  Before trying to promote an idea or a story to a station, watch or listen to the target program on a regular basis. Become familiar with the type of program it is and with the style of materials presented. Write a specific proposal for a program or for program participation.

♦ Get professional help.
  Seek professional help in producing radio and television programs. A professionally trained voice and professional recording equipment will make an effective presentation. Television presents its own specific requirements:
  — Develop graphics that are not lost on screen. Television cuts off about 15 percent of the edges of a color slide, so copy and graphics must fit.

— Write copy that “sells.” Ten words is about all that can be included on a slide.
— Check color quality. Make certain the colors are defined. Washed-out color is not acceptable.

♦ Evaluate news subjects.
  News directors have an abundance of news assignments, so a Venturing event must have widespread interest to merit coverage. Short features, humorous stories, or presentations of useful information are more likely to be used.

♦ Consider the production of programs.
  Some crews might have their own show, but more likely, a crew will have a segment on an existing program such as a talk show, sports program, or community activities program. Whatever the case, these points are important to remember if you make a presentation on television:
  — Check with the producer in advance. Determine what materials are needed: audiotapes, still photos, color slides, or film.
  — Make suggestions as to the types of questions an interviewer might ask.
  — Avoid simple yes or no answers. Be prepared to respond fully, but do not ramble. Get in the most important points first.
  — Check clothing. This is important for television. Avoid bright, flashy colors or sparkling jewelry. Wear appropriate clothing; look your best.

Advertising as a Means of Publicity

Advertising, both in print and for electronic media, is an effective means of communication for a Venturing crew, but it is important that materials be professionally produced. For a crew’s advertising to be effective, some professional assistance is advised. Almost anyone can write a classified ad, but developing successful advertising for print and broadcasting calls for expert help in design, layout, writing, production, and media selection.
Seek the assistance of potential volunteers such as local advertising agencies, advertising departments of commercial organizations (manufacturers, department stores), university instructors, and advertising clubs. Freelance artists, photographers, illustrators, and copywriters also might be willing to help. Use the talents of retired people.

Preparation is essential. Before seeking professional help, do the following:

- **Determine your target audience.**

  Which group or groups within the community are you trying to reach with the message? This needs to be determined before any other action is taken.

- **Determine the purpose of the advertisement.**

  What action do you want your audience to take? Do you want young people to join a Venturing crew? Are you seeking members of the community to serve on a special crew committee?

- **Determine how to match the purpose of the ad with the needs of your target audience.**

  What appeals or messages can be used to meet the needs of your target audience? How can the programs and activities of the crew be tied in with the needs of an organization within the community?

After making these determinations, research the circulation or audience of the newspapers, magazines, or broadcast stations that are being considered for placement of an ad. Research might indicate that their respective readers or listeners are not the group the crew wants to reach with its message.

**Two Categories of Advertising**

Advertising for the crew can be broken down into two basic categories: public service advertising and public service announcements. Public service advertising refers to ads placed in newspapers or magazines, while public service announcements refer to announcements made on radio and television. Each form has its own requirements.

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**Category 1: Public Service Advertising**

All print ads, ads placed in newspapers or magazines, contain the same elements:

- **Headline**

  The headline attracts attention and involves the reader by promising a benefit, filling a need, providing news or information, or satisfying a want. (Example VENTURING BSA LEADS THE WAY!)

- **Text or Copy**

  The copy continues the idea from the headline by explaining how the service or product can benefit the reader, or how Venturing meets the needs of a potential member or chartered organization.

- **Illustration**

  Use a photo, artist's conception, line drawing, or other art to demonstrate the idea, show benefits, or appeal to wants and needs. Venturing ads are people ads, so use photos. A good photo with an appealing headline might be all that is needed.

- **Command**

  Advertising should motivate the reader to take some action, so the urgency to do something must be there. As a result of the ad, the reader should be motivated to call, write, phone, join, support, or mail in a coupon.

- **Layout**

  The message must stand out, so the layout must be pleasing to the eye and easily understood.

**Category 2: Public Service Announcements**

Public service announcements (PSAs) are also called spots. By either name, they are great for informing listeners about a crew's programs and activities. Because public service time is made available at no cost, any announcement about crew activities likely will be included in a listing of various community events. A short, concise announcement that gives the viewer or listener all the pertinent information is most likely to be used on the air. Special crew activi-
ties may also afford opportunities for submitting public service announcements.

It is important to be as concise as possible. The following format is useful in preparing a PSA:

- **Opener**
  The first line must act as an intriguing headline, one that will catch the attention of the listener. Attention-getters are a challenging question, a statement of fact, a promise of some benefit, a contrast of two ideas or products, or a quotation from a prominent person.

- **Message**
  The message must "sell" the product or idea. A Venturing spot can ask for support, stimulate recruiting, announce an event, invite the public, or provide information.

- **Command**
  The spot must motivate the listener to take action.

  Public service announcements can vary in length. They are 10, 15, 20, 30, or 60 seconds in length. The 30-second spot is the most common. Typewritten copy can be delivered to the station to be read by a staff announcer, or it can be recorded in advance and delivered to the station on audiotape or cassette. If this course is taken, professional announcers and technicians should be used to ensure good quality. Typed copy should be on a standard 8½-by-11-inch page, in a form similar to that used for news releases. The following examples of public service announcements indicate the format to be used:

**PSA Sample 1: Membership Recruiting**
Who has fun trying out new hobbies or high-adventure activities? The Venturers, that's who. You may join if you are interested in (crew specialty) and if you are of high school age and under 21. (Chartered organization) Venturing Crew (number) gives young men and women the chance to learn about activities and skills in (crew specialty). Phone (number) for information about this program. That's (phone number) for Venturing. (30 seconds)

**PSA Sample 2: Crew Advisors and Volunteers**
Young men and women in this community want to learn about (crew specialty), but they need Advisors. If you are a (profession or job description), you can help form a Venturing crew. Call (phone number) for details. (15 seconds)

**PSA Sample 3: Special Event**
Snow skiing season is almost here, and if you'd like to see a demonstration, come to (location) this (day and time). Venturing Crew (number) will show you how to ski, exhibit new equipment, and conduct a safety clinic. That's this (day) at (time) at (location) for a snow skiing demonstration by Venturing Crew (number). (20 seconds)

**PSA Sample 4: Parents' Night**
Parents of young men and women in Venturing Crew (number) are invited to attend the crew's meeting (day, place, and time). Parents are invited to attend the meeting to observe the operation of the crew and to find out more about programs and activities that are planned. That's Venturing Crew (number), hosting parents' night (day, place, and time). (20 seconds)

**PSA Sample 5: Venturing Open House**
Young men and women, ages 14 through 20, who are interested in (crew specialty) are invited to attend the meeting of Venturing Crew (number) at (time, day, and place). The Venturing program of Crew (number) is offered to high school-age young people by (chartered organization). For more information about this meeting, phone (number). Take advantage of this opportunity to learn more about Venturing and opportunities in (crew specialty). (30 seconds)

**PSA Sample 6: Service Project**
Members of (chartered organization) Venturing Crew (number) are (service project) on (day and time) at (place). Phone (number) for further information. (10 seconds)
Photo Publicity

Editors generally like photos of youth events because they rate high in readership studies. People, regardless of age, enjoy seeing young people in print. If an event is newsworthy, the local paper might send out a photographer. However, newspaper staff photographers usually are busy with coverage of general news assignments. Therefore, an editor might be grateful for a good picture of a crew event that can be used.

Although it is not necessary to use the same equipment a professional photographer might use, it is important to have a camera that will give a sharp, news-quality print. A 35mm camera or larger works best. Cheap cameras and Polaroids generally fail to give a sharp enough photo, but small daily papers or weeklies might use them. Venturing photos include a number of possibilities:

- Spot news—get a picture of an unplanned happening.
- Feature photo—cover a planned event or situation, usually arranged in advance.
- Mood or emotion—capture a mood or an emotion.
- Record photo—identify people, places, and things.
- Photo story or essay—submit a series of photos on a central theme or subject.

In all your photos, remember that “faces sell.” It is essential that photos of crew events show Venturers wearing the crew uniform or other identifying clothing. Otherwise, nothing in the photo will distinguish the activity as a Venturing event.

An editor decides whether and where a photo is to be used. A number of factors influence this decision:

- Technical quality
  The photo should be sharp, in focus, and precisely developed, with a good balance between black and white areas.

- Composition
  Emphasis should be on one idea or subject, with proper lighting and an uncluttered background. Unwanted areas should be cropped out. Move in close to the subject. An average distance of five or six feet is best.

- News value
  The photo should inform, interest, or entertain a majority of the readers.

- Subject
  The subject should be prominent.

- Action
  The photo should show or imply physical action.

- Good taste
  The photo should conform to ethical and moral standards of propriety for the public.

- Freedom from clichés
  Avoid photos of handshaking, crowd scenes, subjects staring at the camera, subjects looking at a piece of paper or pointing, ceremonial groundbreakings, and ribbon cuttings.

Photo Essay

A photo essay or story is a great device for gaining Venturing publicity. A photo essay is a planned and organized sequence of photos telling a story of an event, personality, or single subject or idea. Emphasis can be placed on words, with photos used to illustrate the text, or the pictures can tell the story with few words accompanying them. Many types of photo essays exist. The following list provides some examples.

- Theme
  Photos are arranged in a logical sequence to present a theme, such as a Venturing crew rock climbing/rappelling demonstration.

- Repetition
  A person, idea, or object is shown in a series of steps. One person or idea is best. An example of this type of essay would be a Venturer working a day with the ski patrol.
Chronology
A series of photos can be based on time alone, with no narrative or story line, such as photos of a crew social event.

Narrative
A story line series consists of a beginning, some elements of suspense, and a conclusion. An example would be a crew exploring the inner depths of a cave.

Contrast
Contrasting photos are used mainly in instructive photo essays, such as how to and how not to sail a boat.

How to
A how-to photo essay presents a series of steps showing how to do something, such as waterskiing.

To avoid wasting time and film, plan a photo essay in advance. Shoot the photos from a sequence known as a “shooting script.” Make a penciled layout, and take it and the photos to one of the newspaper’s editors for the best advice on how to proceed.

Using Exhibits to Generate Publicity
Exhibits, including displays and demonstrations, are a useful publicity tool. Exhibition spaces are common in shopping malls and office buildings: many opportunities exist for a crew to be creative and imaginative in setting up an exhibit. The following suggestions provide some guidance.

Theme
The starting point of every exhibit is its central theme or message. All elements must relate to and carry out the theme.

Impact
Lead the viewer’s eye into the exhibit, and focus it on a single impact device. Do not clutter the presentation with unnecessary material; otherwise, the viewer will miss the point.

Identification
All exhibits need a sign to identify the chartered organization, state the theme, and provide other information. If a commercial artist is not available for lettering, press-on letters or other commercial lettering aids can be used.

Security
Eliminate the possibility of pilfering and vandalism by using guards and securing all items.

Motion
Many simple electronic motors and turntables can be used to give an exhibit movement.

Regulations
Be alert to local fire regulations and do not use flammable materials.

Props
Props can help to dramatize a display or demonstration, but they also can clutter it. Use them only if they contribute.

Photos
Photos are good for an exhibit, but they must be blown up large enough for the casual observer to see.

Professional assistance
Department stores are good sources of help in designing and mounting exhibits. Personnel know how to display merchandise and decorate for various promotions. This same skill can be applied to a Venturing event.

Location
If given a choice of locations, select the area with care. Check traffic flow, lighting, security, and other desirable features.

Cooperation
Shopping center managers are eager to stage events that will attract people to the center. Meet with the manager and the public relations representative, and work out procedures for staging the event in the mall or parking area.

Again, it is important for people in the community to see young men and women wearing some form of Venturing identification, such as a crew jacket, T-shirt, or crew uniform. Otherwise, a vital recognition of the crew as a Venturing unit may be lost.
How to Conduct a
Crew Parents’ Night

One of the most successful and important programs developed by crews is an annual crew parents’ night held in February or March. This is a good opportunity to “show off” crews to the parents of Venturers, many of whom might not know much about Venturing, and to share information about the superactivity.

Objectives

The objectives for a parents’ night include the following:

♦ To give Venturers a chance to show their parents what they have done in the crew.

♦ To recognize the crew’s chartered organization for its time, expense, and workforce.

♦ To inform parents about Venturing and involve them in future program planning.

♦ To share superactivity information.

♦ Possibly to give parents the opportunity to support the continuing success of Venturing by their financial support as sustaining members of the council.

Promotion Ideas

Make every effort to get all the parents of active Venturers to attend. Ideas that crews have used include formal invitations sent to parents, personal letters from the Advisor or chartered organization, telephone committee, and good salesmanship by Venturers in urging their parents to come.

Program Planning

The crew committee, Advisor, and officers select a suitable date during February or March. The key leadership of the chartered organization should be involved in planning the program. Make every effort to show the best that the chartered organization and crew have available—displays, slides, tours, and demonstrations.

The program should be carefully reviewed with crew members and committee members.

Get everyone involved. Invite the top executive of the chartered organization. Most executives will be delighted to tell parents about their crew.

A suggested agenda for parents’ night is shown on page 72.

Have hands-on activities. Let parents do the things that Venturers do, like rappelling. Make the meeting interesting and fun.

How to Recruit
New Members

Some crews have waiting lists and don’t have to worry about recruiting new members. However, the majority of crews must make regular efforts to find and recruit new members. The following methods may help.

♦ Venturing Activity Interest Survey

Many councils conduct a Venturing activity interest survey of high school students. The names and addresses of those in your crew’s program area should be available. The crew president should write a personal letter to each, inviting them to an open house or other special crew function. A sample letter of invitation and open house agendas are found in this manual on pages 38–39. Follow up with a reminder phone call just before the meeting.

An alternative to the survey is to contact nearby high schools to see whether the counselor has names of students who might be interested in what your crew does. The counselor might be willing to give you the names, distribute letters of invitation, or even arrange a meeting after school for those who might be interested.

♦ Publicity or Promotion

Many crews place meeting notices or posters in schools, churches, or young adult centers. Radio and newspaper publicity could feature your crew and invite those interested to attend an open house. Crews may put up notices in ski or outdoor equipment stores, sports crews place notices in gyms, and malls or other appropriate locations.
PARENTS' NIGHT
Suggested Agenda

The meeting place depends on the crew, chartered organization, and specialty. Make it as interesting as possible.

6:45 P.M. Set up meeting location, chairs, displays, room arrangements, decorations, welcome signs, name tags, etc.

7:10 Welcoming committee, consisting of two crew members and two committee members, arrives. They arrange the area for signing in and handing out name tags.

7:30 Gathering time. Parents and crew members gather and view displays and demonstrations.

7:45 Meeting begins. Crew president, crew Advisor, and head of the chartered organization welcome the parents and make introductions.

7:55 Tour of chartered organization facility (optional); one group or several, as needed.

8:15 About Venturing:
  • Purpose of Venturing
  • Boy Scouts of America and Venturing
  • Scouting unit—Venturing crew
  • Crew committee
  • Chartered organization
  • How crew was organized
  • How the council is financed—request for parents’ support of the Friends of Scouting program
  • Questions and answers

8:30 Presentation by crew officers and members. A visual (if possible) and verbal explanation of your crew’s operation. The report should present the crew’s organization, its relationship to the chartered organization, specialty activities, and participation in council Venturing activities. Highlight the superactivity, with dates, costs, preparation, etc.

9:00 Adjournment—refreshments and fellowship
Some crews even make 30-second promotional videos for their school TV systems or use "Hangin' Out," a 90-second video available from your district.

- **Personal Contact**
  Ask each crew member to list three to five prospective members on cards. The administrative vice president sorts the cards and eliminates duplication. The names are reviewed at a crew meeting, and those who know the people best are assigned to invite them to a meeting. Don't assign more than three prospects to a crew member. Set a target date for the contacts to be completed, with regular reports on progress.

- **Recruiting Tips**
  When prospective members visit your crew, make them feel welcome. See to it that crew members circulate among the prospects and encourage them to join. Get names, addresses, and phone numbers. Call them right after the meeting and invite them to the next meeting. Keep careful track of who came, and be sure they know you want them to join and when your next meeting takes place. Avoid jokes about initiations or voting on new members, because this might turn off prospects. The advisor or associate advisor might call the prospect's parents to tell them about the crew and to encourage their son or daughter to join.

  **Recruiting new members should be an ongoing process.** Most crews experience a turnover in membership. Members move, get jobs, or graduate and are unable to continue in your crew. Watch your attendance, contact members who miss two or three meetings, and continually encourage crew members to look for and invite prospects.

⚠️ **How to Use Charts and Posters**

Charts and posters can be used effectively in a crew. The goals of Venturing, the Venturing Oath, or the desired outcomes of a particular activity could be listed on a chart or poster. Presentations and officer reports may also make use of posters or charts. In particular, charts and posters are used to:
- Attract and hold attention
- Develop an idea
- Present information to small groups
- Highlight key points
- Review and preview
- Add variety to discussions
- Speed learning
- Increase retention

**Making a Flip Chart**

Excellent flip chart pads are available commercially, or you can make your own with a tablet of newsprint, an artist's pad, or sheets of construction paper, newsprint, or brown wrapping paper. If the paper is not in pad form, reinforce the top of the sheets with a double fold of paper or cardboard. Staple sheets together, or fasten with lightweight bolts and thumbscrews. If the flip chart is not self-supporting, tie it to the top of a stand, an easel, or a movable chalkboard. You can improvise a stand by using the back of a chair or an upended table.

**Suggestions for Effective Flip Charts**

- **First, write out your flip chart in miniature.**
  It's a good idea to write out the flip chart in miniature form while you are planning it. Changes or corrections can easily be made before you make the actual chart. Organize your papers as follows:
  - **Designate the first page as the title page.**
  - **Define the subject on the second page.**
  - **Use the following pages to explain the subject.**
  - **Demonstrate that your explanation is sound.**
  - **Summarize and ask for action on the last page.**

73
• Use large lettering that can easily be seen.
  The following tips can help you make your lettering attractive and legible:
  — Use wide-tip marking pens.
  — Use plastic stick-on letters.
  — Use lettering patterns or stencils to trace letters.
  — Emphasize or underline key words.
  — Use colored marking pencils, watercolors, art markers, or highlighting markers to emphasize key points.
  — Use one idea per page.
  — Don’t crowd too much on any page.
  — Prepare a cue sheet.

To provide the presenter with a cue sheet, duplicate in miniature on the back of the preceding page what the audience is seeing. Then, you can stand slightly behind the flip chart, face the audience, and explain what the audience sees.

Other Types of Charts
Besides flip charts, there are other kinds of charts you might find useful:
• Pinboard chart
  Word strips or sentence strips rest on pins stuck in a pinup board.

• Sentence holder chart
  Word strips rest in a shallow pocket made from cardboard and fastened to a board.

• Folded word chart
  Word strips are folded in the center and then opened during the presentation.

• Strip chart
  Strips of paper are used to hide the points until time to show them.

Making Posters
You don’t have to be a sign painter or an artist to make good posters. Follow these simple rules, and your posters will carry a terrific punch:

• Select the main idea.
  Jot down a few simple words that explain it.

• Decide on the desired effect.
  Decide on the effect you want to create—funny, dramatic, serious, or factual.

• Try different ideas.
  Brainstorm at least five ideas, and put them down on scratch paper.

• Use attractive and legible lettering.
  — Block out the chart using lightly penciled guidelines.
  — If you aren’t an artist, use plastic stick-on letters or pressure-sensitive letters, trace lettering patterns, or use letter stencils. This saves a lot of time.
  — Use plain, block letters. Make them a little taller than they are wide.
  — Don’t squeeze the letters together or place them too far apart.
  — Avoid fancy or difficult-to-read lettering.
  — For letter sizes, follow this guide:
    Use letters 1" high, ⅛" thick if 10–15 people are 10 feet away.
    Use letters 1⅛" high, ⅛" thick if 15–30 people are 25 feet away.
    Use letters 1¾" high, ⅛" thick if 30–60 people are 45 feet away.
    Use letters 3" high, ½" thick if 60–100 people are 75 feet away.

• Try out color and illustrations.
  — Color adds interest to posters. Use colored ink or poster paint to fill in letters.
  — Select colors that contrast sharply with the background color.
  — Get out pictures from magazines.
  — Trace pictures from magazines.
  — Pictures or diagrams from magazines can be enlarged by using an opaque projector.
  — Make the main idea the largest and brightest.

• Use white space effectively.
How to Make a Speech or Presentation

When called upon to make a speech, consider the following suggestions to help make your speech more interesting, worthwhile, and fun for both you and your audience.

◆ Prepare.
  — Find out about your target audience. Consider their interests, their ages, their needs, and anything else about them that will help you connect with them.
  — Write down the purpose of the speech (or review the learning objectives), and decide on the ideas that should be covered.
  — Research the subject, taking brief notes.
  — Talk with others who know the subject, and make notes of their ideas.
  — Outline your speech, including only the most important points. Put them into a logical sequence.

◆ Practice.
  — Rehearse your speech until you have it well in mind. Some presenters like to use a tape recorder so that they can hear themselves.
  — Write in your notes the time allotted to major points. This will help you stay within the time limits.
  — Put your outline in final form so that it will not be cluttered with discarded ideas.
  — Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word for word.
  — When you are well prepared, you will feel more at ease during the speech. Also, it helps to take a few deep breaths before you begin.

◆ Personalize.
  — Make each person feel that you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience, and direct your remarks to that person for the first few minutes.
  — Watch the group’s reaction as you go. Stay close to their interests.
  — Use thought-provoking questions. This will help stimulate everyone’s thinking. It also will help you get feedback from participants, which will tell you whether they understand what you are saying.

◆ Illustrate.
  — Use a chalkboard or flip chart to list your main points, or draw diagrams or sketches while you talk. Training aids help make your speech more interesting and reinforce the learning process.
  — Balance what you say with what you show. Don’t let the visual aid be so elaborate that it is distracting.
  — Show the equipment and materials needed to do what you are talking about.
  — Show literature resources on the subject.
  — Illustrate your important points with human-interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps.

◆ Pace yourself.
  — Stay within the time limit.
  — Stay on the subject; don’t get sidetracked.

◆ Summarize.
  — Restate the main idea or problem, its importance, and the major points you have made.
  — Give your listeners a chance to ask questions either during or after the speech.
How to Become a Better Leader

Values and ethical principles are the foundation that gives leadership a sense of direction.

We have talked about leadership from the very first page of this manual. Becoming and being a leader is your primary goal as a youth officer. But exactly what is meant by leadership? We have purposely waited until this chapter to answer that question because we hope you have had a chance by this time to conduct some crew business—to have tried your hand at leading.

We also know that, initially, leadership may seem like a nebulous concept: it feels like a piece of soap that keeps slipping out of your hands. It’s important that you are able to put your hands around this concept—to understand leadership—because this understanding will shape how you approach your officer responsibilities, how you interact with one another, how you make decisions, and which kinds of activities and special projects you choose to engage in as a crew.

To help you gain this understanding, we’ll discuss the following areas in this chapter:

- The desired model of leadership in a Venturing crew
- Looking at citizenship and service, based on this leadership model
- The conditions that promote growth and development
- Applying leadership to specific crew experiences

Before reading the first section, on the desired model of leadership, stop for a moment. Imagine the following scene:

Beth, Doug, and Dave are talking together (see the cartoon on the next page). Well, maybe we should say that Beth is talking, and Doug and Dave are mostly listening...

At two o’clock, Beth is at the park. She looks around for Doug and Dave. They are nowhere in sight.

“Where in the world are Doug and Dave?” Beth wonders. “I told them everything they needed to get... and when to be at the park. Where could they be?”

In this chapter, you will discover that leadership is not power over others. It is not making decisions for others, and it is not telling others what to do. Rather, leadership is about empower-
ing others through service. Leadership is about creating an environment within the crew where everyone feels a sense of self-worth, where people grow and choose to be present—physically, mentally, and emotionally—because they want to be.

The Desired Model of Leadership

Leaders come in two basic varieties, from two different positions of looking at themselves and others.

The first position is often thought of as the traditional one, or the usual way of getting things done. It’s how Beth approached Doug and Dave in the brief scenario you just read. Leaders who are in the first position see themselves as people who make decisions for others, who tell people what to do, who see people as tools to get their own needs met and the work accomplished.

This kind of leader sees himself or herself at the top of an organization, and this “top mind-set” easily allows the person to have thoughts and feelings of being better of deserving more privileges. Leaders with this kind of thinking often let their titles give them their sense of self-worth. This type of leader is not known for listening well, for delegating responsibility, or for noticing those with less privilege and power.

Control and manipulation can easily result from this kind of leadership.

In Venturing, we turn that model of leadership upside down. What’s different about this second kind of leadership, this upside-down version?

Leaders in this position see themselves as people who serve the best interests and needs of the people they’re leading. They see themselves more in the role of a coach, counselor, or guide than in the role of a general. They do not take away the responsibility of others thinking for themselves, making decisions, or weighing their own actions. They encourage interdependence versus dependence on them or a kind of individualism that is more focused on the I than the we. They replace self-centeredness with other-centeredness.

Three things characterize this kind of leadership in Venturing:

First, this kind of leadership means serving others. Service is leadership. The best way to tell whether this kind of leadership is happening is that those being served grow as individuals and grow together with one another. Simply put, that means the members in your crew grow and develop under your leadership as officers and grow as a group, an interconnected group who appreciate more and more how each person is valuable to the whole crew.
Second, the desired leadership in a Venturing crew is shared leadership. This shared sense of leadership is a natural outgrowth of seeing service as leadership. With shared leadership, the goal is to involve everyone in the decision-making process. Everyone has a responsibility to participate.

Third, the desired leadership is grounded in values and ethical principles. Values and ethical principles are the foundation that gives leadership a sense of direction when it comes to actually doing something, making decisions, looking at one’s own behavior, and making desired changes. Values influence what we think about. Values are the kinds of things that result in character. They are at the heart of what makes a caring and responsible person.

As a Venturer, you may hear a term used to convey a kind of leadership that is grounded in values. That term is Ethics in Action. Ethics in Action simply reinforces the idea that we learn by doing and by looking at what we have done. You will come to realize the meaning of leadership best, not through preaching or mandates, but through action—through sharing activities with one another and by interacting with caring and responsible adults.

The other part of Ethics in Action is looking back, and that is called reflection. An experience is not complete until you’ve had a chance to think about it and understand it.

**How Do You Become This Kind of Leader?**

We all probably know some, if not all, of the things we must do to become this kind of leader. The specifics that follow are not full of surprises. The process begins and ends with our taking responsibility for actually doing these things until they become a part of us. That’s what is hard!

To become and to be the second kind of leader, we need to

- Think for ourselves
- Have respect for the value of each person
- Listen and empathize with the thoughts and feelings of others
- Clarify our expectations and the expectations of others
- Commit to our responsibilities
- Face problems for the purpose of solving them
- Notice growth
- Take every opportunity to encourage, provide support, and provide timely feedback
♦ Accept our own humanity and the humanity of others—see the humor in our actions
♦ Reflect on our actions—examine our thoughts and feelings
♦ Choose to change, when change is necessary for growth
♦ Discover what we value, and reaffirm those values in how we act
♦ Respect other people to the point that we give them the same right and responsibility to do these things—to think, clarify their expectations, commit to their responsibilities, and so on

Back to Beth
Again, before going on to the next section, stop for a minute. Remember the episode with Beth, Doug, and Dave? If Beth had been the second kind of leader in that scenario, can you visualize what she might have said, and how she might have acted? Think about that before reading the second scene of the cartoon.

The scenario could be rewritten a thousand different ways because each of us is a unique person and, therefore, will be a unique leader. There is no one way for becoming the second kind of leader. Much depends on our intent and the spirit in which we do something.

One more thing: People are not necessarily one kind of leader or the other. Often, we’re both kinds of leaders at different times. A part of growth is getting better and better at catching ourselves at what we’re doing.

Venturing Leadership Skills Course
The Venturing Leadership Skills Course (VLSC) was created to help teach young adults the attitudes and skills that good leaders demonstrate. Practicing and mastering these skills will help enable Venturers to have positive leadership experiences. VLSC is a series of leadership modules divided into four categories: Vision, Communication, Organization, and Synergism. Each module is introduced by an activity and followed by reflection. It is recommended that the modules be conducted in the order listed.

The Venturing Leadership Skills Course was specifically designed to be taught to all Venturers in the crew. It is recommended that the crew Advisor and/or the crew officers conduct the course. Consider conducting the course with multiple crews. It can foster more creativity and synergy.
Choose an outdoor setting to conduct the course. Completion of this course is a requirement for the Silver Award and the Venturing Advisor Award of Merit.

VJSC can be conducted on the district or council level, but it was designed to be conducted at the unit level. The unit may choose to conduct the course at a weekend retreat or at several crew meetings.

The Venturing Leadership Skills Course, No. 34340C, can be purchased from your local Scout shop.

Leadership and service to others are two key tenets of Venturing, the Boy Scouts of America’s fast growing teenage program. Combine these two elements and you get the concept of “the servant leader.” Servant leadership as a philosophy teaches that the leader works with and through a team to accomplish the mission. Rather than just talking about leadership, Venturing through the new Kodiak course teaches usable, relevant leadership skills that every teen can use.

Methods:

- Challenging outdoor trek to use nature as a classroom (not indoors).
- May be offered by a council, a district, or even a crew. Requires council approval.
- Team taught by two instructors per crew of 5–8.

- Only five leadership skills taught, called Commissions.
- Can be offered as weeklong or on two weekends.
- Uses hands-on learning approach with very short presentations.
- Constant reinforcement.
- Creates a leadership fraternity.

Looking at Citizenship and Service

Seeing leadership as service has some profound implications for a Venturing crew and for you, a crew leader.

Life is a process of receiving and giving. Both are extremely important. It is as important for us to be able to receive the gifts of others—their ideas, skills, and insights—as it is for us to give those things to others.

“Generosity of spirit is thus the ability to acknowledge an interconnectedness—one’s debts to society—that binds one to others. . . . It is also the ability to engage in the caring that nurtures that interconnectedness. It is a concept of citizenship that is still alive in America that everyone should strive for.”

Robert Bellah
Habits of the Heart
As young people, you are not waiting to be citizens. You already are citizens. You have as much to give as anyone else, and our families, communities, and our country need your gifts. Don’t underestimate what you can do or what your crew members can do.

Think about the number of lives affected by the crew members in California who marked the trails in a national forest for the visually impaired so that they could learn about the flora and fauna. Think about the lives that have been affected by a ham radio crew in Arizona that provides communication services in emergency situations. Or think about the effect of a history crew in Iowa that faithfully re-created the daily life of an 1850s frontier settlement.

In this upside-down version of leadership, where you see yourselves serving others, consider yet another important implication.

We don’t rely on others to define the limits or frontiers of what we can do. Instead of looking up an organization and asking, “Do you have a project you need help with?” you take the next step. Think about the needs you see around you, you look at the talents and resources of your crew, and you come up with ideas. You are the designers, the dreamers, the true venturers.

In the second scenario when Beth asked, “Do you have any ideas?” there were many important things going on. It was not only that Beth asked her friends for ideas, it was also the manner in which she asked the question. She believed that they had good ideas. That is the kind of leadership your members need to hear from you. They’ll come up with ideas, just as Doug did, who, after thinking for a minute, excitedly said, “I have an idea! I have an idea!”

In chapter 3, we talked about planning your crew’s program. Remember the implications we discussed in this section as you consider, suggest, ask for ideas from the members, and plan your actual program. Think about the unlimited power you have to make a difference.

**Conditions Promoting Growth and Development**

Every age has exciting possibilities for growth. We go through different stages of growth in our lives, and each one is crucial to our overall development. Adolescence is one of those vital stages.

Important things have been discovered about the growth and development that needs to happen at this time in life, things that you, as young people, must not miss out on. The reason is that, when young people miss out on these kinds of things, they may become adults who are not healthy or whole. Perhaps those adults keep looking back and trying to fill the holes in their lives rather than looking forward and living full, productive lives.

What are these things that are so critical to growth and development? Young people need experiences that provide opportunities to

- Interact with peers and acquire a sense of belonging
- Gain experiences in decision making
- Discuss conflicting values and formulate their own value systems
- Reflect on self in relation to others and discover more about themselves by looking outward as well as inward, by interaction and introspection
- Experiment with their own identity, with relationships to other people, and with ideas, and try out various roles without having to commit themselves irrevocably
- Develop a feeling of accountability in the context of a relationship among equals; to participate as a responsible member of a group of people
- Cultivate a capacity to enjoy life

*(Conditions described in Requirements for Healthy Development of Adolescent Youth by Gisela Konopka)*
Consider how many of these conditions are an essential part of Venturing. Look back at the goals of Venturing, and think about your responsibilities as a leader. They are all related to the conditions necessary for growth and development listed above.

Applying Leadership to Crew Experiences

Let's try to apply what we've said about leadership to the kinds of experiences you will have as a crew leader, and take a moment to examine three kinds of experiences in particular:

- Experiences with certain expectations and specific goals
- Common, everyday experiences
- Very challenging experiences

Experiences with Specific Expectations and Goals

As a leader, you will be involved with many crew experiences that have definite expectations and specific goals associated with them. All the events in the first three months of your crew’s program year fit this description, as does any activity in your year's program of activities, your superactivity, your regular crew meetings, and your officers’ meetings.

This kind of crew experience asks certain things of a leader, of an officer. It asks you to take responsibility for:

- Having carefully thought through the purpose or mission of that activity.
  For example, if you are the president, one of your goals in the officers’ briefing is to explain to the other officers the purpose of the crew officers’ seminar. That means you have carefully gone through the agenda for the crew officers’ seminar with your Advisor, and spent some time by yourself deciding how best to communicate the seminar to your officers.

- Helping everyone feel a part of the mission of each of these specific crew experiences.
  Officers and members must feel that they can contribute something of value to the goals of each crew activity. As a leader, you must be sure everyone is encouraged to contribute and everyone is carefully listened to. Sometimes, in an organization or community, it’s easy to get into a pattern where we listen to ideas from the same people again and again. It’s important that leaders in any organization ensure that it is including a diversity of ideas.

- Keeping a meeting, a seminar, or an activity on track.
  If you know and have really thought through the expectations and goals of the crew experience you’re engaged in, you will know when that activity is getting off track. Using the goals and expectations is also an excellent way to objectively get people back on track. They help keep personalities and emotions in their proper perspective.

- Weighing and examining whether what occurred in these specific crew experiences achieved their goals.
  Reflection should be an integral part of each crew experience. When you reflect on crew experiences with definite expectations and goals, you have a good way to assess how successful or worthwhile that completed activity was, and to ask the next question: Why or why not?

Common, Everyday Experiences

We sometimes make the mistake of thinking that it’s the big events that make all the difference in a successful Venturing program. Often, it’s the common, everyday moments that characterize a crew.

For example, officers' reports are a regular part of crew meetings and officers’ meetings. As a leader, could you make a difference by complimenting other leaders when they give particularly good reports or presentations? Could you make a difference if you personally talked with an officer whose reports had become stagnant, who seemed to be just going through the motions?
Consider other common, everyday moments like these:

- Being on time
- Participating in unexciting duties, such as getting the necessary equipment for an activity
- Remembering to say thank you to people—members, other officers, and adult leaders
- Pairing up with different members in an activity, not the same ones
- Taking the time to discover why someone who has often suggested ideas hasn’t in a while
- Finding out why someone’s attendance is becoming sporadic

**Challenging Experiences**

Whenever there are people, there are challenging experiences. A challenging experience may be an interpersonal conflict or a problem that needs to be addressed. In Venturing, we have discovered that one of the most challenging experiences that a leader has is the area of delegating responsibilities. It’s often hard to know when support and direction are still needed and when it’s time to let go.

We’re not going to make this challenging experience seem easier than it really is, but we’ll talk about some guidelines for you to consider:

- Keep in mind that every situation is unique and that the individuals involved are unique. You should consider each situation on its own merits.
- If we are honest with ourselves, we are probably more aware than we’d like to admit that we know when support is still needed and when it is time to let go. Often, the problem is not knowing the answer to this question—it is confronting ourselves and admitting that it’s hard for us to give up some of our control, to step away from trying to do everything and letting someone else have the opportunity.
- It’s important that when you do delegate responsibility, you give people the opportunity to both succeed and fail. You do not step in too quickly; you truly give them the responsibility.

In Venturing, we have developed two learning activities to help you with two specific kinds of challenging experiences. The first activity is *problem solving* designed to help you solve problems that arise inside or outside of your crew. The second activity, *ethical controversy*, is designed to help you learn how to think through the ethical considerations of challenging situations and to lead a group to a consensus after considering those ethical issues. Both of these activities are explained in chapter 9 of this manual.

When you begin to consider these three kinds of experiences—experiences with definite goals; common, everyday experiences; and challenging experiences—where you as a leader can make a difference, you begin to realize more and more the need and purpose for ongoing contemplation, for thinking about things, for reflection.
Leadership Checkup

Introduction

In this leadership reflection chapter, you'll have an opportunity to think about and check on your growth and development as an officer. Because one of the responsibilities of the crew president is to "assess on an ongoing basis whether the responsibilities of the officers are being carried out effectively," the president should ensure that the checkup becomes an integral part of officer training.

Take this checkup on a regular basis, at least every three months. A good time to do this would be in your officers' meetings. In addition, it probably is a good idea to have the members in your crew take this checkup as well, so that you have a comparison of how they feel and how you feel.

During this checkup, be sure that you

- Are honest with yourself and one another
- Give yourself credit for your growth and development
- Consider your own growth as an individual officer and the growth of your youth leadership team as a whole
- Be as specific as possible

What happens in this checkup is helpful to each officer because you get a better feeling for your strengths and what you've accomplished as an individual officer and as a youth leadership team. You'll not only have a chance to look back, you'll also have the opportunity to see what you would like to work on and accomplish in the next three months. You'll find that accomplishing specific goals is motivating. It spurs you on to want to accomplish other specific goals.
CHECKUP POINTS

First, complete the following individually, and second, discuss your responses as a group. It is important that you think through and answer these questions on your own before discussing your responses with one another.

1. Describe specific areas of growth. Growth refers to anything you’ve learned or gotten better at, like making presentations, listening to others, being on time, doing the little things you used to avoid, letting others lead, encouraging others, or taking the lead where once you might have held back. Think of anything that shows some kind of growth.

Describe areas in which you personally have grown:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Rate your youth leadership team on the following scales in terms of how you feel you have worked to achieve the goals of Venturing and carried out your individual responsibilities.

Goal 1: Gain practical experience in your crew’s specialty.

1 2 3 4 5 6 7 8 9 10

Goal 2: Engage in a program of activities to encourage an understanding of and the development of the whole person.

1 2 3 4 5 6 7 8 9 10

Goal 3: Experience positive leadership from adult and youth leaders and be given opportunities to take on leadership roles.

1 2 3 4 5 6 7 8 9 10

Goal 4: Have a chance to learn and grow in a supportive, caring, and fun environment.

1 2 3 4 5 6 7 8 9 10

3. Explain the ratings you gave in the previous question.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Describe specific moments of leadership that you’ve taken notice of since the previous checkup. Describe actual experiences you were a part of or observed.

First, in regard to yourself:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Second, in respect to any of the other officers:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Third, in respect to crew members:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In your group discussion, share your examples where you saw other officers or members demonstrate special moments of leadership. Keep the examples about yourself to yourself, and see whether anyone else noticed these examples in regard to you. If they didn’t, that doesn’t take away from the significance of those experiences for you. In addition, see whether you are surprised by any examples that others observed about you, that you missed or didn’t think were important.
5. Set goals based on these questions and needed areas of improvement. Think about your responsibilities as an individual officer and the four goals of Venturing. What do you think are realistic goals for yourself and for your leadership team?

First, in regard to yourself:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Second, in regard to your leadership team as a whole:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In the discussion following this checkup, try to come to a consensus about the specific areas of growth for you as a youth leadership team, and talk about specific ways to achieve this needed growth.
Arts

Consultants
Artist, publishing company art department, museum curator, theater production company, art buyer, sculptor, potter, art teacher

Crew Activities
1. Explore the fundamentals: design and color; techniques of lettering and drawing; perspective; composition; use of various implements including pen, pencil, paints.
2. Visit with an artist in a particular area of interest. Learn what jobs he or she started with as a beginning artist, and the training or education taken. Some areas in which artists work are publishing, advertising, textiles, newspapers, graphic arts, theater arts, architecture, packaging, and communications media.
3. Practice drawing from real life.
4. Create an idea for an advertisement, then plan its layout, lettering, typography, and illustration.
5. Visit the advertising departments of business and industrial firms, commercial art studios, advertising agencies, or television production companies.
6. Research the various ways to enter the profession or hobby, such as through a liberal arts two- or four-year college program, through a community college, through specialized art schools, or by apprenticeship.
7. Attend a theater production. Critique the work of the artist in set design and decoration and in costume design.
8. Investigate the role of the artist in American history.
9. Collect trademarks. See how well the artist’s skill has communicated the thought, purpose, and field of enterprise represented by each trademark.
10. Collect paper jackets of books you have read. See if the artwork related to the story or was aimed only at attracting the buyer. How would you improve the design?

11. Look into art aimed at young children—coloring books, comic books, books that teach. How does the art relate to the child's age?

12. Design posters for events of school, council service center, religious group, civic association, or community service group.


14. Do the above project for senior citizens.

15. Accompany blind persons to a movie, a theater show, or an opera. Possibly arrange for free tickets. Using your artistic training, describe the show, particularly in terms of colors, settings, and costuming.

16. Make suggestions for improving council service center newsletters and activity announcements with drawings, photographic layouts, and lettering. Work with the relationships team and with journalism, photography, and advertising posts.

17. Produce a youth group newsletter.

18. See the artist as one who improves the environment. Look at examples of artwork in posters, billboards, and other outdoor advertising. Determine how an artistic rendering might improve a neighborhood, such as paintings on buildings or decoration of temporary construction barricades, then design and (with permission) execute your ideas.

19. Attend an outdoor art exhibit or put one on through your Venturing crew.

20. Go to libraries and museums. Examine the ways in which early American artists communicated ideas and feelings in periodicals and other art media.

21. Analyze the influence of cartoon drawings in American politics through the years.

22. Study the artistic renderings of antiquity such as cave drawings and see how archaeologists learn about those cultures from the drawings.

23. Talk with artists about the psychological needs of the profession: for example, how to maintain freshness and originality, how the creative person sometimes must give in to practical demands of time and money, how to take correction gracefully, and how to keep up to date on trends in society.

24. Look into the ways that artistic expression is used in psychology; for example, in analysis when an individual's artistic expressions are used to create a personality profile, and art as an expressive outlet for disturbed children and for incarcerated criminals.

25. Attend a seminar or meeting of professional artists.


27. Do the artistic planning, design, and sets for a theme party or event of your chartered organization, the council, or a religious group.

28. Select a theme to be expressed through an art form. Theme ideas could include outdoors, sports, ethics, drug abuse, service, etc.

   a. Create the messages you want to convey. Use a variety of art forms—ceramics, sketching, oil, watercolor, sculpture, fabrics, photography.

   b. Let the theme determine the audience, then take the display and use it as a backdrop for informing others. Make
presentations in schools, in libraries, at civic association meetings, and at meetings of Venturers such as the council Venturing officers' association and area Venturing activities.

c. Time the presentation to coincide with related, existing local and national campaigns, including Fire Prevention Week in October; Mental Health Month (May), Defensive Driving Week in April, and Hunting and Fishing Day (September).

29. Plan, organize, and conduct a Scouting/USA art fair. Have events for different age groups and different categories; for example, for the hobbyist, the semiprofessional, and the professional.

a. Publicize the event throughout the council area. Expand to the region if desired. Contact local media for coverage. Invite a well-known artist in your part of the country to be the "sponsor."

b. The fair could include drawings, paintings, ceramics, decoupage, sculpture, wood carving, antiques, and leatherworking. For greater local impact, have community fairs with the winners of these preliminaries taking part in the finals, to be held in a central geographic location. The finals could be held in a shopping mall, museum, school, community center, or the lobby of a large building.

c. Design the sets in which the entries will be displayed.

d. Ask other crews to help.

Sports

Consultants

Physical education teacher, recreation specialist, umpires' association, publisher of special-interest sports magazine, sports editor of local newspaper, former athletes, amateur associations

Crew Activities

1. Learn to play a variety of sports. Read the rules and regulations. Read biographies of players. Be knowledgeable about the rules, facilities, and equipment for each sport.

2. Become reasonably proficient in a sport of each season.

3. Look into the job of a talent scout, including scouts hired by major ball clubs or minor leagues as well as unpaid local "tipsters." Determine how they identify talent and potential.

4. Find out about the training of officials and umpires. Recognize that a referee's skill and knowledge may have nothing to do with proficiency at playing a sport.

5. Compare the skills needed to be an electronic journalist (radio or television sportscaster, announcer, technician, or photographer) with those needed to be a newspaper sports writer or columnist.

6. Delve into the role of the publicity person and the different facets of the publicist's work: press meetings, public address systems, scorekeeping, statistics, player status, and public image-building for the players and the club.

7. Look into the coach's role; preparation for the job, relating to players, building team spirit, coaching for individual sports.

8. Ask a trainer to talk to the crew about the different training needs of males and females in the same sports, the trainer's career-education needs, and the trainer's responsibilities as a part of a ball club's management staff.

9. Look behind the scenes of a sports event: ticket and program printing and sales; publicity; food concessions; medical services for players and audience; first aid stations; traffic and parking arrangements; guards; insurance; licenses; electricity; stands and grounds maintenance; effects of adverse weather con-
10. Look into the possibilities of turning a hobby sport into a profession. Ask someone who made the transition to explain the advantages and disadvantages. Recognize the small percentage of hopefuls who make it to the top in a sport.

11. Become familiar with the electronic equipment that is a part of many sports, from scorekeeping to service as mechanical partners for practice.

12. Know how to care for and repair sports equipment.

13. Teach a sport to the disabled. Organize competitions suited to their capabilities.

14. Serve as timers, caddies, ushers, or scorekeepers for community sports events.

15. Assist recreation directors of parks or community recreation departments.

16. Help a social or community services crew by organizing games for or playing with the people the crew serves.

17. Play a sport for each season.

18. Go on a ski trip.

19. Look into jogging. Find out about the hazards for certain people. Set up a jogging schedule for each member of the crew based on the physical needs of individual members.

20. Organize an all-Venturing sports meet for your council.

21. Organize a community bike ride. Secure police support to alert motorists.

22. Look into the role of sports in the economics, image, and politics of a community, city, or state. What is the financial impact of ticket sales, image-enhancement, tourism, and taxes?

23. Recognize the value of sports to a high school or college in terms of public relations, fund-raising among alumni, and attracting students.

24. Help with a high school or college homecoming celebration.

25. Find out how sports have been used to bridge language and ideological differences among nations. Learn a sport that is popular in another land.

26. Look into the role of sports in making social mobility possible for some people, through athletic scholarships for the disadvantaged, for example, and expanding opportunities for female athletes.

27. Compare athletic programs in the United States with those in countries in which sports are subsidized by the government. How do they differ?

28. Know the regulations with which an amateur in a sport must comply. Know what is required to turn the amateur into a professional.

29. Investigate the role of school and college sports as psychological and sociological pressure valves—that is, how they distract students and the community from pressures not under their control, create a sense of community identity, and bond diverse groups.

30. Talk to young children about sportsmanship and sports etiquette.

31. Investigate licensing rules. What physical examinations are required to play certain sports? What are the minimum health requirements for each sport in which you are interested?

32. Know the hazards of your sport, how to avoid them, and how to treat possible injuries. Take a first-aid course.

33. Discuss the problem of violence in sports. Do players engage in it because they think
the audience wants to see violence? If the audience wants violence, what does this say about the sociological and psychological condition of American society? What problems does this present as you try to teach sportsmanship and fair play to children? Ask psychologists for their thoughts on this subject.

34. Put on a sports clinic in your neighborhood. Try to bring in experts.

35. Find out about amateur sports groups, what they are, and what they do.

36. Promote sports as a beneficial way to spend leisure time, both for health and for getting people together.

37. Work for more bikeways in your community. Get some city streets designated as pedestrian and bike malls on Sundays.

38. Help with the registration of bicycles in your community. Help plan and conduct bike safety tests for young children.

39. Promote sports in other crews as a way to fulfill the “personal fitness” experience area of Venturing. Invite other crews to join in your sports and athletic events and outings.

40. Develop plans for a community playground for disabled children or see that a few of the playground equipment items are especially suited for the disabled. Look into their special needs, such as a ramp to a low slide instead of steps, and swings that can be operated by hands and the strength of the upper torso. Study the effects of a particular handicap, then design, test, and build a piece of play equipment that would be practical, safe, and fun. Enlist the help of the businesses in your community to donate dollars or equipment to make your playground a reality.

41. Survey all of the local buildings and stadiums in which athletics events are held. Check to see if these facilities are accessible to the disabled. Where needed, make recommendations to owners to make the necessary adaptations.

42. Complete the Fitness for Life program required in the Quest program.

43. Put on a sports clinic for a Cub Scout pack, elementary school class, or other group, based on the Quest Award.

Conservation

Consultants

U.S. Forest Service, Bureau of Land Management, state superintendents of parks, forest management companies, environmental forester, meteorologist, Izaak Walton League, biologist, Leave No Trace trainer

Crew Activities

1. Find out about the conservation work of the forester: protection of water and wildlife resources, stewardship and protection of forests (against disease, insects, and fire), forest management, overseeing campgrounds, rescue operations, forest economics, forest utilization (harvesting and marketing), tree measurement.

2. Study trees, their identification, diseases, growth, and reproduction.

3. Take part in tree planting, fertilizing, and thinning.

4. Find out about the work of parks and recreation land management personnel: protecting natural resources and wildlife and supervising recreational areas in private or public parks.

5. Investigate land-use policies that try to keep a balance between urban development needs and the preservation of open areas and waterways for recreation.

6. Find out about the work of the range manager: conserving resources, protecting wildlife, guarding rangelands, maintaining records, policing hunters, creating guidelines to ensure proper use of grazing land, and knowing methods of disease and pest control.
7. Arrange for summer work in the area of interest.

8. Track the route of a product derived from wood from the forest tree to the consumer. Note the related industries, the various processes used in transformation, and the economic implications. Visit companies involved in a variety of processes along the route.

9. Improve a community area.

10. Provide support to forest firefighting units.

11. Plant trees to reforest a cutover area.

12. Host a conservation campout for other crews.

13. Perform a conservation project.

14. Spend a weekend at a forest lookout station.

15. Work with park personnel to design and build a dam, bridge, or road in a park.

16. Go on an animal or insect control tour.

17. Take part in forest regeneration efforts: site preparation, nursery work, cone collection, aerial seeding, hand-planting, or containerized planting. Work at a different activity each season.

18. Participate in bird-banding operations. Arrange a schedule and a place where the public can come to see the birds before they are released after banding. Act as guides to tell the audience about each species.

19. Visit a bird or wild animal rehabilitation center.

20. Tour the recreational parks in your community.

21. Become familiar with the history of laws that protect wildlife, their habitat areas, and vegetation.

22. Find out about forest ecology.

23. Work with museums to learn how to accurately depict wildlife in its natural habitat.

24. Become familiar with the licensing requirements of this specialty, such as any licenses that must be obtained for the use of chemicals for insect and vegetation control.

25. Learn about the psychological aspects of the job related to dealing with the public, working in peak-load times, being resourceful, and working outdoors in all seasons.

26. Arrange to see films on conservation.

27. Plan a picnic in a forest for families of crew members and the chartered organization.

28. Take a group of disabled or low-income children, a Sunday school class, or other youth groups on field trips to the forest, an arboretum, or an agricultural school experimental or display garden.

29. Take a Leave No Trace course.

30. Organize a memorial forest or park where people are asked to donate the cost of a tree. Plant these trees to restock burned-out forests or to create green areas in the community.

31. Construct a trail.

32. Design and construct a campsite.

33. Adopt a stream. Rehabilitate it and protect it from pollution.

34. Prepare a nature trail display.

35. Do tree-thinning as a money-raising project.

36. Improve wildlife habitat.

**Photography**

**Consultants**

Photographers' guild or union, manufacturer of photographic equipment, film processing company, commercial photographer, community college, photo studio
Crew Activities

1. Learn about the work of commercial photographers who take pictures of machinery, merchandise, interiors, exteriors, or fashions.
2. Learn the properties of a variety of films: chemicals needed for development, filters, and lighting requirements.
3. Become familiar with the operating principles of different cameras including Polaroid, 35mm, and movie cameras and camcorders. Know how projection equipment works.
4. Have crew members use different film types to take the same pictures. Record the film speed, aperture setting, type of artificial lighting, and lenses used. Compare the results and analyze the differences.
5. Investigate the field of the industrial photographer: photography of equipment and people at work for analysis, for publication, and for advertising purposes.
6. Arrange to accompany an accomplished photographer at work.
7. Review prizewinning photographs. Analyze them to determine what qualities made them prizewinners.
8. Work as an apprentice to a portrait photographer, in a film processing company, or in a camera shop.
9. Set up a darkroom for crew members’ use. Learn the processes of development, enlargement, cropping, retouching, and printing. Visit a film processing laboratory.
10. Learn how to blend an aptitude for photography with engineering or science. Find out what education is needed.
11. Go on an aerial photography trip.
12. Take photos with a digital camera and edit them on a computer.
13. Photograph BSA local council events, both indoors and outdoors. Work with art crews to produce photographic “stories” of the events.
14. Organize a photography contest in your community. Establish categories such as for children, adults, amateurs, and advanced photographers.
15. Photograph blighted areas in your community. Use the photos to make constructive suggestions for improvement.
16. Serve as photographers for church and community events.
17. Teach basic photography skills to children, such as siblings, church groups, or school groups.
18. Photograph pets that are available for adoption and publicize them in community newspapers and shopping center bulletin boards.
19. Create a slide or movie show featuring crew members’ photography and present it to shut-ins and nursing home residents.
20. Plan and conduct a nature photography trip for the crew or include your community. Build a blind for observing birds and animals in their natural habitat.
21. Go on a canoe or boat trip, taking pictures along the way. Know how to waterproof photographic equipment.
22. Learn about underwater photography and the special camera and lighting equipment needed. Go on a scuba-diving/picture-taking trip.
23. Go on a combination bicycling/photography trip.
24. Take a winter picture-taking trip. Find out about the special care photographic equipment needs in cold weather.
25. Make a pictorial montage of your neighborhood or community. Include people, places, and things. Research each item photographed. Highlight cultural uniqueness and the contributions of all groups. Photograph different ethnic costumes.

27. Arrange to copy old photos, news clippings, and the like as a historical record of your community.

28. Become knowledgeable about the properties of the various chemicals used in film processing. Know the first-aid treatment for each.

29. Find out about the corrective viewfinders available for those with vision limitations.

30. Take pictures of senior citizens in your community and homes of historic value. Put together a photojournalism type of story tied to the past.

31. Host a costume party based on historic photographs of old styles of dress.

32. Attend a workshop for photographers.

33. Attend a photo-equipment show or sales meeting.

34. Make a photographic history of your community, town, or city.
   a. Start with archives, old newspapers, court records, legislative records, township clerks, and local architects. Photograph old maps, documents, pictures, and tombstones. Sort them into categories such as government, geographic boundaries, family settlements, family relationships, ethnic composition, types of livelihood (farming to industry), changes over the years, and the place of the community in American history.
   b. Include your sponsoring organization's origin and contributions to the community. Photograph descendants or successors of the organization's founders and fit them into the community photographic history.
   c. Organize your collected photos and data into a show or display suitable for a community event or for display in a library, museum, bank, or school. Rotate the display to allow for maximum viewing by visitors.

35. Make picture stories or photo essays of the activities of other Venturing crews. (This project could be a fund-raiser for your crew.) For example, tell the story of a high-adventure crew as it plans a trip and collects and packs its gear. Follow the crew for its entire trip until the members return home.

36. Help other crews in your council learn to publicize their programs by submitting pictures of their activities to hometown newspapers.

Theater and Media Arts

Consultants
Community theater group, dramatic arts teacher, dance instructor, speech therapist, industrial arts teacher, music librarian, U.S. Office of Education Regional Offices for the Gifted and Talented

Crew Activities

1. Have crew members fill out a card on their artistic interests. Group the interests, then select crew activities that will give each Venturer the opportunity to pursue each interest. Try to have an expert in each area come to talk to crew members.

2. Attend a variety of performances. Have each Venturer write a critique on all aspects of the performance—the performers, set decoration, ushering, lighting, sound effects, and music. Compare notes. Ask an expert to help with your evaluation.

3. Find out about the work of music therapists employed in government institutions.

4. Ask art teachers to tell what high school and college courses are best for your particular interest. Also explore the realities of job
opportunities. Recognize the value of knowing a foreign language.

5. Investigate the history of the musical instruments you play or the art form you prefer.

6. Work as stagehands for local theater groups.

7. Build a repertoire by performing with theater groups, in summer stock, or with musical or dramatic tent companies.

8. Visit a television studio. Talk to and observe those at work both in front of the camera and behind it. Try to attend a planning meeting of the producer and director.

9. Brainstorm and then list all the community resources for music, such as a school choir, school band, radio station, department store, offices, and festivals. Explore the value of music as a help to the work environment. Attend as many functions as possible.

10. Learn how to use instruments that measure sound levels of music.

11. Have experts show how to use makeup effectively, how to design or select costuming, how to speak lines, and how to develop a stage presence.

12. Look into how songwriters, composers, and performers are paid when their recordings are used.

13. Write a spoken or musical commercial for a community event, school program, or BSA activity. Record your commercial and make it available to school public address systems and local radio stations.

14. Find out what is involved in getting a play, poem, or song published. What are the copyright laws?

15. Write a 15-minute radio show, then produce it. Include performers, commercials, station breaks, music, and news bulletins. Record the show and present it before a school assembly, a community group, or at a church function. Make the topic of the show something of interest to the community such as energy, conservation, or community relations.

16. Visit performing-arts centers. Look at their architectural design. Talk to the architects. Evaluate the differences in acoustics caused by shapes of buildings, construction materials, and audio equipment used.

17. Learn sign language. Help a deaf student by explaining classroom lectures and assignments.

18. Write, produce, and perform a show for the residents of a nursing home or child-care facility.

19. Help establish a music section in your library. Collect records, tapes, and compact discs; catalog them; examine their condition after each loan; and replace as needed.

20. Work at or take part in park recreational programs such as band concerts and plays.


22. Show movies to city residents. Arrange for a street to be blocked off. Ask electricians to do the wiring needed. Borrow films and projection equipment from a theater, library, or museum.

23. Make a collection of music of various American ethnic groups. Prepare a history of the music preferences of Americans over the years.

24. Look at the role of the arts as an economic enterprise: employment, taxes, tourism, consumer buying. For instance, how much do Americans spend annually on records, CDs, and music videos?

25. Find out why support for the arts in the United States is left more to private funding than to public funding. What are the major sources of public funding for the arts?
26. Look into the cultural exchanges that go on between the U.S. and other countries.

27. Survey the art of antiquity. Research the use of natural amphitheaters in history. How do the natural acoustics compare with constructed theaters?

28. Look into how literature, plays, and symphonies have portrayed the social realities of different periods of history. Compare your findings with the ways today's art expresses modern lifestyles, politics, and social structures. How do you think today's popular music will depict society to future generations?

29. Research the personality traits of people who perform and people who work behind the scenes. Ask both types to describe the aptitudes needed and why they chose as they did.

30. Find out about the emotional, psychological, and physical benefits of the performing arts. See how mentally impaired or handicapped children and adults can be taught to communicate through various art forms.

31. Practice the exercises of a performer such as breathing and stretching.

32. Investigate the concerns of some scientists that loud music can damage hearing and cause stress. Counsel young people about the hazards you learn about.

33. Survey community attitudes regarding males in ballet and other dance forms.

34. Have a music festival in which crew members and their families perform. Include dance, music, film, drama, and other performing arts.

35. Create a puppet show for children in institutions or hospitals. Design and make the figures and costumes. Write a script. Do the spoken parts. Design a backdrop or stage facade for the performance.

36. Work in some capacity on a school play.

37. Collect used musical instruments, drawing boards, painting easels, recording equipment, and other kinds of arts equipment and establish a lending plan for your community.

38. Plan and produce a talent show for your community. Decide what age groups will be eligible to compete (children, teens, adults) and in what categories (musical instrument, vocals, dance, comedy, dramatic reading, etc.).

a. Hold auditions for the initial screening.

b. Have elimination competitions with finalists to perform at a special show that is well advertised in the community. Write a program, publicize the show, design scenery, and handle the audio and master-of-ceremonies functions. Suggest costuming. Help the finalists with makeup and coach them on their performances.

c. Have your crew videotape the show. Send tapes of the winners, with their permission, to local television stations or talent agencies.

d. Produce a 30-second video for your high school's TV system to promote your crew's open house.

Guide to Olympic Day for Youth

Acknowledgments

The Olympic Day for Youth program is under the direction of the USOC Education Committee.

Introduction

The drama and excitement of the Olympic Games every four years focuses attention on the ideals and spirit of the Olympic movement. The Olympic Games have endured since ancient times, and have experienced a rebirth in more recent times. The ancient Greeks believed that an Olympic athlete had to be sound in mind, body, and soul. To represent their city-states, Olympic
athletes had to be morally sound and exhibit perfection in physical skills as well. The Greek phase Kalos K nagathos referred to this harmony of body, mind, and soul. Today, we use the term Olympism to describe the spirit and ideals of the Olympic movement.

The ancient Greeks espoused the philosophy that the spirit of the Olympic Games meant being the very best you can be. They believed that the competitive struggle was more important than the triumph of winning. Cooperation and participation, as well as fair play and good sportsmanship, were important concepts that contributed to the success of the Olympic movement. Wars stopped and peace reigned during the time of the games. Even though nationalism played a role in the games, it was the individual quest for excellence that won accolades. The multinational character of the games has been evident down through the ages, bringing people together from all over the world to compete in a peaceful setting.

The Olympic Day for Youth, with its theme, "Focus on Excellence," offers every Venturing crew the opportunity to integrate and infuse Olympic ideals and spirit into the crew program. Crews can celebrate Olympic activities any time during the year with an Olympic Day event. Whether the selected Olympic activities are held on one day or several days, or culminate several weeks of Olympic emphasis, this guide can provide assistance in planning and conducting a competitive athletic program of cooperation, participation, and fair play.

This guide contains Olympic educational resources that were prepared by the United States Olympic Committee’s Education Committee. It provides a step-by-step plan for a celebration of the Olympic Games.

The Olympic Day for Youth encourages young men and women of all races and creeds to work together to set goals, to strive to reach those goals, and in so doing, to develop a positive self-image. Every crew activity, not just competition between crew members or other crews, should reflect the spirit of the Olympic movement and Olympism.

Education and the Olympic Games, the Olympic Movement, and Olympism

A Brief History of the Modern Games

In the late 1800s, Baron Pierre de Coubertin, the founder of the modern Olympic Games, was primarily interested in improving the educational program in his native country of France. He had visited schools in other nations, and was especially impressed with the important contributions made by physical education and sport to the full education of young people in the United States and in Great Britain. From de Coubertin’s early efforts to introduce his perception of physical education and sport in the schools of France, there evolved the ideas of the Olympic Movement and the Olympic Games, and the ideals of Olympism. These ideas and ideals were accepted, and have been expanded during the passage of more than 100 years, by Olympic scholars and practitioners, and by thoughtful people throughout the world.

The Olympic Movement

Generally speaking, the phrase “Olympic movement” refers to the worldwide reaffirmation of ideals and values emanating from the Olympic Games. Every four years, athletes come from all over the world to compete in a spirit of fellowship and peace.

Educationally, the Olympic movement refers to the involvement of more and more people in sports and physical activities as well as art and music. From this mass participation will emerge athletes and artists of varying ability, interest, and skill. Among them will be the athletically gifted who are the elite performers—world-class athletes who represent their countries and who epitomize athletic excellence.

The Olympic Games

In ever-increasing scope and magnificence, the Games highlight the challenge of competition among unusually skilled and gifted athletes. The Games offer this testing of the world’s best sportsmen and sportswomen in a glorious, color-
ful, and symbolic setting. The events begin and end in drama, spectacle, festival, and celebration.

Pervading all of this interaction is the spirit of Olympism. Baron Pierre de Coubertin spoke eloquently of the nobility of sport, its enhancement of the person, and its significance in helping to create understanding and fellowship among all peoples.

**Olympism**

Olympism is a quality, a set of values, a way of living, and an international force.

Olympism aims to enhance personal lives and contribute to the betterment of the world society.

Olympism is pursued through the media of sport, art, and music.

Olympism has its roots in the Olympic Games of classical antiquity. It embodies the ancient Greek idea of *Kalos Kagathos*, the harmonious development of the individual physically, intellectually, and spiritually. It is consonant with the highest ideals of current educational philosophy: “To educate the whole child; to help each person realize the fullest extent of his or her potentials.”

Olympism embraces de Coubertin’s Olympic creed: “The main thing in life is not the triumph but the struggle . . .”. Olympism is to have taken part, fought well, done one’s best. It means being the best you can be.

Olympism promotes self-development and improvement of the individual, exalting the qualities of

- fair play
- self-discipline
- courage
- perseverance
- good sportsmanship
- self-direction towards personal goals
- positive self-esteem
- personal fitness
- ethical behavior

**The USOC’s Role**

The United States Olympic Committee (USOC) feels a deep responsibility to help educate the children and youth of this country, and the public in general, on the deeper meaning of worldwide competition in an atmosphere of peace and fellowship. The USOC believes it has a particular obligation to promote an understanding of Olympism in principle and practice. The USOC realizes that much of these teachings by leaders must be undertaken within the framework of a regular school curriculum by qualified educators and in youth groups throughout the nation.

Fair play and ethical behavior have become important concepts for youth at this time in our history. Saying no to drugs, violence, cheating, and gambling are values and ideals to be pursued by all individuals for their personal development and for the good of our society.

**The USOC’s Commitment to Education**

The Education Committee, a standing committee of the USOC, is responsible for the development and coordination of educational projects and programs.

The USOC is totally committed to help educate children, youth, and adults in the following areas:

- The Olympic ideals (Olympism)
- The inherent value of sports
- The worldwide Olympic movement
- The concept of fair play
- The organization and administration of the modern Olympic Games

The USOC Education Committee has provided to youth groups this program, Olympic Day for Youth, which outlines a process for integrating and infusing Olympic ideals, values, and principles into content areas along with existing goals and objectives. The outline suggests planning procedures for a celebration of the Olympic Games through an Olympic Day event that includes opening and closing ceremonies based on the actual Olympic Games ceremonies.
Use of Olympic Symbols, Marks, and Terminology

Those conducting Olympic Day events need to be aware of the federal regulations governing use of Olympic-related symbols, marks, and terminology.

Protection by Law

Under the Amateur Sports Act of 1978, the USOC has the exclusive right to use or authorize the use of the name United States Olympic Committee, the USOC emblem, the words Olympic and Olympiad, and various derivatives, as well as Olympic-related symbols, marks, and terminology.

Olympic-related symbols, marks, and terminology may be used for educational purposes only by nonprofit organizations and educational institutions for the study of, or for the purpose of, increasing the awareness and understanding of Olympic ideals (Olympism), the Olympic movement, and the Olympic Games. As an example, the use of Olympic-related symbols would be acceptable for a school classroom or hallway bulletin board.

No institution or organization may imply by use of the name “Olympic” that it has an official connection with the U.S. Olympic Committee. Olympic-related symbols, marks, or terminology may not be used on letterheads, nor may they be used on any object or product that is sold commercially. The selling of posters, banners, T-shirts, or other products bearing Olympic-related symbols, marks, or terminology to raise funds for the organization conducting an Olympic Day event is unacceptable.

The USOC recommends that messages relative to an Olympic Day celebration be identified with a notation such as, “This event [activity] is part of the Olympic Day for Youth celebration sponsored by [name of organization or school] and supported by the U.S. Olympic Committee.”

Any questions, comments, or requests for further interpretation should be addressed to: Department of Information Resources, U.S. Olympic Committee, One Olympic Plaza, Colorado Springs, CO 80909-5760; Telephone 719-632-5551; Fax 719-578-4654.

How to Organize an Olympic Day for Youth

The celebration of an Olympic Day for Youth should be organized and adapted to the special interest of the Venturing crew. Innovative ideas and creativity can be integrated into the crew program using the Olympic theme “Focus on Excellence.” Crew Advisors and elected crew officers should encourage individual or crew participation in several of the suggested activities and programs that nourish the Olympic spirit and ideals. Crew members might prefer to devote one day to conducting an Olympic Day celebration, or they may want to devote several weeks or months, or even an entire year, to Olympic activities. An Olympic Day event could be the exciting culmination of several crew activities, regardless of the schedule selected.

Objectives

Whether the Olympic Day program is planned for a day, a week, a month, or a year of activities, the following objectives for the program can be considered as suggestions. They may be modified to fit the Venturing crew's needs.

1. To focus attention on the attainment of individual excellence for all youth; to encourage youth to be the best they can be

2. To provide an opportunity for crew activities to be integrated and infused with the teaching of Olympic tenets, ideals, values, and objectives

3. To conduct an event, based on an Olympic theme, emphasizing cooperation, participation, and fair play

Implementation

The level of participation may vary in each crew, depending on the membership, organizational structure, and length of time available for the program. In the model presented, the first phase of the timetable is devoted to activity and project development, and culminates in appropriate judging of Venturing projects or contests. The conclusion of the program could be similar to a field-day event, complete with opening
and closing ceremonies patterned on the actual Olympic opening day ceremonies.

The following two sections suggest early-planning considerations and committee tasks. The third section outlines examples of suggested academic participation projects keyed to Olympic themes. A crew can select projects by academic subject areas that fit its special interests, goals, or objectives. Suggested academic project areas include sports/physical performance; language arts/debate; science/research; computers/mathematics; social issues/ethical controversy; art/industrial arts; music/dance/drama; and health/drugs/fitness.

I. Early Planning Considerations

Select a date and time for the Olympic Day event(s), and an alternate date in case of inclement weather. As early as possible, appoint or elect a Venturing activity chair and recruit an adult consultant to be responsible for preliminary planning, organization, coordination, and implementation of the event. It is suggested that the activity committee appoint representation from the entire crew membership.

II. Suggested Committee Tasks

Plan for an introductory crew program to provide all members with general information and motivational ideas based on an Olympic theme. Show a film about the Olympics; perhaps include a folk dancing demonstration. Invite an Olympic athlete or a highly respected local athlete to be a guest speaker. Introduce the activity committee with an enthusiastic endorsement from the crew president and Advisor. Other inspirational messages can be included. Select activities for the Olympic Day event(s). Select the site for the event and determine who will run the event(s). Make sure he or she knows all details of each part of the program.

- Ceremonies Tasks
  
  Learn what is included in the opening ceremony of the real Olympic Games, such as the parade of athletes, the torch bearer and lighting of the flame, the music for the parade of athletes, the oath of the athletes, the official opening of the games, and the release of doves (or balloons).

  Plan some type of demonstration or activity, such as dance, gymnastics, or drama. Invite a band, chorus, or choir to provide the music.

  You will need bleachers or stands for the event, a nonflammable torch, and flags representing the nations of the world. Seek the help of participants, parents, and members of the community to help in these endeavors. For example, some individual or organization in the community might help with acquiring the necessary seating. Participants and parents from different ethnic backgrounds and cultures can be called upon to make the flags representing their countries of ancestry or origin that are used in the parade of athletes. Crew members usually provide the ribbon-medals, certificates, posters, and artwork. Venturers with various talents and abilities can help design the demonstration activities.

- Field-Events Tasks

  The activity committee and participants usually are responsible for the overall management of the field-events competition and participation. The planning process should include elements such as training, physical skills development, equipment, entries, schedule of heats, officiating, point tallies, and measurement recording.

- Awards Tasks

  Decide on categories for awards. When designating criteria for winning awards, emphasize participation in the events over winning the events. Make sure awards are designed and completed. Decide how awards will be handed out, when, and by whom. Try to have music appropriate to the occasion for the awards ceremonies. Appoint judges who will be responsible for recording and determining final scores.
and standings. Don’t forget to arrange for a public address system and tape players, and to coordinate the schedule of awards. If an essay contest, drama, or poetry is part of the celebration, the readings of the winners could be part of the ceremony. The public relations chair should arrange for publicity of the awards, and, if appropriate and applicable, provide press notification or a press release about the award winners for the media.

- **Public Relations Tasks**
  The public relations committee should be responsible for inviting guests to the event. Depending on elements such as the length of the Olympics, the number of participants, and the number and type of events, it might be appropriate to invite the mayor or his or her designee, Olympian athletes, local athletes, the heads of similar organizations, members of boards of trustees, community leaders, parents, etc. Contact local radio, television, and newspaper representatives. Usually, someone at area radio and television stations serves as a community representative to help nonprofit organizations announce these types of events. Solicit this person’s help in preparing scripts and getting airtime for public service announcements. Use videotapes, slides, posters, and artwork for displays in offices and for community presentations. Hand out fliers announcing the event.

- **Support-Service Tasks**
  Solicit a food service or parents to provide ethnic foods that celebrate and emphasize the global nature of the event. Is there a cafeteria or other appropriate dining area available? Plan with custodial staff how to make appropriate use of halls, walls, and fields. Make sure all areas are restored to the conditions in which you found them.

  On the day or days of celebration, make sure the first aid station is staffed by a nurse or other medical personnel. Check first with fellow Venturers to see if someone has a family member with a medical background who can be present.

  Provide shaded areas and liquids for participants. Refreshment stands for spectators can also help raise funds to defray the costs of the Olympics, or to help pay for future crew activities.

- **Hospitality Tasks**
  Ushers giving out programs at all aisles also should know the locations of restrooms, the first aid station, refreshment stands, drinking fountains, etc. Official greeters can be on hand to make sure all invited guests are directed to appropriate places for the ceremony. Participants should be directed to proper places. Both participants and special guests should have places to relax and have some refreshments. Make sure all contributors to any part of the celebration are sent thank-you notes expressing appreciation for assistance. People like to receive original, creative notes.

- **Opening-Ceremony Tasks**
  The mood established at the opening ceremony should be one of dignity and attention to details. Honored guests should be briefed before the ceremony so they know exactly what is expected of them. Is there a time limit for speeches or comments? What is everyone’s position on the stage or field?

  The ceremony itself might include, but is not limited to, the following:

  — Select a respected athlete or a boy and girl to run the torch into the stadium or field and carry it to the spot where it is to be displayed throughout the event.

  — The flags raised could include the United States flag, Olympic flag, state flag, and organizational flag. A display of flags of all nations also is a good idea.
— The parade of athletes represents participating countries. It is an honor for an athlete to carry the flag of his or her country of origin or ancestry in front of the team.

— The master or mistress of ceremonies welcomes participants, honored guests, and members of the audience.

— The Olympic Oath is administered by the crew president, executive officer of the chartered organization, or an invited dignitary.

— An honored guest or other designated person should recite the Olympic Creed as the band plays the Olympic Hymn.

— The release of doves, the symbol of peace, usually is represented by releasing balloons. Some events have even used homing pigeons.

— Entertainment can be provided by children and youth doing folk dancing, exercises, and other group activities. If possible, have the young people dress in costume.

— The crew president, chair, or mayor declares the celebration open.

* Individual Competitive Events Tasks

The following guidelines are suggested for events and competitions held during the Olympic Day for Youth.

— Rules and regulations governing how many events may be entered, how entries are received, the training involved, and points awarded are all elements to be considered.

— It is suggested that each participant enter no more than three events and a relay.

— All entries must be filed in the organizational office at least one week in advance. All groups are allowed three entrants for each event (one team of four for the relays).

— Participants should be in the event area when the event is announced. It is their responsibility to be on hand.

— Each participant must follow rules and regulations for lanes, starts, and finish lines. Participants who are not competing are encouraged to act as officials, judges, timekeepers, scorekeepers, recorders, measurers, etc.

— The planning committee will decide what events should be offered; there is no limit to type and number of events.*

— Possible events include the dash, 200 meter, 400 meter, 800 meter, 1500 meter, and relays. In field events, consider high jump, long jump, triple jump, softball throw, and frisbee throw. Ten events can be selected for the decathlon. Fitness events could include push-ups, sit-ups, and pull-ups (participants must have trained for these events). Five events can be selected for a pentathlon.

NOTE: It is the responsibility of the chartered organization representative to make arrangements with the BSA local council for appropriate liability and other insurance necessary for the event.

* Closing-Ceremony Tasks

The centerpiece of the closing ceremony is the awards ceremony.

Other activities might include the torch being carried or run out of the competition area; an honored guest or the master/mistress of ceremonies declaring the end of Olympic Day; an invitation to the next Olympic Day; and the Olympic Hymn being sung as athletes leave the area in a parade.

III. Examples of Crew Projects

The activity committee can develop creative projects in its crew. If other crews are invited, consider appointing a joint steering
and planning committee to suggest projects and have responsibility for approving other projects. In some cases, projects may be shared with other crews. Some projects may be presented as demonstrations, or placed on display in a booth. Each crew should celebrate in a manner befitting its special interest, goals, objectives, or themes.

♦ Sports/Physical Performance

— Early in the year, attention can be called to the health, fitness, and training programs Olympic athletes follow. Ventures might want to follow a fitness program of their own, or a fitness-testing program offered by their chartered organization or another community organization.

— Study ways of testing athletes for body density. Fat content can be measured by skin-fold calipers, body measurements, and hydrostatic weighing.

— Study how the differences between men and women affect the way they perform different sports.

— Study the cardiovascular system and how it is affected by training. Determine participants’ resting pulse rate and pulse rate after exercise. Determine the target heart rate for the age group being addressed. Design training programs.

— Have each group select a country to represent. Participants can research the typical sports for that country, study the training methods and equipment used. Study Olympic medal winners in the sports of that country.

— Learn the folk dances of the different countries and teach them to other participants. Work with a musician and dancer to learn the authentic tunes, scores, and dances of the countries.

— To stimulate interest in your Olympic event, invite professional dance groups to perform. Universities in nearby cities or towns are good sources of such dance groups.

— Research the procedure used to determine how new sports are introduced in the Olympic Games. What are demonstration sports and when are they performed?

— Compare records held by Olympians from different countries. List the records held in each event: track and field, swimming, archery, shooting, weightlifting, etc.

— Select a favorite Olympic athlete and research his or her life for an essay or display; or, choose a highly respected athlete in your city or town and study his or her background.

— Experiment with the following situations: (1) Play a game without officials, rules, or captains, and then play the game with officials, rules, and captains. Discuss the difference. (2) Play a “new game” with an emphasis on cooperation, and then play a very competitive game. Discuss the difference. (3) Participate in games of trust.

— Start an officials’ club to train officials for the Olympic Day celebration so that the competitions will be well served. Conduct workshops on rules and changes needed. You might want to give a “Golden Whistle Award” to good officials.

— Start a “fair play” program and give awards for good sportsmanship displayed during the year. Call attention to the need for good sportsmanship among spectators. Start a campaign for cooperation and fair play at all times.

— Help participants decide what events they would like to enter on Olympic Day. Make sure they know the rules, have signed up properly, and have all the equipment needed. Olympic events should be well researched.
— Offer workshops on the lesser-known events such as the pentathlon, decathlon, etc.
— Have groups research various sports that are in the Winter Olympics.

Language Arts/Debate
— Intellect was emphasized as much as sport skills in the ancient games, so don’t overlook this important area. Encourage poetry writing, perhaps through a contest. Collecting, reading, and discussing prose and poetry related to the games are appropriate.
— Essays or stories written about Olympism, Olympians, or any part of the Olympic movement also are appropriate. At each meeting, one piece could be read.
— An essay contest within the organization is always an opportunity for participants to stretch their creativity.
— A debate centered on controversies related to the Games is a good way to look at both sides of the issues. Have participants play the role of the International Olympic Committee as they study issues. Issues might include professional athletes versus amateur athletes; nationalism; drug-testing programs.
— Start a program in which the language of a different country is used at each session. Use common expressions like "good morning," "hello," "thank you," "please," "congratulations," "good-bye," etc. The language of the day could be introduced and signs could be posted on the walls. Each group might select a country and be responsible for one day of awareness of that country’s language.
— Invite speakers from other countries to speak to participants about their countries of origin or ancestry and the customs, language, etc., there.
— Read books on the Olympic Games, Olympic movement, and Olympism. Develop an Olympic library. Establish levels of excellence for reading efforts.
— Develop a list of questions or topics that need to be researched in a library. Make sure requests are made to the reference section of the public library.
— Devise crossword puzzles or other types of “mind benders” based on Olympic themes.
— Conduct a luncheon or dinner with the authentic food, rituals, and music of ancient Greece.

Science/Research
— Research the differences in climate, location, and terrain of the locations of various Olympic Games. What is the difference between holding the games in Mexico City and holding them in Montreal or Calgary, Canada? What difference would it make in the training programs of athletes?
— Photograph athletes in action and examine different muscle groups in action; evaluate form and motion.
— Why has the USOC established a Sports Science Division at the Olympic Training Centers? What is studied and recommended there?
— What impact has psychology had on the training of athletes? What is meant by mental rehearsal, mental imagery, or visualization?
— What role has scientific technology had in the changes in sports equipment? Give examples of advances; i.e., luge, bobsleds, ski equipment, etc.
— How have human limits of physical endurance and stamina been surpassed again and again? What factors have contributed to breaking records?
— Which horses have been ridden in the Olympic Games? What are the events
for these animals? Which breeds are used for which events?

- **Computers/Mathematics**
  - Develop a chart that shows both metric and American measurements for a particular sport, such as track and field events, or gymnastics. Consider courts, equipment, etc.
  - Develop a computer program for keeping statistics for your Olympic Day event. How will the statistics be communicated?
  - Develop scorecards to be used in events.
  - Make "play" money in foreign currency and use it for a "barter" game. Learn the exchange rate of foreign currency for several countries compared to U.S. currency.
  - Learn the names of other countries' currencies.
  - What have been the costs of recent Olympic Games? How are the games organized financially in different countries? What are the advantages and disadvantages of various methods? Which countries have made a profit from the games?

- **Social Issues/Ethical Controversy**
  - Make a flag of the country selected by the group or individual. Study the symbolism displayed on the flag. What do the colors represent?
  - How is the order of the parade of athletes chosen for the Olympic Games? What is the protocol for the order of countries?
  - Learn as much as possible about a selected country: customs, foods, stamps, location, political background, etc.
  - Prepare a brochure about the symbolism of the Olympic Games motto, creed, rings, flame, torch, doves, oath, hymn, etc.
  - Study controversial issues related to the games. Engage in a debate.
  - Trace the routes of the Olympic flame as it is passed from one country to the next host country: from Athens, Greece, to Seoul, Korea, to Barcelona, Spain; or from Calgary, Canada, to Albertville, France.
  - What is the role of the International Olympic Committee? How does it resolve issues? Study and report on some of the recent political issues the committee has addressed.
  - Study the issues causing boycotts of the games in past years.
  - Discuss the advantages and disadvantages of consistently holding the games in one city, such as Athens, Greece, or Bern, Switzerland.
  - How does political background influence the atmosphere of the games?

- **Art/Industrial Arts**
  - Design the banners used for each country selected.
  - Design a logo for each team that enters the Olympic Day events. The design could be transferred to T-shirts.
  - Design and produce medals to be used as awards during the celebration.
  - During the year, design and place materials on bulletin boards on subjects or topics related to the games.
  - Construct posters to be used throughout the building or organization.
  - Conduct a poster contest and use the winning poster as the official poster for the celebration.
  - Make name tags for all participants of Olympic Day.
Design and print the programs, brochures, and fliers for any part of the Olympic Day for Youth program.

Study the ancient Greek and Roman art forms, sculpture, paintings, and symbols for ancient games. Reproduce art forms on posters, brochures, programs, etc.

Draw the Greek alphabet in original forms.

Design and build the stands for ceremonies and awards.

Design and create a (nonflammable) torch.

**Music/Dance/Drama**

Study how music and dance have been a part of the ancient and modern Olympic Games. Study the contests held in conjunction with the games.

Relate the music, dance, and drama of each country selected.

Trace the history of each country's musical forms.

Teach the *Olympic Hymn* to all participants so that it can be sung during the celebration. Have a choir or chorus learn the hymn and sing it early in the program.

Have a band learn the national anthems of all countries represented and record them so they can be played during the awards ceremonies.

Study the origin and history of why music was played during the opening and closing ceremony; what is the symbolism of the music?

Produce a drama similar to one that might have been produced in ancient Greece.

Study the Greek philosophers and their methods of teaching. Use role-play to stimulate intellectual discussion and debate.

**Health/Drugs/Fitness**

Discuss the drug problem as it relates to athletes. What drugs are banned? What impact do these banned drugs have on the human body and mind? Where can information about drugs be found?

Determine the appropriate target heart rates, training effects, and pulse rates for activities during physical education.

For total wellness, what factors should be considered? What are some of the health hazards that the Olympic Committee must consider when American athletes compete in other countries?

How do heat, high altitude, and sea level affect performance?

What type of stress is likely to affect athletes? How do athletes cope with external stress?

What roles do mental and emotional health play in an athlete's training and competition?

What are the different methods used by athletes to relax?

What common types of injuries do athletes suffer while training and competing?

What types of training programs are followed related to weight training, nutrition, or injuries?

Research recent training techniques being used by world-class athletes.

How do the training programs of athletes in other countries differ from training in the United States?
**Sample Sign-Up Sheet**

Section A—Leg Events (Choose only one event out of this section.)

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II. Running Long Jump (two jumps per participant)

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Olympic Lore

Acknowledgments
This supplement was developed from an original idea advanced in 1982 by Simon A. McNeely, then a member of the USOC Education Council. It combines information previously included in an earlier edition of "Olympic Lore," as well as information excerpted from other publications of the U.S. Olympic Committee, including "The U.S.A. in the Olympic Movement," prepared by Gayle Plant of the USOC Media Relations and Public Information Division in 1988. Material in the original edition of "Olympic Lore" was written and edited by members of the U.S. Olympic Committee (USOC) Education Council, and by USOC Archivist Mr. C. Robert Paul.

Introduction
This material was prepared in response to requests for special materials about the organization, operation, and conduct of the Olympic Games. It is intended to answer some of the questions most frequently asked, and it includes a special section highlighting each of the sports on the program for the Games of the XXV Olympiad, held in 1992 in Barcelona, Spain, and the XVI Olympic Winter Games, held in 1992 in Albertville, France.

The information included in this supplement can be used to help shape educational objectives, to help introduce Olympic educational material, and to create interest and awareness when used in connection with other Olympic educational materials. The question-and-answer format is intended to facilitate use of the material for group discussions and for research assignments.

The material will be revised as appropriate in the future. Comments, feedback, and suggestions from those who use it are welcome.

Olympic Symbolism

Olympic Creed
"The most significant thing in the Olympic Games is not to win but to take part. Just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

Olympic Oath
"In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams."

Olympic Rings
The five interlocked rings represent the five continents of the world. In every flag of the world can be found at least one color of the colored rings. The colors of the rings from left to right are blue, yellow, black, green, and red. Whether the rings are in different colors or the same color, they are the official Olympic symbol and the exclusive property of the International Olympic Committee (IOC) according to Rule 6 of the IOC Charter.

Olympic Motto
"Citius, Altius, Fortius" expresses the aspirations of the Olympic movement. Loosely translated, these Latin words mean "Swifter, higher, stronger."

Olympic Torch and Flame
The torch is usually carried hand-to-hand by relays of runners from the original site of the Olympic Games at Olympia, Greece, to the main stadium of the games. As a symbol of peace among peoples, the flame represents the basic spiritual significance of the Olympic movement.

International Olympic Academy
Located at Olympia, Greece, the International Olympic Academy provides educational programs based on the philosophy, spirit, ideals, principles, and values of the Olympic Games, Olympic movement, and Olympism.

Olympic Flag
The Olympic flag, which appeared in Olympic competition for the first time at Antwerp in 1920, has a white background with no border. In the center are five interlocked rings whose colors are blue, yellow, black, green, and red.

Olympic Pictograms
Familiar pictograms have become symbols of Olympic sports. The organizing committee for each sport develops its own set of figures,
which are used at the venues and sold to commercial sponsors. After the games are concluded, the rights to these pictograms revert to the International Olympic Committee. They cannot be used unless special permission is granted.

**Doves**

A symbol of peace, doves are released at the opening ceremony to remind all peoples that the Olympic Games are held in an atmosphere of peace.

**Bibliography**


Olympic Bobsledding/Olympic Figure Skating/Olympic Ice Hockey*. Staff of the Ice Skating Institute of America in cooperation with the U.S. Olympic Committee, 1979.


Organization and Administration of the Olympic Games: Questions and Answers

Who Governs the Olympic Games?
The International Olympic Committee (IOC), founded on June 23, 1894, is the supreme authority over the Olympic Games and the worldwide Olympic movement.

How Is a City Selected to Host the Olympics?
According to IOC regulations, each country with a recognized NOC may select a single city from that country to make a bid to the IOC to host the games. The bid presentation outlines the city’s plan for staging the games. IOC regulations require that the bid presentations be made by the mayor of the city, who may be accompanied by only one or two of the city’s civic leaders.

Bid presentations are made to the members of the IOC at an annual session of an Olympic Congress, or during the Olympic Games.

Following presentations from bid cities, the IOC evaluates the bids and selects the city it feels is best prepared to host the games. Selection of the city usually is made six or seven years prior to the year in which the games will be held. For example, Calgary, Alberta, Canada, was selected as host city for the 1988 Winter Games during the 1981 Olympic Congress in Baden Baden, Federal Republic of Germany; and Seoul, Korea, was selected as host for the Games of the XXIV Olympiad at the same time. Likewise, at the IOC annual session in 1986, the 1992 Olympic Winter Games were awarded to Albertville, France, and the Games of the XXV Olympiad to Barcelona, Spain.

It should be noted that the IOC awards the bid to the city, not the country, although each bid city must have the backing of its respective National Olympic Committee.

In 1987, the IOC voted to begin holding the Winter Games quadrennially but midway between the Games of the Olympiad (i.e., Summer Games), meaning that 1992 was the last year in which the Winter and Summer Games were held in the same year. At the 1988 Olympic Summer Games the 1994 Olympic Winter Games were awarded to Lillehammer, Norway. In 1991 the 1998 Olympic Winter Games were awarded to Nagano, Japan.

How Are Sports Selected for the Olympic Program?
At a time a city presents a bid to host the games, the sports proposed to be included on the program if that city is selected are specifically named.

To be considered for inclusion on the program of the Olympic Games (note that “Olympic Games” usually refers to the Summer Olympics, and “Olympic Winter Games” to the Winter Olympics), a sport must be “widely practiced.” That is, men’s sports must be practiced in at least 50 countries on three continents, and women’s sports must be practiced in at least 35 countries on three continents. The sport must also have an international sports federation recognized by the IOC and must conform with all IOC bylaws.

To be eligible for inclusion on the program of the Olympic Winter Games, a sport must be widely practiced by men and women in at least 25 countries on three continents.

New sports are admitted to the Olympic program no later than six years before the next Olympic Games. For example, in 1980, it was decided that tennis and table tennis would be added as full medal sports beginning in 1988, and in 1986, it was decided that badminton and baseball would be added as full medal sports beginning with the 1992 games.
What Is the Difference Between a Sport and an Event?

An event is a medal competition included in a sport or one of its disciplines. For example, athletics (known in the United States as "track and field" but officially called "athletics") is a sport on the Olympic program, and the decathlon is an event within that sport.

What Are "Demonstration" and "Exhibition" Sports and Events?

Demonstration and exhibition sports and events are sometimes held for sports not currently on the program but seeking inclusion in future Olympic Games. Typically, a demonstration sport or event extends over several days, while an exhibition sport or event takes place in a single day. In many cases, demonstration sports are expected to be on the program for future Olympic Games, but there is no guarantee that all demonstration sports will become Olympic sports.

It is widely believed that the host city may select the demonstration sport(s) for the program, but this is not exactly true; the final decision regarding whether or not the demonstration and exhibition sports/events can be held rests with the IOC. Under the rules of the IOC, the host city can petition the IOC to include up to two demonstration sports for the Summer Games and one for the Winter Games, as well as up to two exhibition sports or events. Sports proposed as demonstration or exhibition sports must be sports recognized by the IOC, and they must conform to the IOC’s bylaws. Usually, the host country requests inclusion of one sport that is widely practiced in that country, plus one other sport that the IOC approves.

Nonmedal events of a sport already on the Olympic program may also be considered for demonstration or exhibition status. Examples are women's judo, which was held as an exhibition event during the 1988 Summer Games in Seoul, and disabled skiing, which was an exhibition event at the Winter Games in both 1984 and 1988.

The first demonstration sports in the Olympics, men’s basketball and American baseball, emerged in 1904. Since then, more than 25 sports have appeared as demonstration sports on the programs of the Summer and Winter Games. Demonstration sports were eliminated by the IOC following the 1972 Olympics in Munich, but were reinstated for the 1984 games following petition by the Los Angeles Olympic Organizing Committee.

Medals are awarded in the demonstration and exhibition sports, but they are not the same as the Olympic medals. The U.S. Olympic Committee considers all athletes in the demonstration and exhibition events, including exhibition events for people with disabilities, as part of the official delegation from the United States, meaning that these athletes enjoy all the rights and privileges of the other athlete members of the U.S. team.

What Prizes and Awards Are Given to the Winners?

Prizes given to the winners in the Olympic Games consist of medals and diplomas, both of which are specially designed for each specific games. The prizes are designed and produced by the host organizing committee according to specifications outlined in the Olympic Charter of 1978. They are distributed by members of the IOC and representatives of the international sports federations.

In the individual events, the first prize is a silver-gilt (gold in appearance) medal and a diploma. The medal must be made of 92.5 percent pure silver and must be gilt with at least 6 grams of gold. It and all medals (i.e., for first, second, and third place) must be at least 60 millimeters in diameter and at least 3 millimeters thick. In team sports, all team members who participate in the final match or game are given a gold medal and a diploma. It has been customary in team sports where the competition is conducted in league-type competitions, pool competitions, or preliminary-round competitions, for all members of the squad to receive the medals and the diplomas.

The second prize is a silver medal and a diploma. Like the first-place medal, the second-place medal must be made of 92.5 percent pure silver.
The third prize is a bronze medal (no specifications) and a diploma. In the team sports, all members of the team receive the appropriate award.

It is customary for all medal winners’ names to be inscribed boldly on the walls of the main stadium immediately following the games.

Special-award diplomas are also extended to all athletes (in individual and team sports) finishing fourth, fifth, sixth, seventh, and eighth.

The awarding of the prizes is conducted under the rules approved by the IOC. Any surplus medals at the end of the games become the property of the IOC. When a competitor is disqualified, his or her medal must be returned to the IOC, and the medal is subject to be reawarded to the athlete who placed next after the one who was disqualified.

The OCOG also usually designs and produces a special commemorative medal and participation diploma that are awarded to all Olympic Games competitors, as well as to all international sports federation officials, referees, and judges, along with the noncompetitors attached to each NOC delegation. This is in accordance with the IOC Rule 37 governing the distribution of the IOC–approved and –sanctioned prizes.

**What About the Participation of Women in the Olympic Games?**

The first women’s competition in the Olympics was in 1900, when women competed in golf and tennis. A number of events for women have been added since that time.

The program for the 1988 Summer Games included 72 events for women. The 1988 Winter Games included 16 events. Presently, there are seven team sports for women on the Olympic program: volleyball, field hockey, basketball, team handball, soccer, ice hockey, and softball.

More than 35 percent of the U.S. athlete delegation of 600 at the 1988 Olympic Games in Korea were women. This is a significant increase from the first women’s competition in 1900, when there were three women on the U.S. Olympic team.

Women are not currently permitted to compete in the sports of boxing, wrestling, modern pentathlon, water polo, and weightlifting in the Summer Games, and bobsled in the Winter Games. The United States has been a leader in trying to increase Olympic competition for women and encouraging expansion of Olympic events to include regular competitions for women in water polo and weightlifting.

**Who Selects the Television Networks That Will Cover the Games?**

Since television began carrying Olympic competitions live, there has been a bidding war among the American networks to carry the games in the United States.

Because there is considerable revenue to be received from American networks for the rights to televise within our country, the IOC itself conducts negotiations with U.S. television networks, in cooperation with the host city.

The USOC did not receive any funds from the U.S. television contract until 1988, when for the first time, a small payment from networks carrying the Olympics was negotiated. Since the 1992 Olympics, the USOC has received a larger percentage, paid directly by the networks, over and above contracts with the IOC for televising the games.

In other countries, the IOC negotiates a contract with the national television network of the country, geographic area, or even continent (for example, Africa).

More than 150 hours of television were sent to the United States from Seoul. The impact of television coverage is obvious when one realizes that the competition schedules in Seoul were revised to permit more “live” coverage of the event in the United States. About one-half of the time spent on American television networks for recent games has been to show competition; the other half has been devoted to special feature stories or reruns of the previous days’ competition.

Coverage of Olympic Games by television in foreign countries is often even more extensive than in the United States. Some countries have almost continuous coverage for 15 hours a day; most cover the games at least 12 hours a day. Teachers should counsel their students to read local newspapers for all the good, specific sports...
coverage missed by American television. Some schools, for example, subscribe to the Newspapers in Education program sponsored by the American Newspaper Publishers Association.

The U.S. television coverage of the Olympics typically concentrates on strengths of the U.S. team. Most foreign countries also feature shows or highlights emphasizing the best moments of their teams.

Who Governs Drug Testing for the Olympics?

The IOC draws up the policies and procedures for any drug tests to be performed.

The list of substances banned for use by Olympic athletes is long, and is determined by the IOC Medical Commission. The Medical Commission also is responsible for drawing up the protocol to be followed in the conduct of drug testing that will take place during the games.

When a drug test is confirmed as positive, the athlete may be banned from further Olympic competition or deprived of a medal, or his or her specific team in a team sport may be disqualified from the Olympic Games.

Through the USOC Drug Education Program, United States athletes are given a broad-scale educational program on a continual, four-year basis. Most members of the U.S. Olympic Team already have undergone substance-abuse tests while participating in the U.S. Olympic Festival, the Pan American Games, or their own world championships. (Note to Advisors: For additional information about the USOC Drug Education Program, write to: USOC Drug Education Program, One Olympic Plaza, Colorado Springs, CO 80909-5760.) The USOC also operates a toll-free “hotline” number to which specific questions about banned substances may be directed. The number is open for use by any athlete, coach, or other individual concerned with drug use in sports in the United States. The number is 800-233-0393.

What Are Femininity Tests and Why Are They Performed?

The femininity test is a simple one. With a tongue depressor, a buccal smear (sample of the cells inside the cheek) is taken from the upper jaw and examined under a microscope for the number of chromosomes it contains. Examination of the chromosomes in the smear indicates whether the athlete is truly a biological female.

This test was inaugurated at the 1968 Olympic Games to make certain that women’s competitions would be conducted under fair and equal conditions. Since the tests were begun, no athlete entered in the women’s competition has been disqualified.

All women must undergo this test unless they possess a valid certificate issued for a previous Olympic Games or world championship.

What Are the Most Popular Olympic Sports?

Obviously, popularity of various sports varies throughout the world, but typically, track and field (known officially as “athletics”) is the most popular of the individual sports. In the United States, other popular sports include swimming, gymnastics, boxing, and cycling.

Soccer (called “football” outside of the United States) is usually ranked as the number-one team sport in the world and the most popular team sport in the Olympic Games. Volleyball and basketball (men’s and women’s in both instances) usually are considered the next most popular.

Among the Winter Sports, What Is the Most Popular?

Among television viewers, the sport of figure skating is a great favorite, but in terms of participation and membership within the United States, ice hockey and skiing top the list.

Which Countries Usually Win at the Olympics?

Actually, the spirit of the Olympic Games decrees any mention of a country “winning,” and the IOC is averse to the publication of tables listing the number of gold, silver, and bronze medals garnered by each country; however, the practice persists.

As a matter of record, France led in medals in 1900. Great Britain was the leader in 1908, Sweden prevailed in 1912, Germany in 1936, and the USSR in 1956, 1960, 1972, and 1976. In 1980, the Soviets won 80 gold, 69 silver and 46 bronze, the most dominant role taken by any country in
the history of the Olympics; however, it should be remembered that the United States did not participate in the 1980 games.

In 1984, the United States won the medal count, but the Soviet Union and other Eastern bloc countries did not participate. At the 1988 Olympic Games in Seoul, the United States was third in the medal count, with 94 medals (36 gold), behind the Soviet Union, whose athletes won 132 total medals (55 gold) and East Germany, with 102 medals (37 gold). Over the years, the United States has won more medals in men's track and field than any other nation. In men's basketball, the U.S. team has won the gold medal every Olympiad but two (1972 and 1988) since the sport was added to the program in 1936. The United States has also, over the years, won many medals in men's and women's swimming and diving, boxing, wrestling, shooting, and archery.

**How Big Is “Big Business” in the Olympics?**

For the sports-minded in most parts of the world outside of the United States, the Olympic Games have been the most important sports event quadrennially since 1908. Among the general public in the United States, the Olympic Games really did not become popular until 1964, when television first brought the games into our living rooms.

It has always been expensive to put on the Olympic Games. However, contrary to frequently quoted misinformation, the host cities have on most occasions been able to cover all expenses.

The introduction of corporate sponsors for the Olympic Games was a long time in coming, and was first successfully done in 1972 by the Munich Organizing Committee. The Soviet Union successfully canvassed the entire globe seeking sponsors for their 1980 games. In 1984, Los Angeles depended heavily on American industrial leaders and corporations to underwrite the games' expenses. Korea followed suit for 1988.

For 1984, after the final accounting was made, the surplus of income over expenses was more than $215 million. From the 40 percent of the surplus that was assigned to the USOC, an autonomous foundation—the U.S. Olympic Foundation—was established to make annual grants to USOC member organizations. For the calendar year 1988, USOC member organizations received grants totaling $9 million for 178 specific projects. Other parts of the surplus went to the Los Angeles Amateur Athletic Foundation, which funds amateur sports programs in the southern California area.

Here are some thought-provoking questions for a Venturing crew's discussion about the economics of the Olympics:

- How would you compare the advantages of a strong fund-raising effort to cover the costs of hosting the games with the use of public funds from federal, state, and local governments?

- How important is it to construct state-of-the-art competition venues to assure use after the games? For example, facilities from the 1960 games in Rome, the 1964 games in Tokyo, the 1972 games in Munich, the 1976 games in Montreal, and the 1980 games in Lake Placid are excellent examples of Olympic facilities playing an important role today.

- In the past 20 years, corporate America has sought opportunities to identify with the USOC. Why do you think this is so?

- What other countries do you think are equipped to conduct Olympic Games funded by the private sector?

- Are the Olympic Games too expensive for any new cities to conduct beyond 2004?

- Do you favor rotating the Olympic Games among the cities that have previously served as hosts?
MAKE YOUR FIRST SUPERACTIVITY A TRIP TO A HIGH-ADVENTURE BASE OR OTHER SIMILARLY OUTFITTED AND ORGANIZED PLACE.

Outing Code
Planning High-Adventure Super Activities
Rock Climbing
Rappelling
Backpacking
Cycling
Sailing
Conservation
Snow Skiing

Getting Started
Whitewater
Canoe Camping
Orienteering
Caving
Camping
Scuba Diving
Shooting Sports
BSA High-Adventure Bases
OUTDOOR CODE

As an American, I will do my best to—

Be clean in my outdoor manners. I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

Be careful with fire. I will prevent wildfire. I will build my fires only where they are appropriate. When I have finished using fire, I will make sure it is cold out. I will leave a clean fire ring, or remove all evidence of my fire.

Be considerate in the outdoors. I will treat public and private property with respect. I will use low-impact methods of hiking and camping.

Be conservation-minded. I will learn how to practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.
Getting Started

If you are just starting a crew or even if you are an established crew, welcome to one of the most exciting and challenging opportunities—high adventure!

Start simple, grow slowly, and use expert consultants whenever possible. Make your first superactivity a trip to a high-adventure base or other similarly outfitted and organized place. By doing this, you can watch how they do it. Find experts and get them to help you prepare for your chosen activity. Have alternate plans. Things might get too difficult and you might not be able to follow through with your original plan.

Arrange it so that there are exciting trips early on that everyone will be able to go on. Make sure your meetings are well planned and have a purpose, such as preparing a skill for an upcoming weekend trip or superactivity. Dull meetings and activities are a sure way of losing new members.

If prospective members see an exciting program written in black and white, they will be more likely to join and then come to meetings. If they get to go on an exciting trip right away and have more trips to look forward to, they will be sold on Venturing and your crew.

Since young men and women are looking for excitement and fun, make it happen, even if only two Venturers show up. If it really is interesting, they will tell their friends and more will show up next time. If you cancel because of low attendance, you will get into a cycle that is hard to break. Always have a plan-B activity for situations such as bad weather.

Meetings should include a variety of things. An initiative game gets everyone loosened up, builds friendships, and encourages cooperation—plus it's fun! These kinds of games can be found in books at the library or in chapter 9. Follow the initiative game with the business part. Announce upcoming trips; have members tell stories or show slides from the previous trip if you have had any; bring up any planning details for upcoming events, and be sure to sell the upcoming trips. Finally, spend the bulk of the meeting on a program. A good program might include some skill development for a planned event or trip. You might bring in a consultant who has made some exotic or exciting trip like the one you have planned. You could even invite another crew to share their specialty or their superactivity. It's fun and educational to do things with other crews.

This chapter has suggested meetings and activities that could be useful as you get started.

Planning High-Adventure Superactivities

Where Can We Go?

First ask the question, "Where do we want to go?" A good method for determining places within a short range is to take a map of the United States or North America and mark your location with a dot. Then make a circle with a radius of 600 miles—this is how far you could safely drive in one day following BSA tour permit guidelines for trip planning (a maximum of 12 hours of driving per day, under 500 miles per day on interstate highways). Every place inside your circle is a one-day-to-get-there trip. Make a second circle with a radius of 1,200 miles to see how far you could get in two days. All of a sudden, faraway places seem a little closer. If you can afford to travel by boat, train, or plane, your circle of possibilities can grow dramatically. Call the map the Circle of Possibilities. Then see if you can get the resources to get there.

When Can We Go?

Choose the time of year that best suits your crew—summer vacation, spring break, winter holidays, etc.—and select events suited to the season or time. For example, you might decide to do the Okpik experience (winter camping) at the Northern Tier National High Adventure Programs the week after Christmas or go on a sailing cruise at the Sea Base in the Florida Keys during spring break. Or you could choose where you want to go, then pick the best time to go. Some trips are only possible for one season or last for only a short time during a particular season. Some just change the level of difficulty,
depending on the season. Other factors such as rainy weather hazards and crew member and Advisor availability can affect your timing too. The bottom line is that there is a wide range of trips and activities possible for your crew any time of the year.

For detailed information on basic program planning, see Chapter 3, "Planning Your Crew's Program."

What Do We Want to Do?

Use the method called brainstorming. Your ideas of what to do will usually center around your crew's theme. When brainstorming, anything goes. Make no comments until the end of the session. Don't make fun of any suggestions and don't discount any possibilities. Some of the best trips start out as bizarre ideas. What if someone says, "Let's go to the Amazon"? Would you give it serious consideration or say it's impossible? Well, there is a crew that goes to the Amazon. If they can, you can! Almost anything is possible. Chapter 4 is a good resource on how to practice brainstorming. Before you start brainstorming, you may want to consult your program capability inventory (PCI) and Venturing interest surveys and list any crew trips that were successful (but avoid getting into a rut of redoing trips). (See Passport to High Adventure, No. 4310.) List activities at the national high-adventure bases and programs that your local council or neighboring councils offer. Everyone, Venturers and adults, should sort through the list and then narrow it down to the one or two things you really want to do. It is important that you select activities that the majority want to do. Or, if you are able to plan multiple activities, be sure there is enough interest in each activity to make it successful. It is also important that both the Venturers and adults want to participate in the chosen activity.

Who Is Responsible?

You will want to select an activity chair who is a Venturer. The program vice president should select the activity chair carefully, since the success of your crew greatly depends on the success of your superactivity; Check regularly with the activity chair to see if assistance is needed, if problems/challenges have developed, and to ensure that planning is moving along and that deadlines aren't missed. The president and the crew Advisor should follow up with the vice president to make sure planning is progressing according to schedule. Pull the backdating sheet and activity planning sheets from this book, copy them, and give them to the program vice president and the activity chair so that they will know what they need to do. The Advisor is ultimately responsible for the health and safety of the crew. The Advisors and crew officers, as a team, need to make sure that the activity manager has the necessary training and support to carry out the job. The activity chair needs to recruit other help as necessary to plan and execute the activity. You may want to assign an adult to assist and advise the activity chair. (See Chapter 3 for information on the activity chair position and activity planning.)

How Do We Do It?

Get Ready

Planning a great superactivity is a big job. For it to go right, you must consider several points. Can crew members handle this at their present skill level? Will members need to increase their skill level? What facilities and equipment will be needed? Will consultants or guides be needed? The point here is to anticipate every challenge so that you can plan and prepare. If you are ready, you will have a great time.

Also consider if you need or want to plan your crew program around the superactivity. In the superactivities featured in this book, you will see as many as 10 or more meetings or weekend activities that can be done to get ready for your superactivity. Using this method ensures that your skill level matches your superactivity and gives you some real continuity of program for the six months or even a year before the superactivity. Really good crews have really good superactivities.

If you choose to use several crew meetings or weekend activities for preparation, you might consider assigning activity chairs for those meet-
ings and weekend activities. This will avoid putting too much on one individual's plate and ensure that each preparatory step is given adequate attention. Some activities might even need a committee assigned to assist the activity chair.

The activity committee investigates and reports on the following:

- Exact location
- Transportation
- Housing—along the way, there, and back
- Equipment
- Events and activities along the way
- Which adults will go
- Reservations, if needed
- Costs and affordability
- Food
- Health and safety concerns
- Contacts
- Contingencies and emergencies
- Fund-raising
- Tour permits

Gather activity planning materials:

- Maps
- PCCs
- Venturing interest surveys (from your own crew members)
- Critiques and records from previous trips
- Forms and worksheets from the Venturing Leader Manual
- Local or national tour permit
- Medical forms
- Unit finance facts and money-earning project request sheets
- Activity planner
- Budget worksheet

- Superactivity resources sheet
- Parental permission form

Consult the following BSA literature:

- Tours and Expeditions
- Fieldbook
- Venturer/Ranger Handbook
- Conservation Handbook
- Passport to High Adventure
- Current fact sheets/brochures from the high-adventure bases with programs and prices
- Local council lists of facilities, equipment, and programs

Select Your Route

After selecting your destination or series of places to stop, determine what route you want to take to get there, either the scenic route or the fastest way possible. Determine where you will stop for food and rest. For more information about any particular stop, contact your local council service center to get the name, address, and phone number of the BSA council that serves that area. Then contact that council service center for information about availability of their camps, local military bases that may allow Scout groups to use certain facilities, other Venturing crews, volunteers, churches or local organizations, youth hostels, and other local resources. These people can get you information on where to stay, where to eat, and things to do and see. There is a large Scouting network available for you.

Determine How You Will Travel

Driving cars or vans is usually cheaper than using other forms of transportation. Parental participation is very important, and parents are great resources for vehicles and drivers. Determine who will drive and plan for delays such as mechanical problems or flat tires. Using the BSA publication Tours and Expeditions can help you plan your transportation needs. If you choose transportation such as buses, trains, or planes, choose carefully and consider
Consider Food Options

Will you eat out or take your own food? It is usually cheaper to cook your own food. You can also cut your food expenses by buying nonperishables in bulk ahead of time. Also, check with your council to see if the crew is exempt from paying sales tax in your state. If you take your own food, be careful to prevent spoilage. Even a slight case of food poisoning could ruin your trip. Plan for the right amount of food and for opportunities to restock. You might consider taking some freeze-dried foods, and today’s grocery stores offer many lightweight, tasty foods, too. Don’t forget to take condiments and cooking utensils. Determine the type of cooking you will need to do. In some cases it might be best to just have everyone bring their own food so that you won’t have to worry about group cooking. If you are planning a high-adventure trip that requires trail food, you might want to have a trail food expert from a local outdoor store give a presentation at one of your crew meetings. Food can be one of the most important ingredients of a successful high-adventure activity. Plan well.

Advertise

For a trip to be successful, people must go! For people to go, they must know about it so that they can plan. Keep the Venturers and their parents informed about what exactly will happen, dates, costs, and what they will need to do to prepare for the trip. Get them excited! You are competing with many other activities, so you need to sell yours well. A crew newsletter is a good medium for selling and for advertising all upcoming events. Keep interest high. Including enjoyable experiences from crew trips in the newsletter will also get people interested in going on future trips. Keep a crew photo album, scrapbook, slide show, or videotape. Remember, a picture is worth a thousand words. At meetings, have Venturers recap past events and highlight future trips and how much fun you anticipate having. Keeping parents informed is another key to good activity participation. Have an annual parents’ night in January or February and discuss what the crew will do in its regular activities and for its superactivity for the coming year. Parents need to be involved.

Wear a Uniform

It is important during travel, especially on military bases or at Scout camps, that your crew be in some sort of uniform, even if it is just a crew T-shirt. A common attire lends credibility, makes the participants feel as though they are a part of a team, makes it easier to keep track of people when traveling in large groups, is required at some places to take advantage of offers only available to organized groups, and is your passport to shared Scouting goodwill.

Adhere to BSA Regulations

Be sure to check your Guide to Safe Scouting, the Venturing Reference Guide (updated annually with the latest insurance requirements and restrictions), the Safe Swim Defense Plan, the Safety Afloat Plan, the Wilderness Use Policy, and Leave No Trace principles.

You will need to file a local or national tour permit. Check with your local council on its requirements for filing a local tour permit. A national tour permit is required when traveling more than 500 miles. Allow at least 45 days for processing a national tour permit and, to ensure approval, fill it out completely. Whatever you do, don’t wait until the last minute. The national high-adventure bases, most military bases, national parks, and many other places that offer amenities will want to see your approved tour permit before allowing you to use their facilities.

Consider Costs

Most Venturers would love to go everywhere and do everything. Usually they are limited by only one thing—money. With a little forethought, you can significantly reduce your costs:

- Drive your own vehicles.
- Provide your own food.
• Buy in bulk, when possible.
• Take advantage of nonprofit group discounts.
• Stay at free or inexpensive lodging or BSA campsites.

Check with BSA local councils in the areas where you plan to go. Find the available resources. By offering inexpensive trips, everyone can afford to go and you can offer more trips and activities.

**Consider Skill Levels**

Different kinds of activities require different skill levels. When your crew starts out, many of the members are probably at the same skill level. If you have several trips and have been going on trips for a long time, crew members probably are on different skill levels. **It is important to offer trips that cater to those with lower skill levels as well as those that offer greater challenges for the skilled.** You may have to set prerequisites on some trips, such as requiring previous experiences, preparatory classes, and outings. But be careful not to leave the newcomers out or separate the crew too much or you won't get new blood into the crew. Different skill-level outings can develop a tenure track, giving your crew experienced youth leaders.

**Celebrate and Critique**

A good superactivity is like a good book; it should have a good buildup (activity planning process), a climax (superactivity), and a closing. In this case, the closing would be recognizing everyone who helped you put on your superactivity with thank-you cards or other appropriate means. A fun thing to do is to have a get-together such as a cookout or potluck dinner for your crew members, leaders, and parents. You could even invite those who helped you. Show slides and reminisce about your trip. You will have a great time and the parents will be able to see what you are about.

It is important that you critique your activity plan and superactivity and file this for future reference. Learn from what went well and what didn't. You will be doing another superactivity and you can always improve. Your successors will really appreciate your critiques. Who knows, they may want to repeat one of the really successful activities.

**Remember the Purpose**

When planning your trips, don't forget why the crew is doing all this in the first place. The purpose of the Boy Scouts of America, including Venturing, is to build character, promote citizenship, and develop mental and physical fitness. When problems crop up, when you get irritated, when things don't go quite the way you hoped they would, or when you are faced with ethical decision making, remember that other Venturers are watching and learning from you. Leadership is a method of Venturing, so give your Venturers a chance to plan, make decisions, and lead. You might be able to do it better, but remember the purposes of Venturing stated above.

**Kodiak**

Can your trip/activity be a Kodiak course at the same time? Why not?
**Introduction**

Water is one of the most powerful natural resources on earth. Riding a massive wave as it crashes through a narrow gorge or correctly executing a technical move through a difficult turn can be one of the most exciting high-adventure activities. This is whitewater! Having a safe and enjoyable whitewater trip requires preparation, ability, and physical conditioning.

With practice, anyone can become a skilled whitewater enthusiast. First, master your basic water skills such as swimming and canoeing. Then you will be ready for the whitewater. Most parts of the country have whitewater relatively close. Take advantage of it for the true high-adventure experience. Who knows, soon you might be mastering the eskimo roll.

**Knowledge Level**

To participate in this superactivity you should have swimming skills (see *Guide to Safe Scouting* for definition), basic canoeing/boating skills, and knowledge of equipment and how to use it. You should also know whitewater characteristics, basic first aid, and the *Safety Afloat Plan*.

**Fitness Level**

Whitewater canoeing is a physically demanding sport. You must be in good physical condition and be able to think quickly.

**Safety**

Become familiar with the American Whitewater Affiliation Safety Code, and understand and use the Boy Scouts of America’s *Safe Swim Defense* and *Safety Afloat* plans.

**Where to Find Help**

When planning this activity, check with your local council to see if it offers a whitewater course or if whitewater instruction is available through the summer camping program. Also check with local outdoor sporting goods stores, your library to see if there is a local whitewater or canoeing club in your area, and local colleges and universities. Other Venturing crews might also be of help.
DAYS

SUPERACTIVITY BACKDATING STEPS—WHITEWATER

-180 Select superactivity. Assign an activity chair. Assess each crew member’s ability. Determine how many preparation sessions you need.
-175 Recruit consultant for first session.
-165 Annual parents’ night. Show superactivity and plans.
-150 Whitewater preparation sessions begin. Kick off with the consultant.
-135 Physical fitness contest (to check physical conditioning).
-120 Make reservations with river outfitter. Contact Indian reservation about visit.
-120 Submit newsletter article.
-110 Canoeing instruction either in pool or lake, depending on weather.
-90 Canoeing instruction either in pool or lake, depending on weather.
-90 Submit newsletter article.
-75 Local weekend canoeing or whitewater trip, with camping.
-60 Submit newsletter article.
-60 Make arrangements to stay at a military base, Scout camp, armory, etc., before and after river trip.
-45 Local weekend canoeing or whitewater trip, with camping.
-45 Order vans or other transportation, if needed.
-30 Submit newsletter article.
-30 Turn in your tour permit to council service center. (Add two weeks if location is more than 500 miles away.)
-30 Final attendance list. Communicate with outfitter on list. Name the person you will call when you get off the river. Confirm visit to Indian reservation.
-20 Purchase trail food.
-14 Put an article in your local newspaper about your trip.
-14 Collect consent forms and medical examination forms. Check personal equipment. Tell others the name of the person you will call when you get off the river.
-5 Last crew meeting before departure. Last-minute details.
-2 Purchase fresh food.
-1 Pick up vans if needed.
0 Superactivity.
+1 Put a follow-up article and pictures in the newspaper.
+7 Potluck or cookout with families. Show slides.
+14 Critique. Send thank-you cards or letters to everyone who helped.

Note to activity chair: This backdating schedule will vary greatly, depending on your chosen activity and the participants' skill levels. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to this backdating schedule; however, it is just “food for thought.” Use what you want; modify and add to it.
<table>
<thead>
<tr>
<th>SESSION</th>
<th>SKILLS INSTRUCTION</th>
<th>SPECIAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew’s whitewater skill level. What will you need to work on?</td>
<td>Meet at an indoor pool. Have a whitewater expert bring different types of whitewater crafts. Allow crew members to try them out. Discuss pros and cons of ABS, fiberglass, and aluminum boats; designs and construction; paddles; clothing; safety equipment; PFDs.</td>
</tr>
<tr>
<td>2</td>
<td>Make a presentation on paddling techniques (three categories of strokes). Use dry drills.</td>
<td>Conduct physical fitness contest to assess individual conditioning.</td>
</tr>
<tr>
<td>3</td>
<td>In water, practice techniques learned at the previous session. Maneuver around obstacle course.</td>
<td>Have this session either at an indoor pool or lake depending on the weather. Have a paddling expert present the session.</td>
</tr>
<tr>
<td>4</td>
<td>In water, practice paddling techniques previously learned. Practice spills, righting, and boat reentry. Plan for river trip. Do you have to rent gear?</td>
<td>Have this session either at an indoor pool or lake depending on the weather. Discuss whitewater obstacles you might encounter.</td>
</tr>
<tr>
<td>5</td>
<td>Analyze your first river trip. What areas do you need to work on? How was your camping and cooking?</td>
<td>Conduct first-aid training session.</td>
</tr>
<tr>
<td></td>
<td>Discuss River Rescue</td>
<td>Practice throwing throw-ropes. Throw for a target. Begin planning your next river trip.</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6 | A. Principles of rescue  
1. Rescue priorities: people, boats, equipment  
2. Responsibilities of victim  
3. Responsibilities of rescuers  
B. Types of rescue  
1. Self-rescue  
2. Boat-over-boat rescue  
3. Boat-assisted rescue  
4. Bumping  
5. Shoreline rescue  
6. Pinned craft  
C. Discuss first-aid treatment of victim on the river  
1. Hypothermia  
2. Cuts and abrasions  
3. Bleeding and vital functions | |
| 7 | Analyze your river trip. Are you getting better? Discuss the International Scale of River Difficulty, river-reading responsibilities, broached boats, group organization on your trip, and American Whitewater Association river signals. | Practice the Steve Thomas rope trick to tie a rope to a broached boat. Then practice pulling the boat off the “obstacle” with a two-drag pulley system. The “obstacle” can be three or more Venturers holding a canoe. |
| 8 | Conduct final planning for superactivity. Determine crews. | Give special presentation on Native Americans (related to superactivity). |
|   | **SUPERACTIVITY** | |
| 9 | Have a family potluck or cookout. Invite people who helped you prepare for your trip and along the way. Send thank-you notes to those who helped, outfitter, places you stayed. | Show slides of your trip. Have a fun awards ceremony for such things as biggest wipe-out, hungriest Venturer, most sunburned, wettest. |
| 10 | Critique your activity plan and trip. How did you do? | Put your critique and activity plan in your crew program file for future reference. |
Resources

BSA Resource Literature

Fieldbook, No. 33200

Passport to High Adventure, No. 4310

Tours and Expeditions, No. 33737

Conservation Handbook, No. 33570

Boy Scout First Aid merit badge pamphlet, No. 33301

Safety Afloat, No. 34368

Safe Swim Defense, No. 34370

Guide to Safe Scouting, No. 34416

Venturer/Ranger Handbook, No. 33494

Additional Resources


Organizations

American Canoe Association, 7432 Alban Station Boulevard, Suite B-228, Springfield, VA 22150.

American Red Cross, local chapters as well as the national office, P.O. Box 37243, Washington, DC 20013.

Gravity Sports Films, Inc., 2171 East 3300 South, Salt Lake City, UT 84109.

American Whitewater Affiliation, P.O. Box 85, Phoenicia, NY 12464.

National Organization for River Sports, P.O. Box 6847, Colorado Springs, CO 80934, (Memberships available for $15, includes subscription to Current magazine. Free list of whitewater books available.)

America Outdoors, P.O. Box 1348, Knoxville, TN 37901.

U.S. Canoe and Kayak (U.S. Olympic national governing body) P.O. Box 789 Lake Placid, NY 12946
Introduction

If your crew is like many others, you have tried rappelling and liked it. Maybe you are now ready for the up side of rappelling—climbing. Climbing can be a matter of degree. You can start with some simple, free climbing on rocks in your area and work your way up to technical rock climbing on local rock faces or nationally renowned climbing areas. Whichever you choose is a sport that can be thrilling, physically demanding, and satisfying. Skills, equipment, and safety are the key words in rock climbing. You can attack it as simply as attending a rock-climbing school or as aggressively as buying all your own equipment and developing your skills, heights, and difficulty as you progress. If your crew is tough both mentally and physically, you may be ready to climb!

Knowledge Level

You will need a qualified instructor who can help you develop your climbing skills.

NOTE: Some councils offer a course called "Climb On Safely." Contact your council service center to see if it is offered by your council or another one nearby. Share with them your interest in the activity and desire for an instruction course.

Fitness Level

Rock climbing is a physically demanding activity. You must be in good physical condition and be able to think quickly.

Safety

In order to be safe while rock climbing, you should always use proper equipment, get qualified instruction, follow standard climbing rules, and understand the dangers and possible consequences of ignoring safety procedures.

Where to Find Help

When planning this activity, check with your local council to see if they provide rock-climbing instruction. Local outdoor stores sometimes have rock-climbing instructors available. Check with your local library, college, or university to see if a rock-climbing club meets in your area. Other Venturing crews might also be of help.
SUPERACTIVITY BACKDATING—ROCK CLIMBING

-180  Select rock climbing as your superactivity. Assign an activity chair. Assess your crew’s climbing ability. Decide which preparation sessions you need.
-175  Recruit a consultant to kick off your first session.
-165  Annual parents’ night. Share superactivity and plans.
-150  Promote the activity in your annual program calendar and newsletter.
-150  Start rock-climbing preparation sessions.
-135  Have a physical fitness contest to check physical conditioning.
-120  Make necessary trip reservations.
-120  Submit newsletter article.
-110  Attend a rock-climbing clinic.
-90  Submit newsletter article.
-75  Weekend campout. Rock-climbing trip.
-60  Submit newsletter article.
-45  Weekend campout and technical rock-climbing shakedown.
-45  Order or recruit vehicles for trip.
-30  Submit newsletter article.
-30  Final attendance list. Collect fees. Confirm with stopover facilities.
-30  Turn in tour permit to council service center. (Add two weeks if over 500 miles.)
-20  Purchase trail food.
-14  Put article about your trip in your local newspaper.
-14  Collect consent forms and medical examination forms. Check crew climbing gear.
-5  Last crew meeting before departure. Last-minute details.
-2  Purchase fresh food.
-1  Pick up vans if necessary.
0  Superactivity.
+1  Put an article and pictures of your trip in your local newspaper.
+7  Potluck or cookout with families. Show slides.
+14  Critique. Send thank-you notes to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and like the backdating schedule is just “food for thought.” Use what you want, modify and add to it.
## ROCK CLIMBING

### MEETING AND ACTIVITY PLAN

<table>
<thead>
<tr>
<th>SESSION</th>
<th>SKILLS INSTRUCTION</th>
<th>SPECIAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew's climbing skills level. What level of climbing is your goal? This will determine how much you need to know and prepare any equipment you need.</td>
<td>If you can identify a local indoor climbing wall, have your meeting there. Have an expert climber introduce you to climbing.</td>
</tr>
<tr>
<td>2</td>
<td>Practice tying climbing knots and slings.</td>
<td>Review equipment you will need for your chosen level of climbing. Decide how you are going to obtain it. Research where a rock-climbing clinic is held. Make reservations.</td>
</tr>
<tr>
<td>3</td>
<td>Practice climbing commands and top-roping.</td>
<td>Conduct a physical fitness contest to assess physical condition. You will need to get into good shape. Develop a plan to get you into shape.</td>
</tr>
<tr>
<td>4</td>
<td>Review types of equipment needed and its use; types of ropes and their capabilities.</td>
<td>Check final plans for your rock-climbing clinic.</td>
</tr>
<tr>
<td>6</td>
<td>Show climbing video of Devil's Tower climb so crew will know what's coming.</td>
<td>Go to indoor climbing wall again to improve your techniques, teamwork, and commands.</td>
</tr>
<tr>
<td>7</td>
<td>Analyze your first weekend campout and climbing. Making progress? How are your camping and cooking skills? Got all your equipment yet?</td>
<td>Show slides of weekend trip. Have a competition in climbing terms, hardware use, ropes, knots, selecting anchor points, etc. Start planning your next weekend campout and climb. Final shakedown.</td>
</tr>
<tr>
<td>8</td>
<td>Analyze your second weekend campout. Secure needed equipment and repair equipment if needed. Discuss how to read routes.</td>
<td>Have a pizza party and watch climbing videos.</td>
</tr>
<tr>
<td>9</td>
<td>Conduct final planning for superactivity. Determine partners and crews. Check equipment. Turn in forms.</td>
<td>Review information from Indian reservation and repair project. Do you need to take tools? (Related to the superactivity)</td>
</tr>
<tr>
<td></td>
<td>Have a family potluck dinner or cookout. Invite people who helped you prepare for your trip. Send thank-you notes to those who helped.</td>
<td>Show slides of your trip. Have a fun awards ceremony for such things as biggest blisters, coolest hat, bravest climber, most cheerful, helpful, etc.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>Critique your activity plan and trip. Did you like technical rock climbing?</td>
<td>Put your critique and activity plan in your crew program file for future reference.</td>
</tr>
</tbody>
</table>
Resources

BSA Resource Literature

Fieldbook, No. 33200

Conservation Handbook, No. 33570

Tours and Expeditions, No. 33737

Passport to High Adventure, No. 4310

Knots and How to Tie Them, No. 33170

Guide to Safe Scouting, No. 34416

Venturer/Ranger Handbook, No. 33494

Topping Out, No. 3207

Additional Resources


Rock Climbing, Gleasner, McKay, 1980.


Learning to Rock Climb, Michael Loughman, Sierra Club, 1981.


Organization

The Mountaineers, 300 Third Avenue, Seattle, WA 98119.
Introduction

In today's world of machines, conveniences, and speed, we often miss the real world that sometimes moves at a slower pace. Nature is made up of wind and water, daylight and dark, animals and fish, and even bugs. If you want to experience nature in a very fluid way, you might want to try canoe camping. In this sport, you combine your camping skills with your canoeing skills to reach areas unaccessible to the faster traveler, while experiencing the quietness of water. Your trips could be as simple as a one-nighter on a local stream or lake or as ambitious as a two-week trip into the wilderness. Either way, preparation and skill will make your trip more enjoyable.

Knowledge Level

To participate in this superactivity you should be a swimmer (see Guide to Safe Scouting for definition) and possess basic canoeing, camping, and first-aid skills (including CPR). You should also possess basic compass and map-reading skills and know basic survival techniques and the Safety Afloat Plan.

Fitness Level

Fitness requirements depend on the environment and length of trip. Simple trips can be done by almost anyone. Long trips, heavy loads, and portages can require better physical fitness.

Safety

Review applicable BSA policies, which include Safe Swim Defense Plan and Safety Afloat Plan (which includes lifeguard requirements). Personal flotation devices (PFDs) are required to be worn by all persons engaged in activity on open water. Check the BSA Health and Safety Guide, No. 34415, or Guide to Safe Scouting, available from your local council.

Where to Find Help

Check with your BSA local council to see if they offer canoes or any canoeing or camping courses. They should also be able to tell you where Safe Swim Defense and BSA Lifeguard courses are available. Your local outdoor store, library, college, or university can tell you if there is a canoeing club in your area. Sometimes they are called paddlers.
DAYS

SUPERACTIVITY BACKDATING—CANOE CAMPING

-180 Canoe camping is selected as your superactivity. Activity chair assigned. Assess your crew's canoeing and camping ability. Decide on preparation sessions you need.
-175 Recruit consultant for your first session.
-166 Annual parents' night. Share superactivity and plans. Cook some foods you might have while on your trip.
-150 Promote in your annual program calendar and newsletter.
-135 Physical fitness contest to check physical conditioning.
-120 Make reservations with Northern Tier Canoe Base.
-120 Complete Safe Swim Defense review and Safety Afloat.
-120 Submit newsletter article.
-110 Canoeing instruction, either in pool or lake.
-90 Canoeing instruction, either in pool or lake.
-90 Submit newsletter article.
-75 Local canoe camping weekend trip 1.
-60 Submit newsletter article.
-60 Make arrangements to stay at military base, Scout camp, armory, etc., while en route if needed.
-45 Local canoe camping weekend trip 2; use same foods you will use on wilderness trip.
-45 Order vans or other transportation if needed.
-30 Submit newsletter article.
-30 Turn in your tour permit to council service center. (Add two weeks if more than 500 miles.)
-30 Final attendance list. Choose a person to call when you get off the water.
-20 Purchase trail food.
-14 Put article about your trip in your local newspaper.
-14 Collect consent forms and medical examination forms. Check personal and crew equipment. Distribute name of person you will call when you get off the water.
-5 Last crew meeting before departure. Last-minute details. Package food.
-2 Purchase fresh food.
-1 Pick up vans if needed.
0 Superactivity.
+1 Put article and pictures of your trip in your local newspaper.
+7 Potluck or cookout with families. Show slides.
+14 Critique. Send a thank-you note to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and like the backdating schedule is just "food for thought." Use what you want; modify and add to it.
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<th>SESSION</th>
<th>SKILLS INSTRUCTION</th>
<th>SPECIAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew’s canoeing and camping skills level. What will you need to work on?</td>
<td>Meet at an indoor pool. Have a canoeing expert bring canoes to teach you the basics of canoeing. If you can, try aluminum, ABS, and fiberglass canoes. Discuss designs, construction, paddles, clothing, safety, equipment, PFDs, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Make a presentation on paddling techniques (three categories of strokes). Use dry drills.</td>
<td>Have a physical fitness contest to assess individual conditioning.</td>
</tr>
<tr>
<td>3</td>
<td>At a pool, practice what you have learned. Review the BSA Canoeing merit badge pamphlet to see if it can help you. Cover Safe Swim Defense and Safety Aids.</td>
<td>Show video of Northern Tier National High Adventure Programs. Discuss itineraries and trip plans.</td>
</tr>
<tr>
<td>4</td>
<td>At a pool, practice what you previously learned. Practice spills, righting, and boat reentry.</td>
<td>Plan first canoe camping weekend. Discuss lightweight trail foods, their preparation, and equipment needed for trip.</td>
</tr>
<tr>
<td>5</td>
<td>Conduct final planning for your first weekend trip. Organize your crews and teams. Assess your equipment, both crew and individual.</td>
<td>Have an expert come from a backpacking store or club to make a presentation on trail foods. Teach you how to use trail stoves.</td>
</tr>
<tr>
<td>6</td>
<td>Analyze your first canoe camping trip. What areas do you need to work on? How were your camping and cooking skills?</td>
<td>Have a medical Venturing crew, Red Cross, or other agency do a first-aid course for you.</td>
</tr>
<tr>
<td>7</td>
<td>Discuss and practice portaging skills. Also, discuss trail safety on portages. (This is where most injuries occur.) Plan your next weekend canoe camping trip.</td>
<td>Show video of Quetico Provincial Park or Boundary Waters Canoe Area.</td>
</tr>
<tr>
<td>8</td>
<td>Analyze your second canoe camping trip. Are you ready for the big one? Practice map-reading and compass skills with map of Quetico or boundary waters.</td>
<td>Test how everyone has been doing with their physical fitness development programs.</td>
</tr>
<tr>
<td></td>
<td>Conduct final planning for the superactivity. Determine crews and teams. Have a shakedown for crew and individual equipment.</td>
<td>Have teams prepare some of the different types of trail food you might be using.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>SUPERACTIVITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Have a family potluck or cookout. Invite people who helped you prepare for your trip and along the way. Send thank-you notes to those who helped.</td>
<td>Show slides of your trip. Have a fun awards ceremony for such things as most mosquito bites, worst cook, best paddler, most cheerful, etc.</td>
</tr>
</tbody>
</table>
Resources

BSA Resource Literature

Fieldbook, No. 33200

Passport to High Adventure, No. 4310

Tours and Expeditions, No. 33737

Conservation Handbook, No. 33570

Knots and How to Tie Them, No. 33170

Safety Afloat, No. 34368

Safe Swim Defense, No. 34370

Guide to Safe Scouting, No. 34416

Venturer/Ranger Handbook, No. 33494

Additional Resources


Organizations

American Canoe Association, 7432 Alban Station Boulevard, Suite B-226, Springfield, VA 22150.

American Red Cross, local chapters as well as the national office, P.O. Box 37243, Washington, DC 20013. Web site: www.redcross.org.

Gravity Sports Films, Inc., 2171 East 3300 South, Salt Lake City, UT 84109.

U.S. Canoe and Kayak, P.O. Box 789, Lake Placid, NY 12946. E-mail: USCKT@uol.com.
Rappelling

Introduction
Fear: We all have it, and fear of falling is one of the basic fears. But overcoming our fears can often lead to excitement and self-confidence.
Learning to rappel can be a fun activity in itself or a necessary skill used in conjunction with rock climbing or caving. Rappelling can be done indoors, on buildings, in trees, on rocks, and other ingenious places, making it a great crew high-adventure program.
Rappelling is one activity that has real and present danger. People have died rappelling. However, with proper training, equipment, preparation, and execution, it can be safe and great fun. If you are a Venturer who is looking for excitement and tests of your abilities, give rappelling a try.

Knowledge Level
To participate in this superactivity you should know rappelling techniques, including a knowledge of the proper use of all rappelling equipment and knot-tying skills. You should also know basic first aid.
Many people think rappelling is just getting some rope and some carabiners and jumping off something. There is much more to it. You are encouraged to learn as much as you can and get as much training as you can. Some councils are offering a course called “Outdoor Skills Instruction—Climbing/Rappelling.” Please call your council service center to see if it is offered by your council or another one nearby. If not, you might see if they would put one on.

Fitness Level
Rappelling is physically demanding. You need to be physically fit and possess quick reflexes.

Safety
All rappellers must wear protective helmets with chin straps secured when engaged in the activity. Only proper equipment and rope should be used. Only rope in good condition should be used. See Boy Scout Venturing Rock Climbing and Rappelling, pages 36–38, for rules.

Where to Find Help
Check with your local council to see if they provide rappelling instruction. Rappelling may be part of your council’s summer camp program. Check with your local library, college, or university regarding an outdoor or climbing club. Also, an ROTC department or another Venturing crew could help. If you live near the mountains, ask your local outdoor store if there are any rock-climbing schools nearby.
DAYS SUPERACTIVITY BACKDATING—RAPPELLING

-180 Select rappelling as your superactivity. Assign an activity chair. Assess your crew’s rappelling ability. Decide on preparation sessions you need.
-175 Recruit a consultant to kick off your first session.
-165 Share superactivity and plans at the annual parents’ night.
-150 Promote in your annual program calendar and newsletter.
-150 Rappelling preparation sessions begin.
-135 Physical fitness contest to check physical conditioning.
-120 Make summer high-adventure camp reservation.
-120 Submit newsletter article.
-110 One-day rappelling instruction class.
-90 Submit newsletter article.
-75 Weekend campout with rappelling or Project COPE course.
-60 Submit newsletter article.
-45 Weekend campout with rappelling.
-45 Secure vehicles to transport crew to camp.
-30 Submit newsletter article.
-30 Finalize the attendance list. Collect final fees. Confirm with council.
-30 Turn in tour permit to council service center. (Add two weeks if more than 500 miles.)
-14 Put an article about your trip in your local newspaper.
-14 Collect consent forms and medical examination forms. Check crew rappelling equipment. Distribute emergency contact phone number.
-5 Last crew meeting before departure. Last minute details.
0 Superactivity.
+1 Put an article and pictures of your trip in your local newspaper.
+7 Have a potluck or cookout with families. Show slides.
+14 Critique. Send thank you notes to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and like the backdating schedule is just “food for thought.” Use what you want; modify and add to it.
# Rappelling

## Meeting and Activity Plan

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<thead>
<tr>
<th>Session</th>
<th>Skills Instruction</th>
<th>Special Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew’s rappelling skill level. Where will you need to start?</td>
<td>If you can identify a local indoor climbing wall, meet there. Have a rappelling expert start you rappelling.</td>
</tr>
<tr>
<td>2</td>
<td>Practice tying seat slings and other rappelling knots.</td>
<td>Review basic equipment needed for rappelling, including clothes, helmets, foot gear, rope, carabiners, descending devices, and harnesses. Discuss places to rappel in your area and if you need to buy equipment and how you are going to pay for it.</td>
</tr>
<tr>
<td>3</td>
<td>Discuss how to select a suitable rappelling site—buildings, trees, rocks, bridges, etc. Practice level rappelling and belaying techniques in your meeting room. Plan your one-day outing.</td>
<td>Conduct a physical fitness contest to check everyone’s physical conditioning. Discuss a physical conditioning schedule.</td>
</tr>
<tr>
<td>4</td>
<td>Analyze your first rappelling trip. How did everyone perform? How was the equipment? Need new or replacement gear? Teamwork?</td>
<td>Review high-adventure camp program opportunities. First-aid skills course.</td>
</tr>
<tr>
<td>5</td>
<td>Continue practicing harness-tying and knot-tying skills. Try it in the dark. Discuss different types of rope and their uses.</td>
<td>Plan your weekend campout with rappelling. Have you procured your equipment yet? (Check with your local council to see if they could do a Project COPE for you. Builds teamwork and rope skills, including rappelling.)</td>
</tr>
<tr>
<td>6</td>
<td>Analyze your weekend rappelling trip or Project COPE course. How did everyone do? Have you practiced your skills enough? Do you have equipment yet?</td>
<td>Have a rappelling competition night. Events could include rappelling terms, rope information/use, carabiner and descender use, knots, bights, bands and hitches, webbing tying and tie-ins, rappelling rules, slings, selecting anchor points, belaying, and site selection. Plan your next weekend rappelling trip.</td>
</tr>
<tr>
<td>7</td>
<td>Practice rappelling commands. Review topographic map-reading skills to help locate rappelling sites.</td>
<td>Show rappelling video. (Check with outdoor store or library.) Final details on weekend rappelling trip.</td>
</tr>
<tr>
<td></td>
<td>Analyze second weekend rappelling trip. You should be getting good by now. Working together? Commands come easily? Everyone safety conscious?</td>
<td>Learn about and practice backpacking skills since you will be in a primitive situation for three days on your trip. Learn to be comfortable in the rough. (For variety)</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Conduct final planning for superactivity. Determine partners. Check equipment. Turn in forms.</td>
<td>Relax a little with a pizza party. Show slides of previous rappelling trips.</td>
</tr>
</tbody>
</table>

**SUPERACTIVITY**

| 10 | Have a family potluck dinner or cookout. Invite people who helped you prepare for your trip. Send thank-you notes to those who helped. | Show slides of your trip. Have a fun awards ceremony for such things as knee knocking, best rappeller, most decorated helmet, most fashionable.                                                                 |
| 11 | Critique your activity plan and trip. Would you go again?                                                                                                                                | Put your critique and activity plan in your crew program file for future reference.                                                                                                                |
Resources

Primary Resources

Since rappelling is sort of the backbone of high-adventure activities in both the Venturing and Boy Scout programs, the BSA has an excellent program on rappelling, Topping Out, No. 3207. The last book is a syllabus for putting on a climbing/rappelling course.

The Topping Out book has chapters on basic equipment, knots, seat slings, rock climbing, rappelling, belaying, selecting a suitable climbing site, call systems, rope-climbing and rappelling rules, rappelling and rock-climbing terms, resources, construction plans for climbing walls and rappelling towers, and an activity plan.

BSA Resource Literature

Fieldbook, No. 33200

Conservation Handbook, No. 33570

Tours and Expeditions, No. 33737

Passport to High Adventure, No. 4310

Knots and How to Tie Them, No. 33170

Guide to Safe Scouting, No. 34416

Venturer/Ranger Handbook, No. 33494

Additional Resources


Mountaineering Basics, Lynne Foster, 1983.


Introduction

One of the worst feelings is to be lost, truly lost. Some people feel a little lost some of the time and a few people get really lost. The fear of getting lost keeps a lot of people from enjoying some beautiful, untouched parts of our country. Developing orienteering skills will help with wilderness survival and get you into areas where others might not go.

After mastering some basic map and compass skills, orienteering can be a fun, competitive sport in which to use these skills. You will be able to travel cross-country using only a map and compass. You can do orienteering in the country, in the wilderness, in the city, on foot, on bikes, at night, and many more ways, so get out your map and compass and head that-a-way!

Knowledge Level

To participate in this superactivity you should be proficient with a compass and be able to read maps and map symbols. Six levels of difficulty determine knowledge and skill levels. They are beginner or wayfarer, advanced beginner, intermediate, short expert, medium expert, and elite or long expert.

Fitness Level

Fitness requirements depend on skill level. Lower levels require walking. Higher levels require running and covering difficult terrain.

Where to Find Help

Check with your local library, college, or university regarding orienteering clubs. A military unit, BSA camp, or another crew or troop also might be helpful.
<table>
<thead>
<tr>
<th>DAYS</th>
<th>SUPERACTIVITY BACKDATING—ORIENTEERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>-180</td>
<td>Select orienteering as a superactivity. Assign an activity chair. Assess your crew's ability level related to compass and map use. Decide on preparation sessions you need.</td>
</tr>
<tr>
<td>-175</td>
<td>Recruit a consultant.</td>
</tr>
<tr>
<td>-165</td>
<td>Annual parents' night. Share superactivity and plans.</td>
</tr>
<tr>
<td>-150</td>
<td>Have the orienteering consultant lead the opening session.</td>
</tr>
<tr>
<td>-150</td>
<td>Orienteering preparation sessions begin.</td>
</tr>
<tr>
<td>-150</td>
<td>Promote in annual program calendar and newsletter.</td>
</tr>
<tr>
<td>-120</td>
<td>Submit newsletter article.</td>
</tr>
<tr>
<td>-100</td>
<td>Crew orienteering 4-km course.</td>
</tr>
<tr>
<td>-90</td>
<td>Submit newsletter article.</td>
</tr>
<tr>
<td>-75</td>
<td>Preregister for orienteering competition.</td>
</tr>
<tr>
<td>-60</td>
<td>Submit newsletter article.</td>
</tr>
<tr>
<td>-60</td>
<td>Arrange for housing at Fort Benning.</td>
</tr>
<tr>
<td>-60</td>
<td>Crew orienteering 5-km course and night course.</td>
</tr>
<tr>
<td>-45</td>
<td>Order vans or other transportation if needed.</td>
</tr>
<tr>
<td>-45</td>
<td>Arrange housing for beach stay.</td>
</tr>
<tr>
<td>-30</td>
<td>Compete in local orienteering competition.</td>
</tr>
<tr>
<td>-30</td>
<td>Turn in tour permit to council service center. (Add two weeks if more than 500 miles.)</td>
</tr>
<tr>
<td>-30</td>
<td>Sign up for competition.</td>
</tr>
<tr>
<td>-30</td>
<td>Submit newsletter article.</td>
</tr>
<tr>
<td>-14</td>
<td>Put an article about your trip in your local newspaper.</td>
</tr>
<tr>
<td>-14</td>
<td>Develop final attendance list with emergency contacts. Collect consent and medical forms.</td>
</tr>
<tr>
<td>-5</td>
<td>Last crew meeting before departure. Last-minute details. Check equipment.</td>
</tr>
<tr>
<td>-2</td>
<td>Purchase fresh food.</td>
</tr>
<tr>
<td>-1</td>
<td>Pick up vans if needed.</td>
</tr>
<tr>
<td>0</td>
<td>Superactivity.</td>
</tr>
<tr>
<td>+1</td>
<td>Put an article with pictures of your trip in your local newspaper.</td>
</tr>
<tr>
<td>+7</td>
<td>Potluck or cookout with families. Show slides.</td>
</tr>
<tr>
<td>+14</td>
<td>Critique. Send thank-you notes.</td>
</tr>
</tbody>
</table>

**Note to activity chair:** The above backdating schedule will vary greatly depending on your chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and is just “food for thought.” Use what you want; modify and add to it.
# ORIENTEERING

## MEETING AND ACTIVITY PLAN

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<th>SESSION</th>
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<th>SPECIAL ACTIVITY</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Develop a training schedule that will strengthen your muscles and increase your stamina. For cross-country orienteering, you will need strong leg muscles and stamina. Get into top physical condition.</td>
<td>Have an orienteering expert explain the sport—maybe a slide show. Review or begin teaching map and compass skills.</td>
</tr>
<tr>
<td>2</td>
<td>Continue to work on map and compass skills. Learn map symbols and test your knowledge of them. Make up symbol flash cards and drill each other. Study elevations and be able to tell the height of each contour on a map.</td>
<td>Go out and practice taking compass bearings and doing some simple compass games to sharpen your skills. Have an outing to assess individual map and compass skills.</td>
</tr>
<tr>
<td>3</td>
<td>Either have someone in the crew or a fitness consultant demonstrate exercises to get your legs in condition. Review everyone's training schedule. Review personal gear needed for orienteering.</td>
<td>Plan a 4-km course. Keep terrain simple; possibly use the council camp. See if they have a course already set. Maybe plan a campout in conjunction.</td>
</tr>
<tr>
<td>4</td>
<td>Review and become familiar with the scoring used for orienteering. Learn some of the common techniques used in orienteering like thumbing, map skimming, precision map reading, etc.</td>
<td>Finalize plans for the 4-km course.</td>
</tr>
<tr>
<td>5</td>
<td>Continue working on techniques. Evaluate your 4-km course. Decide on what areas you need to work on.</td>
<td>Begin planning a 5-km course and a night course. Begin practicing night orienteering techniques.</td>
</tr>
<tr>
<td>6</td>
<td>Continue to work on your nighttime orienteering techniques.</td>
<td>Have a physical fitness assessment night. Run two miles and crew times. Continue to work on the 5-km course. Maybe challenge another crew on your 5-km course. Maybe plan another campout.</td>
</tr>
<tr>
<td></td>
<td>Continue working on night-time orienteering techniques. Begin work on mapmaking techniques to hone your orienteering skills.</td>
<td>Finalize plans for your 5-km course. Begin searching for a local orienteering competition to enter.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Review local competition results. Recheck basic skills. Finalize teams.</td>
<td>Share last-minute details related to the trip. Collect all necessary forms.</td>
</tr>
<tr>
<td><strong>SUPERACTIVITY</strong></td>
<td><strong>SHOWSLIDE</strong></td>
<td><strong>SHOWSLIDE</strong></td>
</tr>
<tr>
<td>10</td>
<td>Have a family potluck dinner or cookout. Invite people who helped you prepare for your trip. Don’t forget to send thank-you notes to the local orienteering club and national/regional competition host.</td>
<td>Show slides of your trip. Have your own awards ceremony.</td>
</tr>
<tr>
<td>11</td>
<td>Critique your activity plan; you might want to continue orienteering.</td>
<td>Put your critique and activity plan in your crew program file for future reference.</td>
</tr>
</tbody>
</table>
Resources

BSA Resource Literature

Fieldbook, No. 33200

Conservation Handbook, No. 33570

Tours and Expeditions, No. 33737

Guide to Safe Scouting, No. 34416

Venturer/Ranger Handbook, No. 33494

Additional Resources

Be Expert with Map and Compass, Bjorn Kjellstrom, Scribner, 1976.


Mapmaking for Orienteers, Robin Harvey, British Orienteering Federations, 1981.

Ski Orienteering, Bjorn Kjellstrom, Orienteering Service/USA, 1974.


Films and Film Rental

International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604, 312-427-4345.

Meet Supplies

Silva Orienteering Services, USA, P.O. Box 1604, Binghamton, NY 13902.

Orienteering Unlimited, Jan Ridge Road, Somers, NY 10589.

Brunton Compass, 620 East Monroe Ave., Riverton, WY 82501.

Silva Compass, P.O. Box 966, Binghamton, NY 13902.

Recreational Equipment, Inc., Summer, WA 98352.

Eastern Mountain Sports, Inc., 1041 Commonwealth Avenue, Boston, MA 02215.

A & E Orienteering Inc., 74 Decorah Drive, St. Louis, MO 63146.

Runner's Shop, 15 Strong Avenue, Northampton, MA 01060.

In Canada: Orienteering Services, Canada, Division of Johnson Diversified, Canada, 3345 North Service Road, Burlington, Ontario, Canada L7N362.
**Topographic Maps in the U.S. and Canada**

The best way to get topographic maps from the United States Geological Survey is a two-step process:

1. Request an index of topographic maps for your state from the United States Geological Survey by calling 1-800-USA-MAPS.

2. Upon receipt of the index, locate the particular quadrangle of interest. Refer to your local phone book for the nearest commercial dealers that sell USGS maps and contact them directly for pricing and ordering information. For more information or ordering assistance, call 1-800-HELP-MAP, or write: USGS Information Services, P.O. Box 25286, Denver, CO 80225.

For topographic map information in Canada, write to the Map Distribution Office, 615 Booth Street, Ottawa, Ontario, K2E6N4.

Additionally, most communities have a local company that has their state’s topographic maps. Check the yellow pages under Maps or call a local survey company to find your local distributor. Other map and chart information may be obtained from the National Cartographic Information Center, 507 National Center, Reston, VA 22092.

**Sources for Making O-Base Maps**

Kartijan, Box 83, S-66001, Sweden.

Haney, Doutre, FK166BJ, Scotland.

Rakson & Helgesen, Boks 50, EDN-39-25

Reistad, Unit 1407, Norway.

Chriiner Mapping Services, Inc., 470 Sentinel Road, Downsville, Ontario, Canada M3J1V6.

**Aerial Photos**

National Cartographic Information Center, 507 National Center, Reston, VA 22092.
Introduction

Because of our heritage, most Americans love the idea of being self-sufficient. But, in today’s world of convenience and service, it is hard to be self-sufficient unless you strap on a pack and head into the outdoors. You carry what you need to live on, only you, making you self-sufficient and having a great time while you are doing it. Backpacking affords you the opportunity to leave the crowded campgrounds behind to find territory less disturbed by humanity. Again, like most high-adventure sports, it’s not as simple as throwing some food and gear into a backpack and heading out. Preparation and planning are prerequisites to a good experience. Backpacking is a sport you can do just about anywhere, so get yourself ready for a new world of adventure. Let’s go backpacking!

Knowledge Level

To participate in this superactivity you should have basic compass, map-reading, first-aid, and survival skills, and knowledge of all backpacking equipment.

Fitness Level

This is a sport in which you need to be physically fit. Carrying a 30- to 40-pound backpack, steep trails, high altitudes, long distances, and inclement weather impose additional demands. The more difficult your planned trek, the more physically conditioned you will need to be. Your first step for physical conditioning for backpacking should be to get a physical examination from a physician, using the Personal Health and Medical Record, No. 34412. This form is required for backpacking. Forms are available from your local council service center. The medical exam must have been within the previous 12 months.

Safety

Any backcountry expedition or campout requires that no fewer than four individuals go (always with a minimum of two adults). If an accident occurs, one person stays with the injured and two go for help. Additional adult leadership requirements must reflect an awareness of such factors as size and skill level of the group, anticipated environmental conditions, and overall degree of challenge.

Where to Find Help

Your BSA local council and backpacking/sporting goods stores should be able to help you with backpacking information. Also, check with your local library, college, university, or other Venturing crews for information on backpacking clubs.
DAYS       SUPERACTIVITY BACKDATING—BACKPACKING

-180       Select backpacking as your superactivity. Assign an activity chair. Assess
your crew's abilities related to backpacking subjects and decide on preparation
sessions you need.
-175       Recruit a consultant.
-165       Annual parents' night. Share superactivity and plans.
-150       Backpacking consultant presents opening session.
-150       Promote in your annual program calendar and newsletter.
-150       Backpacking preparation sessions begin.
-120       Submit newsletter article.
-120       Physical fitness contest to check conditioning.
-110       One-day hike.
-90        Submit newsletter article.
-90        Local backpacking trip 1.
-60        Submit newsletter article.
-60        Local backpacking trip 2.
-45        Order vans or other transportation if needed.
-45        Decide on trek itinerary and make reservations/get permits.
-30        Local backpacking trip 3 as checkout.
-30        Submit newsletter article.
-30        Turn in your tour permit to council service center. (Add two weeks if more
than 500 miles.)
-30        Final attendance list, order trail food. Assign person to call after you get
off trail.
-20        Purchase trail food.
-14        Put an article about your trip in your local newspaper.
-14        Collect consent forms and medical examination forms. Last-minute details:
Check equipment, personal and crew; distribute food and crew equipment;
weigh packs. Distribute name of person you will call after trek.
-5         Last crew meeting before departure.
-2         Purchase fresh food.
-1         Pick up vans if needed.
0          Superactivity.
+1         Put an article with pictures of your trip in your local newspaper.
+7         Potluck or cookout with families. Show slides.
+14        Critique. Send thank-you notes to everyone who helped.

Note to activity chair. The above backdating schedule will vary greatly depending on your chosen
activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you
want and share it with your crew. The following activity plan relates to the backdating schedule and
like the backdating schedule is just "food for thought." Use what you want; modify and add to it.
# BACKPACKING

## MEETING AND ACTIVITY PLAN

<table>
<thead>
<tr>
<th>SESSION</th>
<th>SKILLS INSTRUCTION</th>
<th>SPECIAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew. What are your strengths and limitations? What type of backpacking do you want to do?</td>
<td>Have a presentation by experienced backpacker (maybe from local club or backpacking store). Cover types of equipment, shoes, places to go.</td>
</tr>
<tr>
<td>2</td>
<td>Have a physical fitness assessment. Design fitness program and keep log of each member.</td>
<td>Have a fitness expert help you with your assessment and present a program on fitness.</td>
</tr>
<tr>
<td>3</td>
<td>Make plans to participate in Project COPE. (Check with your council.) If no Project COPE is available, plan a day hike.</td>
<td>Show a slide presentation on the Great Smoky Mountains National Park.</td>
</tr>
<tr>
<td>4</td>
<td>Learn about different types of fabric and insulation and determine what clothing you will need on the backpacking trek. Assess equipment. Who needs what? How are you going to get it? Plan backpacking trip 1.</td>
<td>Do two team-building initiative games from either the chapter 9 or Boy Scout Venture Backpacking, No. 33484.</td>
</tr>
<tr>
<td>5</td>
<td>Each crew member brings a complete pack to the meeting. Have an experienced backpacker conduct a shake-down to determine what to bring and what to eliminate. Discuss and demonstrate how to properly pack a backpack.</td>
<td>Conduct final planning for backpacking trip 1. Retest physical fitness.</td>
</tr>
<tr>
<td>6</td>
<td>Analyze your first backpacking trip. What do you need to work on? Plan your menu for your superactivity. Plan backpacking trip 2.</td>
<td>Have a backpacking expert make a presentation on backpacking foods. Prepackaged or build your own?</td>
</tr>
<tr>
<td>7</td>
<td>Consider all the possible mishaps that could occur on your trek and develop a plan to manage each one.</td>
<td>Conduct first-aid training.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>9</td>
<td>Discuss and practice trail duties. Assign duties. Discuss proper trail courtesy and conservation.</td>
<td>Retest for physical fitness. Finalize superactivity plans and participation.</td>
</tr>
<tr>
<td>10</td>
<td>Review map and compass use and how to choose a campsite. Final check of equipment. Distribute trail food and crew equipment for personal packing.</td>
<td>Conduct final superactivity preparation. Collect forms. Distribute name and number of person you will call when off the trail.</td>
</tr>
<tr>
<td>11</td>
<td>Conduct final check of equipment. Weigh packs.</td>
<td>Have a presentation on the red wolf restocking program. Wildlife identification and safety procedures. (For variety)</td>
</tr>
</tbody>
</table>

**SUPERACTIVITY**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Have a family potluck or cookout. Invite people who helped you prepare for your trip. Don’t forget to send thank-you notes to those who helped you prepare.</td>
<td>Show slides of your trip. Have a fun awards ceremony for such things as best cook, most animals seen, best wolf howl, best backpacker, most cheerful, etc.</td>
</tr>
<tr>
<td>13</td>
<td>Critique your activity plan and how you did. You might want to continue backpacking.</td>
<td>Put your critique and activity plan in your crew program file for future reference.</td>
</tr>
</tbody>
</table>
Resources

BSA Resource Literature

Fieldbook, No. 33200
Passport to High Adventure, No. 4310
Tours and Expeditions, No. 33737
Conservation Handbook, No. 33570
Knots and How to Tie Them, No. 33170
Guide to Safe Scouting, No. 34416
Venturer/Ranger Handbook, No. 33494

Additional Resources

Backpacking, One Step at a Time, Harvey Manning, Vintage, 1975.


Education Association, 1975.


Backpacking, Randy Larson, Harvey, 1980.


Associations

Adirondack Mountain Club, R.R.3, Box 3055, Lake George, NY 12845.

Appalachian Mountain Club, 5 Joy Street, Boston, MA 02102.

American Hiking Society, P.O. Box 20160, Washington, DC 20016.
Introduction
There is nothing like hearing the beating of your own heart and the echoing sound of a drop of water as it hits a subterranean pool in total darkness 200 feet underground!

If your crew already has learned some outdoor basic skills such as knots, first aid, compass skills, and rope skills, you might be ready to go underground. Americans have been intrigued by caves for centuries. Caves offer the unknown, a chance for the ultimate challenge, and a test of ability and teamwork. Caves are found in most parts of the country making this a very accessible Venturing activity. To make your caving trips enjoyable and safe, you will need to learn about caves, caving skills, caving equipment, and where to go to find caves. So read on and have a great time caving!

Knowledge Level
To participate in this superactivity you should possess basic compass, map-reading, and first-aid skills. You should also have a thorough knowledge of caving equipment, basic caving survival techniques, cave conservation practices, and caving rules.

Fitness Level
Caving requires average to strenuous exertion.

Safety
Many caving accidents and damage to caves are caused by people going into caves unprepared and ignorant of caving techniques. Like many high-adventure activities, having some knowledge of what to expect and being prepared can make a world of difference in how much you enjoy the activity. In caving, it is not difficult to do this. If your crew has never been caving and you have no one involved in your crew that is proficient at caving, you should begin by learning from someone who is proficient (a consultant). Whatever you do, don’t just decide to go to Farmer Brown’s cave one weekend. Get ready! Even the most experienced cavers prepare and are constantly learning new skills.

Where to Find Help
Your local council should have information on caving. For information on a grotto (caving club), check with your local library, college, or university, or the National Speleological Society, 2813 Cave Avenue, Huntsville, AL 35810. Outdoor stores and other Venturing crews also might be helpful.

Cave Conservation
You might find that some cavers are reluctant to share information about cave locations. Unfortunately that is because some people do not take care of caves. Caves that took millions of years to develop can be destroyed in one generation. On your first caving trip you might see pieces of candy wrappers, piles of spent carbide, string, or even spray-painted arrows on the walls. This type of abuse threatens the life of a cave and makes your trip less pleasurable. So please do your part in protecting the cave. Stay on the main trails; don’t walk on a mud bank just because no one has walked on it. Don’t touch growing rock formations; don’t break rock formations such as stalagmites. And don’t drop rocks because you might damage rock formations, kill cave life, or hurt someone.

Also be sensitive to the area around the entrance to the cave. Keep the area clean. If privately owned, make sure you obtain permission to enter the cave.

A simple rule is to take out what you take in and take out what someone else left. If your crew would like to be held in high esteem by other caving groups and experienced individuals, you might even plan a cave cleanup project, graffiti removal, a cave-gating, or other cave conservation project. A safe place to start is to contact the nearest grotto.
DAYS     SUPERACTIVITY BACKDATING—CAVING

-180     Cave trip selected as superactivity; activity chair assigned. At this point you
         might know enough about caving that you can target a particular cave or
         caves to explore, or you might need to wait to begin working with your
         consultant.

-175     Consultant recruited.

-165     Annual parents’ night. Share superactivity and plans.

-150     Consultant kicks off caving preparation sessions.

-150     Caving preparation sessions begin.

-150     Promote in annual program calendar and newsletter.

-120     Submit newsletter article.

-90      Contact guide for commitment.

-90      Submit newsletter article.

-60      Contact air force base for accommodations.

-60      Submit newsletter article.

-60      Contact national forest on camping.

-45      Order vans or other transportation if needed.

-30      Local caving trip—checkout.

-30      Turn in tour permit to council service center. (Add two weeks if more
         than 500 miles.)

-30      Contact Six Flags for discount tickets.

-30      Submit newsletter article.

-20      Purchase dry food.

-14      Put an article about your trip in your local newspaper.

-14      Develop final attendance list with emergency contacts. Let parents
         know who crew will stay in contact with. Gather consent forms and
         medical forms.

-7       Contact guide. Last contact before departure.

-5       Last crew meeting before departure. Last-minute details. Check equipment.

-2       Purchase fresh food.

-1       Pick up vans if needed.

0        Superactivity.

+1       Put an article with pictures of your trip in your newspaper.

+7       Potluck or cookout with families. Show slides.

+14      Critique. Send thank-you notes.

Note to activity chair: The above backdating schedule will vary greatly depending on your chosen
activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you
want and share it with your crew. The following activity plan relates to the backdating schedule and
like the backdating schedule is just “food for thought.” Use what you want; modify and add to it.
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Have consultant show slides of caving and give presentation on cave geology and location of local caves. Share activity plan and superactivity.</td>
<td>Plan to visit a commercial cave. Locate local sources for caving equipment.</td>
</tr>
<tr>
<td>2</td>
<td>Have consultant give presentation on caving equipment, boots, gloves, helmets, lighting, first aid, food, and clothing.</td>
<td>Finalize preparation for commercial cave trip.</td>
</tr>
<tr>
<td>3</td>
<td>Review caving etiquette and conservation. Learn to read cave map. Review knots and climbing equipment used in caving.</td>
<td>Practice knots and climbing and rappelling techniques that will be used in caves.</td>
</tr>
<tr>
<td>4</td>
<td>Review safety rules and crew and personal equipment. Practice first-aid skills, emphasizing splints and hypothermia.</td>
<td>Build individual and crew equipment packs. Make plans to explore a local noncommercial cave. Obtain permission if necessary. Secure guide.</td>
</tr>
<tr>
<td>5</td>
<td>Study the flora and fauna of caves. Discuss possible cave conservation projects and make plans to perform one at a cave.</td>
<td>Bring your gear for inspection. Finalize plans for your first noncommercial cave trip.</td>
</tr>
<tr>
<td>6</td>
<td>Study the equipment and techniques of vertical caving. Practice special knots and rappelling techniques.</td>
<td>Practice methods used to cross cave streams and breakdowns.</td>
</tr>
<tr>
<td>7</td>
<td>Continue instruction and practice of vertical caving techniques. Each member should have his or her own ascending and descending gear.</td>
<td>Build a bat box. Have a pizza party and show slides of your first noncommercial cave trip. Invite your families. Bring consent and medical forms.</td>
</tr>
<tr>
<td>No.</td>
<td>Activity</td>
<td>Notes</td>
</tr>
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</tr>
<tr>
<td>8</td>
<td>Draw a map of the wild cave you explored using the appropriate symbols. Try to secure a professionally drawn map of the same cave and compare them.</td>
<td>Last meeting before big trip: Check all details and equipment again. Make sure to arrange for a telephone call at a specific time at the end of each of your cave explorations in case a search-and-rescue operation is needed. Do one team-building initiative game (see chapter 9).</td>
</tr>
<tr>
<td>9</td>
<td>Have a family potluck dinner or cookout. Invite people who helped you prepare for your trip. Don't forget to send thank-you notes to your guides, local grotto or club, and cave owner.</td>
<td>Show slides of your trip. Have a crazy awards ceremony for muddiest caver, bravest, best cook, etc.</td>
</tr>
<tr>
<td>10</td>
<td>Critique your activity plan and trip; you might want to go again.</td>
<td>Put your critique and activity plan in your crew program file for future reference.</td>
</tr>
</tbody>
</table>
Resources

BSA Resource Literature

Conservation Handbook, No. 33570

Fieldbook, No. 33200

Knots and How to Tie Them, No. 33170

Tours and Expeditions, No. 33727

Guide to Safe Scouting, No. 34416

Venturer/Ranger Handbook No. 33494

Additional Resources


America's Neighborhood Bats, Merlin D. Tuttle, University of Texas Press.


The Caves Beyond, J. Lawrence, Jr., and R.-W. Brucker, 1975, Cave Books.

Caving: The Sierra Club Guide to Spelunking, Lane Larson and Peggy Larson, 1982, Sierra Club.


 Depths of the Earth, W.-R. Halliday.

Adventure of Caving, David R. McClurg, 1986, DSJ Press.

On Rope, National Speleological Society.


Trapped, R.-K. Murry and R.-W. Brucker.


Other Publications

Caving Information Series, National Speleological Society.

National Speleological Society News.

Organization

National Speleological Society, 2813 Cave Avenue, Huntsville, AL 35810.

Book Dealers

American Cave Conservation Association, P.O. Box 409, Attn: Publications, Horse Cave, NY 42749.

National Speleological Society Bookstore, 2813 Cave Avenue, Huntsville, AL 35810.

Cave Books, 4700 Amberwood Drive, Dayton, OH 45424.

Speleobooks, P.O. Box 10, Schoharie, NY 12157.

Equipment

East of the Mississippi River

J.-E. Weinell, Inc., P.O. Box 213, Valencia, PA 16059.

The Speleoshoppe, P.O. Box 297, Fairdale, KY 40118.

Blue Water LTD, 209 Lovvorn Road, Carrollton, GA 30117.

Adventure Technologies Inc. 221 West Main Street, Murfreesboro, TN 37130.

Pigeon Mountain Industries, P.O. Box 803, LaFayette, GA 30728.

Custom Cave Gear, P.O. Box 7351, Charlottesville, VA 22906.
I. & S. Sporting Goods, P.O. Box 176, Philippi, WV 25416.

Inner Mountain Outfitters, 102 Travis Circle, Searfoxd, VA 23696-2412.

Bob and Bob, P.O. Box 441H, Lewisburg, WV 24901.

West of the Mississippi River

CMC Rescue Inc., P.O. Drawer 6870, Santa Barbara, CA 93160.

Gibbs Products, 2608 East 3820 S., Salt Lake City, UT 84109.

Pathfinder Sports, Inc., P.O. Box 30670, Tucson, AZ 85751.
Introduction
We all know we live in one of the most beautiful and interesting countries in the world. However, most of the time we rush around in it missing much of what it has to offer. Slow down and try cycling while enjoying adventure and developing a skill. Like most high-adventure activities, preparation, planning, and the correct equipment can make the difference in having a safe and enjoyable cycling experience. The nice thing about cycling is that you can do it just about anywhere. You don’t need a famous whitewater river or a granite rock face to do this sport. You just need a road or trail and there are plenty of those. Add in camping or some fun cycling games and you have added to the fun that is available through the simple bicycle. See America the fun way!

Knowledge Level
To participate in this superactivity you should know simple on-the-road bike repair, map-reading skills, basic first aid, and biking on-road and off-road safety.

Fitness Level
Your fitness requirements depend on terrain, trip distance, and load. You can start off slowly until you become more physically fit.

Safety
Because cyclists use the same roads as cars, understanding driving laws and special cycling laws is a necessity. If you are road cycling, visibility is important. Learn to become a defensive rider. Also, be careful of heat injuries.

Where to Find Help
Check with your library, outdoors store, or cycle shop to find out if there are any cycling clubs in your area. College and universities in your area might have campus cycling clubs. Other Venturing crews or your local council might have helpful information also.
DAYS SUPERACTIVITY BACKDATING—CYCLING

-180 Select cycling as a superactivity. Assign an activity chair. Decide on preparation sessions you will need.
-175 Recruit consultant for first session.
-165 Annual parents’ night. Share superactivity and plans.
-150 Promote in your annual program calendar and newsletter.
-150 Cycling preparation sessions begin.
-135 Hold a physical fitness contest to check physical conditioning.
-120 Decide on draft itinerary.
-120 Submit newsletter article.
-105 Take a one-day cycling trip.
-90 Submit newsletter article.
-90 Make reservation at BSA camp.
-75 Take a weekend cycling trip.
-60 Submit newsletter article.
-60 Make arrangements for your overnight stays and sightseeing stops. Check out cycling shops in your touring area as resources. Decide on itinerary.
-45 Take a weekend cycling trip.
-45 Order vans or other transportation if needed.
-30 Submit newsletter article.
-30 Turn in your tour permit to the council service center. (Add two weeks if more than 500 miles.)
-30 Final attendance list. Choose a person to call periodically while on the road and when you reach BSA camp. Confirm camp reservation and any other reservations if needed.
-20 Purchase trail food. Final details on night stops.
-14 Put an article about your trip in your local newspaper.
-14 Collect consent forms and medical examination forms. Check bicycles and personal camping equipment. Distribute name of person you will call while away.
-5 Have your last crew meeting before departure. Consider last-minute details.
-2 Purchase fresh food.
-1 Pick up vans if needed.
0 Superactivity.
+1 Put an article with pictures of your trip in your local newspaper.
+7 Potluck or cookout with families. Show slides.
+14 Critique. Send thank-you notes to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and like the backdating schedule is just “food for thought.” Use what you want; modify and add to it.
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<tbody>
<tr>
<td>1</td>
<td>Analyze your crew's cycling abilities and capabilities. What will you need to work on? Who has what equipment? What type of cycling do you want to do?</td>
<td>Either visit a local cycle shop or have a cycling expert come to your crew meeting to talk about types of bikes, parts of bikes, cycling equipment, and touring. Discuss different types of bikes and their uses.</td>
</tr>
<tr>
<td>2</td>
<td>Plan a training schedule to strengthen your muscles. Get serious; a week-long trip on a loaded bike requires strength and endurance. Riding a bike is the best preparation, but other aerobic exercises will help too.</td>
<td>Conduct a physical fitness contest to assess individual conditioning. Play one initiative game from chapter 9.</td>
</tr>
<tr>
<td>3</td>
<td>Learn on-the-road bike maintenance. Practice changing a tire. Learn all parts of bikes. Everyone bring bikes to meeting.</td>
<td>Plan your first one-day tour. Decide on location, itinerary, distance, load, etc. Contact a local cycling club to get them to show your crew a slide show of a tour.</td>
</tr>
<tr>
<td>5</td>
<td>Review map and compass techniques so everyone understands basics, signs, contours, etc.</td>
<td>Have special presentation on Shenandoah National Park and Shenandoah Valley.</td>
</tr>
<tr>
<td>6</td>
<td>Analyze first two-day tour. How did you handle loads, terrain, roads, maps, etc.? How was physical conditioning and individual equipment? Did you make 40 miles?</td>
<td>Do bike maintenance. Break down, clean, and lubricate them. Replace worn parts if necessary. Have a knowledgeable person to assist.</td>
</tr>
<tr>
<td></td>
<td>Make plans for your second two-day tour. Include camping. Try 50 miles with loaded bikes.</td>
<td>Have an expert cyclist give a presentation on bike camping techniques, tents, food, equipment, clothing, etc.</td>
</tr>
<tr>
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<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Have everyone bring their bikes and all equipment. Final shake-down before big trip.</td>
<td>Have photographer talk about wildlife and scenery picture taking. Take a &quot;before the trip&quot; picture.</td>
</tr>
</tbody>
</table>

**SUPERACTIVITY**

| 10 | Have a family potluck dinner or cookout. Invite people who helped you prepare for your trip and along the way. Send thank-you notes to those that helped. | Show slides of your trip. Have a fun awards ceremony for such things as craziest looking load, best biker, worst cook, loudest snorer, etc. |

![Bike diagram with labels for clothing: Wool cap, Wool sweater jacket with waterproof front and shoulders, Lined gloves, Waterproof front, Lined shoes with thick soles, Long wool socks, Long wool pants, Shoe covers.]
Resources

BSA Resource Literature

Fieldbook, No. 33200

Tours and Expeditions, No. 33737

Conservation Handbook, No. 33570

Guide to Safe Scouting, No. 34416

Venturer/Ranger Handbook, No. 33494

Organizations

Adventure Cycling Association, P.O. Box 8308, Missoula, MT 59807.

Bicycle Manufacturers of America, 1055 Thomas Jefferson St. NW, Suite 300, Washington, DC 20007.


Books


Living on Two Wheels, Dennis Coello, Ross Books, 1983.


Periodicals

Bicycling, Rodale Press, 33 East Minor Street, Emmaus, PA 18098.

Bicyclist, P.O. Box 52712, Boulder, CO 80322-2712.

Cyclists’ Yellow Pages, Adventure Cycling Association, P.O. Box 8308, Missoula, MT 59807.
Introduction

Surveys show that Americans, including young Americans, love to camp. Nature has a strong call. It's almost hard to explain the feeling of climbing out of a tent to the waking call of the wood's creatures welcoming the misty new day. You stretch and smell wood smoke and maybe even see a young deer browsing nearby. Even with the sounds of a woodpecker banging out a rhythm on a hollow tree, the chattering of squirrels, or the babble of a nearby stream, there is a quietness to the camp, and you are part of it.

The great thing about camping is that anybody can do it, there are almost unlimited places to camp, and it fits well into most other high-adventure activities. You can have great fun just camping or doing other activities while camping. Learning camping skills can make your camping experience more enjoyable and the learning can be as much fun as the doing. Once your crew becomes proficient with camping, you could even teach these skills to other crews and other Scout and non-Scout organizations.

If you are going to do several outdoor/high-adventure activities, camping might be a good skill to master first. Take care of the environment and have a good time!

Knowledge Level

To participate in this superactivity you should have basic camping, outdoor-cooking, first-aid, map, and compass skills.

Fitness Level

Camping can be adapted to almost any level.

Where to Find Help

Check with your local council, library, college, university, and other Venturing crews for information on camping or outdoor clubs.
DAYS  SUPERACTIVITY BACKDATING—CAMPING

-180  Select camping as your superactivity. Assign an activity chair. Assess your
crew’s camping ability. Decide on preparation sessions you need.
-175  Recruit a consultant to kick off your first session.
-165  Annual parents’ night. Share superactivity and plans.
-150  Promote in your annual program calendar and newsletter.
-150  Camping preparation sessions begin.
-120  Submit newsletter article.
-120  Make superactivity reservations if needed.
-110  Outdoor equipment session—1 day.
-90  Submit newsletter article.
-80  Outdoor equipment session—1 day.
-60  Local weekend camping trip 1.
-60  Submit newsletter article.
-45  Secure transportation.
-30  Submit newsletter article.
-30  Turn in your tour permit to council service center. (Add two weeks if more
than 500 miles.)
-30  Make camping reservations, final attendance list.
-30  Equipment shakedown, both crew and personal.
-20  Purchase and package dry food.
-14  Put an article in your local newspaper about your trip.
-14  Collect consent and medical forms.
-5  Last crew meeting before departure. Last-minute details.
-2  Purchase fresh food.
-1  Pick up transportation if needed.
0  Superactivity.
+1  Put an article in your local newspaper (include pictures).
+7  Potluck or cookout with families. Show slides.
+14  Critique. Send thank-you notes to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your chosen
activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you
want and share it with your crew. The following activity plan relates to the backdating schedule and
like the backdating schedule is just “food for thought.” Use what you want; modify and add to it.
## Camping

### Meeting and Activity Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>Skills Instruction</th>
<th>Special Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew’s camping skill level. What will you need to work on? Review the Outdoor Code.</td>
<td>Have a local camping expert or camping/outdoor representative make a presentation on camping equipment.</td>
</tr>
<tr>
<td>2</td>
<td>Decide on what type of camping your crew will do and what equipment you will need as a crew and as individuals.</td>
<td>Have someone from your council make a presentation on Project COPE. Make arrangements to participate in Project COPE.</td>
</tr>
<tr>
<td>3</td>
<td>Learn about different types of outdoor cooking techniques. You might invite an expert to help you with this.</td>
<td>Let teams make a dutch-oven cobbler or other food. Do two team-building initiative games from chapter 9.</td>
</tr>
<tr>
<td>4</td>
<td>Learn about different types of tents. Have a tent-pitching contest. If teams are really good, try it with blindfolds on or without anyone talking.</td>
<td>Begin planning your first weekend campout. This should be training oriented. Take the low-impact camping quiz.</td>
</tr>
<tr>
<td>5</td>
<td>Plan foul-weather activities for camping trips.</td>
<td>Conduct final planning for first weekend campout. Have program on camping opportunities that are within several hours of your location.</td>
</tr>
<tr>
<td>7</td>
<td>Have crew members bring and share materials on their favorite camping area or type of camping—mountains, beach, primitive, campground, etc.</td>
<td>Conduct first-aid training session 2. Final planning for weekend campout 2.</td>
</tr>
<tr>
<td></td>
<td>Analyze your second weekend camping trip. Any improvement?</td>
<td>Have a presentation on use of maps and compass. Play an orienteering game or team-building initiative game from chapter 9.</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Make final plans for superactivity trip and have shake-down of crew and individual equipment. Plan menus, make assignments.</td>
<td>Have presentation on wildlife, photography, or some other subject your crew members might enjoy while camping or a presentation on reading the weather.</td>
</tr>
<tr>
<td>10</td>
<td>Pack equipment and food for superactivity. Collect forms, distribute emergency information.</td>
<td>Do an Ethics Forum. Also play at least one problem-solving initiative game.</td>
</tr>
</tbody>
</table>

**SUPERACTIVITY**

| 11 | Have a family potluck or cookout. Invite people who helped you prepare for your trip. Don’t forget to send thank-you notes to those who helped you prepare. | Show slides of your trip. Have a fun awards ceremony for such things as best cook, biggest fish caught, messiest tent, etc. |
| 12 | Critique your activity plan and how well you did. Do you need more equipment, planning, etc.? | Put your critique and activity plan in your crew program file for future reference. |
Resources

BSA Resource Literature

Fieldbook, No. 33200
Tours and Expeditions, No. 33737
Conservation Handbook, No. 33570
Guide to Safe Scouting, No. 34416
Venturer/Ranger Handbook, No. 33494

Additional Resources

Be an Expert with Map and Compass, Bjorn Kjellstrom, Charles Scribner’s Sons, 1976.
Woodall’s Campground Directories, by region.
Introduction
If you were approaching Earth from outer space, one of the most striking features you would notice would be all the water. The majority of the earth's surface is water—oceans, lakes, rivers, and ponds. So what does this have to do with Venturing? Venturers are looking for opportunities, and all that water offers plenty of opportunities—sailing opportunities. The real beauty of sailing is that you can start off very simply in a small craft and then work your way up as your individual or crew's ability increases. The other nice thing is that you can find people proficient in sailing just about anywhere you are.

Your crew can rent sailboats, borrow them, or purchase them. Many councils own a variety of sailboats that you might be able to use. Any way you go, there are plenty of opportunities to sail. So get on out there and find some wind!

Knowledge Level
To participate in this superactivity you should be a swimmer (see Guide to Safe Scouting for definition) and possess basic sailing and first-aid skills. All participants should know the Safety Afloat plan.

Fitness Level
Sailing requires little physical conditioning except for larger boats and ships.

Safety
Like other water sports, sailing can be dangerous. Water and weather conditions change rapidly, which changes sailing conditions. BSA policy requires that all persons involved in an activity on open water must wear a properly fitted U.S. Coast Guard-approved personal flotation device. Type II and III PFDs are recommended. All activities afloat must adhere to the principles of the buddy system. It is recommended that several crew members be lifeguard certified. Please check your Guide to Safe Scouting (available from your local council) for safety information and BSA policy related to aquatic activities.

Where to Find Help
Check with your BSA local council to see if they offer sailing courses and when they offer Safety Afloat courses. Check with your local sailboat dealer, library, college, or university for information on sailing or sailing clubs. Other crews or the Coast Guard auxiliary also might be helpful.
DAYS  SUPERACTIVITY BACKDATING — SAILING

-180  Select sailing as your superactivity. Assign an activity chair. Assess your crew's sailing and water skills. Decide on preparation sessions you need. Make reservations with Sea Base and other layovers.

-175  Recruit consultant for first session.

-165  Annual parents’ night. Share superactivity and plans.

-160  Promote in your annual program calendar and newsletter.

-150  Begin sailing preparation sessions. Kick off with a consultant.

-135  Conduct training session 1.

-120  Submit newsletter article.

-120  Conduct training session 2.

-105  Conduct training session 3.

-90  Conduct first-aid training.

-90  Submit newsletter article.

-80  Conduct first weekend activity—sailing.

-60  Submit newsletter article.

-45  Enjoy second weekend activity—sailing.

-45  Order vans or other transportation if needed.

-30  Submit newsletter article.

-30  Turn in your tour permit to council service center. (Add two weeks if more than 500 miles.)

-30  Finalize the attendance list. Order discount Disney World tickets.

-30  Collect consent forms and medical examination forms.

-14  Put an article about your trip in your local newspaper.

-5  Last crew meeting before departure. Last-minute details.

-1  Pick up vans if needed.

0  Superactivity.

+1  Put an article with pictures of your trip in your local newspaper.

+7  Potluck or cookout with families. Show slides.

+14  Critique. Send thank-you notes to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and like the backdating schedule is just "food for thought." Use what you want; modify and add to it.
# SAILING

## MEETING AND ACTIVITY PLAN

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew's sailing and aquatics skill levels, who are swimmers, lifeguards, etc. Might give a sailing knowledge test.</td>
<td>Have a sailing expert put on a program on sailing. Have them bring equipment for members to see and touch.</td>
</tr>
<tr>
<td>2</td>
<td>Begin sailing training sessions put on by organization such as Coast Guard auxiliary or other sailing instructor. (Check with your local council.)</td>
<td>Do two team-building initiative games found in chapter 9.</td>
</tr>
<tr>
<td>3</td>
<td>Conduct sailing training session 2. Begin planning your first weekend sailing activity.</td>
<td>Show promotional slides, video, etc., from Florida Sea Base or other sailing trips the crew has taken.</td>
</tr>
<tr>
<td>4</td>
<td>Conduct sailing training session 3.</td>
<td>If this session is on the water, plan some sort of fun graduation party, such as a cookout or pizza party.</td>
</tr>
<tr>
<td>5</td>
<td>Conduct first-aid training. Use either the BSA merit badge pamphlet as a guide or have Red Cross or other agency do your training.</td>
<td>Have a knot-tying contest or other sailing skills contest.</td>
</tr>
<tr>
<td>6</td>
<td>Analyze your first weekend sailing experience. What areas do you need work on?</td>
<td>Have a consultant put on a session on celestial navigation. Practice navigation. Plan your next weekend sailing activity.</td>
</tr>
<tr>
<td>7</td>
<td>Practice your celestial navigation skills acquired.</td>
<td>Plan a sailing contest for your next weekend sailing activity. Play two initiative games found in chapter 9.</td>
</tr>
<tr>
<td>8</td>
<td>Analyze your second weekend sailing activity. Practice buoy recognition—maybe have a contest. Also practice radiotelephone techniques.</td>
<td>Have a consultant put on a program on wildlife that you may encounter in Florida and the Caribbean Islands.</td>
</tr>
<tr>
<td></td>
<td>Conduct final planning for superactivity.</td>
<td>Have a medical consultant put on a program on sun safety.</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>SUPERACTIVITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Have a family potluck or cookout. Invite people who helped you prepare for your trip and along the way. Send thank-you notes to those who helped.</td>
<td>Show slides of your trip. Have a fun awards ceremony for such things as biggest fish, best cook, best navigator, biggest lobster, most sunburned, etc.</td>
</tr>
</tbody>
</table>
Resources

Primary Resource

Much of the material and suggestions for this chapter can be found in the Sea Scout Manual, No. 32239C. It is a comprehensive manual designed for Sea Scouts who wish to specialize in seamanship. However, it also would be useful for a high-adventure crew planning boat-related sports. There is a chapter on meetings and activities and a chapter on seamanship and boating safety that would be especially helpful.

BSA Resource Literature

Fieldbook, No. 33290
Passport to High Adventure, No. 4310
Tours and Expeditions, No. 33737
Conservation Handbook, No. 33570
Safety Afloat, No. 34368
Safe Swim Defense, No. 34370
Guide to Safe Scouting, No. 34416
Venturer/Ranger Handbook, No. 33494

Additional Resources


How to Survive on Land and Sea, U.S. Naval Institute, Annapolis, Md.


International Yacht Racing Rules, U.S. Yacht Racing Team.


Waterways Guides, editions available for Great Lakes, Southern, Mid-Atlantic, and Northern areas.


Organization

**Introduction**

Probably the most popular activities of Venturing crews are camping and backpacking, rappelling and rock climbing, and scuba diving. Part of the appeal of scuba diving is that it is available just about everywhere. Even crews in the prairie lands of mid-America can find scuba instruction and a place to dive. Crews can enjoy diving in quarries, lakes, rivers, springs, and, of course, oceans.

Scuba not only opens new worlds to the diver, it also offers a chance for personal growth. If you have proper training and well-planned and well-run scuba activities, scuba diving can be one of your crew's most exciting activities.

Scuba diving is adventure—high adventure!

**Knowledge Level**

To participate in this superactivity you must be certified in scuba diving with at least an open-water diver rating by one of the following agencies: National Association of Scuba Diving Schools (NASDS), National Association of Underwater Instructors (NAUI), Professional Association of Diving Instructors (PADI), SSI, or YMCA. Additional training in such areas as advanced open-water diving is recommended and is likely to not only increase safety but also enhance your crew's program.

**Fitness Level**

During scuba certification, your diving instructor will discuss the level of physical fitness required for diving. Generally speaking, average fitness is required. However, being comfortable under water is important. In planning to dive, it is important to consider the health status of your crew members.

**Where to Find Help**

Take advantage of several opportunities. Start by asking around to see if you know anyone who is certified by one of the diving instructor organizations such as NAUI. Find out who taught the certified divers you know and ask what they thought of their instruction. Also, check the yellow pages for local diving instructors. Call a nearby YMCA to see if it offers a course or if anyone there knows who does. Check with a local outdoor store. If there is a scuba shop in your area, it likely can be identified by a red and white diagonally divided flag. If all else fails, call or write one of the certification organizations, such as NAUI, to find an instructor near you.

Determine whether there is enough interest to hold a course just for your crew. If there is not, your crew may have to join another open course.
DAYS  SUPERACTIVITY BACKDATING—SCUBA DIVING

-210 Select scuba diving as your superactivity. Assign an activity chair. Assess resources and the scuba diving ability of crew members. Make reservations with the sea base and arrange other layovers.

-175 Recruit consultants as needed.

-150 Annual parents’ night. Share superactivity and plans.

-150 Promote the activity in the crew’s annual program calendar and newsletter.

-150 Kick off scuba diving with a consultant’s slide show and underwater equipment display.

-120 Start scuba instruction for those who need it. Conduct additional programs on various facets of diving, such as underwater photography, wreck diving, Divers Alert Network (DAN) programs, and treasure hunting.

-120 Submit a newsletter article.

-90 Confirm sea base and layover location plans. Promote the activity in your crew newsletter. Continue scuba instruction and programs.

-60 Go on a crew weekend trip for open-water certification of new divers and a check dive of previously certified divers. Promote the dives in your crew newsletter.

-45 Finalize transportation arrangements.

-30 Turn in the tour permit application to your local council service center. Confirm your travel plans. Assign one person to be your at-home emergency contact. Send final itinerary and details to participants. Order Epcot tickets.

-15 Collect all forms. Put an article in the local newspaper about the trip.

-7 Purchase nonperishable food for the trip.

-5 Conduct your last crew meeting before the trip.

-1 Purchase fresh food.

-1 Pick up transportation, if needed.

0 Superactivity.

+1 Put an article with pictures of the trip in the local newspaper.

+7 Hold a potluck or cookout with your families. Show slides.

+14 Critique your efforts. Place the critique in the crew program file. Send thank-you notes to everyone who helped.

Note to activity chair. The above backdating schedule will vary greatly depending on your crew’s chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and, like the backdating schedule, is just “food for thought.” Use what you want; modify and add to it.
## SCUBA DIVING

### MEETING AND ACTIVITY PLAN

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<th>SKILLS INSTRUCTION</th>
<th>SPECIAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew’s scuba skill level. Determine who are swimmers, lifeguards, and certified divers. Also find out who has other skills such as underwater photography and first aid.</td>
<td>Have a diving instructor give a slide show about the adventure of diving. Ask to be shown slides that represent the kind of diving you will do. Have the instructor explain what is involved in scuba instruction. Ask the instructor to bring equipment and explain its use.</td>
</tr>
<tr>
<td>2</td>
<td>Learn about the different types of scuba certification courses.</td>
<td>Have a diving instructor explain the diving certification ratings. Show slides.</td>
</tr>
<tr>
<td>3</td>
<td>Learn about underwater photography.</td>
<td>Ask an underwater photographer to give a program on underwater photography equipment and techniques.</td>
</tr>
<tr>
<td>4</td>
<td>Learn about DAN programs.</td>
<td>Have a DAN representative give a program on what DAN is and its many services.</td>
</tr>
<tr>
<td>5</td>
<td>Learn what’s new in scuba gear.</td>
<td>Ask a representative of a scuba shop to bring and show all the latest scuba equipment. Show how dive computers work.</td>
</tr>
<tr>
<td>6</td>
<td>Learn to identify aquatic creatures. Consider having a fun “identify the creature” game to practice.</td>
<td>Have a consultant or crew members give a program on aquatic creatures you might encounter in your area or where your crew plans to dive. You could also learn about underwater ecology.</td>
</tr>
<tr>
<td>7</td>
<td>Learn about treasure hunting in the Caribbean.</td>
<td>Invite a consultant to show a video or slides of treasure hunting techniques or finds. Check with treasure hunters in the Florida Keys.</td>
</tr>
<tr>
<td>8</td>
<td>Plan a weekend trip for open-water certification of new divers and dive checks on previously certified divers.</td>
<td>Plan all details for camping as well as for the diving program. Don’t forget about permits and equipment.</td>
</tr>
<tr>
<td>9</td>
<td>Conduct a superactivity planning meeting.</td>
<td>Meet on a Saturday and include some fun water activities, such as skiing, scuba diving, and water volleyball.</td>
</tr>
</tbody>
</table>

### SUPERACTIVITY

<table>
<thead>
<tr>
<th>SESSION</th>
<th>SKILLS INSTRUCTION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Hold a family potluck or cookout. Invite the people who helped prepare for the trip. Send thank-you notes to everyone who helped.</td>
<td>Show slides of the trip. Have a fun ceremony to present awards for such things as the best diving buddy, the person who saw the biggest fish, and the person who breathed the most air.</td>
</tr>
<tr>
<td>11</td>
<td>Critique the activity plan and how well you did.</td>
<td>Put the activity plan and critique in the crew program file for future reference.</td>
</tr>
</tbody>
</table>
Resources

**BSA Resource Literature**

**Fieldbook**, No. 33200

**Tours and Expeditions**, No. 35737

**Guide to Safe Scouting**, No. 34416

**Venturer/Ranger Handbook**, No. 33494

**PADI/Venturing Scholarship Program**, No. 25-242

**Additional Resources**


**Organizations**


Underwater Explorers Society, P.O. Box 42433, Freeport, Bahamas 242-373-1244, fax 242-373-8956.

Underwater Society of America, P.O. Box 628, Daly City, CA 94017; 415-583-3492, fax 408-294-3496.

**Periodicals**

**Scuba Diving**, 33 East Minor Street, Emmaus, PA 18098; 800-666-0016.

**Scubapro Diving & Snorkeling**, 656 Shrewsbury Avenue, Shrewsbury, NJ 07701; 210-842-8300.

**Scuba Times**, P.O. Box 6268, Pensacola, FL 32503; 904-478-5288.

**Skin Diver**, 6420 Wilshire Blvd., Los Angeles, CA 90048-5515; 800-800-3487.
Introduction

Because more and more of us occupy this relatively small planet, taking care of our home becomes more and more important. Fortunately, Venturers hear and see quite a bit about conservation on radio and TV, in school, in books and other printed materials, and in other places. As Venturers, you have the opportunity to do more than just listen, watch, and talk. You can learn about conservation and then put your knowledge to good use. Venturers can even be community leaders in conservation.

Conservation can be a great program choice for any crew. While doing something worthwhile to benefit others, each of your members will benefit not only from doing the project but also from its results. A win-win situation. Make conservation a part of your crew program.

Knowledge Level

To participate in this superactivity, crew members need no particular level to start, just a desire to help. Learning how nature and conservation work can be interesting and make you more efficient and effective. Make acquiring and increasing your knowledge level an important part of the crew’s conservation program.

Fitness Level

There is a conservation project for all fitness levels. The more physically challenging the projects are, the more fit participants need to be. However, all conservation projects need not be physically challenging. For example, making many phone calls may be the key to success for turning out volunteers for a park cleanup.

Safety

Safety should always be a primary concern. An accident or injury could ruin any well-planned conservation activity, so always take safety into consideration when planning crew activities. For example, if you are planning a trail conservation project, know how to prop-
SUPERACTIVITY BACKDATING—CONSERVATION

-180 Select conservation as your superactivity. Assign an activity chair. Assess your crew’s conservation knowledge and skill level. Decide on the preparation you will need for the superactivity.

-175 Contact the organization for which the crew will do its conservation project.

-175 Recruit a consultant such as a state or national park superintendent to kick off the first session.

-165 Annual parents’ night. Share superactivity and plans.

-150 Promote the activity in the crew’s annual program calendar and newsletter.

-150 Conservation sessions begin.

-140 Make plans for a local conservation project training weekend.

-135 Conduct a second conservation training program.

-120 Submit a crew newsletter article.

-120 Conduct a third conservation training program.

-110 Make arrangements for a raft trip and lodgings.

-105 Conduct a fourth conservation training program.

-90 Hold a conservation campout and training session.

-90 Submit a crew newsletter article.

-75 Learn first-aid training for wilderness conservation projects, part 1.

-60 Learn first-aid training for wilderness conservation projects, part 2.

-60 Submit a newsletter article.

-45 Hold a program on BSA conservation programs.

-30 Submit a newsletter article.

-30 Make final preparations and coordinate with your project organization. Get final confirmation from participants. Turn in the tour permit application to your local council service center. Assign one person to be your at-home emergency contact.

-14 Put an article in the local newspaper about the trip.

-14 Collect all forms from participants. Distribute the emergency contact phone number.

-7 Purchase nonperishable food for the trip.

-5 Conduct your last crew meeting before the trip to cover last-minute details.

-1 Purchase fresh food. Pick up transportation, if needed.

0 Superactivity.

+1 Put an article in the local newspaper about the trip and conservation project.

+7 Hold a potluck or cookout with your families. Show slides of the trip.

+14 Critique your efforts. Place the critique in the crew program file. Send thank-you notes to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your crew’s chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and, like the backdating schedule, is just “food for thought.” Use what you want, modify and add to it.
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<td>1</td>
<td>Analyze your crew’s conservation knowledge and skill level.</td>
<td>Ask a state or national park manager to present a program on park conservation projects.</td>
</tr>
<tr>
<td>2</td>
<td>Learn how to plan projects or to join conservation partnerships that already exist.</td>
<td>Have a consultant or a crew member present a program on conservation opportunities and what Venturing can offer. Have the presenter tell what makes a good conservation project, how to plan a project, how to find and approach an agency, how to adopt a site, and how to document your work and earn recognition.</td>
</tr>
<tr>
<td>3</td>
<td>Learn how to be a project leader.</td>
<td>Ask a consultant or crew member to present a program on how to lead a conservation project. Have the presenter focus on planning and on being a role model. Do an initiative game found in chapter 9.</td>
</tr>
<tr>
<td>4</td>
<td>Learn conservation project safety.</td>
<td>Have a consultant present a program on safety. Ask the consultant to review the problems that can be expected during a conservation project, how to make an emergency plan, the proper clothing to wear and tools to use, and other safety topics.</td>
</tr>
<tr>
<td>5</td>
<td>Learn first aid.</td>
<td>If you have members who have been first-aid certified, plan a weekend first-aid course. You can’t have too many people trained in first aid.</td>
</tr>
<tr>
<td>6</td>
<td>Learn how to conserve our resources.</td>
<td>Have a consultant present a program on local recycling programs and other conservation opportunities in your area.</td>
</tr>
<tr>
<td>7</td>
<td>Learn techniques for trail maintenance and repair.</td>
<td>Ask a consultant or crew member to present a program on the tools needed for trail work, how to do rock work, brushing, tread maintenance, water bars, turnpikes, bridges, and trail marking.</td>
</tr>
<tr>
<td>8</td>
<td>Reinforce everything you have learned.</td>
<td>Plan and hold a weekend conservation campout to reinforce and practice all knowledge and techniques previously learned. Consider doing a conservation project during the campout.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Learn about revegetation and restoration.</td>
<td>Have a consultant or crew member present a program on no-trace camping, growing plants in urban areas, tree planting, campsite restoration, and trail revegetation. Consider planting some trees or another planting project.</td>
</tr>
<tr>
<td>10</td>
<td>Learn how to enhance wildlife habitat.</td>
<td>Ask a consultant to present a program on how to survey animal habitats, enhance aquatic environments, and enhance bird and small animal habitats. Build birdhouses or woodchuck or bat boxes. Then set them out.</td>
</tr>
<tr>
<td></td>
<td>SUPERACTIVITY</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Hold a family cookout or potluck. Invite the people who helped prepare for the trip. Send thank-you notes to everyone who helped.</td>
<td>Show slides of your preparations and the trip. Have a fun ceremony to present awards for such things as the muddiest Venturer, the best hiker, the strongest Venturer, and the best bat box builder.</td>
</tr>
<tr>
<td>12</td>
<td>Critique your activity plan and how well you did.</td>
<td>Put your activity plan and critique in the crew program file for future reference. You might want to do this again sometime.</td>
</tr>
</tbody>
</table>
Resources

Primary Resource

The Conservation Handbook, No. 33570, has just about everything you need to do this activity. Its chapters include all subjects suggested in the activity plan, plus additional conservation information and information on federal agencies.

BSA Resource Literature

Fieldbook, No. 33200

Tours and Expeditions, No. 33737

Conservation Pocket Guide, No. 33017

Venturing World Conservation Program, No. 25-440

Venturer/Ranger Handbook, No. 33494

Venturing Homaday Program Packet, No. 21-107

Additional Resources


Government Agencies


Environmental Protection Agency (EPA), 401 M Street SW, Washington, DC 20460.

National Park Service (NPS), U.S. Department of Interior, P.O. Box 37127, Washington, DC 20013-7127.

Natural Resources Conservation Service (NRCS), U.S. Department of Agriculture, P.O. Box 2890, Washington, DC 20013.

U.S. Army Corps of Engineers, 200 Massachusetts Avenue NW, Washington, DC 20314.


U.S. Forest Service (USFS), Department of Agriculture, P.O. Box 96090, Washington, DC 20090-6090.

Nonprofit Conservation Groups

American Hiking Society, P.O. Box 20160, Washington, DC 20160; 703-385-3252.

Appalachian Mountain Club, 5 Joy Street, Boston, MA 02108; 617-523-0636.

Appalachian Trail Conference, P.O. Box 807, Harpers Ferry, WV 25425; 304-535-6331.

Izaak Walton League of America, 1401 Wilson Boulevard, Level B, Arlington, VA 22209; 703-528-1818.

National Arbor Day Foundation, 100 Arbor Avenue, Nebraska City, NE 68410; 402-474-5655.
Venturing World Conservation Award

The World Conservation Award provides an opportunity for individual Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers to "think globally and act locally" to preserve and improve our environment. This program is designed to make youth members aware that all nations are closely related through natural resources and that we are interdependent with our world environment.

Application, No. 25-440
Patch, No. 00152

Hornaday Award

The William T. Hornaday Award is available to recognize Venturers and/or crews/ships for distinguished service in conservation.

Application, No. 21-107
Shooting Sports

Introduction

Shooting has been a sport with broad appeal because almost everyone can participate. Regardless of whether you are tall, short, overweight, underweight, male, female, young, or old, nearly anyone—even many with disabilities—can join in. Shooting is an outdoor sport, indoor sport, winter sport, and summer sport. As a matter of fact, it is the only sport that is in both the Winter and Summer Olympics.

Shooting offers Venturing crews an opportunity for an alternative activity that can provide variety, challenge, competition, and great fun. You can even combine shooting with other activities such as cycling. The biathlon that Crosman Airguns sponsored was one of the most popular events at the last couple of BSA jamborees. For fun, variety, and challenge, give shooting a try.

Knowledge Level

To participate in this superactivity, the knowledge level crew members will need depends on the level of your crew's program.

A novice can enter a basic shooting sports program, but a competitive shooter or team will need training and practice, and more sophisticated equipment to develop skills. Such activities offer an opportunity for personal growth, and they also can provide long-term program opportunities for crews.

Fitness Level

As the introduction mentioned, just about everyone can enjoy shooting sports. There is no minimum level of fitness required, but crew members' need for physical and mental fitness will increase with each advancing level of competitive shooting.

Where to Find Help

Because shooting sports ranges are plentiful, your opportunities to get help should be good. Start by calling sporting goods stores. Check the yellow pages to see if there is a public shooting range nearby. Check with your law enforcement agency, National Guard, or Army Reserve. Crosman Airguns has a ready-made program for Venturing crews. Crosman will even supply the equipment. The company is listed in the resource section at the end of this chapter.

Air Rifle Targets

[Images of Air Rifle Targets]
DAYS

SUPERACTIVITY BACKDATING—SHOOTING SPORTS

-210 Select shooting sports as your superactivity. Assign an activity chair. Assess your crew's shooting knowledge, skill level, and resources.

-180 Annual parents' night. Share superactivity and plans. Recruit a consultant for your first session. Promote the activity in the crew's annual program calendar and newsletter.

-150 Kick off the shooting sports program with a consultant, letting members shoot air rifles. Promote the superactivity in the crew newsletter.

-120 Begin shooting technique instruction. Have a program on various facets of shooting sports.

-90 Confirm your participation in a summer competition. Continue instruction and practice.

-60 Hold a weekend campout and competition. Submit a crew newsletter article. Confirm other aspects of the superactivity, such as lodging, transportation, and tickets.

-30 Have a competition with another crew or two. Turn in the tour permit application to your local council service center. Confirm final travel plans. Assign one person to be your at-home emergency contact.

-15 Collect all forms. Put an article in the local newspaper about the trip.

-7 Purchase nonperishable food for the trip. Finalize details.

-5 Conduct your last crew meeting before the trip.

-1 Purchase fresh food. Pick up transportation, if needed.

0 Superactivity.

+1 Put an article with pictures of the trip in the local newspaper.

+7 Hold a potluck or cookout with your families. Show slides.

+14 Critique your efforts. Place the critique in the crew program file. Send thank-you notes to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your crew's chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and like the backdating schedule is just "food for thought." Use what you want; modify and add to it.
## MEETING AND ACTIVITY PLAN

<table>
<thead>
<tr>
<th>SESSION</th>
<th>SKILLS INSTRUCTION</th>
<th>SPECIAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew's shooting knowledge and skill level.</td>
<td>Have a shooting expert hold a brief skills instruction session at an outdoor range so that crew members can try different types of shooting.</td>
</tr>
<tr>
<td>2</td>
<td>After selecting one or more types of shooting sports, learn about equipment.</td>
<td>Ask a consultant to bring in different types of firearms, targets, and other equipment. Check different types of sights.</td>
</tr>
<tr>
<td>3</td>
<td>Learn the basic techniques for your crew's chosen type of shooting, such as competitive air rifle.</td>
<td>Have a competitive shoot followed by a practice and technique improvement session led by a consultant.</td>
</tr>
<tr>
<td>4</td>
<td>Continue to learn and improve techniques.</td>
<td>Plan a weekend campout and competition. Conduct a program on holding a bikeathon.</td>
</tr>
<tr>
<td>5</td>
<td>Plan a competition and fun bikeathon.</td>
<td>Hold your first competition and award trophies and other prizes. Include a bikeathon just for fun.</td>
</tr>
<tr>
<td>6</td>
<td>Hold a session to improve competitive and other skills.</td>
<td>Conduct a competition with another crew or two to improve shooting skills. Hold a dance after the competition.</td>
</tr>
<tr>
<td>7</td>
<td>Finalize the plans for the superactivity.</td>
<td>Ask members to give a program on the John F. Kennedy Space Center and the Okefenokee Swamp. Take care of last-minute details.</td>
</tr>
</tbody>
</table>

### SUPERACTIVITY

| 8       | Hold a family potluck or cookout. Invite the people who helped prepare for the trip. Send thank-you notes to everyone who helped. | Show slides of your preparation and the trip. Present the awards the crew won. Also give your own fun awards for such things as the worst shot, the slowest shooter, and the blindest shooter. |
| 9       | Critique the activity plan and the trip. How well did you do? | Put the activity plan and critique in the crew program file. You might want to do this again sometime. |
Resources

BSA Resource Literature

Fieldbook, No. 33200
Tours and Expeditions, No. 33737
Guide to Safe Scouting, No. 34416
Venturer/Ranger Handbook, No. 33494

Additional Resources

For a complete description of the various shooting sports disciplines, write: National Shooting Sports Foundation, 11 Mile Hill Road, Newton, CT 06470. Ask for All About Shooting Sports.

For competition rules, write: National Rifle Association, 11250 Waples Mill Road, Fairfax, VA 22030.

For a variety of information and a bikeathon procedure manual, contact: Bob Soldevila, 245 St. Johns Avenue, Staten Island, NY 10305, phone 718-273-0666, and Martin Edmondson, USA Shooting, One Olympic Plaza, Colorado Springs, CO 80809, phone 719-578-4670.


Introduction

Snow always fascinates people, but it can cause anxious feelings, too. Many people plan for snow by stocking up on food, and then they might stay indoors, enjoying the weather only by looking at it through a window.

But snow is not only beautiful to watch, it also offers your crew some exciting opportunities for adventure. After learning a few basics, your crew can try downhill skiing, cross-country skiing, or even combine skiing with another high-adventure activity such as camping. Basically, you can learn to use and enjoy weather that leaves many sitting at home dreaming about spring.

So zip up, point those tips downhill, and take off on another high adventure!

Knowledge Level

For this high-adventure skill, you definitely need to know something about skiing. Very few people can just strap on a pair of downhill or cross-county skis or a snowboard and be able to stand up, much less take off. However, with proper instruction and equipment, your Venturers quickly will be enjoying the snow.

You should seek advice from experts in selecting equipment and choosing your training. Your efforts will lead to safety and enjoyment in the long run.

Fitness Level

You should be in good physical condition for skiing. You will need strength and endurance to be able to enjoy a full day of either downhill or cross-country skiing. Body flexibility will help you avoid injury as well as ski better. Also consider normal skiing conditions—it's usually cold and sometimes wet. The best advice for that is—be prepared. A little physical fitness preparation can help ensure that your first weekend ski outing won't be marred or cut short by an injury.

Where to Find Help

Check your area for a ski store. You can find them just about everywhere. More than likely, the store can help you with training, conditioning, equipment, clothing, and trip planning. Also, check your library for books on skiing and to see if there is a ski club in your area. Check the resources at the end of this section for associations that can assist you. If there is a college in your area and you are within 500 miles of a ski slope, the college may have a ski club that could help you.
DAYS  SUPERACTIVITY BACKDATING—SNOW SKIING

-180  Select snow skiing as the crew's superactivity. Assign an activity chair. Assess the crew's skiing ability and resources.
-175  Recruit consultants as needed.
-165  Annual parents' night. Share superactivity and plans.
-150  Promote the activity in the crew's annual program calendar and newsletter.
-150  Kick off skiing with an equipment display and with a consultant's video or slide show that explains the different types of skiing.
-150  Hold a session on downhill skiing, with a consultant teaching the basic techniques. Discuss training, equipment, and safety in more detail.
-135  Hold a session on cross-country skiing, with a consultant teaching the basic techniques. Discuss training, equipment, and safety in more detail.
-120  Conduct a physical fitness test night to determine crew members' (and Advisors') fitness levels. Devise a training plan for those who need one. Set regular check points.
-90  Make reservations for the trip. Submit a crew newsletter article. Recruit drivers.
-60  Visit a ski store to check out equipment.
-45  Promote the activity in the crew newsletter. Ask a consultant from a ski patrol to give a program on skiing safety.
-30  Turn in the tour permit application to your local council service center. Confirm travel plans. Assign one person to be your at-home emergency contact. Send final itinerary and details to participants. Have a program on cold weather survival or snow camping.
-15  Collect all forms. Check last-minute details. Put an article in the local newspaper about the trip.
-7  Purchase nonperishable food for the trip.
-5  Conduct your last crew meeting before the trip.
-1  Purchase fresh food. Pick up transportation, if needed.
0  Superactivity.
+1  Put an article with pictures of the trip in the local newspaper.
+7  Hold a potluck or cookout with your families. Show slides of the trip.
+14  Critique your efforts and the trip. Put the critique in the crew program file. Send thank-you notes to everyone who helped.

Note to activity chair: The above backdating schedule will vary greatly depending on your crew's chosen activity and skill level. Feel free to build your own backdating schedule. Be more thorough if you want and share it with your crew. The following activity plan relates to the backdating schedule and, like the backdating schedule, is just "food for thought." Use what you want; modify and add to it.
# SNOW SKIING

## MEETING AND ACTIVITY PLAN

<table>
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<tr>
<th>SESSION</th>
<th>SKILLS INSTRUCTION</th>
<th>SPECIAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze your crew members' skiing knowledge and skill level. What are their</td>
<td>Ask a consultant to present a program discussing and showing the different types of snow skiing. Look at various equipment, clothing, and training methods.</td>
</tr>
<tr>
<td></td>
<td>capabilities? Decide on the type or types of skiing your crew is interested in.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learn all about downhill skiing.</td>
<td>Have a consultant explain in detail the techniques, equipment, training, and costs related to downhill skiing.</td>
</tr>
<tr>
<td>3</td>
<td>Learn all about cross-country skiing.</td>
<td>Have a consultant explain in detail the techniques, equipment, training, and costs related to cross-country skiing.</td>
</tr>
<tr>
<td>4</td>
<td>Conduct a physical fitness assessment session. Design a fitness program and keep a log on each member and Advisor.</td>
<td>Show the promotional video for one of the ski areas your crew is considering.</td>
</tr>
<tr>
<td>5</td>
<td>Learn about ski clothing and equipment.</td>
<td>Visit a ski or outdoor store to learn about clothing and equipment. This is your crew's chance to try on gear.</td>
</tr>
<tr>
<td>6</td>
<td>Learn about skiing safety. Learn how to prepare, and the dos and don'ts. Learn how not to get hurt.</td>
<td>Ask a ski patrol member to give a presentation on skiing safety.</td>
</tr>
<tr>
<td>7</td>
<td>Learn about cold weather survival.</td>
<td>Have a consultant give a program on survival in cold weather. This is especially important if crew members plan to cross-country ski. The consultant may even have slides of cross-country ski camping.</td>
</tr>
</tbody>
</table>

### SUPERACTIVITY

<table>
<thead>
<tr>
<th>SESSION</th>
<th>SKILLS INSTRUCTION</th>
<th>SPECIAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Hold a family potluck or cookout. Invite the people who helped prepare for the trip. Send thank-you notes to everyone who helped.</td>
<td>Show slides of the trip. Hold a fun ceremony to present awards for such things as the biggest wipe-out, the shortest skis, the fastest skier, and the slowest skier.</td>
</tr>
<tr>
<td>9</td>
<td>Critique your efforts and the trip. Consider more skiing or trying a different kind.</td>
<td>Put the activity plan and critique in the crew program file for future reference.</td>
</tr>
</tbody>
</table>
Resources

**BSA Resource Literature**

*Fieldbook*, No. 33200

*Tours and Expeditions*, No. 35737

*Guide to Safe Scouting*, No. 34416

*Venturer/Ranger Handbook*, No. 35494

**Additional Resources**


*Skiing with the Whole Body; Your Ticket to the Expert Slopes*, North Atlantic, 1993.


**Organizations**

American Ski Association, P.O. Box 48067, Denver, CO 80202; 800-525-SNOW, fax 303-571-4718.

National Collegiate Ski Association, P.O. Box 100, Park City, UT 84060; 801-649-9090.

National Ski Patrol System, Ski Patrol Building, Suite 100, 133 South Van Gordon Street, Lakewood, CO 80228; 303-988-1111, fax 303-988-3003.

Professional Ski Instructors of America, 133 South Van Gordon Street, Suite 101, Lakewood, CO 80228; 303-988-1111, fax 303-988-3003.

Student Ski Association, 26 Sagamore Road, Seekonk, MA 02771; 508-336-8775.

U.S. Biathlon Association, 421 Old Military Road, Lake Placid, NY 12946; 518-523-3576, fax 518-523-3889.

U.S. Skiing Association, P.O. Box 100, Park City, UT 84060; 801-649-3576, fax 801-649-3613.
**Introduction**

The Boy Scouts of America owns and operates three world-class high-adventure bases. They are Philmont in New Mexico, the Northern Tier National High Adventure Programs in Minnesota and Canada, and the Sea Base in the Florida Keys. Each year thousands upon thousands of Scouts, Venturers, and volunteers enjoy the diverse programs offered at these bases.

One of the many programs offered might be a good choice for a new crew’s first superactivity since programs offered by high-adventure bases are self-contained. All you have to do is get your crew there and then back home. It doesn’t take a lot of expertise to take advantage of one of the national high-adventure programs.

High-adventure base programs are also excellent for experienced crews. You are assured of a safe, quality program, and a program in which there are no surprises. All three bases offer a variety of program selections to match your crew’s preferences, ability, and history.

**How to Get Information**

Brochures and videotapes that describe each high-adventure opportunity are available. Write or call for more information:

- Florida National High Adventure Sea Base, P.O. Box 1906, Islamorada, FL 33036, 305-664-4173.
- Northern Tier National High Adventure Programs, P.O. Box 509, Ely, MN 55731, 218-365-4811.
- Philmont Scout Ranch, Route 1, Four Miles South, Cimarron, NM 87714, 505-376-2281.

**Programs Available**

**Florida National High Adventure Sea Base**

A variety of water-related adventures for Boy Scout troops, Venturing crews, and individuals who cannot attend with their crew. There is an additional charge for individuals since the base will provide leadership. Adventures presently include such programs as scuba certification, scuba adventure, a deserted island living experience, a Bahamas adventure, and several sailing experiences (cruises). All programs are exciting and educational. Rates vary and change from time to time. The base offers programs year-round and has a weekend program available October through March. Check the base brochures (produced yearly) for specific details, schedules, and rates. (Scholarships available; employment opportunities available.)

**Northern Tier National High Adventure Programs**

Wilderness canoeing at its finest can be found at bases located in Ely, Minnesota, and Bissett and Atikokan, Canada. The Northern Tier administrative headquarters is at the Charles L. Sommers Base located outside of Ely near the Canadian border. Four trips, each with a different character, length, and price are offered from May through September. The Charles L. Sommers Base also offers an Okpik Winter Adventure, if you like cold weather. The fee schedule is based on the number of people you bring. For planning purposes, average daily cost per person is about $30. Check the base brochure (produced yearly) for details, schedules, and rates. (Scholarships available; employment opportunities available.)

Florida National High Adventure Sea Base

www.bsasea.org

Northern Tier National High Adventure

www.ntier.org

Philmont Scout Ranch

www.scouting.org/philmont
Philmont Scout Ranch

The BSA's most active base is Philmont, having had more than 500,000 campers and leaders hike its 137,493-acre mountain wilderness. Expeditions are available on a daily basis from mid-June through mid-August. For Philmont treks, you must plan well ahead. One of the most popular Venturing programs is the Cavalcade, which is a trek on horseback. For an opportunity to do the Cavalcade, you must send a card indicating your interest for a drawing held in January for the season the following year. In addition to crew programs, there are several programs available for individuals. Additionally, programs in the nonsummer periods can be arranged. Weekend programs are available from September through mid-November. A Kanik cold-weather adventure is offered in January and February. Summer rates vary. Check the base brochure (produced yearly) for details, schedules, and rates. (Scholarships available; employment opportunities available.)
CHAPTER 9

Ethics

Setting the example
is probably the
most important
leadership skill.

Instructions for Ethics Forum

These activities can be used to discuss ethical standards and dilemmas that apply to the interest area of your Venturing crew. You can conduct them as single activities during one crew meeting or you can use several meetings to explore the ethical issues in depth.

The model for these activities is adapted from Creative Conflict, by D. W. Johnson and R. T. Johnson (Interaction Book Company, Minneapolis, Minnesota, 1987).

Introduction

Ethical judgments are a part of every profession, vocation, hobby, and recreational activity, as well as every relationship. The ethics forum and the ethical controversies are program resources that assist you in encouraging thought and discussion about ethical questions relevant to relationships or interest areas. For example:

- When is censorship okay?

The ethics forum and ethical controversy activities help your crew discuss these and other issues in an interesting, organized, and active way. The forum and activities can easily be adapted to your particular interests.

The Ethics Forum

An ethics forum is simply a crew meeting devoted to learning about the ethical issues in your crew's career or interest area. You might invite one or more individuals with expertise in the area to speak to your crew. The presenters 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.

- Is it right to refuse jury duty?

- Is it right to accept a gift from a supplier who is bidding for an account when you are responsible for choosing the supplier?

- Should it be legal for a police officer to accept a second job?

- What do you do when your boss does something illegal?
Instructions for Ethical Controversies

Ethical controversies, found on pages 200 through 228 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 five-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:

1. To avoid any possibility of revenge or intimidation, you ask to be excused from participation on the jury, or
2. 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.

Instructions

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

Organize the Activity

Divide the crew into groups of four. Include Advisors and any other adults present. If possible, divide into groups so that 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.

Prepared Ethical Controversies

A collection of prepared ethical controversies, starting on page 200, may be used to practice the process until you are comfortable with it.
Applying the Ethical Controversy Process to Your Own Interest Area

When you are comfortable with the ethical controversy process, you can use it with ethical dilemmas chosen by you, selected by crew members, or suggested during an ethics forum. The process is exactly the same, except that you will need to either write or explain the dilemma for the groups.

As explained previously, you can do this in one crew meeting or several. For example, you could assign positions at one crew meeting and conduct the actual ethical controversy activity one or two weeks later. Between meetings, the partners could gather information from libraries or professionals in the field to support their position. They could use this information to prepare a convincing argument.

Use With Crew Dilemmas

Every crew has problems or dilemmas that are difficult to solve. The ethical controversy process can be used to help crew members discuss solutions. Just as you have done before, assign positions to opposing team members, regardless of whether they agree with the position, and have them develop supporting arguments. Follow the steps to help them reach consensus.
The Adversary System

Position One: Keep His Confidence

You are a lawyer in Houston, Texas, who specializes in criminal defense. Jim has asked you to represent him. He says that the police have searched his home and found evidence making him a suspect in a rape case. He admits to you that he committed the rape. However, he wants to plead not guilty.

In investigating the circumstances, you discover that the police obtained the evidence illegally. On Friday evening they could not find a judge to give them a search warrant. Afraid that Jim would destroy the evidence, they decided to search his home without a warrant and found some clothing that was worn during the rape.

You are successful in getting the evidence excluded from the trial because of the illegal search, and get a not guilty verdict from the jury, even though you know Jim is really guilty of several rapes.

The Model Code of Professional Responsibility says:

Both the fiduciary relationship existing between lawyer and client and the proper functioning of the legal system require the preservation by the lawyer of confidences and secrets of one who has employed or sought to employ him. A client must feel free to discuss whatever he wishes with his lawyer. . . .

According to the Model Code of Professional Responsibility, did you do the right thing?

Yes, we did the right thing. The code clearly instructs us to protect the best interests of our client. While it is unfortunate that a guilty man was acquitted, it is more unfortunate that the police didn’t do their job correctly. If we allowed Jim to be convicted on the basis of illegal evidence, it would give the government the freedom to gather illegal evidence anytime, even against innocent people.

It is not our job within the adversarial legal system to be the judge. The lawyer who refuses to render professional services because, in his or her judgment, the case is unjust and indefensible usurps the functions of both the judge and jury.1 By defending Jim we were doing our job. It is the legal system’s responsibility to deliver justice. It is the lawyer’s responsibility to serve the client.

Murray Schwartz says that there are two principles for lawyers in an adversary system:

• Principle of Nonaccountability
  When acting as an advocate for a client . . . a lawyer is neither legally, professionally, nor morally accountable for the means used or the ends achieved.

• Principle of Professionalism
  When acting as an advocate, a lawyer must, within the established constraints upon professional behavior, maximize the likelihood that the client will prevail.2

According to these principles and the model code we took the correct action.

The adversary system is the best way to find out the truth, if everyone follows the rules. Freedman said:

... the best way to ascertain the truth is to present to an impartial judge or jury a confrontation between the proponents of conflicting views, assigning to each the task of marshaling and presenting the evidence in as thorough and persuasive a way as possible . . . . Thus, the judge or jury is given the strongest possible view of each side, and is put in the best possible position to make an accurate and fair judgment.3

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2 Ibid. p. 84.
Position Two: Protect Society

You are a lawyer in Houston, Texas, who specializes in criminal defense. Jim has asked you to represent him. He says that the police have searched his home and found evidence making him a suspect in a rape case. He admits to you that he committed the rape. However, he wants to plead not guilty.

In investigating the circumstances, you discover that the police obtained the evidence illegally. On Friday evening they could not find a judge to give them a search warrant. Afraid that Jim would destroy the evidence, they decided to search his home without a warrant and found some clothing that was worn during the rape.

You are successful in getting the evidence excluded from the trial because of the illegal search, and get a not guilty verdict from the jury, even though you know Jim is really guilty of several rapes.

The Model Code of Professional Responsibility says:

Both the fiduciary relationship existing between lawyer and client and the proper functioning of the legal system require the preservation by the lawyer of confidences and secrets of one who has employed or sought to employ him. A client must feel free to discuss whatever he wishes with his lawyer. . . .

According to the Model Code of Professional Responsibility, did you do the right thing?

The lawyer’s responsibility is to seek justice. In this case justice was not well served, since an obviously guilty man was released. Knowing that this man was guilty of this rape obligates us to protect society, either by allowing the illegal evidence or by convincing our client to plead guilty, even if on a lesser charge. Samuel Taylor Coleridge said in 1831:

There is undoubtedly a limit to the exertions of an advocate [lawyer] for his client. The advocate has no right, nor is it his duty, to do that for his client which his client . . . has no right to do for himself.

Something is wrong with the adversarial legal system if lawyers are obligated to obstruct justice. Too often lawyers are encouraged to do things for their clients that are clearly undesirable, like hiding the truth. "Lawyers themselves do not see the point of what they do as defending their clients’ legal rights, but as using the law to get their clients what they want."4

A lawyer "... will waste a lot of time if he goes with an open mind. ... He fixes on the conclusion which will best serve his client's interests, and then he sets out to persuade others to agree."5

The two adversary attorneys, moreover, are each under an obligation to present the facts in the manner most consistent with their clients’ positions—to prevent the introduction of unfavorable evidence, to undermine the credibility of opposing witnesses. . . . The assumption is that the two such accounts will cancel out, leaving the truth. . . . But there is no earthly reason to think this is so; they may simply pile up the confusion.6

The likelihood of winning a case often depends more on the skills of the lawyer than on the facts of the case. Much of a lawyer's training is not how to best find the truth, but how to win a case, for example, by using techniques that undermine witnesses' credibility.

No matter how clear, how logical, how concise, or how honest, a witness may be or make his testimony appear, there is always some way, if you are ingenious enough, to cast suspicion on it; to weaken its effect.7

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Armtech Vendor

This scenario was prepared by the Center for Ethics, Responsibilities, and Values, College of Saint Catherine, St. Paul, Minn.

**Position One: Tell Her**

You are Aaron Smith, manager of technical operations for High Plains Communications. Beyond your normal responsibilities, you have been asked to take major responsibility for a large purchase of unusual equipment for your group. The initial order is for $250,000 and much more is likely to be ordered.

Normally a bidding process involving a central directory of approved vendors would be used, but because of the unusual nature of this material, a direct approach was made to Armtech, a fast-growing young company with a solid reputation in its field.

The sales representative for Armtech, Henry Buben, begins meeting with you, always taking you out to lunch as his guest and then returning to your office. Before long, he shares some ski tickets for a couple of nice mountain resorts nearby.

One day, as negotiations near a conclusion, you and Henry are casually chatting about your families and Henry takes an interest in your oldest daughter's plans. She is about to graduate from college and is job hunting. Henry says, "Send her over. I've got an opening that might be a good fit for her."

Would you tell your daughter to give Henry a call?

Yes. The responsibility for negotiating with Armtech is mine, but the final decision will be with several people. As a result, there is no chance of our being persuaded by Armtech's employment of my daughter and thus there is no conflict of interest.

Everybody gets their start by meeting someone who can help them. There is nothing wrong with my daughter meeting someone connected to my business. If she is not qualified they will not hire her.

**Position Two: Don't Tell Her**

You are Aaron Smith, manager of technical operations for High Plains Communications. Beyond your normal responsibilities, you have been asked to take major responsibility for a large purchase of unusual equipment for your group. The initial order is for $250,000 and much more is likely to be ordered.

Normally a bidding process involving a central directory of approved vendors would be used, but because of the unusual nature of this material, a direct approach was made to Armtech, a fast-growing young company with a solid reputation in its field.

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Would you tell your daughter to give Henry a call?

No. Henry's attempt to win my favor by employing my daughter is part of a continuing attempt to persuade me by buying me things like meals and ski tickets. If he is willing to break the rules in the process of negotiation he may not be the contractor we want. Using my professional connections for personal gain is immoral and wrong.

If my daughter did get a job there and we chose to give the contract to someone else, it could be damaging to her career, since they might lose interest in employing her.
Can Food and Water Be Denied?

This scenario was adapted from The Nurse's Dilemma by B. L. Tate. (Geneva, Switzerland: International Council of Nurses, 1977)

**Position One: Feed Her**

You are an employee of a rehabilitation hospital. One of the patients in your care is a 24-year-old woman, Ann, who was the victim of an automobile accident two years ago. Ann did not regain consciousness after the accident and for the past two years your hospital has been providing food and water to her through a tube.

Ann's family has visited every week since her admission to your hospital. During the last visit they again asked if there was any possibility of Ann regaining consciousness. It is your opinion and the opinion of the rest of the medical staff that recovery is extremely unlikely. As a result of that report, Ann's family has requested that food and water be discontinued, which will, of course, result in death.

**What do you do?**

Medical practitioners are responsible for making decisions about medical treatment issues. Giving food and water is not medical treatment. Access to food and water is a primary right of human beings, whether or not they are helpless. Therefore, food and water should continue to be provided for Ann.

Removing food and water is not just allowing someone to die. The goal of removing food and water would be to make sure Ann dies, just like killing her. It would be no different from administering a lethal injection.

Even if giving food and water were a medical treatment there is no reason to withhold them. It cannot be argued that it is a useless treatment or that it is a burden, since Ann needs them to live.

It also cannot be argued that because she is unconscious Ann is just a body and not a person. The fact that we cannot cure her does not mean we cannot care for her. If she were just a body, the logical conclusion would be to get rid of her; few people would accept this argument. Removing food and water is equivalent to getting rid of a body.

**Position Two: Withhold Treatment**

You are an employee of a rehabilitation hospital. One of the patients in your care is a 24-year-old woman, Ann, who was the victim of an automobile accident two years ago. Ann did not regain consciousness after the accident and for the past two years your hospital has been providing food and water to her through a tube.

Ann's family has visited every week since her admission to your hospital. During the last visit they again asked if there was any possibility of Ann regaining consciousness. It is your opinion and the opinion of the rest of the medical staff that recovery is extremely unlikely. As a result of that report, Ann's family has requested that food and water be discontinued, which will, of course, result in death.

**What do you do?**

Administering food and water is a medical treatment rather than ordinary care in the case of unconscious patients because a feeding tube must be inserted either through the esophagus or the abdominal wall. This procedure often necessitates restraining the patient, and it involves risks. Therefore, just like any other medical treatment, it should be discontinued in some cases.

While circumstances that justify withholding food and water are rare, in some cases it is legitimate to do so. Food and water should be withheld when "the improvement in nutritional and fluid balance, though achievable, could be of no benefit to the patient" or when "the burdens of receiving the treatment may outweigh the benefit." In some cases nutrition is of no benefit and the risks associated with giving nutrition make it a burden.

Just a hundred years ago it was not feasible to administer food and water in this way. Undoubtedly many people died of a lack of food and water in what was then considered a natural process. In some cases, such as Ann's, it should still be considered a natural process.
Censorship

Position One: Let Him Review the Editorials

As the editor of your school newspaper, you recently wrote an editorial for the paper that criticized the school administration because of the way they enforced the disciplinary policy. The assistant principal of the school decided that your editorial undermined his authority and has asked you to submit all subsequent editorials for review before the paper is printed.

Should you agree to submit your editorials to the assistant principal?

The assistant principal has every right to approve the editorials published in the paper. The right to a free press guaranteed by the Bill of Rights doesn't necessarily apply to a high school newspaper, since our paper is a training experience and we are dependent on adults to make it possible. Without them we wouldn't survive. Besides, all our funding comes from the school budget.

The purpose of a high school education is to learn from the adults around us who are our teachers. We have a responsibility to live up to their expectations. To ignore what they say doesn't make any sense.

Position Two: Publish or Perish

As the editor of your school newspaper, you recently wrote an editorial for the paper that criticized the school administration because of the way they enforced the disciplinary policy. The assistant principal of the school decided that your editorial undermined his authority and has asked you to submit all subsequent editorials for review before the paper is printed.

Should you agree to submit your editorials to the assistant principal?

The first amendment gives us the right to publish without interference or censorship. It does not make any difference that we are a school newspaper. We work on this paper to learn how to write and create a quality product just like a city paper. Having the freedom to publish what we think is right is the main purpose of a newspaper. Taking away that freedom makes us a propaganda mouthpiece for the school administration.

The purpose of a high school education is to learn how to think for ourselves. Censoring our paper is the wrong way to do that.
Competition

Position One: Competitive Sports Are Healthy

In 1953, two American universities were playing a football game that was critical to the national ranking of each team. In the closing seconds of the first half, Team B was inside the five-yard line of Team A. The clock was running and there was only enough time for one more play. If the clock could be stopped, Team B, behind by one touchdown and one extra point, had used all its time-outs. A player from Team B fell to the ground as if injured, and the officials quickly called a time-out so that the 'injured' player could receive attention. While the clock was stopped, the quarterback of Team B was able to call a play, a substitution was made for the injured player, and the members of Team B lined up to run a play. They ran the play, scored a touchdown, successfully kicked the extra point, and went to the locker room at the half with the score now tied. Oddly enough, an nearly identical situation occurred at the end of the second half, with Team B again behind by one touchdown and one extra point. Again, a Team B player feigned an injury and his team was able to score a touchdown and an extra point to end the game in a tie.

Does participating in competitive sports encourage immoral behavior and deceptive actions like this one?

Participating in competitive sports is undeniably a positive experience. Douglas MacArthur said, "Participation in competitive sport is a vital character builder which molds the youth of our country for their roles as custodians of the republic." Competition helps develop desirable personality traits and encourages discipline, persistence, teamwork, and performance under pressure. Competition is a vital part of our society and sports help prepare for it. Delattre says, "The claim of competitive athletics to importance rests squarely on their providing us opportunities for self discovery, for concentration and intensity of involvement, for being carried away by the demand of the contest... with a frequency seldom matched anywhere... This is why it is a far greater success in competitive athletics to have played well under pressure of a truly worthwhile opponent and lost than to have defeated less worthy or unworthy ones where no demands were made.

Team competition is the highest form of cooperation, since without the cooperation of teammates and the other team, there would be no competition. Competitors cooperate with each other by following the rules in order to challenge each other's skill level and to improve their own skills. Competition is a means to self-improvement.

2. Ibid., p. 17–18.
Position Two: Competitive Sports Are Unhealthy

In 1953, two American universities were playing a football game that was critical to the national ranking of each team. In the closing seconds of the first half, Team B was inside the five-yard line of Team A. The clock was running and there was only enough time for one more play; if the clock could be stopped. Team B, behind by one touchdown and one extra point, had used all its time-outs. A player from Team B fell to the ground as if injured, and the officials quickly called a time-out so that the ‘injured’ player could receive attention. While the clock was stopped, the quarterback of Team B was able to call a play; a substitution was made for the injured player, and the members of Team B lined up to run a play. They ran the play, scored a touchdown, successfully kicked the extra point, and went to the locker room at the half with the score now tied. Oddly enough, a nearly identical situation occurred at the end of the second half, with Team B again behind by one touchdown and one extra point. Again, a Team B player feigned an injury and his team was able to score a touchdown and an extra point to end the game in a tie.¹

1. Does participating in competitive sports encourage immoral behavior and deceptive actions like this one?

The consequences of competition are undoubtedly negative. Competition encourages selfish and egotistical behavior. For someone to be successful somebody else must be defeated and denied what both sides want.

Competitive sports may develop desirable personality traits in winners but it discourages the healthy development of those who lose, since they don’t see any good outcome of their efforts. Competition motivates people to win at all costs, without regard to the damage to others. They encourage people to equate morality with “not getting caught.” The opponent is viewed as “bad,” is “hated,” or given undesirable stereotypes. Ogilvie and Tutko say, We found no empirical support for the tradition that sport builds character . . . It seems that the personality of the ideal athlete is not the result of any molding process, but comes out of the ruthless selection process that occurs at all levels of sport. . . . ²

These athletes who do have positive character traits probably would have them even if they never played a sport. In fact, they may have those characteristics in spite of playing sports.

The value of competition in our society is highly overrated. The ability to cooperate with others and work together are more desirable and a better preparation for life.

Entrapment

This scenario was developed by B. Grant Stitt and Gene G. James and cited in Moral Issues in Police Work by F.A. Elliston and M. Feldberg. (Toowa, N.J.: Roman and Allanheld, 1985)

Position One: Gotcha!
A businessman has just checked into a hotel. He is unpacking when an attractive young woman dressed in a very short skirt and halter knocks at his door. She asks him to invite her in for a drink. A little later, when he offers her money to engage in sexual intercourse, she pulls out a badge, identifies herself as a policewoman, and arrests him for soliciting prostitution.

A customer in a bar asks the bar owner if he would like to buy a color television set very cheaply and adds, “Don’t ask me how I got it.” The owner purchases the television set and is then arrested (by the undercover officer) for receiving stolen property.

In situations such as these, the police are not investigating people they have reason to believe committed crimes; they are testing individuals to determine whether they will commit a crime if presented with favorable circumstances. They are offering people a temptation in the hope they will succumb; in other words, trying to entrap them into committing a crime.

Is police use of entrapment ethical?
Yes. The courts have ruled that the police are justified if defendants are “predisposed” to commit that kind of crime, meaning they have a history of committing crimes and are likely to do so again. If they have a predisposition to commit a crime and they commit a crime, they should be held accountable for their actions, just because they were offered an opportunity by the police doesn’t mean they are innocent of committing an offense.

Chronic criminal offenders commit the majority of crimes and are a threat to society. Police use of entrapment is a deterrent because of the fear of getting caught and not knowing who is or is not an undercover police officer. The fact that chronic criminal offenders have a history of committing crimes shows that they are a greater threat. Use of entrapment is a way of protecting society.

Position Two: Don’t Abuse the Power!
A businessman has just checked into a hotel. He is unpacking when an attractive young woman dressed in a very short skirt and halter knocks at his door. She asks him to invite her in for a drink. A little later, when he offers her money to engage in sexual intercourse, she pulls out a badge, identifies herself as a policewoman, and arrests him for soliciting prostitution.

A customer in a bar asks the bar owner if he would like to buy a color television set very cheaply and adds, “Don’t ask me how I got it.” The owner purchases the television set and is then arrested (by the undercover officer) for receiving stolen property.

In situations such as these, the police are not investigating people they have reason to believe committed crimes; they are testing individuals to determine whether they will commit a crime if presented with favorable circumstances. They are offering people a temptation in the hope they will succumb; in other words, trying to entrap them into committing a crime.

Is police use of entrapment ethical?
No. The use of government power to help people commit crimes is an abuse of power because in some cases those who fall into the trap probably would have obeyed the law if they hadn’t been presented with such an easy opportunity. Providing opportunities for crime is a strange way of keeping law and order. There is a difference between investigating someone who is “corrupt” and someone who is “corruptible.”

If someone is susceptible to committing a crime there is no need to provide temptation, since he or she is likely to commit a crime anyway. Usual methods of police work are adequate.

The right to privacy and freedom from unwarranted governmental influence limits what the government can do to protect citizens from crime. Entrapment is a violation of those rights. Entrapment reduces trust between people and is a dangerous method in the hands of someone who would like to harass innocent people.
Equipment Donation

This scenario was adapted from *Ethics and the Fire Service: Curriculum Needs Assessment*, a report to the National Fire Academy, by Ann Murphy Springer and Phillip Stittleburg. (1990)

**Position One: Donate the Equipment**

You are the chief of a fairly large "combination" fire department—mostly volunteer, but partly paid. You recently acquired new OSHA-approved turnout coats for your personnel—"state of the art" for safety and comfort. You also have replaced your older self-contained breathing apparatus (SCBAs) with new ones.

For many reasons, including space limitations, you want to get the older equipment out of the station. A smaller local all-volunteer department has requested your older turnout coats and SCBAs. They are desperately in need of both. You know that your old equipment is no longer OSHA-approved or reliable, but you remember what it was like to try to equip a group of volunteers with extremely limited funds.

You decide to throw the equipment out in the "dumpster" but let the other chief know when and where so they can make a "midnight raid" and recover it.

Is your action ethical?

While it is true that the old equipment does not meet current standards, it is better than having no equipment at all, which is what the other department has now. You are completing your obligation by putting it in the dumpster. If the other department chooses to pick up the equipment they are taking any responsibility for its use.

**Position Two: Don't Donate the Equipment**

You are the chief of a fairly large "combination" fire department—mostly volunteer, but partly paid. You recently acquired new OSHA-approved turnout coats for your personnel—"state of the art" for safety and comfort. You also have replaced your older self-contained breathing apparatus (SCBAs) with new ones.

For many reasons, including space limitations, you want to get the older equipment out of the station. A smaller local all-volunteer department has requested your old turnout coats and SCBAs. They are desperately in need of both. You know that your old equipment is no longer OSHA-approved or reliable, but you remember what it was like to try to equip a group of volunteers with extremely limited funds.

You decide to throw the equipment out in the "dumpster" but let the other chief know when and where so they can make a "midnight raid" and recover it.

Is your action ethical?

If the equipment doesn't meet current standards there is no way we should be allowing another department to use it. It may be more dangerous to use it than to not have any, since it may give false confidence. While the motive to help them is good, donating substandard equipment is not the way to do it.

Also, we might be liable for damages or injury if the equipment falls in a critical situation. The responsible thing to do is to make sure the equipment gets thrown away.
Fast-Buck Freddy

This scenario was prepared by the Center for Ethics, Responsibilities, and Values, College of Saint Catherine, St. Paul, Minn.

**Position One: Inform Them**

You are Barb Wire, a manager at the This-Is-Your-Life Insurance Company. A few weeks ago you dismissed an employee (Freddy Fingers) for misappropriation of funds. His was the most blatant and outrageous act of this kind that you had encountered in your ten years with the company. The employee acted strictly out of his own self-interest. He had no intention of making restitution. The company's legal department determined, however, that prosecution should not be initiated. They do not want to subject the company to liability for a defamation action by the former employee.

The company has a policy stating that no one is to provide information about any terminated employee except dates of employment, last position held, and social security number. You may not verify attendance, salary, home address, performance level, or eligibility for employment.

This morning you received a phone call from a manager in another company. She indicated she is interviewing Freddy for a position as assistant controller. You temporarily put her off but promised to get back to her shortly.

**What do you do?**

We have a social and moral obligation to inform the other company of our problem with Freddy. It is possible that we would not have hired Freddy if his previous company had informed us of any problems they might have encountered. The new company may be inheriting a problem from us. If Freddy does have problems at the new company and they find out about his history, we might be considered liable or receive bad publicity for perpetuating the problem by not informing them or pursuing legal action.

I feel that our company made a mistake in not prosecuting Freddy. Informing his new employer is a way of making up for that mistake.

**Position Two: Don't Inform Them**

You are Barb Wire, a manager at the This-Is-Your-Life Insurance Company. A few weeks ago you dismissed an employee (Freddy Fingers) for misappropriation of funds. His was the most blatant and outrageous act of this kind that you had encountered in your ten years with the company. The employee acted strictly out of his own self-interest. He had no intention of making restitution. The company's legal department determined, however, that prosecution should not be initiated. They do not want to subject the company to liability for a defamation action by the former employee.

The company has a policy stating that no one is to provide information about any terminated employee except dates of employment, last position held, and social security number. You may not verify attendance, salary, home address, performance level, or eligibility for employment.

This morning you received a phone call from a manager in another company. She indicated she is interviewing Freddy for a position as assistant controller. You temporarily put her off but promised to get back to her shortly.

**What do you do?**

There is no moral obligation to inform the new company of problems with Freddy. While Freddy's actions deserved punishment, the company lawyers must be trusted, since it is their job to figure out the best way to handle problems like this. Our primary responsibility is to the best interests of our own company, not to the competition.

If the other company is told about Freddy's problem it will simply make the problem worse, since Freddy will probably sue us, leading to bad publicity for everybody. If their interview and job screening processes work right they will be able to decide if Freddy is trustworthy. It is not our job to protect the other company from harm.
Interracial Friendship

Position One: Keep the Friend

You are in the first year of attending an integrated high school and have made friends with several people who have a different racial background than you. Melissa, who has been your friend since fourth grade, refuses to be friends with them and continually makes comments about how dumb and lazy they are even though you have asked her several times to stop. Should you continue to be Melissa's friend?

You decide that instead of rejecting Melissa you will have a better chance of changing her mind if you keep her as a friend.

Defend your position.

Position Two: Refuse to Be Friends

You are in the first year of attending an integrated high school and have made friends with several people who have a different racial background than you. Melissa, who has been your friend since fourth grade, refuses to be friends with them and continually makes comments about how dumb and lazy they are even though you have asked her several times to stop. Should you continue to be Melissa's friend?

You decide that in fairness to your new friends and to be consistent with your principles you must refuse to be friends with Melissa until she changes her attitude.

Defend your position.
Marginal Chemical

This scenario was developed by Popper and Highson and cited in Ethical Problems in Engineering by R.J. Baum and A. Flores. (New York: Center for the Study of Human Dimensions of Science and Technology, 1978)

Position One: Go Over His Head

The Marginal Chemical Corporation is a small outfit by Wall Street's standards, but it is one of the biggest employers and taxpayers in the little town where its plant is located. Production has been going up an average of 6 percent a year; so has the pollution from the plant's effluents that are dumped into the large stream that flows by the plant. This stream feeds a large lake that has become unfit for bathing or fishing.

The number of complaints from town residents has been rising about this situation and you, as a resident of the community and the plant's senior engineer, also have become increasingly concerned. Although the lake is a gathering place for the youth of the town, the city has applied only token pressure on the plant to clean up. Your boss, the plant manager, has other worries because the plant is being caught in a cost/price squeeze, and is barely breaking even.

After a careful study, you propose to your boss that, to have an effective pollution-abatement system, the company must make a capital investment of $1 million. This system will cost another $100,000 per year in operating expenses. The boss's reaction is, "It's out of the question. As you know, we don't have an extra million around gathering dust—we'd have to borrow it at 10 percent interest per year and, with the direct operating expenses, that means it would actually cost us $200,000 a year to go through with your idea. The way things have been going, we'll be lucky if this plant clears $200,000 this year, and we can't raise prices. You can create a lot of new production—and new jobs—for a million bucks. And this town needs jobs more than it needs crystal-clear lakes, unless you want people to fish for a living."

He does agree to spend $10,000 to remove one pollutant and offers to pay for any system you can find that will pay for itself via product recovery.

What do you do?

This issue is important enough to take more drastic action. If your boss can't be persuaded, you need to go over his head to his supervisor or the board of directors. If that doesn't work you will need to talk to pollution control officials.

The issue is important enough to justify serious concern. The pollutants may detract from fishing and recreational use of the lake but it is very possible that they could also endanger drinking water for the town. We have a moral obligation to protect our environment from harm, even if no one else objects or complains.
Position Two: Do What He Says

The Marginal Chemical Corporation is a small outfit by Wall Street's standards, but it is one of the biggest employers and taxpayers in the little town where its plant is located. Production has been going up an average of 6 percent a year; so has the pollution from the plant's effluents that are dumped into the large stream that flows by the plant. This stream feeds a large lake that has become unfit for bathing or fishing.

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He does agree to spend $10,000 to remove one pollutant and offer to pay for any system you can find that will pay for itself via product recovery.

What do you do?
Blowing the whistle on your boss will never work. You will probably lose your job and your reputation. The company will get a bad rap, which could harm sales and lead to layoffs or the closing of the business. The town would be more upset about the loss of the company or tax revenue than they are now about the pollution.

It would be better to keep trying to persuade your boss and try to find a process that he will approve.

You have a clean conscience because you have done everything you can and it hasn't worked. Your boss has the power and authority over major decisions like this and he hasn't responded. It's his decision, not yours.
Moonlighting

Position One: Only One Job

Mark is a police officer in a suburban village. Mark's friend, Dan, is an officer in an adjacent city and lives just two miles away. In addition to his officer position, Mark works security at construction sites on weekends. Doing so has allowed him to build an addition on his house and put some money away for a college fund for his kids. Dan's city doesn't allow police officers to hold second jobs so his income is restricted to the money he makes as an officer.

The practice of hiring off-duty police officers as security guards, bouncers, traffic controllers, and in various other positions is increasing. In some localities the practice is banned or regulated and in others it is allowed.

Should police officers be allowed to hold second jobs?

Hiring off-duty police officers for private functions should be illegal. Police officers are public servants who have stressful, demanding jobs. It is in the public interest to restrict their paid activities to their police work so that they are more likely to be well rested and able to concentrate.

Allowing police officers to work for private businesses doing work similar to their on-the-job duties creates many opportunities for conflicts of interest. Officers might be tempted to favor certain businesses in enforcing the law or might have a difficult time being impartial. Police officers are paid to enforce the law for the entire public, not just for those who are able to pay them privately.

Position Two: Reward Ambition

Mark is a police officer in a suburban village. Mark's friend, Dan, is an officer in an adjacent city and lives just two miles away. In addition to his officer position, Mark works security at construction sites on weekends. Doing so has allowed him to build an addition on his house and put some money away for a college fund for his kids. Dan's city doesn't allow police officers to hold second jobs so his income is restricted to the money he makes as an officer.

The practice of hiring off-duty police officers as security guards, bouncers, traffic controllers, and in various other positions is increasing. In some localities the practice is banned or regulated and in others it is allowed.

Should police officers be allowed to hold second jobs?

Hiring off-duty police officers for private functions should be legal. Restricting an officer's off-duty activities is a violation of his rights. There is no reason to restrict an individual's activities unless there is evidence it hampers job performance.

Police officers working privately serve the same function as those on duty, that of protecting the public interest, preventing crime, and keeping the peace. Activities that are not in conflict with their on-the-job duties. It is an insult to suggest that police officers are not professional enough to enforce the law fairly. We can't punish officers by taking away income opportunities because of something that might happen.
Paternalism

This scenario was adapted from Ethics in Nursing by M. Benjamini and J. Curtis. (New York: Oxford, 1986)

Position One: Tell Her

Kim Holt was assigned primary nursing responsibility for Ann Hernandez, a divorcée in her mid-forties who had just been diagnosed as having cancer of the colon with metastasis involving lymph nodes. Kim had cared for Mrs. Hernandez for three days before the operation and had established good rapport with her.

Two days after the operation it became apparent to Kim that, while Mrs. Hernandez had been informed that she had cancer, she had not been informed about the seriousness of her condition or of her poor prognosis. Shortly thereafter, one of Mrs. Hernandez’s daughters approached Kim and urged her to assure her mother that everything was going to be all right. She explained that Mrs. Hernandez had just gone through a long and unpleasant divorce, and that she and her sister wanted their mother spared the further pain of learning that she was terminally ill and that no proven, effective treatment was available.

Deeply troubled, Kim discussed the situation with Dr. Sheaffer, Mrs. Hernandez’s physician. Dr. Sheaffer said he had informed Mrs. Hernandez that she had cancer but, to spare her unnecessary anxiety, he had allowed her to maintain her belief that it could be effectively treated, a belief not supported by the facts in her case. He added that if she told Mrs. Hernandez the truth it would be inconsistent with the well-being of the patient and Kim’s role as a nurse.

Kim has an obligation to tell Mrs. Hernandez the truth. No medical person has the right to withhold this kind of information from patients. Doing so violates their dignity and their right to self-determination. The Patient’s Bill of Rights says the patient has the right to “complete current information concerning his diagnosis, treatment, and prognosis in terms the patient can be reasonably expected to understand.”

Withholding the information also compromises Kim’s relationship with the patient, detracting from her integrity, since she is being asked to lie. Most dying patients are able to figure out their true status from other sources since it is difficult to hide something so serious. Finding this out could make it worse, since patients will know they have been deceived.

Position Two: Don’t Tell Her

Kim Holt was assigned primary nursing responsibility for Ann Hernandez, a divorcée in her mid-forties who had just been diagnosed as having cancer of the colon with metastasis involving lymph nodes. Kim had cared for Mrs. Hernandez for three days before the operation and had established good rapport with her.

Two days after the operation it became apparent to Kim that, while Mrs. Hernandez had been informed that she had cancer, she had not been informed about the seriousness of her condition or of her poor prognosis. Shortly thereafter, one of Mrs. Hernandez’s daughters approached Kim and urged her to assure her mother that everything was going to be all right. She explained that Mrs. Hernandez had just gone through a long and unpleasant divorce, and that she and her sister wanted their mother spared the further pain of learning that she was terminally ill and that no proven, effective treatment was available.

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It is in the interest of the patient to withhold information because this prevents pain and suffering. To tell her might increase her depression about her divorce and make it less likely she will respond well to treatment. It is the physician’s responsibility to decide what is in the best interest of the patient.

The right to know is not an absolute right. The right to know is not absolute because it is part of the responsibility of the caring professional to decide in the best interests of the patient how, when, and how much to tell.
A Perfect Bust

This scenario was adapted from *Cases in Business Ethics* by T. M. Garrett, R. D. Baumhart, T. V. Purcell, and P. Roets. (New York: Appleton-Century-Crofts, 1968)

**Position One: Yes, of Course!**

In a routine transaction, a New York art gallery acquired a twenty-six-inch stucco sculpture. In October 1965 the gallery offered it for sale at one of its regular auctions. The gallery's auctioneer started the bidding at $150, which indicated that the gallery's appraisers, who regarded the sculpture as a reproduction, did not think it valuable.

Experts from the Metropolitan Museum of New York had seen the bust on display and, after a quiet investigation, had decided that it was an original work of either Andrea de Verrocchio or Leonardo Da Vinci. The Metropolitan sent a man to bid on the bust. He was able to purchase it for $225. Some art appraisers estimate that the Metropolitan would have gone as high as $225,000 to obtain the bust. One prominent art dealer put its value at $500,000. The sculpture is now mounted in the Metropolitan for the public to enjoy free of charge.

Did the Metropolitan Museum act ethically?

They have no obligation to tell anyone what they found out. The Metropolitan's action was a free-market decision. They should, in fact, be admired for their skill in finding a hidden value that no one else had the skill to discover.

The art gallery should have done its homework about what they were selling. There was nothing preventing them from discovering the same information. There is no reason for them to be outraged. In fact, they probably purchased it from someone else even more cheaply.

Since the Metropolitan is a public institution, the work of art will benefit many people who otherwise would not get to see such a valuable piece of work.

**Position Two: Of Course Not!**

In a routine transaction, a New York art gallery acquired a twenty-six-inch stucco sculpture. In October 1965 the gallery offered it for sale at one of its regular auctions. The gallery's auctioneer started the bidding at $150, which indicated that the gallery's appraisers, who regarded the sculpture as a reproduction, did not think it valuable.

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Did the Metropolitan Museum act ethically?

The Metropolitan Museum had a moral obligation to tell the art gallery about the actual value of its possession. Not to do so was deceptive and immoral. If the marketplace is to be just, prices for items sold and purchased have to reflect their actual value based on everyone sharing the same information. If not, the system allows inequities at someone's expense.

The consequences of the Metropolitan's action will be extremely negative, since many people will be suspicious of the Metropolitan's motives. Every time the museum wants to purchase something in the future, the seller and the public will be suspicious and may try to charge more than necessary.
Who Owns Your Knowledge?

This scenario was developed by P.M. Kohn and R.V. Hughson and cited in Ethics in Engineering by M.W. Martin and Roland Schinzinger. (New York: McGraw-Hill, 1989)

Position One: Improve the Candy

Ken is a process engineer for Stardust Chemical Corporation. He has signed a secrecy agreement with the firm that prohibits his divulging information that the company considers proprietary (belonging to the company).

Stardust has developed an adaptation of a standard piece of equipment that makes it highly efficient for cooling viscous plastics slurry. Stardust decided not to patent the idea but to keep it as a trade secret.

Eventually, Ken leaves Stardust and goes to work for a candy-processing company that is not in any way in competition with Stardust. He soon realizes that a modification similar to Stardust’s trade secret could be applied to a different machine used for cooling fudge, and at once has the change made.

Has Ken acted ethically?

Yes. Ken went to work for a company that doesn’t compete with his previous employer. It is not likely that their adaptation of the fudge cooling machine will be used anywhere else. They are not planning on trying to make money by selling the idea to someone else.

Ken cannot be expected to partition his brain into segments based on the source of his knowledge. He has to use the knowledge he has accumulated and should not be expected to keep it a secret forever. The new company has the right to benefit from his skills, especially since the first company didn’t patent the process.

Position Two: Keep It a Secret

Ken is a process engineer for Stardust Chemical Corporation. He has signed a secrecy agreement with the firm that prohibits his divulging information that the company considers proprietary (belonging to the company).

Stardust has developed an adaptation of a standard piece of equipment that makes it highly efficient for cooling viscous plastics slurry. Stardust decided not to patent the idea but to keep it as a trade secret.

Eventually, Ken leaves Stardust and goes to work for a candy-processing company that is not in any way in competition with Stardust. He soon realizes that a modification similar to Stardust’s trade secret could be applied to a different machine used for cooling fudge, and at once has the change made.

Has Ken acted ethically?

No. He signed a secrecy agreement with the requirement that the information was to be kept in that company. Honesty requires that he should honor that agreement.

Stardust will probably lose the opportunity for income because even if Ken’s new company doesn’t share the idea with anyone else, it’s very likely that someone in the candy factory will move to a new company and will use it there. Ken has no control over where it goes.
Jobs Versus Birds

Position One: Challenge the Endangered Species Act

As the owner of a small retail business in Oregon, you are very aware of how the health of other industries affects your business. You recently learned that because of the protection of the northern spotted owl by the Endangered Species Act, thirty thousand logging jobs and twenty thousand jobs in related industries could be lost. One of the jobs that might be lost is yours, since your business is frequented by many families of loggers. You have to decide if you are going to financially support an attempt to legally challenge the Endangered Species Act.

This is a difficult issue because you also have been concerned about environmental issues. You have been backpacking in logging areas and have seen the destruction, waste, and erosion caused by logging. You are concerned about the health of the environment and believe that our society is in danger because of environmental destruction.

You decide, however, that the probable loss of fifty thousand jobs is too great a price to pay to save one species of owl. These jobs are supporting families with children, supporting elderly people, and paying for medical services. You don’t think you can justify sacrificing livelihoods for the sake of an owl.

Defend your position.

Position Two: Support the Endangered Species Act

As the owner of a small retail business in Oregon, you are very aware of how the health of other industries affects your business. You recently learned that because of the protection of the northern spotted owl by the Endangered Species Act, thirty thousand logging jobs and twenty thousand jobs in related industries could be lost. One of the jobs that might be lost is yours, since your business is frequented by many families of loggers. You have to decide if you are going to financially support an attempt to legally challenge the Endangered Species Act.

This is a difficult issue because you also have been concerned about environmental issues. You have been backpacking in logging areas and have seen the destruction, waste, and erosion caused by logging. You are concerned about the health of the environment and believe that our society is in danger because of environmental destruction.

You decide that despite the probable negative impact on your business, you have a moral obligation to support the process of saving the owl. While it would be difficult to lose a job now, the logging boom is going to be over sometime in the next twenty years anyway when the old growth forests are gone. You think that we may as well get ready now for a post-logging world. We cannot predict the future very well and we might find other, more environmentally harmonious ways of living. For example, the bark of the yew tree, which grows in these forests, has been found effective in treating some types of cancer. There may be other valuable species of plants and animals that we don’t know about yet.

Defend your position.
Capital Punishment

**Position One: Capital Punishment Is Necessary**

Capital punishment (killing criminal offenders) is justified. For those people who commit the most violent and perverse crimes, capital punishment is the only answer. A crime demands justice, and the only way justice can be served for these violent crimes is execution.

Capital punishment serves as a deterrent to potential murderers. Without it, murderers would be guaranteed survival, something their victims are deprived of. Severe punishment generates respect for the law among people who don’t have much respect for anything else.

Capital punishment also saves money, since prisons are expensive. We spend far too much money on people who have thrown their lives away.

Defend your position.

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**Position Two: Capital Punishment Is Unnecessary**

Capital punishment is wrong. Murdering someone because he or she is a murderer is not a good practice. Do we rape rapists or burn down the homes of arsonists?

Giving the state the power to kill is dangerous. This power breaks down one more barrier of protection for the individual, especially individuals who are mistakenly convicted. Execution doesn’t allow for correcting errors.

Capital punishment discriminates against the poor and minorities, since they are far more likely than wealthy whites to be sentenced to death for the same crime.

Capital punishment is not a deterrent. Western European countries do not have capital punishment and murder is rare. States in the United States that have capital punishment often have higher murder rates than those that don’t.

Defend your position.
NIMBY (Not in My Backyard)

Position One: Transfer the Threat
You live in a pleasant, middle-class neighborhood of large, single-family homes and a few small apartment buildings. You have lived in your current home about five years. This home was a bit of a stretch for your budget, but you thought it was a safe investment should you want to sell it in a few years. You also have three young children and there is a good neighborhood school five blocks away. A few blocks away is a single-family home owned by Desert Ranch Homes, a nonprofit agency that provides residential services for developmentally disabled and retarded clients. They operate the program as a community-based group home. Recently your neighborhood group has been concerned because of a new resident of the group home who has been convicted of exposing himself to children and was once charged with a more serious offense, although the latter charges were later dropped. He served time in prison, successfully completed a rehabilitation program, and is continuing to receive therapy.

Believing that this man was a threat to their children, the neighborhood group protested to Desert Ranch Homes, requesting that this client be moved somewhere else. No response was given from Desert Homes management. The neighborhood group then began picketing the home. When asked, you agree to participate in the protest because of your concern about your own children.

Defend your position.

Position Two: Let Him Stay
You live in a pleasant, middle-class neighborhood of large, single-family homes and a few small apartment buildings. You have lived in your current home about five years. This home was a bit of a stretch for your budget, but you thought it was a safe investment should you want to sell it in a few years. You also have three young children and there is a good neighborhood school five blocks away. A few blocks away is a single-family home owned by Desert Ranch Homes, a nonprofit agency that provides residential services for developmentally disabled and retarded clients. They operate the program as a community-based group home. Recently your neighborhood group has been concerned because of a new resident of the group home who has been convicted of exposing himself to children and was once charged with a more serious offense, although the latter charges were later dropped. He served time in prison, successfully completed a rehabilitation program, and is continuing to receive therapy.

Believing that this man was a threat to their children, the neighborhood group protested to Desert Ranch Homes, requesting that this client be moved somewhere else. No response was given from Desert Homes management. The neighborhood group then began picketing the home. When asked to participate, you refuse because you believe that the protests are violating the man’s civil rights. Even though you have some concerns, you believe that because he has served his time he should be left alone.

Defend your position.
E-Mail Etiquette

This scenario was adapted from the New York Times, 8 Dec. 1991.

Position One: Respect the Privacy of Communication

When Alana Shoars arrived for work at Epson America, Inc., one morning in January 1990, she discovered her supervisor reading and printing out electronic mail messages between other employees. As electronic mail administrator, Ms. Shoars was appalled. When she had trained employees to use the computerized system, Ms. Shoars told them their mail was private. Now a company manager was violating that trust. You don’t read other people’s mail, Ms. Shoars believes, just as you don’t listen to their phone conversations. Right is right, and wrong is wrong.

Michael Simmons, chief information officer at the Bank of Boston, disagrees completely. If the corporation owns the equipment and pays for the network, that asset belongs to the company, and the company has a right to look and see if people are using it for purposes other than running the business. Mr. Simmons says that at a previous job, he discovered an employee using the computer system to handicap horses, and another running an Amway business on company time.

You believe that electronic mail has the same status as paper mail and that reading it is a violation of the employee’s privacy. Employers don’t go through employee desks looking for information and they shouldn’t look through their electronic mail.

Defend your position.

Position Two: E-Mail Is Public Communication

When Alana Shoars arrived for work at Epson America, Inc., one morning in January 1990, she discovered her supervisor reading and printing out electronic mail messages between other employees. As electronic mail administrator, Ms. Shoars was appalled. When she had trained employees to use the computerized system, Ms. Shoars told them their mail was private. Now a company manager was violating that trust. You don’t read other people’s mail, Ms. Shoars believes, just as you don’t listen to their phone conversations. Right is right, and wrong is wrong.

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As the internal computer consultant for your corporation, you agree with Mr. Simmons. Computer networks are designed for business use. Monitoring the network is not unusual supervision practice and is ethical.

Defend your position.
Loyalty to What?

Position One: Be Loyal to Your Boss
As the assistant to an inspector for the Department of Agriculture, you routinely travel throughout the south central region of the United States. You enjoy your work and enjoy working for this inspector. You worked for him in a previous position and are indebted to him for offering you this position at a much higher salary and much better working conditions. When you travel, your boss usually puts the expenses for meals and lodging on his credit card. This works well because then you don't have to get reimbursed.

One day when he is away, you are in his office checking a reference manual. In the process, you notice the expense reports for your last trip on his desk. There is a report there for each of you, with the maximum allowable expense filled in, and the request for payment made out to him. The problem is that you know very well that your costs were only about one-third of the amount he has requested and that he is requesting reimbursement for two more meals than were necessary on the trip.

After agonizing about what to do, you decide not to say anything or tell anyone about it.
Defend your position.

Position Two: Report the Fraud
As the assistant to an inspector for the Department of Agriculture, you routinely travel throughout the south central region of the United States. You enjoy your work and enjoy working for this inspector. You worked for him in a previous position and are indebted to him for offering you this position at a much higher salary and much better working conditions. When you travel, your boss usually puts the expenses for meals and lodging on his credit card. This works well because then you don't have to get reimbursed.

One day when he is away, you are in his office checking a reference manual. In the process, you notice the expense reports for your last trip on his desk. There is a report there for each of you, with the maximum allowable expense filled in, and the request for payment made out to him. The problem is that you know very well that your costs were only about one-third of the amount he has requested and that he is requesting reimbursement for two more meals than were necessary on the trip.

You decide to report him to his supervisor.
Defend your position.
Jury Duty

**Position One: Get Yourself Excused**

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 rapes and assaults that occurred within a five-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, assaulted them, and robbed them.

Because you live in the area where the attacks occurred and where the defendant lives, you are concerned about your safety during and after the trial. To avoid any possibility of revenge or of intimidation, you ask to be excused from participation on the jury.

Defend your position.

**Position Two: Do Your Duty**

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 rapes and assaults that occurred within a five-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, assaulted them, and robbed them.

Because you live in the area where the attacks occurred and where the defendant lives, you are concerned about your safety during and after the trial. However, you believe it is your civic and moral obligation to serve on the jury and that attempting to avoid jury duty would be shirking your responsibility.

Defend your position.
Animal Research

**Position One: Animal Research Is Immoral**

The use of animals in medical research is unnecessary and immoral. It is unnecessary because Britain, which hasn’t used animals in medical research for a hundred years, has demonstrated that it is possible to live without it. It is immoral because inflicting suffering on another species for our own benefit cannot be justified. It is no different than believing that it is justified to exploit another race or gender of human beings.

The three primary killers of humans—cancer, heart disease, and diabetes—are often lifestyle problems and can be prevented. We don’t need animal research on these problems. There is no way to justify testing frivolous products like cosmetics on animals.

Animals are so different from humans that testing drugs on them to see if there are harmful effects is a waste of time. Several drugs, including thalidomide, have been tested on animals and mistakenly judged to be safe.

Defend your position.

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**Position Two: Animal Research Is Justified**

Animal research is an acceptable way to test medical knowledge, surgical ability, and drug safety. Surgeons are trained on animals before they work on humans. We don’t want them practicing on humans. Drugs have to be tested on living beings before we try them on humans, even if animals are different.

All species of animals live at the expense of other species. Humans have always eaten meat and used the resources of other species to improve their lives. Animal research is no different.

We do have an obligation to minimize suffering, but that doesn’t mean we should not use animals at all. Animals do not have the same moral status as humans. They do not have “rights” in the same sense that people do.

Defend your position.
Quotas

Position One: No to Quotas

As the admissions director of a large public university, you have been asked by the legislature of your state to initiate a voluntary effort to recruit minority students and to guarantee that a certain percentage of your freshman admissions will come from minority groups. This request has been protested by some student groups on campus and by several conservative groups in the community.

You believe that this kind of program, even though it has good intentions, is inherently unfair because it discriminates against innocent individuals on behalf of groups. While we have a moral obligation to help people who have been oppressed on the basis of race or class, helping them shouldn't mean discriminating against someone else on the basis of race and class.

Once we start helping people on the basis of class, you wonder, where will it end? There are several classes of people with legitimate claims of being oppressed—Appalachian whites, Jews, Asians, etc.

We also have a problem with defining what exactly they are owed. Do we owe them a minimum-wage job, admission to a public university, admission to the finest private institutions, or a high-paying job? What criteria should be used to determine the right number of positions or admissions?

Defend your position.

Position Two: Yes to Quotas

As the admissions director of a large public university you have been asked by the legislature of your state to initiate a voluntary effort to recruit minority students, and to guarantee that a certain percentage of your freshman admissions will come from minority groups. This request has been protested by some student groups on campus and by several conservative groups in the community.

You believe that the request is reasonable. There is evidence that minority groups have been unfairly denied admission to your university in the past and that there are fewer minorities at the university than in the community. It is only fair that the university redress these problems by helping members of these minority groups succeed.

These programs are not discriminatory because they are not taking from other groups anything that belongs to them. The admission positions don't belong to anyone else. There is no reason that we can't give them to people based on their race, as long as they are qualified. Even if you argue that there are people more qualified, it has never been proven that more "qualified" people necessarily do better in school or in careers after they get out.

In most professions and educational institutions people are chosen on the basis of many factors other than qualification. People are selected because of their influence, the amount of power and money they have, or because they "know someone." In this case, we are simply helping people who don't have access to that power. Even some "qualifications" are often the result of factors beyond the individual's control, such as family income and access to good education.

Defend your position.
Self-Defense

Position One: Turn the Other Cheek

On the way home from school you were attacked and beaten by Bob, who doesn’t like you for some reason and is notorious for intimidating other students. After talking it over with your friends you decide that fighting back won’t improve the situation and that it would be better to find some solution to the problem of Bob other than continuing the violence.

Defend your position.

Position Two: Self-Defense

On the way home from school you were attacked and beaten by Bob, who doesn’t like you for some reason and is notorious for intimidating other students. To make sure this doesn’t happen again, you gather several of your friends together and you decide to teach Bob a lesson. You hope that this will end Bob’s bullying. A couple of days later you catch Bob alone and get revenge.

Defend your position.
Sharon Overheard

This scenario was prepared by the Center for Ethics, Responsibilities, and Values, College of Saint Catherine, St. Paul, Minn.

Position One: Let Him Know

You are Sharon Thot, a manufacturing manager at a medical products company called Medical Technologies. At a meeting of a local engineering society you talk with a person you used to work with at another company. You have both moved to other companies but have maintained a casual friendship over the years. As you talk, two other people known to your friend come up and join the conversation. As the conversation develops, it turns out that one of the latter two, Daniel Johnson, works on a process similar to one to which you have just been assigned. Daniel has a few drinks and is naturally an expansive, open individual. During the conversation he begins to explain, in some detail, how he has successfully overcome a major obstacle to successful utilization of the process, and how it has resulted in a bonus for him.

You decide to inform him that you are a competitor working on the same process.

Defend your position.

Position Two: Keep It a Secret

You are Sharon Thot, a manufacturing manager at a medical products company called Medical Technologies. At a meeting of a local engineering society you talk with a person you used to work with at another company. You have both moved to other companies but have maintained a casual friendship over the years. As you talk, two other people known to your friend come up and join the conversation. As the conversation develops, it turns out that one of the latter two, Daniel Johnson, works on a process similar to one to which you have just been assigned. Daniel has a few drinks and is naturally an expansive, open individual. During the conversation he begins to explain, in some detail, how he has successfully overcome a major obstacle to successful utilization of the process, and how it has resulted in a bonus for him.

You decide not to tell him what you do and you encourage discussion about his work.

Defend your position.
Tainted Money

**Position One: Keep the Money**
You are the fund-raiser for a nonprofit organization that remodels abandoned houses and sells them at low cost to low-income families. For the past year you have been conducting a six-million-dollar capital campaign to raise money to purchase more houses. With the campaign one million dollars short with only two months to go, you have been working hard to reach the goal.

For six months you have been trying to persuade Marlon Moneybags to contribute. Marlon is the retired owner of a manufacturing plant, and is one of the wealthiest persons in your town. You are finally rewarded with a donation of $750,000 and are confident you can raise the other $250,000 in the remaining two months. Mr. Moneybags gives you the check during a press conference to announce the donation.

Two weeks later the local newspaper reports that the police are charging Mr. Moneybags with harassment. Apparently during the last ten years he has been sending threatening and anonymous letters to Jewish and black residents of the town. Immediately you are contacted by the media and asked if you are going to keep the money. Several of your key volunteers say that they want you to return the money. At the next board meeting the members argue about what should be done. Finally, they decide to let you make the decision.

You decide to keep the money. Defend your position.

**Position Two: Return the Money**
You are the fund-raiser for a nonprofit organization that remodels abandoned houses and sells them at low cost to low-income families. For the past year you have been conducting a six-million-dollar capital campaign to raise money to purchase more houses. With the campaign one million dollars short with only two months to go, you have been working hard to reach the goal.

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You decide to return the money. Defend your decision.
The Morality of Wealth

Position One: The Pursuit of Wealth Is Good

Ivan Boesky said, “A little greed is good for you.” He was right. Capitalism is based on the assumption that individuals should act in their own best interest and that doing so results in the most wealth for everybody. Individuals’ action to increase their own wealth has resulted in the prosperity that makes life worth living, from the variety of products in the grocery store to the creature comforts in private homes. It has provided decent incomes for more people than ever before in history.

Rewards for self-interest and the pursuit of wealth have led to medical advances that save lives, improvements in nutrition, and reductions in the dangers that used to make life more difficult. Without the rewards, these advances in civilization would not have occurred.

When people are materially well off, they have time to think about higher values. Poverty and scarcity lead only to desperation.

Defend your position.

Position Two: The Pursuit of Wealth Is Wrong

The endless pursuit of wealth leads to spiritual and moral poverty. It does not lead to consideration of higher values, since the accumulation of more money leads only to the desire to get more.

The accumulation of possessions leads to a kind of slavery, since more and more time has to be spent maintaining and taking care of them, instead of focusing on more important things.

The pursuit of material wealth produces tunnel vision, allowing the individual to ignore the needs of other people and the ecological disasters that the pursuit of wealth causes. It also leads to lower moral standards, since the pursuit of wealth becomes the highest standard and everyone else is judged by whether or not they contribute to this pursuit.

Consumerism also leads to shallow values, since people become judged by whether they possess the “right” things. Owning things becomes more important than being the right kind of person or helping others.

Defend your position.
Cooperative Games

**What Are Cooperative Games?**

Cooperative games emphasize participation, challenge, and fun rather than defeating someone. Cooperative games emphasize play rather than competition. Cooperative games are not new. Some of the classic games we participated in as children are classic because of the play emphasis. There may be competition involved, but the outcome of the competition is not losing and sitting out the rest of the game. Instead, it may involve switching teams so that everyone ends up on the winning team.

**Outdoor Active Games**

**Sardines**

This can be played anywhere, indoors or out. The goal is similar to “Hide and Seek,” except that “it” hides first. Everyone else then tries to find “it.” When someone finds “it,” they hide with “it” in the same spot. The game ends when everyone finds the hiding spot of “it.”

**Blob Tag**

In this variation of “tag,” the persons who are caught join hands with the “it” person to form a blob. As more people are caught, the blob becomes larger. It’s probably a good idea to limit the playing area so that the blob does not have to chase people through the neighborhood.

**British Bulldog**

The playing area is a rectangular open field with well-defined boundaries. One person stands in the middle and is the bulldog. Everyone else stands on one end outside the boundary. When ready, the bulldog yells, “British bulldog, one, two, three.” Everyone must run from one end of the field to the other. The bulldog must grab people, lift them off the ground, and yell, “British bulldog, one, two, three.” Each caught person then becomes a bulldog also. Eventually everyone will become a bulldog.

Variation: Instead of lifting people off the ground, the bulldog can simply hold on while yelling.
Caterpillar
The players lie on their stomachs, side to side, with their arms straight out in front. The person on the end begins to roll over the top of the row of bodies until he or she gets to the end. This can be done as a race, with two teams competing to get to a predetermined point.
— from New Games

Eeny-Eeny-Over:
Remember this classic game? All you need is a large building—a church works well—and a medium-sized ball. The game begins with two teams, one on each side of the building. One team has the ball and throws it over the building while yelling, “eeny-eyeny-ey.” The throwing team then runs around the building and tries to tag members of the receiving team. Tagged people join the other team. The receiving team tries to avoid being tagged, of course, and also can throw the ball at members of the throwing team. Anyone who gets hit switches teams.
Players are safe when they reach the opposite side of the building. The game ends when everyone is on the same team.
Variation: Players are safe only when they do a complete revolution of the building.

Flying Dutchman
The group forms a circle and holds hands, with one pair remaining outside the circle. Holding hands, the couple on the outside walks the perimeter of the circle. They choose a point in the circle and break the handhold of two people. When that happens, the outside couple runs around the circle in one direction while the couple whose handhold was broken runs in the opposite direction. The couple who loses the race back to the open spot is “it” for the next round.
— from New Games

Slaughter
The arena is a circle about 30 feet in diameter with a clearly defined boundary. Two holes about a foot wide are dug out at opposite sides of the circle (substances for the holes are appropriate). All players take off their shoes. Balls are placed in the holes. Each team, kneeling, forms a huddle around its own ball. At the signal, both teams try to move their ball into the other team’s hole. As long as you’re on your knees and within the boundaries of the circle, anything goes. The only other rule is that to neutralize the opponent, you can drag your opponent outside of the circle. If any part of a player’s body crosses the line, that player is out.
— from New Games

Toss the Bird
This is a tag game with a twist. The “bird” can be a baseball, a rock, or some other soft object suitable for throwing. You can have as many as you think are necessary. The point is that you can’t be tagged if you are holding a bird. People can toss the bird(s) to each other to help “protect” each other from being caught. Obviously, you will want to have fewer birds than you have people who are being chased. More than one person can be “it.”
— from The Battambee Bag

Rock/Paper/Scissors
This is the “football scrimmage” version of rock/paper/scissors. The one zones need to be clearly defined. To begin, each team huddles and decides which position—either rock, paper, or scissors. Then the two teams meet in the playing area. If your team is red, you chase the other team back to its end zone, trying to tag the team members before they get there. If you lose, you must dash to your own end zone before you’re caught. Those people who get caught change to the other team. The game ends when everyone is on the same team.
— from New Games

Walking Statues
Two teams start from opposite ends of the field. The leader stands in the center of the field. The goal is to reach the leader first. Teams can move only when the leader is facing the other team. If individuals are caught moving, they must go back to the start.
Indoor Games

Positive Reinforcement

One person is selected to leave the room and should be out of earshot. The rest of the group chooses some action it would like the absent person to perform. When ready, the group calls the person back in. The means of reinforcement is clapping. By clapping louder or softer, the group influences the subject to do whatever action the group wants.

—from Games

Continuous Story

The rules are simple. One person creates a story line and everybody in turn adds a few sentences until the story is complete or everybody gets tired.

If You Love Me, Won’t You Please, Please Smile?

Everyone is seated in a circle with a volunteer standing in the middle. The volunteer sits in the lap or stands in front of the seated person of his or her choice, looks them in the eyes, and says, “If you love me, won’t you please, please smile?” The seated person responds by saying, “You know I love you, but I just can’t smile.” This must be said without smiling. If the person does smile, he or she becomes the person in the middle.

Princess Ugawugga

The purpose of this game is to make your opponent laugh. In pairs, one person starts by saying, “Princess Ugawugga is dead, gone, and deceased.” The other person responds by saying, “How and when did she die?” The game continues with one person asking questions and the other responding until someone laughs.

Word Whiskers

A word whisker is a time-filler word like “uh,” “er,” “um,” “you know,” “okay,” etc. The object is to try to talk for thirty seconds without using a word whisker. Not talking for more than three seconds is also a word whisker.

—from Games

Botticelli

One person is “it.” “It” must think of the name of a person or a fictitious character. This character is referred to by the initial of his or her last name (e.g., “Mr. F”). The players, in turn, ask “it” yes or no questions to discover the name of “its” character. However, they must earn the opportunity to ask each question by asking “it” to name a character with the same initial in response to their questions. For example, “it” begins play with the statement, “I am thinking of a Mr. B.” A player then asks “it” a question such as, “Was Mr. B. a president?” If “it” cannot name a president whose name starts with B, the player has earned the right to ask “it” one yes or no question for a clue to the character’s identity. However, if “it” is able to name a Mr. B. who was a president, that person forfeits the opportunity to question “it.” The player who correctly guesses the name of “its” character is the new “it.”

—from Games

Going to the Moon

This is a guessing/deductive game in which the first person establishes a word pattern for everyone else to figure out. He or she says, “I’m going to the moon and I’m going to take (name an object).” Everyone else follows by repeating the same phrase but naming a different object with the same pattern. Patterns could include words that start with the same letter as the speaking person’s name, words with double consonants, or words that begin with the last letter of the previous word.

—from Games

Ghost

The object of the game is to avoid completing a word. The first player names a letter and succeeding players continue to name letters in an order that spells a word, while attempting to avoid completing a word. If you do complete a word, you must take a letter from the word “ghost” in the same way as when you play “horse” in basketball.

Variation: Letters can be added either after or before the previously named letters.

—from Games
**Hawaiian Hand Clap**

The players sit in a circle or a line and count off. Then they set up a 1-2-3-4 rhythm by clapping their knees, clapping their hands, and snapping their fingers—first their right and then their left. Everyone does this in unison. Once the rhythm is established, the first player calls his own number on the first finger snap and someone else’s number on the second. After the next sequence of finger snaps, the person whose number was called must say his or her own number and someone else’s. Players who must their turn, say the numbers too early, or say a nonexistent number must move to the end of the line. Everyone’s number will change as the players move up and down the line.

**Variation:** The people who miss can sit out instead of going to the end of the line. Everyone else keeps the same number for the whole game so that players must remember which numbers are in and which are out.

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**Peek-a-Who Name Game**

Materials: one opaque blanket or sheet

Form two teams. Have two people who are not on either of the teams hold the blanket up by the ends so that it is vertical or perpendicular to the ground. The teams gather on opposite sides of the blanket. One volunteer from each team crouches behind the blanket. When the blanket is dropped, each player tries to say the other person’s name first. Whoever says the other team’s name first. Eventually no one will be left on the losing team.

—from The Bottomless Bag

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**Warmpum Name Game**

Materials: a foam sword or rolled newspaper wrapped in tape

Sing everyone in a circle with feet facing in and one person in the middle. Hold the play sword or rolled newspaper, the middle person should be able to reach the feet of everyone in the circle. The game begins with one person saying the name of another. The middle person tries to hit the feet of the named player before the named player can say someone else’s name. The game continues until someone gets caught, at which point that person goes to the middle.

—from The Bottomless Bag

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**Initiative Games**

**What Are Initiative Games?**

Initiative games are fun, cooperative, challenging games in which the group is confronted with a specific problem to solve. In Venture Crew, we use initiative games for two reasons: The games demonstrate and teach leadership skills to advisors, which helps to promote the growth of Venturers; and the games demonstrate a process of thinking about experiences that helps Venturers learn and become responsible citizens.

Here are a few suggestions. Begin by clearly explaining the game. Make sure the rules are understood, including that everyone must complete the activity for the group to be successful.

If you are the facilitators, don’t offer ideas for solving the problem. Sit back and let the group work and play with it even if the group has a difficult time. Don’t interfere unless something is unsafe or the group has fallen apart.

Reflect on the activity. Spend a few minutes afterward talking about what the participants learned. This is most effective when you use the principles of reflection. Talk about how effectively and efficiently they accomplished the task and how well they got along with each other. Ask open-ended questions to help the group talk about the issues. Don’t be judgmental. In asking questions, first help the participants focus on what happened, then ask them to decide if what happened was good or bad. Finally, ask them to set some goals for the future.

The best impact that initiative games can have on your crew program is for you to use the initiative games leadership style and the reflective methods in your crew program. While initiative games are fun and meaningful lessons can be learned, a lasting impact will be achieved only by using the principles behind the games in the complete crew program. As a leader, you help crew members learn to make decisions and solve problems in everything you do in Venturing. Learn the skills you need and do it. As someone once said: “Train them and trust them.” Use reflection during the other crew activities and experiences to help them. Get in the habit of thinking and sharing together as a group.
If a game is too easy or if you have other motives, you can vary the skills of the participants by not allowing some to talk, by blinding, by not allowing the use of various limbs, etc. You also can create a story line to go with the game.

See the reference list if you are interested in getting more games. Happy playing!

**Trust Circle**

The group forms a tight circle with six to 10 people standing shoulder to shoulder with arms out and palms up. One person stands in the middle with arms folded over chest and eyes closed. This person then falls in any direction, keeping the body stiff. The group's responsibility is to catch the falling person and push the person gently upright.

There should always be more than one person catching. After a few tries, the center person can direct the group to take a step backward and try again.

**People Pendulum**

Form two parallel lines with at least 10 people in each line. Each person in one line faces someone in the other line with about two feet between them. The two people standing side by side in the center of one line place a sturdy pole on their outside shoulders, with their counterparts in the line across from them shouldering the other end of the poles. In other words, there will be two poles, one shouldered by each facing pair in the center. These poles should be strong enough to support group members who stand on them.

One group member is hoisted onto each pole. They face each other and hold hands or wrists. When they are ready, they let go of each other and fall back into the arms of the remaining people in the row on each side. It is important that the people falling stay very stiff and either hold onto their pant legs or fold their arms across their chest. It also is important that the catchers catch the people in "trust-fall style," alternating arms down the row with the people across from them and standing very close together. Another method is to grasp wrists with the person across from you. It is important when using this method that the catchers give a little as they catch the person.

After catching the people, you can push them back up. It is important that you learn this activity slowly and do it in a safe place. A soft lawn is best. Begin with smaller people and work your way up.

--- from *The Second Cooperative Sports and Games*

**Group Juggling**

Materials: tennis balls or bean bags, or have each person take off one shoe

Begin with everyone in a circle and one object to be thrown. The first person throws the object across the circle to someone who then throws the object to someone else. Everyone should catch and throw the object just once, remembering whom they received from and to whom they throw. The first person to throw should receive the ball last. Begin the sequence again, continually adding objects so that the group is juggling as many objects as possible.

**People Pass**

There are two ways of doing this activity. The first is to have everyone lie down on their back, alternating the direction of their feet, and with their heads in a straight line. In other words, even-numbered people will have feet facing west and odd-numbered people will have feet facing east. When you look down the center of the row, you should see a straight line of heads. After everyone gets lined up, they should put their arms straight up in the air with their hands flat (palms up). One person will then stand at one end of the line with the body stiff and arms either folded across the chest or holding onto pant legs. You will lower the person, back first, onto the row of arms and they will gently pass the body to the other end. Someone should catch the person as he or she comes off the end.

The second way is to split into two standing rows of people, facing forward in a double line. Again, everyone puts their arms up with palms flat. You will need several people to help hoist the person to the top to be passed at this height.

--- from *The New Games Book*
Everybody Up

This activity begins with everybody in pairs and gradually expands to include everyone at once. Each pair sits on the ground facing each other, with each person’s feet against the other’s feet and holding hands. The goal is to pull each other to a standing position.

When two people accomplish this task, continue to try it with more until everyone is in one group. It has been suggested that with more than eight people it is impossible to do in a circle, but that it is possible to do with another configuration.

Variation: The goal is the same except that in this version participants sit back to back. All other rules apply.

Hog Call

Materials: one blindfold for each person.

This is a good warm-up activity. There are several variations, but all of them involve blindfolded individuals yelling a name or animal sound to find their group or partner. In one variation, everyone privately receives the name of an animal. The goal is to find everyone else who has the same name by yelling about “mooing” or “woofing” or whatever it is that their animal does.

Another variation has half the group line up on one end of an open area and half line up on the other. Each person is given half of an opposing word or phrase, like “salt and pepper” or “light and dark.” The folks on the other side of the field get the other half of the phrase. When everyone is ready, each side works toward the other and tries to find their particular partner by yelling their particular word.

Have You Done This?

Each player thinks of something about himself or herself that does not apply to anyone else in the group. Each individual shares his idea. If someone else shares that characteristic, that person must find a new one. Play continues until everyone has shared something unique about themselves.

Questions

This is a get-acquainted activity in which each individual has a predetermined time period during which anyone in the group can ask that person any question about any subject (within the bounds of good taste).

—from Games

Cookie Machine

The group forms two parallel lines of people standing shoulder to shoulder. Each line should face the other about two feet apart. Players put their arms out in front of them with their elbows bent and palms up. The arms of the persons in each of the two lines should alternate with those across from them. You’ve just built a cookie machine.

One person stands at one end of the cookie machine and announces a preference for a type of cookie, for example, chocolate chip. That person begins the “chocolate chip cookie” (who keeps his or her body stiff and arms straight out) from one end to the other while chanting “chocolate chip, chocolate chip.” When the cookie gets to the middle, it ought to be turned over so it doesn’t burn. Some people might feel more comfortable with their arms folded over their chest.

—from More New Games

Radioactive Field I

Materials: three boards (pieces of plywood work fine) about a foot square

The goal is to transfer the entire group across an open, flat area using three protective shields, without touching the ground with any body part. Boards must not be thrown across the open area.

—from More New Games

Radioactive Field II

The goal is to transfer the entire group across an open area using one pair of magic boots. No body part can touch the ground except for feet wearing the magic boots. The boots cannot be thrown across the field. They can be carried.

Each boot on each person can only wear a boot safely for one trip across. After that boot is worn, it cannot be used for any more trips.
Blind Square

Materials: one length of rope 50-100 feet long blindfolds

The group begins by forming a circle and putting the blindfolds on. Then each person picks up the rope, which has been tied into a circle. Everyone should be standing on the outside of the rope. The object is for the blindfolded group to form a square, triangle, pentagon, or any shape the players want to try.

Line Up

Materials: blindfolds

Blindfold everyone in the group. Whisper to each person a number from one to the number of persons in the group. After you are done, tell the players they must line up by consecutive numbers without talking. Everyone should begin to move slowly around each other, putting palms up facing outward to protect themselves from collisions.

Variations: Line up by height, weight, age, Social Security number, etc. Or try this: Number all participants as above, but designate one player as the "fooler." Do this by tapping a person on the shoulder without assigning a number. That person then opens his or her eyes (or removes a blindfold) and begins operating as the "fooler." As the players attempt to align themselves, the "fooler" tries to mess up their attempts by giving (nonverbal) wrong information. Each person, to combat the "fooler," has one hypodermic needle (a finger) filled with "truth serum." If players think they are being fooled, they point their finger at the supposed culprit, and if their finger is still pointed at the "fooler" when they say, "Squirt," the "fooler" is obliged to moan, "You got me." The group then is awarded one minute of pure honesty. If a player uses his or her "needle" and misses the "fooler," all the player's serum is lost for the remainder of the game.

—from The Bottomless Bag

Blind Tent Pitch

Materials: one tent with all equipment needed to set it up; blindfolds

The goal is to set up the tent with everybody in the group blindfolded.

Knots

A group of six to 12 people forms a circle. Each person puts the right hand into the center of the circle and clasps hands with one other person who is not standing next to him or her. Then everyone puts their left hand into the circle and clasps hands, again making sure that person is not standing next to them. They should be holding two different people's hands. The goal is to untangle the knot without letting go of anyone's hand.

Spiderweb

Materials: For this activity you will need to do some construction. A spiderweb will need to be built between two trees with about one hole in the web for each person in the group. Holes should be of varying sizes and heights. Nylon cord works well in constructing the web.

The group is to pass people through the web without anyone touching it. If a person does touch the web, you must restart that player.

All Aboard

Materials: an old towel or rag or a preconstructed platform about 2 feet by 2 feet

The goal is to get everyone in the group to stand on the towel or platform without touching the ground around it. You can start with the
teed unfolded and gradually increase the challenge by folding it smaller and smaller. The only restriction is that you may not “stack” more than one person on another.

**Quicksand**
Materials: platform such as in “All Around,” or a trough; Frisbee-size disks to step on.
Place the platform or towel about six giant steps away from a boundary line. The goal is to get everyone from behind the line across the open area onto the platform without touching the ground. The disks can be used to cross the area, but once they are put on the ground they cannot be moved. Also, someone’s foot must be on the disk at all times until the last person crosses.

**Reversing Pyramid**
Have 10 people form a 4-3-2-1 horizontal pyramid (arranged like bowling pins). Tell them to reverse the apex and the base of the pyramid by moving only three people.

— from The Bottomless Bag

**Give Me a Leg to Stand On**
The goal of this activity is to get your group to have a minimum of contact points with the ground. In other words, you want to find out how few legs and arms you must use to maintain a balance point for, say, five seconds.

— from The Bottomless Bag

**Pole Cat Push-Up**
This is a variation of the standard one-person push-up. The easiest way to teach it is to start doing a four-person push-up. The first person lies down on his or her stomach. The second person lies down perpendicular to the first, with feet and ankles over the lower back of the first. The third and fourth people do the same thing, with the first person’s feet over the lower back of the fourth so that the torsos form a square.

The challenge is to have all four people do a push-up at the same time. When they have done this, the goal is to add more people until you are doing a push-up with everyone in the group involved. (It is possible with some creative thinking.)

— from The Bottomless Bag

**Variation:** A challenging alternative is to tell the group at the beginning that the goal is to get everybody off the ground with only three hands touching, without telling them about any possible solutions like the four-person variation.

**The Great Egg Drop**
The goal is to build a structure that will prevent an egg from breaking when it is dropped from a height of 8 feet. The only materials allowed are 20 straws and 30 inches of ½-inch masking tape. Try to do it with as few materials as possible.

— from The Bottomless Bag

**Traffic Jam**
Materials: something to mark spaces that individuals in the group stand on. (There should be one more space than the number of people in the group.)
Half of the group stands in a row and facing the other half of the group, which also is in a row but, of course, facing the first group. It does not matter if you have an odd number of people in your group and one side has one more person than the other. Everyone should be standing on a marked spot. The empty spot should be in the middle between the two facing groups. The goal is for each group to exchange places.

As you might expect, there are some restrictions on movement. First, only one person moves at a time. Second, a person may not move around anyone facing the same direction. Third, they may not move backward. Fourth, no one can move around more than one person on the other team at a time.

**Two by Four**
Have eight people line up shoulder to shoulder, alternating male and female, with everyone facing the same direction. The object is to get all the females on one end and all the males on the other. If you prefer you can use same other identification to distinguish alternate people.

These are the rules: First, the goal is to solve the problem in the fewest possible moves, with a maximum of four moves. It’s probably a good
idea not to tell the players the maximum until they have had some successes in solving the problem. Second, all moves are made in pairs. A pair is you and anyone standing next to you. Third, when a pair moves out of the middle of the group, the empty spot they left must be filled by another pair. Fourth, pairs may not pivot or turn around. Fifth, there should be no gaps in the solution of the problem.

—from Silver Bullets

**Diminishing Load**

The object is to move the group across an open area. To cross the area, a person must be carried. The carrier must return and be carried. If a carried person touches the ground, the carrier(s) and the carried person must return.

**Proust's Landing**

Materials: one rope large enough and long enough to accomplish the swing and something to serve as a platform

The object is to get everyone in the group onto a 3-by-3-foot platform from a point about 20 feet away by swinging on a rope. The platform should be set about 10 feet away from the point from which the plumb line of the rope swings.

—from Silver Bullets

**References**


Violence Prevention Forum

Introduction
The violence prevention forum is a way for young adults (Venturers) to be proactive in the struggle against violence. The forum gives teens an opportunity to share knowledge, motivate their peers, and make a difference in their community. A violence prevention forum also shows the community that Scouting can and does indeed make a difference. A forum can be run at any level from the crew level to the council level and it can be run many times within the same council.

Getting Started
The success of a forum depends mostly on people. Organizing a forum executive committee is the first step. The committee should consist of several Venturers, an adult Advisor, an adult assistant Advisor, and a professional staff adviser. The youth chair can either be appointed or elected at the first meeting. At the first executive committee meeting, items that should be addressed include forum site choices, potential dates, development of a backdating schedule, development of a budget if any, potential committee members to include in the selection of a forum chair and clerk. The forum chair presides over the actual forum while the clerk sits next to the chair to take minutes. These positions may or may not be members of the forum executive committee, but when selected will become members of the committee.

The Forum Committee
The executive committee will need to identify and recruit adequate people to handle the task to run a successful forum. The major tasks involved include:
- Public relations/promotion
- Physical support
- Administration
- Program

Public Relations/Publication—Because of all of the negative media attention on violence and particularly teen violence, the violence prevention forum provides an excellent opportunity to showcase teens being proactive in the fight against this major social problem. The news media should be interested in this event. At least one committee member should be assigned the challenge of writing press releases and contacting the media prior to the forum. Also, this committee should identify one Visitor who will act as media spokesperson for the event. The committee should host attending media, design and distribute media kits and follow up with media after the forum.

This positive, proactive event offers a great opportunity for positive public relations. In addition to the media, invite key community leaders such as the United Way director and president, CEOs, the chamber of commerce president, the school district superintendent and principals, ministers, and law enforcement officials.

Physical Support—Location is extremely important, as is the setup of the forum meeting space. The physical support committee is responsible for securing the forum site, setting up and managing the meeting spaces and cleaning.

Administration—There is a substantial amount of paperwork and mailings to ensure a successful forum. The administration committee will mail delegate information, keep delegate lists, ensure that accurate minutes are taken at all meetings, and be responsible for writing the forum report.

Program—Successful violence prevention forums have a full agenda. There will be guest speakers, subcommittee meetings, and other important functions of the day to handle. The program committee will ensure that all guests and speakers are aware of the purpose of the forum and what their roles are and are in the right place at the right time; write thank-you letters/notes, and just make sure that everything runs according to the plan.
Subcommittees

Part of the responsibility of being a forum delegate will be to sit on a subcommittee. The subcommittees will focus on specific narrow topics within the spectrum of violence. Possible subcommittees include:

- Violence in the media
- Violence in schools
- Domestic violence
- Drug/alcohol-related violence

Choice of subcommittee topics is up to your committee. Each subcommittee should have a youth moderator to keep the discussion going and to make sure the group stays on task. In addition, the subcommittee should have an adult who serves primarily as an observer but may offer answers when asked.

Delegates

Delegates to the forum do not necessarily have to be Venturers. In fact, you are encouraged to include teens outside of the Venturing program. You may choose to invite delegates from high schools, religious organizations, other youth organizations, college fraternities and sororities, Explorer posts, and Boy Scout troops. Invite delegates from Venturing crews. The only restriction is that delegates should be of Venturing age.

Delegates to the forum have a greater responsibility than to just listen and vote. Delegates are charged with taking the knowledge and experience gained at the forum to share with their peers. This responsibility should be stressed greatly when recruiting delegates and to them while they are at the forum. Each delegate can individually make a tremendous difference while the forum simply acts as a powerful resource and focus.

Delegate Information

Delegates should be sent information packets via mail at least one month prior to the forum. This can be followed up with the same information by e-mail when possible. The packets should contain basic information on the date, schedule, location, dress code, and what the violence prevention forum is. It should also include a delegate job description and expected outcomes of the forum. You might also include a questionnaire so you can get delegate information such as e-mail address, educational history, extracurricular activities, interests, etc., and information on violence, including Web sites, brochures, local prevention programs, and anything else that might help prepare a delegate.

Voting and Recommendations

One of the desired outcomes of the violence prevention forum is to develop and vote on recommendations that will have a positive effect on reducing local violence. Each delegate may personally submit a recommendation to the subcommittee to which they are assigned, and each subcommittee should be required to develop at least one recommendation related to their assigned topic.

Recommendations can be forwarded to any governing body or organization following the forum. Examples include:

- Local and/or state boards of education
- Motion Picture Association of America
- U.S. and/or state secretaries of education
- Governor
- Mayor
- Local chambers of commerce
- Community ecumenical boards
- BSA council executive board
- Local law-enforcement officials

Voting should be very important to each delegate and one of the key elements of the forum. Only delegates are allowed to vote on recommendations. Voting can take place in many fashions, but the recommended approach is to provide voting cards that delegates may hold up to cast a vote. First, recommendations must be approved and submitted by a subcommittee. Delegates may submit recommendations but should do so in their subcommittee. Then the subcommittee will approve the recommendation.
and incorporate it into the recommendations they submit to the forum. For a recommendation to pass in a subcommittee or the forum as a whole, it must be approved by a two-thirds majority. How your delegates vote is up to you. However, please remember that voting should be taken very seriously and is the climax of the forum.

The forum committee should meet just before the voting session to review the proposed recommendations. When giving directions to the subcommittees, give a time deadline to submit recommendations for voting. Review the recommendations based on the following questions:

- Does the recommendation pertain to the topic of violence?
- Is the recommendation written in the correct form?
- Has the recommendation been corrected, voted on, and submitted by a subcommittee?

Running a Forum

A violence prevention forum is a professional event. The community will be watching you, so ensure success. It is designed to make young adults feel important and professional. It should be serious business. For this reason, it is recommended that a dress code be established for the forum. The dress code you choose is up to you, but it is highly recommended that the dress be business attire.

To keep the feeling of professionalism, it is also recommended that parliamentary procedures be followed. Sending information on parliamentary procedures to the delegates themselves in advance of the forum will help.

A delegate welcome packet should be prepared and given to each delegate as they sign in at the registration table. The packet could include a name badge, voting card, schedule, agendas, subcommittee assignments, and restatement of the forum objectives.

The Forum Report

Even after the forum is over, there is much to do. A written report consisting of at least a general summary of the forum and all recommendations passed by the delegation should be prepared. It is the responsibility of the forum committee to forward this report to the organizations to which recommendations have been made. Additionally, courtesy copies should be presented to the local council executive board and to the National Council of the Boy Scouts of America (BSA). You may also send the report to anyone else you think would find it of value.

Address for the BSA national office:

Boy Scouts of America
Venturing Division, S211
P.O. Box 152079
Irving, TX 75015-2079

Job Descriptions

Chair. The chair can be a youth or adult, but it is recommended that the chair be a youth who works with an adult Advisor. The chair presides over the committee meeting and is responsible for ensuring the success of the forum. The chair can also function as the actual forum chair.

Public relations/promotions director. The director is responsible for recruiting assistants as needed, preparing press releases, contacting organizations for delegates, contacting the media, inviting special guests, and sending thank-you letters.

Administration director. The director is responsible for taking minutes at all committee meetings if a clerk has not been assigned, communicating with all delegates, preparing delegate and guest info packets, managing registration, and collecting fees.
Physical support director. The director is responsible for selecting a facility and creating a relationship with facility management; for all physical arrangements, such as room setup, public address systems, flip charts, pens and pads, decorations, signs, etc.; and refreshments.

Program director. The director finds adult experts to work with subcommittees and youth moderators for subcommittees, recruits guest speakers, and recruits and manages any other program offerings such as an exhibit if desired. The program director serves as forum vice chair or chief of staff. On the day of the forum, he or she also makes sure the schedule is followed and that all participants are where they need to be at the right time.

Clerk. If a clerk is recruited early in the preparation phase, the clerk can function as secretary at all committee meetings, sending out notices, taking minutes, etc. At the forum, the clerk acts as the assistant to the chairperson. The clerk takes minutes; collects subcommittee recommendation forms; ensures recommendations are appropriate; ensures proper voting procedures are followed, including following parliamentary procedures; keeps records; and assists in the preparation of the final forum report.

Adult Advisors. The Advisors work directly and closely with assigned youth forum leaders; help Venturers to be successful; head identify and invite special guests, schools, and other organizations; identify media contacts; and play a behind-the-scenes role; the Advisors do not vote and are not on the floor during the forum.
**Sample Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 A.M.</td>
<td>Registration</td>
</tr>
<tr>
<td>9 A.M.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Instructions</td>
</tr>
<tr>
<td>9:15 A.M.</td>
<td>Subcommittee breakout and organizing sessions</td>
</tr>
<tr>
<td>10 A.M.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>Guest speakers (s)</td>
</tr>
<tr>
<td>11:30 A.M.</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 P.M.</td>
<td>Subcommittee session (when recommendations are completed)</td>
</tr>
<tr>
<td>1:30 P.M.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>Presentation of subcommittee recommendations and discussions</td>
</tr>
<tr>
<td>2:15 P.M.</td>
<td>Break</td>
</tr>
<tr>
<td>2:30 P.M.</td>
<td>Voting session</td>
</tr>
<tr>
<td>3:30 P.M.</td>
<td>Summary by chair and closing</td>
</tr>
</tbody>
</table>

**Sample Recommendation**

Resolution

Whereas,

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Be it resolved,

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Dated this ______ day of ___________ 20____ .

Subcommittee ____________________________________________

Chair's name _____________________________________________

Chair's signature _________________________________________

---

For Forum Clerk's Use Only:

Received by clerk: Time __________ Date ___________ Initials __________ 

Approved for presentation to the forum: Clerk's initials ___________________________

Approved by two-thirds majority for inclusion in the forum report:

Clerk's signature ______________________ Forum chair's signature ______________________
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-180 days</td>
<td>The district or council activities/program committee agrees to host a violence prevention forum.</td>
</tr>
<tr>
<td>-170 days</td>
<td>Recruit the forum executive committee.</td>
</tr>
<tr>
<td>-160 days</td>
<td>Hold the first executive committee meeting.</td>
</tr>
<tr>
<td>-130 days</td>
<td>Hold the second executive committee meeting. Select a date and location for the forum and make other logistical decisions. Recruit a forum chair and clerk.</td>
</tr>
<tr>
<td>-120 days</td>
<td>Reserve the forum location.</td>
</tr>
<tr>
<td>-110 days</td>
<td>Hold the third executive committee meeting. Determine where your delegates will come from. Determine cost.</td>
</tr>
<tr>
<td>-110 days</td>
<td>Send letters of invitation to organizations or schools who might send delegates to the forum.</td>
</tr>
<tr>
<td>-80 days</td>
<td>Hold the fourth executive committee meeting. Select subcommittee topics. Recruit guest speakers. Recruit additional staff, including youth moderators.</td>
</tr>
<tr>
<td>-50 days</td>
<td>Hold the first full committee meeting. Have a list of all delegates. Send delegates personal invitations and information. Send press releases and invitations to media. Send invitations to special guests.</td>
</tr>
<tr>
<td>-20 days</td>
<td>Hold a final full committee meeting. Complete all printed materials for the information packet. Prepare name tags.</td>
</tr>
<tr>
<td>-5 days</td>
<td>Call delegates to remind them about the forum. Call guest speakers and special guests. Call the media. Re-check all physical requirements, including printed materials, signage, etc.</td>
</tr>
<tr>
<td>0 days</td>
<td>Conduct the violence prevention forum.</td>
</tr>
<tr>
<td>+7 days</td>
<td>Send out thank you letters to all who helped. Prepare the forum report and send it to the appropriate parties.</td>
</tr>
<tr>
<td>+30 days</td>
<td>Report success to your council executive board.</td>
</tr>
</tbody>
</table>
**Introduction**

The Venturing Silver Award is available to all youth Venturing members of the Boy Scouts of America. The purpose of the Venturing Silver Award is to:

- Provide a pathway for personal development.
- Encourage Venturers to learn, grow, and serve.
- Recognize the high level of achievement of Venturers who acquire Venturing skills.
- Identify trained and highly motivated Venturers who will be a training, leadership, and program resource for other Venturers, Scouts, organizations, and the community.
- Help define Venturing.

**Background**

Even though your crew's program may be different from another crew's, you share some similarities with other Venturers. First is your age, since all Venturers must be at least 14 years old and not yet 21. Next is your curiosity and desire to learn more about life and the things around you. You probably like exciting, informative programs and activities at your crew meetings. You want to acquire new, usable skills that make you feel like you are really growing in your life. You look to a challenge. And, you like to be recognized for your hard work and achievement.

Venturing should be more an exciting, advanced-level program where you learn and use advanced skills for your own enjoyment and growth, as well as to benefit others. Life is a series of experiences, and the Venturing Silver Award is similar. It will lead you on a pathway of exciting life experiences that will guide you to become a skilled Venturing leader.

Earning the Venturing Silver Award will identify you as a Venturer who:

- has direction in his or her life,
- knows how to plan and accomplish goals,
- is skilled,
- lives the Venturing Oath,
- is a leader,
- is willing to serve others, and
- is one of the proud few to wear the Venturing Silver Award.

*See Venturer/Ranger Handbook, No. 33494*
How to Earn the Silver Award

Like any high, worthwhile recognition, the Venturing Silver Award will be challenging and will take time to earn. It will take you at least 12 months, but there is no limitation on the maximum amount of time other than you will need to complete all work before your 21st birthday.

- Requirements (Overview). These are requirements that all Venturing Silver Award candidates must complete:
  1. Earn at least one Venturing Bronze Award.
  2. Earn the Venturing Gold Award, which includes knowing and living the Venturing Oath, service, personal development, and 12 months’ tenure.
  3. Be proficient in emergency preparedness, including earning Standard First Aid and CPR certification, and knowing and using BSA Safe Swim Defense.
  4. Demonstrate leadership, including successfully completing the Venturing Leadership Skills Course.
  5. Participate in the Ethics in Action program, including Ethical Controversies activities and an Ethics Forum.
  6. Show a crew review committee you have met the requirements for the Venturing Silver Award.

First, sit down with your Advisor to make a plan of action on how you will earn the Venturing Silver Award. On many of the requirements you will work on your own, while some you will work on with other Venturers. Many requirements will require contacting and working with a specialty consultant, someone who has extensive knowledge and skill in a particular area.

You will learn a skill from this person, and the specialty consultant will determine your proficiency in that skill. You might find it more convenient to work with several other Venturers at the same time with this specialty consultant. Many requirements involve a time element, such as working as a volunteer for three months. Take this into consideration when you are planning. You should probably work on several requirements at the same time, such as serving as a crew leader while working on a Bronze Award requirement.

You can receive dual credit for work required in different places. Examples: If you get certified in Standard First Aid, you can use this credit toward Silver Award requirement No. 2, Ranger Award core requirement No. 1, and Youth Ministries requirement No. 8.

When you have completed a requirement, have either an Advisor or a specialty consultant initial and date your track sheet to confirm your completion of that requirement.

When you have completed all Silver Award requirements, ask your Advisor or crew president for a Silver Award review. The review committee will be made up of Venturers and adults. They will determine if you have successfully completed all requirements, and then recommend to your BSA local council that the council, representing the National Court of Honor, present you the highest Venturing award a Venturer can earn—the Venturing Silver Award.
The Trail to the Venturing Silver Award

1. Venturing Bronze Award

Introduction
One of the strengths of the Venturing program is its ability to meet the interests of all Venturers. Sometimes, Venturers like to investigate new, different areas, such as an arts and hobbies crew going whitewater rafting or learning first aid. Variety in a crew always seems to make it more fun to go to meetings and weekend outings.

Also, you as an individual Venturer probably have many interests or would like to have more. Because of that desire on your part and to give you a pathway to many different experiences, the Venturing Bronze Award is wide open to you. You can earn your crew specialty's Bronze Award, pick out a different one you like, or even earn them all. It's up to you!

The Venturing Bronze awards are:

- Sports
- Religious Life
- Arts and Hobbies
- Outdoor (Half of Ranger Award is needed for Bronze Award credit.)
- Sea Scout (Half of Sea Scouting Quartermaster Award is needed for Bronze Award credit.)

Requirement
Earn at least one of the five Venturing Bronze awards.

Bronze Award Device
When you complete the requirements for a particular Bronze Award, you will earn a Bronze presentation medal, a miniature Bronze device for your chosen Bronze Award, and a device similar to a military campaign ribbon that you may wear on your uniform. Earning the whole Sea Scouting Quartermaster or Venturing Ranger Award requires a greater challenge; each has a distinctive award of its own. For more information on these two challenging awards, check out the Sea Scout Manual and the Venturer/Ranger Handbook. You can earn all five Bronze awards as well as the Quartermaster and Ranger awards.

Supply Information
Councils (only) may order Bronze awards from the BSA National Distribution Center:
Medal Award, No. 04223
Miniature Devices:
- Miniature Device Sports, No. 04262
- Miniature Device Religious Life, No. 04263
- Miniature Device Arts and Hobbies, No. 04261
- Miniature Device Outdoor, No. 04255
- Miniature Device Sea Scout, No. 04264
Ribbon Awards:
- Sports, No. 04200C
- Religious Life, No. 04200D
- Arts and Hobbies, No. 04200B
- Outdoor, No. 04200F
- Sea Scout, No. 04200E
Certificate, No. 33666
SPORTS BRONZE AWARD REQUIREMENTS

Do nine of the following:

1. Demonstrate by means of a presentation at a crew meeting, Cub Scout or Boy Scout meeting, or other group meeting that you know first aid for injuries or illnesses that could occur while playing sports, including hypothermia; heatstroke; heat exhaustion; frostbite; dehydration; sunburn; blisters, hyperventilation; bruises; strains; sprains; muscle cramps; broken, chipped, loosened, or knocked-out teeth; bone fractures; nausea; and suspected injuries to the back, neck, and head.

2. Write an essay of at least 500 words that explains sportsmanship and tells why it is important. Give several examples of good sportsmanship in sports. Relate at least one of these to everyday leadership off the sports field.

OR

Make a presentation to your crew or a Cub Scout or Boy Scout group of at least 30 minutes with the same requirements as for the essay.

3. Take part as a member of an organized team in one of the following sports: baseball, basketball, bowling, cross-country, diving, fencing, field hockey, football, golf, gymnastics, lacrosse, rugby, skating (ice or roller), soccer, softball, swimming, team handball, tennis, track and field, volleyball, water polo, or wrestling (or any other recognized sport approved in advance by your Advisor except boxing and karate).

4. Organize and manage a sports competition, such as a softball game, between your crew and another crew, between two Cub Scout dens or packs, between two Boy Scout patrols or troops, or between any other youth groups. You must recruit at least two other people to help you manage the competition.

5. Make a set of training rules for a sport you pick. Design an exercise plan including selected exercises for this sport. Determine for this sport the appropriate target heart rates and desired training effects. Follow your training plan for at least 90 days, keeping a record showing your improvement.
6. Make a tabletop display or give a presentation for your crew, another crew, a Cub Scout or Boy Scout group, or another youth group that explains the attributes of a good team leader and a good team player. Select athletes that exemplify these attributes.

7. Make a display or presentation on a selected sport for your crew or another group covering (a) etiquette for your sport, (b) equipment needed, (c) protective equipment needed and why it is needed, (d) history of the sport, and (e) basic rules.

8. Research and then, at a crew meeting or other youth group meeting, manage a discussion on drug problems as they relate to athletes. What drugs are banned? What impact do these banned drugs have on the human body and mind? Where can information about drugs be found? How do some sports organizations fight sports drug abuse? Cover at least the following drugs: stimulants, painkillers, anabolic steroids, beta blockers, diuretics, alcohol, marijuana, and cocaine.

9. Research and then, at a crew meeting or other youth group meeting, manage a discussion on recent training techniques being used by world-class athletes. Compare them to training techniques of 25 and 50 years ago. (This must be different than the discussion in requirement 8.)

10. Study ways of testing athletes for body density. Fat content can be measured by skin-fold calipers, body measurements, and hydrostatic weighing. Then recruit a consultant to assist you as you determine the body density and fat content for your fellow crew members at a crew meeting or special activity.

11. Select a favorite Olympic athlete, a highly respected athlete in your city, or a favorite professional athlete and research his or her life. Make an oral presentation or tabletop display for your crew or another youth group.

12. Explain the importance of proper nutrition as it relates to training for athletes. Explain the common eating disorders anorexia and bulimia and why they are harmful to athletes.

(Activities or projects that are more available in your area may be substituted with your Advisor's approval for activities shown above.)
**RELIGIOUS LIFE BRONZE AWARD REQUIREMENTS**

<table>
<thead>
<tr>
<th>Do nine of the following:</th>
<th>Date</th>
<th>Advisor's Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Earn your denomination's Venturing-age religious award.</td>
<td></td>
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<tr>
<td>See the appendix; pages 12–13 of <em>Relationships Resources</em>, No. 4-400; or the Duty to God religious emblems brochure, No. 5-879.</td>
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<tr>
<td>2. (a) Learn about cultural diversity.</td>
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<tr>
<td>(b) Make a presentation or tabletop display using the information you learned in (a) above.</td>
<td></td>
<td></td>
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<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Invite someone from a different cultural background from yours and the majority of your crew’s members to give a presentation on a subject of his or her choosing. Introduce your guest.</td>
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<tr>
<td>(d) Participate in a discussion about cultural diversity with your crew, Sunday school class, or other group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. (a) Plan and lead a service project such as helping to build a Habitat for Humanity house, participating in a community cleanup project, or taking on a fix-up project for a nursing home or nursery.</td>
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</tr>
<tr>
<td>4. (a) Serve as a volunteer in your church or synagogue or another nonprofit organization for at least three months.</td>
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<tr>
<td>(b) Keep a personal journal of your experiences each time you worked as a volunteer.</td>
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</tr>
<tr>
<td>(c) After you have served as a volunteer for at least three months, share your experiences and how you feel about your service with others.</td>
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<tr>
<td>5. Go on a religious retreat or religious trek lasting at least two days.</td>
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<tr>
<td>6. Produce or be a cast member in some type of entertainment production with a religious or ethical theme, such as a play, a puppet show, or concert for a group such as a children’s group, retirement home, homeless shelter, or Cub Scout or Boy Scout group.</td>
<td></td>
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<tr>
<td>7. Serve as president, leader, or officer of your Sunday school class or youth group.</td>
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<td></td>
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<tr>
<td>8. Complete a Standard First Aid course or higher course or its equivalent.</td>
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</tbody>
</table>
9. (a) Participate in at least two Ethical Controversies activities as a participant.
   (b) Be a facilitator for at least two Ethical Controversies activities for your crew, another crew, your school class, a Boy Scout troop, or another group.
   (c) Lead or be a staff member in putting on an Ethics Forum for your crew, your church or synagogue, or your school class.

10. Serve as a Sunday school teacher or assistant for a children's Sunday school class for at least three months, or as a volunteer for a church/synagogue children's activity such as vacation Bible school.
    *(This must be different than requirement 4 above.)*

11. Meet with your church or synagogue minister/rabbi/leader to find out what he or she does, what they had to do to become your leader, and what they think is the most important element of their job.
    *(Activities or projects that are more available in your area may be substituted with your Advisor's approval for activities shown above.)*
ARTS AND HOBBIES BRONZE AWARD REQUIREMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Advisor's Initials</th>
</tr>
</thead>
</table>

Do nine of the following:

1. Visit a drafting company that uses state-of-the-art CAD systems and see how the new technology is used.

2. (a) Choose a product that you are familiar with. Create an advertising plan for this product, then design an advertising plan layout.

   (b) Using your resources, create a clean, attractive tabletop display highlighting your advertising plan for your chosen product.

   (c) Show your display at your crew meeting or other public place.

3. (a) Learn about backstage support for artistic productions.

   (b) Attend a theater production. Then critique the work of the artist in set design, decoration, and costume design.

4. (a) Choose a new hobby such as CD, sports card, or stamp collecting; in-line skating; or marksmanship.

   (b) Keep a log for at least 90 days of each time you participate in your hobby.

   (c) Take pictures and/or keep other memorabilia related to your hobby.

   (d) After participating in your new hobby for at least 90 days, make a presentation or tabletop display on what you have learned for your crew, another crew, a Cub Scout or Boy Scout group, or another youth group.

5. (a) Tour a golf course. Talk to the golf pro, caddy, ground-skeeper, manager, or other golf course employee about what it takes to operate a golf course. Play at least nine holes of golf.

   OR

   (b) Tour a golf driving range. Talk to the manager or other driving range employee about what it takes to manage a driving range. Hit a bucket of balls.

6. (a) Develop a plan to assess the physical skill level of each member of a group such as your crew, a Cub Scout or Boy Scout group, a retirement home, or a church group.

   (b) Once you have determined your starting point or base, develop a plan with each member of your group to develop a physical training improvement program.
(c) Test your group members on a regular basis over a 90-day period to see if there is improvement.
(d) Share your results with the group and/or your crew.

7. (a) Lead or participate in a crew discussion on the merits of a young person choosing a sports hobby such as golf, jogging, or cycling for a lifetime. Discuss health benefits, opportunity to associate with friends, costs, etc.
(b) Ask an adult who is not active in your crew and who has an active sports hobby to join your discussion to get his or her point of view.

8. Visit a hobby store. Talk with the manager about what the most popular hobby is relative to what is purchased and the type and age of people who participate in different hobbies. If they have free literature about beginning hobbies, share it with your crew members.

9. Teach disadvantaged or disabled people a sport and organize suitable competitions, or help them develop an appreciation for an art or hobby new to them.

10. Organize a hobby meet (a place where people gather to display and share information about their hobbies) for your crew, another crew, a church group, a Cub Scout or Boy Scout group, a retirement home, a group home, or another group.

11. Organize a photography contest in your crew, another crew, a church group, a Cub Scout or Boy Scout group, a retirement home, a group home, or another group. Secure prizes and judges. Plan an awards program.

12. Using your artistic ability, volunteer to do the artwork for an activity for your crew, another crew, a Cub Scout or Boy Scout group, a district, or a council. Example: Do the posters and promotional materials for a district Cub Scout day camp.

(Activities or projects that are more available in your area may be substituted with your Advisor's approval for activities shown above.)
OUTDOOR BRONZE AWARD REQUIREMENTS

For the Outdoor Bronze Award, complete at least four core requirements and at least two electives.

<table>
<thead>
<tr>
<th>Date</th>
<th>Advisor’s Initials</th>
</tr>
</thead>
</table>

Do four of the following core requirements:

1. Standard First Aid
2. Communications
3. Cooking
4. Emergency Preparedness
5. Land Navigation
6. Leave No Trace
7. Wilderness Survival
8. Conservation

Do two of the following elective requirements:

1. Backpacking
2. Cave Exploring
3. Cycling/Mountain Biking
4. Ecology
5. Equestrian
6. First Aid
7. Fishing
8. Hunting
9. Lifesaver
10. Mountaineering
11. Outdoor Living History
12. Physical Fitness
13. Plants and Wildlife
14. Project COPE
15. Scuba
16. Shooting Sports
17. Watercraft
18. Winter Sports

*Details on these requirements can be found in the Venturer/Ranger Handbook, No. 33494.
SEA SCOUT BRONZE AWARD REQUIREMENTS

For the Sea Scout Bronze Award, complete the following requirements.

<table>
<thead>
<tr>
<th>Date</th>
<th>Advisor's Initials</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ideals

1. Give explanation
2. History of flag

Active Membership

3. Seventy-five percent attendance
4. Complete quarterdeck training
5. Recruit new member

Special Skills

6. Boats
7. Marlinspike seamanship
8. Ground tackle
9. Piloting
10. Communications
11. Time
12. Swimming
13. Cruising
14. Safety
15. Galley
16. Sailing
17. Work

   a. Drill
   b. Signaling
   c. Compass
   d. Yacht racing
   e. Sailing
   f. Ornamental ropework
   g. Engines

*Details on these requirements can be found in the Sea Scout Manual, No. 33239C.
2. Venturing Gold Award

Introduction
The Gold Award is available to all Venturing members of the Boy Scouts of America.

The purpose of the Gold Award program is to:
- Recognize achievement by young adults.
- Encourage personal growth through exposure to activities related to the following areas: citizenship, leadership, service to others, community/family, outdoor experience, and total fitness.
- Offer challenging and stimulating opportunities for young adults to develop and achieve personal goals in leadership, character development, and personal fitness.
- Provide a favorable image of Venturing among youth, parents, schools, and communities.

Background
Venturers should have the opportunity to work toward tangible, challenging goals, and to be recognized for their efforts.

The Gold Award program has been developed to recognize a significant accomplishment in a young person's life; it requires outstanding performance in a broad spectrum of activities. The program was developed to challenge and motivate young people over an extended period of time.

Procedure
Candidates for the Venturing Gold Award must submit a written petition to their crew Advisor, in which they should outline their plans and ambitions for their projects to achieve the award. Advisors are encouraged to have a conference with each candidate to ensure that the Venturer has developed a well-conceived plan, and that he or she has specific goals in mind. After completing all work, a crew review committee including four to six Venturers and Venturing adults will review the candidate's written presentation and interview the candidate to determine if he or she has successfully fulfilled the requirements for the Gold Award.

The program is designed to challenge young men and women with interests that cover a wide variety of Venturing activities. Several requirements must be met to qualify for the Gold Award, the requirements are listed separately below.

The Gold Award will be presented only to young adults whose personal conduct is in keeping with the principles of the Venturing Oath and the Boy Scouts of America.

Requirements
The Venturing Gold Award program is designed to permit adaptation of certain phases of the program so that all Venturers may work for and achieve the award. In order to offer a challenge to youth, and in the interest of maintaining a standard of qualification, minimum requirements have been established that must be met before the Gold Award can be presented to a Venturer. These requirements are:

1. The candidate must have at least 12 months' tenure as an active, registered Venturer before final qualification.
2. Earn at least one Bronze Award.
3. The candidate must have been an active member of the Venturing crew, and served in one or a combination of leadership roles within the past 12 months (roles may be concurrent) as follows.

For leadership roles within the crew, a candidate might be:
- A crew officer.
- A team leaders' council member or committee member.
- An activities chairman for one of the crew’s two-day activities or superactivity.

For leadership roles outside the crew, a candidate might be:
- An elected youth officer of a religious or school organization.
- An elected or appointed team leader.
4. The candidate must have participated in a district, council, area, region, or national Venturing event.

5. The candidate must, in consultation with the crew Advisor or a member of the crew committee, set and accomplish one personal growth goal related to each of the following areas: citizenship, leadership, service to others, community/family, outdoor/sports experience, and total fitness (Total = six goals).

For personal growth, a candidate might:

a. Complete a cardiopulmonary resuscitation (CPR) course or an Emergency Medical Technician (EMT) course.

b. Plan and carry out a personal exercise program over a four-month period, i.e., jogging, running, swimming, weight reduction, or physical conditioning.

c. Practice for, and attain, the Presidential Physical Fitness Award.

d. Complete a reading program of the scriptures, classic literature, historical series, etc.

e. Serve for six months as a reading counselor for a child with reading problems.

f. Visit a nursing home, on a regular basis, over a four-month period, to help write letters or to read to patients or provide personalized services.

6. The candidate must plan, prepare for, and lead to completion two or more crew activity projects that relate to at least two of the following areas: citizenship, leadership, service to others, community/family, outdoor experience, and total fitness. Suggested crew activity projects are listed separately below (Total = two projects).

For crew/ship activities, the action should involve at least five Venturers, and it should require a minimum of four to six months from inception to completion; the project should be approved and the goals of the project set by the crew Advisor and/or a member of the crew committee and the Venturer candidate. Both parties should certify the completion of the project(s). Activities should be arranged to fit into normal crew programming. Qualifying crew/ship activities include, but are not limited to, the following:

a. Plan and, with the help of at least four other Venturers, carry out a conservation project that is approved by an agency of the federal, state, or local government, such as the National Park Service, the Department of the Interior, the Bureau of Land Management, state division of parks and recreation, city or county parks department, etc.

b. Plan and chair a committee that stages a major social activity involving crew members and their parents, or crew members and their entire families.

c. Plan and carry out a series of crew activities over a four- to six-month period, related to an interest of crew members. Professional or volunteer consultants could be asked to present information regarding their specialty, profession, or occupation.

d. Help organize and run a sports clinic for a Cub Scout pack, troop, or other youth group.

e. Organize a recruitment drive to add members to your own crew or to other crews in the district/council. The drive should last at least one month, and the recruitment plan should include specific activities oriented toward recruiting new members; goals, methods of publicity, etc.
7. The candidate must be able to **recite the Venturing Oath**.

8. The candidate must submit three **letters of recommendation** to the crew Advisor that confirm he or she lives in accordance with the principles of the Venturing Oath. The letters should come from adults outside the crew, such as school or religious leaders, employers, or community leaders.

9. After completing all other requirements, the candidate should prepare evidence of completion of the work and submit it to the crew Advisor. The crew president, in conjunction with the crew Advisor, should then appoint a review committee of four to six people including Venturers and adults. The committee should review the candidate’s **written presentation and interview** the candidate to determine whether that person grew as a result of the pursuit of the Gold Award. No district or council review board is required.

10. Finally, the candidate must have qualified for the Gold Award before his or her **21st birthday**.
Venturing Gold Award Application

Please print or type all information. Give month, day, and year for all dates.

Personal Data:
Name _______________________________ Nickname ______
Address ____________________________ P.O. Box ______
City ________________________________ State __________ Zip ______
Telephone ___________________________ Birthdate ______
School/College ________________________ Grade ______
Church or Religious Affiliation ____________
Date Entered Venturing ________________

Requirements (as they pertain to the requirements for the Gold Award; attach additional sheets as necessary):
1. Tenure: ________ months Qualified: __________________________ (Advisor—sign/date)
2. Date Bronze Award Earned __________
3. Leadership: ____________________________________________________________

_________________________________________ Qualified: __________________________ (Advisor—sign/date)
4. Participation (district, council, area, regional, national events):
___________________________________________________________

_________________________________________ Qualified: __________________________ (Advisor—sign/date)
5. Personal Growth Goal Achievement (describe briefly below):

Citizenship __________________ Community/Family __________________
Leadership __________________ Outdoor __________________
Service __________________ Fitness __________________
Approved: ___________________________ Completed: __________________________ (Venturer—sign/date)

Approved: ___________________________ Qualified: __________________________ (Advisor—sign/date)
6. Crew/Ship Activities (describe briefly at 1 and 2 below):

1. 

   Approved:  
   (Advisor/crew committee—sign)  
   Completed:  
   (Venturer—sign/date)  

2. 

   Approved:  
   (Advisor/crew committee—sign)  
   Completed:  
   (Venturer—sign/date)  

7. Oral Venturing Oath Presentation:

   Made before Venturing crew on  
   (Date)  

   Completed:  
   (Venturer—sign/date)  

   Qualified:  
   (Advisor—sign/date)  

8. Letters of Recommendation/Statements of Venturer's Conduct:

   _______ School/Church  
   _______ Employer/Community Leader  
   _______ Neighbor/Acquaintance  

   Qualified:  
   (Advisor—sign/date)  

9. Presentation (orally and in writing):

   Made before Venturing crew review committee on  
   (Date)  

   Qualified:  
   (Review committee chairman—sign/date)  

10. Qualified before 21st birthday? YES/NO 

    Qualified:  
    (Advisor—sign/date)  

Certification of Candidate:

Since becoming a candidate for the Gold Award, I have planned, developed, and completed the activities and projects required for qualification for the award. I subscribe to the Venturing Oath, and I consider my conduct to be in keeping with the principles of the Boy Scouts of America.

______________________________  
(Candidate's signature)  

Crew No. _______  
Chartered organization:  

260
Endorsement of Crew Advisor/Crew Committee Chairman:

I/we certify that the candidate is well qualified for the Gold Award, that he/she has fulfilled the requirements for the award, and that he/she has my/our complete recommendation for recognition of this significant achievement.

Advisor _____________________________ Date _____________________________

Crew committee chairman _____________________________ Date _____________________________

Council Certification/Recognition:

Region ______ Area ______ Council ______ (Name) ______ (Number) ______

This candidate is a currently registered Venturer. Having completed the requirements for the Gold Award, he/she is to be congratulated for the time, energy, and perseverance required to achieve this recognition. Presentation of the Gold Award is authorized.

Scout executive _____________________________ Date _____________________________
Gold Award Device

After many months of determined service and leadership, the Venturing Gold Award should be presented in a setting worthy of the award. Suggested occasions include high school assemblies, religious services, and council Venturing events. The award may be presented more than once. The award is a gold medal featuring the Venturing logo inside a compass dial. The medal is suspended from a white ribbon worn on the left pocket of the Venturing field uniform on special occasions. For daily wear, a white ribbon device similar to the Bronze awards may be worn. It is worn above the left uniform pocket on the same rack with the Bronze awards. A certificate is also available.

Suggested Qualifying Activities

Because of the designed, flexible nature of the program, crew Advisors and crew committee members are permitted a reasonable degree of latitude in approving activities that serve to meet the qualifying requirements for the Gold Award in the areas of leadership, personal growth, and crew activity projects. Likewise, crew Advisors, crew committee members, and Venturers are encouraged to seek out additional appropriate activities, bearing in mind the purpose of the Gold Award program.

NOTE: The Gold Award is recognized nationally; however, the program is administered and approved, and recognition is made, at the local council level.

Supply Information

Councils (only) may order the Gold Award from the BSA National Distribution Center:

- Medal, No. 04187 (for formal wear)
- Gold Award Bar (white), No. 04200
- Certificate, No. 33665
- Pocket Certificate, No. 33648

3. Emergency Preparedness
   (A Silver Award Requirement)

Introduction

Being prepared has always been one of the key tenets of Scouting. Being prepared continues to be important for today's action-oriented, can-do-anything Venturers. Venturers must be prepared to take care of themselves as well as be ready to serve others when called. When faced with an emergency situation, people react in various ways. Some people freeze, some panic, some do nothing at all, and some respond. Venturers should be prepared to respond!

Requirements

(a) Become certified in Standard First Aid or equivalent course. If you choose the American Red Cross Standard First Aid version of the course, the curriculum includes how to recognize an emergency and overcome the reluctance to act; how to recognize and give care for breathing and cardiac emergencies in adults (training to care for infants and children is optional); and how to identify and care for life-threatening bleeding, sudden illness, and injury. The course is approximately 6½ hours. Your Standard First Aid certification will expire three years from the date of issue. Your CPR certification will expire one year from the date of issue. Also, check out the American Red Cross sports safety training. It is the same hours as the standard first aid.

If you hold an unexpired certification in this or a higher course, you can receive credit for this requirement. However, you must be currently certified at the time of your Silver Award crew review. You are encouraged to get certified as soon as possible and stay certified. For this requirement you are not required to seek a higher certification, but you are encouraged to get certifications in higher-level courses such as First Aid—Responding to Emergencies or Emergency Response. You will be even more prepared.
NOTE: If you need help finding an American Red Cross instructor in your area, call your local Red Cross chapter. For literature, call toll-free 1-800-667-2968.

(b) **Become certified in CPR.** You can take a stand-alone CPR course or take it as part of another course such as Standard First Aid. Please remember that CPR certification lasts for only one year, at which time you will need a refresher course. Like Standard First Aid, it is good to always be current in your CPR certification. You most likely will get an opportunity to use your skill in saving a life.

(c) **Complete the BSA Safe Swim Defense training course.** In this course, you will learn how each of the eight points of the Safe Swim program affects safe crew swimming activities. You will learn that qualified supervision and discipline are the two most important points, upon which the other points rely. You will also learn how to set up a safe swim area. Any BSA aquatics resource person, your crew Advisors, or other council-authorized individual can provide the training course for you. Use Safe Swim Defense, No. 34370, and Safe Swim Defense Training Outline, No. 19-417.

(d) **Either lead or participate in a group swim using BSA Safe Swim Defense.** Swimming can be a great way for you and your crew members to stay fit and to just have fun. To ensure that you and your friends will continue to do just that, always insist you use Safe Swim Defense.

4. **Leadership**  
(A Silver Award Requirement)

**Introduction**

Leadership is a cornerstone of the Venturing Silver Award. As you work on the Silver Award, you will experience many new things, learn many new skills, and learn to serve others. But to effectively take advantage of all these newly learned skills and experiences, you must know how to effectively lead. It is true that some people are born with some natural leadership ability, but the best leaders develop leadership skills and continue to expand and hone those skills throughout their lives.

We all get the opportunity to be followers and leaders. It takes skill to be a good follower, too, but in this section, you will concentrate on developing leadership skills and implementing those skills as a leader.

**Requirements**

(a) **Successfully complete the Venturing Leadership Skills Course and a Kodiak course.**

(b) **Successfully serve for at least six months in an elected or appointed crew, district, or council leadership position.** Since leadership is a form of service to others, don’t be afraid to ask your followers, those you serve, how you are doing. If you don’t have an occasional assessment of your progress, you might not improve. Learn to value the opinion of others. This must be in addition to the leadership requirement in the Venturing Gold Award.

5. **Ethics in Action**  
(A Silver Award Requirement)

**Introduction**

Another cornerstone of the Venturing Silver Award is learning through experience. While you are working on your Venturing Silver Award requirements, you will have many experiences. You will enjoy experiences that let you interact with your peers, learn decision-making skills, evaluate and reflect so that you can learn from your successes and failures, and discuss conflicting values and form your own value system. Experience can be a powerful learning tool.

**Requirements**

(a) **Participate in at least two ethical controversies, page 211.** These activities are scenarios that will put you and those who do the activities with you into challenging, problem-solving situations. In a constructive way, these activities will help you develop the following personal skills:
1) Promoting productive conflict resolution
2) Polite disagreement
3) Listening to new ideas
4) Understanding other people's perspectives
5) Working toward a solution that the group involved will support and implement

(b) Either organize and lead, or help organize and lead, an Ethics Forum for your crew, another crew, school class, or other youth group. An Ethics Forum is simply another, more formal, way of gathering information about ethics. You will invite two or more adults to form a panel for your crew or group to ask questions about ethics in their personal or professional lives. You can even invite adults related to your crew’s specialty; if you are in a sports crew, you could invite a sports doctor, a coach, and a professional athlete. You can even invite guests such as family members and friends to join you. You can even use the information gathered from the Ethics Forum to develop your own Ethical Controversies activities.

6. Silver Award Review

After completing all requirements, the candidate should prepare evidence of completion of work. It should be submitted to the crew Advisor along with the completed and personally signed Silver Award Progress Record and Application. The crew president, in conjunction with the crew Advisor, should then appoint a review committee of four to six people including Venturers and adults. The review committee should review the candidate’s written documentation and interview the candidate to determine whether the candidate completed all work and grew as a result of the pursuit of the Silver Award. The application is then approved by the crew Advisor and crew committee chairman and submitted to your council service center. No district or council review board is required.

Supply Information
Councils (only) may order the Silver Award from the BSA National Distribution Center:
Ribbon Medal Award, No. 04186
Certificate, No. 33664
Square Knot, No. 05027
Venturing Silver Award Progress Record and Application

Please print or type all information. Give month, day, and year for all dates.

Part I—Personal Data:
Name ___________________________ Nickname ___________________________
Address __________________________
City __________________________ State ________ Zip ________
Home phone __________________________ Birthday __________
School or college __________________________ Grade or year in college __________
Church or religious affiliation __________________________
Date entered Venturing __________________________

Part II—Requirements:
(Requirements are listed in no particular order)
1. Venturing Bronze Awards (Earn at least one):
   - Sports
   - Religious Life
   - Arts and Hobbies
   - Sea Scout (Half of Quartermaster)
   - Outdoor (Half of Ranger)

2. Venturing Gold Award:

3. Emergency Preparedness:
   - A—Completed Standard First Aid or equivalent course
   - B—Completed CPR certification
   - C—Completed the BSA Safe Swim Defense training course
   - D—Led or participated in a group swim using the BSA Safe Swim Defense

4. Leadership:
   - A—Completed the Venturing Leadership Skills Course
   - B—Served for at least six months in an elected or appointed crew, district, or council leadership position

5. Ethics in Action:
   - A—Participated in at least two Ethical Controversies
   - B—Organized and led or helped organize and lead an Ethics Forum

6. Silver Award Review:

   __________________________
   Advisor approval
Part III—Personal Certification of Silver Award Candidate:
Since becoming a candidate for the Silver Award, I have personally planned, developed, and completed the activities and projects required for qualification for the award. I subscribe to the Venturing Oath and consider my conduct in keeping with the principles of the Boy Scouts of America. I completed all work on this award before my 21st birthday.

Candidate’s signature

Crew No. ___________________ Chartered organization: ___________________________

Part IV—Endorsement of Crew Advisor/Crew Committee Chairman:
We certify that the candidate is well qualified for the Silver Award, that he/she has to our satisfaction fulfilled the requirements for the many facets of the award, and that he/she has our complete recommendation for recognition of this significant achievement.

Advisor ___________________________ Date ____________

Crew committee chairman ___________________________ Date ____________

Part V—Council Certification/Recognition:
Council __________________ Region __________ Area __________________________

This Silver Award candidate is a currently registered Venturer. Having completed the requirements for the Silver Award, he/she is to be congratulated for the time, energy, and perseverance required to achieve this recognition. Presentation of the Silver Award is authorized.

Scout executive ___________________________ Date ____________

Part VI—Presentation:
The Silver Award was presented to ___________________________ Name __________________
on ___________ in ceremonies at ___________________________ Location __________________.
Star Theme Ceremony
(From 1950 Explorer Handbook)

Since celestial navigation or orientation is an activity in Venturing, several ceremonies have been based on the theme of the North Star and the constellations of Ursa Major or Big Dipper. The stars symbolize such ideas as outdoor adventure, leadership, group traditions, loyalty to the group, and community service, with Polaris, the guiding star, representing the Venturing Oath and Scout Law.

The equipment for carrying out this theme is simple. A large sheet is stretched across one end of the darkened room. On the back of it are pinned eight cutouts of stars to form the constellation and Polaris. The cutouts are cardboard about 8 inches square, each with a five-pointed star, 2 1/2 inches in diameter cut out of the center.

Each person participating has a flashlight. As his turn to speak comes, he snaps on his light about 2 inches behind his cutout, holding it there until the end of the ceremony. If necessary, the lines he speaks may be written on the back of the cutout.

This theme has many possibilities. Try it in producing a new ceremony for your crew.

Script

Since celestial navigation is an activity in Venturing and Sea Scouting, it is fitting that we will base this worthy recognition of the leadership and contributions of several fellow Venturers and Sea Scouts on celestial navigation.

When we teach celestial navigation as part of Boy Scouting, Sea Scouting, or Venturing, we usually start with the North Star and the constellations of Ursa Minor or the Big Dipper.

Like the stars that define these easily recognized constellations, Venturing also has "stars" or ideas that symbolize it. Those Venturing stars are outdoor adventure, leadership, group traditions, loyalty to the group, and community service, with Polaris, the guiding star, representing the Venturing Oath. Venturing and Sea Scouting are more than just programs. They are navigational tools that can guide us throughout our lives. Those constellations that have guided countless explorers throughout time are made up of individual stars. Venturing is also made up of stars that guide us.

Tonight, we recognize many of those stars that have shined so brightly guiding Venturing and those who follow the Venturing path. We will also install several new stars to that constellation we call Venturing. These new stars will shine very brightly as they take over the leadership of the youth of the Boy Scouts of America.

First I would like to recognize________________ who has been the _______ Star (appropriate for his/her achievement) (shine star in backdrop if using). This young man/woman____________________(bio on honoree).

Describe accomplishment________________

(Honoree comes forward to receive honor.)______________________, all of us in Venturing appreciate you sharing your light with us. You have shined brightly so that many may follow. Ladies and gentlemen, please join me in recognizing__________.

Applause!

We would like to continue the Court of Honor recognizing several stars from other constellations (if from other crews) or same constellation (if from same crew).

Note: Continue on in same manner, using different stars if desired.

Closing:

Tonight we have seen the sky illuminated by the light of this/these young people. Their example and their light will guide those who follow perpetuating the movement we call Venturing.
Youth Protection Guidelines

As a Venturing leader, you need to have basic knowledge about abuse of adolescents and the Youth Protection policies of the Boy Scouts of America. Due to the coeducational membership of Venturing, youth protection takes on added dimensions.

Two videos are available to help educate adults and youth in Youth Protection guidelines: Youth Protection Guidelines: Training for Adult Venturing Leaders, AV-03V014, and Youth Protection: Personal Safety Awareness (for youth), AV-09V027.

It is important to realize that, although child abuse is preconceived as a problem related to younger children, it is not unusual for adolescents to be victims of abuse—especially emotional, physical, and sexual. Therefore, Venturing leaders are obliged to be familiar with the Youth Protection emphasis of the Boy Scouts of America.

Guiding the Youth Protection emphasis is the five-point strategy adopted by the Boy Scouts of America to prevent abuse. This strategy includes the following points:

1. Educating volunteers, parents, and Venturers themselves to aid in the detection and prevention of abuse
2. Establishing leader-selection procedures to prevent offenders from entering the BSA leadership ranks
3. Establishing policies that create barriers to abuse within the program
4. Encouraging Venturers to report improper behavior in order to identify offenders quickly
5. Swift removal and reporting of alleged offenders

It is important for you to remember that any time abuse is suspected in the Venturing program, the Scout executive must be contacted immediately. The Scout executive in every council has established contacts with the law enforcement and child protective agencies within the council, and knows the proper procedures to follow to ensure that the young victim will be protected from any possible further abuse.

BACKGROUND INFORMATION ON ABUSE

By definition, child abuse is harm to a person under the age of 18 that occurs immediately or through accumulated effects over a period of time. When the harm is caused by withholding life’s necessities from a child, it is classified as neglect. The ability to provide such necessities as food, clothing, education, and medical care, but failing to do so, is the factor separating neglect from the effects of poverty.

Three additional kinds of child abuse are caused by commission of acts against a child—emotional abuse, physical abuse, and sexual abuse.

Emotional abuse occurs when a youth is consistently told that he or she is no good and never will be. Bantering name-calling is a form of emotional abuse. Because the physical signs of this form of abuse are subtle, it is difficult to substantiate emotional abuse.

Physical abuse is the bodily injury of the youth by the parent or caretaker. Indicators of physical abuse include unexplained, unusual, or repeated injuries.

Sexual abuse is any sexual activity between a child and an adult or between children where there is an unusual distribution of power such as when one is significantly older or larger. Indicators of sexual abuse include pain in the genital area, sexually transmitted diseases, and difficulty in walking or sitting down. There are some specific behaviors that are associated with sexual abuse such as age-inappropriate understanding of sex; preoccupation with sex; inappropriate sex play; sleep disturbances; wearing lots of clothing, especially to bed; and fear of being left alone with a particular person.

Child abuse is also a cause of stress, as are any number of other events in a child’s life, such as family disruption and divorce, loss of a pet, and problems in school. This stress may cause reactions such as bed-wetting, crying for no apparent reason, immature or regressive behavior, clinging behavior, aggressive behavior, withdrawal, substance abuse, inability to concentrate, unexplained aches and pains, running away, and depression. If any of these persists over a prolonged period, there is reason to be concerned and the behavior needs to be looked into.
CHILD ABUSERS—WHO ARE THEY?
By far, most child abuse occurs within the victim's family. While abusers tend to defy any kind of orderly profile that would facilitate their easy identification, there are some general factors associated with various kinds of abuse. Child abusers tend to be individuals with low self-esteem. Their own needs are so overwhelming that they are poorly equipped to meet the needs of their children. Ignorance about children and children's needs is also a factor in some child abuse cases. Often children who are neglected have parents who abuse drugs or alcohol. An emotional abuser might have unreal expectations of the child and maligns the child when he or she fails to meet those expectations.

Physical abuse can occur when the pressures experienced by the caretaker or parent seem to be insurmountable and the child does something that "triggers" physical violence—the proverbial straw that broke the camel's back. Physical abuse can also happen when physical punishment becomes extreme or exaggerated. Often, physical abuse can be avoided when the individual realizes the need for time out and has someone to provide respite care of the children for a brief period.

CHILD MOLESTERS
Individuals who sexually abuse children are known as child molesters. Just as with other kinds of abusers, child molesters do not fit any convenient profile. Most child molesters are ordinary-appearing people. It is not unusual for a child molester to occupy a position of respect in the community. Child molesters may be professionals, such as physicians, schoolteachers, members of the clergy, or public officials. It often is very difficult to accept the notion that such prominent individuals violate society's taboos and engage in sexual activity with children.

DATE RAPE
A form of sexual assault of particular concern for Venturing-age young women is "date rape," or acquaintance rape. More than half of the rape victims reporting to police are adolescent females, and their greatest risk for sexual assault appears to be through a social relationship with a boyfriend or date.

As in any form of forced sexual contact, date rape is a crime and the victim deserves emotional support and assistance. Such help is available through the rape crisis centers in nearly every community. If the alleged offense occurred during an Venturing event, the Scout executive must be contacted immediately.

YOUTH PROTECTION POLICIES
OF THE BOY SCOUTS OF AMERICA
An important component of the BSA's Youth Protection emphasis is adherence to the policies, which will ensure that young people participating in any phase of the Scouting program are safe from abuse.

LEADERSHIP
The Boy Scouts of America takes great pride in the quality of its adult leadership. There have been many instances in which the standards for adult registration have been challenged, and each time these standards have been upheld. Being a registered leader in the BSA is a privilege, not a right.

One tool that has been provided to chartered organizations is the adult leader application. The application requests background information that should be checked by the unit committee or chartered organization before accepting the applicant for unit leadership. We all realize that there is no sure way to detect a child molester—or any kind of child abuser—in advance of attempted or actual abuse. We can minimize the risk by learning all we can about an individual seeking a leadership position—his or her experience with Venturing-age youth; what motivates the individual to want to be an Venturing leader; and, how he or she would handle discipline. We also can convey the message that the Venturing program is a hostile environment for individuals who want to abuse children. By getting this message across, would-be abusers will be discouraged from trying to participate in Venturing.

Our system of preventing ineligible leaders from participating in Venturing requires that unit leader selection committees notify the Scout executive any time they turn down an applicant due to questionable conduct discovered through their background check. In this way the individual can be prevented from becoming involved in another unit.

FRATERNIZATION
Because the Venturing program is designed for young adults, there often is little difference in the ages of the crew Advisors and the crew members. It has been found that maintaining a close social relationship, as in dating, between registered adult leaders and registered Venturers is disruptive to the crew's program and, therefore, is not permitted by the Boy Scouts of America.
CREATING EXTERNAL BARRIERS

After selecting the best possible leaders, further protection for children can be structured into the program. The following policies have been adopted to provide additional security for youths in the program. In addition, they serve to protect adult leaders from situations in which they are vulnerable to allegations of abuse.

- **Two-deep leadership.** Two registered adult leaders or one registered adult leader and a parent of a participant, both of whom must be 21 years of age or older, are required on all trips and outings. If the activity is coeducational, leaders of both sexes must be present. The chartered organization is responsible for ensuring that sufficient leadership is provided for all activities. This requirement applies to the activities of the Order of the Arrow as well as provisional unit activities.

- **No one-on-one contact.** One-on-one contact between adults and Venturers is not permitted, except for authorized ride-along programs. Personal conferences must be conducted in plain view of others.

- **Respect of privacy.** Adult leaders must respect the privacy of Venturers in situations such as changing into swimsuits or taking showers at camp, and intrude only to the extent that health and safety require. They must also protect their own privacy in similar situations.

- **Separate accommodations.** When camping, no youth is permitted to sleep in the tent of an adult other than his or her own parent or guardian. Councils are strongly encouraged to have separate shower and latrine facilities for males and females, and when separate facilities are not available, separate shower schedules for males and females should be posted.

- **Proper preparation for high-adventure activities.** Activities with elements of risk should never be undertaken without proper preparation, equipment, supervision, and safety measures.

- **No secret organizations.** There are no "secret" organizations recognized by the Boy Scouts of America. All aspects of the Venturing program are open to observation by parents and leaders.

- **Appropriate attire.** Proper clothing for activities is required. Skinny-dipping is not appropriate as part of the Venturing program.

- **Constructive discipline.** Discipline in Venturing should be constructive and reflect the program's underlying values. Corporal punishment is never permitted.

- **Hazing prohibited.** Physical hazing and initiations are prohibited and may not be included as part of any Venturing activity.

- **Junior leader training and supervision.** Adult leaders must monitor and guide the leadership techniques used by Venturing leaders and see that BSA policies are followed.

Adherence to these policies not only enhances the protection of our membership, but also ensures that the basic values of Venturing are preserved. Local councils are prepared to help units develop strategies for implementing these policies; for example, sharing leadership between units if two-deep leadership for camps is a problem. All of these policies are designed to create barriers to abuse within the Venturing program.

DISCLOSURE

Considering the prevalence of abuse and the educational programs that increase adolescents' awareness of sexual molestation, you might someday have a member of your crew tell you that someone has molested him or her. If this happens, you must be prepared to help the Venturer. Follow the guidelines below if a Venturer indicates that he or she might have been the victim of abuse or exploitation.

**Don't** panic or overreact to the information disclosed by the young person.

**Don't** criticize the youth.

**Do** respect the youth's privacy. Take him or her to a private place away from others, yet still in view. Reassure the victim that you are concerned about what happened and that you would like to help. You might want to ask if the youth has talked with his or her parents about the abuse—if a parent was not the alleged abuser.

**Do** not promise to keep the victimization secret, as it will be necessary to make a report to the Scout executive. The Scout executive will advise you of your responsibility to report to child protective services or to a law enforcement agency.

**Do** encourage the youth to tell the appropriate authorities. You may do this by making sure the youth feels that he or she is not to blame for what happened. Tell the youth that no one should ask him or her to keep a special secret, that it is okay to talk about what happened with the appropriate adults, and that the youth will not be blamed.
Do keep it strictly confidential. Take your guidance from the Scout executive or the child protection authorities to whom you reported. Discussing allegations of abuse with others is not helpful to the child.

REPORTING REQUIREMENTS

Anytime you suspect child abuse in the Scouting program, you are required to inform the Scout executive.

Each of the 50 states, the District of Columbia, and the United States territories have different reporting requirements. Many of these jurisdictions require child care professionals to report suspected child abuse, and in some states, reporting laws have been interpreted to require reporting by adults in volunteer child care positions. You should be aware of your reporting responsibilities. This information is available from your local council.

No state requires the person making the report to have proof that abuse has occurred—only that it is suspected. The intent of most state laws is clear—they expect suspected child abuse to be reported as soon as it is suspected. Failure to do so can result in civil or criminal penalties.

Concern is often expressed over the potential for criminal or civil liability if a report of abuse is made that subsequently is found to be unsubstantiated. All states provide immunity from liability to those who report suspected child abuse. The only requirement that states make is that the report is made in "good faith." Some states make the presumption that a reporter is making the report in good faith.

As a volunteer in the Venturing program, you are cautioned that you are not an investigator. The investigation of abuse allegations is best left to the trained investigator. Action on reports of suspected child abuse may be facilitated by working through the Scout executive, who has established a working relationship with the administrators of the child protective services program and law enforcement agencies in the council.

The Boy Scouts of America will not tolerate any form of child abuse in its program and will take all necessary steps to remove any offenders from membership in the BSA.
UNIT MONEY-earning APPLICATION

Please submit this application to your council service center well in advance of the proposed date of your money-earning project. Read the 10 guides on the other side of this form. They will help you in answering the questions below.

☐ Pack
☐ Troop
☐ Team No. Chartered Organization
☐ Crew

Community District

Submits the following plans for its money-earning project and requests permission to carry them out.

What is your unit's money-earning plan?

About how much does your unit expect to earn from this project? How will this money be used?

Does your chartered organization give full approval for this plan?

What are the proposed dates?

Are tickets or a product to be sold? Please specify.

Will youth members be in uniform while carrying out this project? (See items 4 and 5 on other side.)

Have you checked with neighboring units to avoid any overlapping of territory while working?

Is your product or service in direct conflict with that offered by local merchants?

Are any contracts to be signed? If so, by whom?

Give details.

Is your unit on the budget plan? How much are the dues?

How much does your unit have in its treasury?

Signed (Chartered Organization Representative) Signed (Unit Leader)

Signed (Chairman, Unit Committee) (Address of Chairman)

FOR USE OF DISTRICT OR COUNCIL FINANCE COMMITTEE: Telephone

Approved by Date

Approved subject to the following conditions
10 GUIDES TO UNIT MONEY-MAKING PROJECTS

The way in which a unit earns money to carry out its program is of great importance in the education of youth members in basic values.

Whenever your unit is planning a money-making project, this checklist can serve as your guide. It will be helpful to you as you fill out the application. If your answer is yes to all the questions that follow, it is likely the project conforms with Scouting’s standards and will be approved.

1. Have your unit committee and chartered organization approved your project, including the dates and the methods?

   There should be a real need for raising money based on your unit’s program. We should not engage in special money-making projects merely because someone has offered us an attractive plan. It’s important to remember that individual youth members are also expected to earn their own way. The need should be over and above normal budget items covered by dues.

2. Do your plan and corresponding dates avoid competition with money-raising efforts and policies of other units, your chartered organization, your local council, and United Way?

   Check with your chartered organization representative to make certain that your chartered organization agrees on the dates and type of fund-raiser. The chartered organization representative can also clear the other dates by calling the council service center.

3. Does your plan comply with local ordinances; is it free from any association with gambling; and is it consistent with the ideals and purposes of the Boy Scouts of America?

   Money-raising projects that include the sale of raffle tickets are in violation of this policy.

   This question can be answered only in terms of specific proposals. If there is any question of its suitability, contact your local council service center for assistance.

4. If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Scouting, either directly (during sales presentations) or indirectly?

   Teaching youth members to become self-reliant and to earn their own way is an important part of training our youth members.

   The official uniform is intended to be worn primarily for use in connection with Scouting activities. However, the executive board of the local council may authorize wearing the uniform in connection with council-sponsored product sales programs.

5. If tickets are sold for any function other than a Scouting event, will they be sold by your youth members as individuals without depending on the goodwill of Scouting to make this sale possible?

   Tickets may be sold by youth members in uniform in the name of Scouting for such things as pack shows, troop suppers, circuses, expositions, and similar Scouting events.

6. Even when sales are confined to parents and friends, will they get their money’s worth from any product they purchase, function they attend, or services they receive from your unit?

   Here again is the principle of value received—a sale standing on its own merit—so that the recipients are not in any way subsidizing either Scouting or the member. Youth members must learn to pay their own way and to honestly earn the money to do it. You cannot permit anyone to use the good name of Scouting to sell a product.

7. If a project is planned for a particular area, do you respect the right of other Scouting units in the same neighborhood?

   It’s a courtesy to check with neighboring units or the local council service center to coordinate the time of your project and to see that you aren’t covering their territory. Your unit commissioner or service team member can help you with this.

8. Is it reasonably certain that people who need work or business will not lose it as a result of your unit’s plan?

   Your unit should neither sell nor offer services that will damage someone’s livelihood. If possible, check with the people who may be affected.

9. Will your plan protect the name and goodwill of the Boy Scouts of America and prevent it from being capitalized on by promoters of shows, benefits, or sales campaigns?

   Because of Scouting’s good reputation, customers rarely question the quality or price of a product. Unchecked, the network of Scouting units could become a beehive of commercial interest to the neglect of character building and citizenship training.

10. If any contracts are to be signed by your unit, will they be signed by an individual without reference to the Boy Scouts of America, and in no way appear to bind the local council, the Boy Scouts of America, or the chartered organization to any agreement of financial responsibility?

   Before any person in your unit signs a contract, he must make sure the venture is legitimate and worthy. If a contract is signed, he is personally responsible. He cannot sign on behalf of the local council or the Boy Scouts of America, nor may he bind the chartered organization without its written authorization. If you’re not sure, check with your local council service center for help.
**APPROVAL OF PARENTS OR GUARDIANS**

(For Venturers and guests under 21 years of age, participating in a Venturing crew trip or activity)

<table>
<thead>
<tr>
<th>First name and middle initial</th>
<th>Last name</th>
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<table>
<thead>
<tr>
<th>Address</th>
<th>Birthdate (month/day/year)</th>
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Additional address (need street address if you have a P.O. box)

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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Area code and telephone no. (parent’s business)  
Area code and telephone no. (home)

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<tr>
<th>Crew trip activity</th>
<th>Date(s)</th>
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Parents or guardians must read this statement, before approving application

I hereby approve and agree to all of the terms and conditions of this application and certify to its correctness. Further, I certify that this Venturer can meet the health and physical fitness requirements of the crew trip or activity (Personal Health and Medical Record Form—Class 3, No. 34412, to be used if required by type of activity).

**Water Activities**

In the event that the crew trip or activity takes place in total or in part on or near water, I certify that this Venturer/guest is (check one):

- [ ] nonswimmer
- [ ] beginner swimmer
- [ ] advanced swimmer
- [ ] BSA lifeguard swimmer

All such activities are to be conducted within the guidelines of the Safe Swim Defense, No. 34370, Safety Afloat, No. 34159, and/or the Sea Scout Manual, No. 33239, as may be appropriate.

**Venturer Driver Qualifications**

When traveling to a Venturing event under the leadership of an adult (at least 21 years of age) tour leader, a Venturer at least 16 years of age may be a driver subject to the following qualifications: (1) six months driving experience as a licensed driver (time on a learner’s permit or equivalent is not to be counted); (2) no record of accidents or moving violations; and (3) parental permission has been granted to leader, driver, and riders.

**Waiver of Claims**

In consideration of the benefits to be derived from participation in this crew trip or activity, any and all claims against the Boy Scouts of America or its local councils, Venturing crew, and chartered organization, or against the officers, employees, agents, or other representatives of any of them, or any other persons working under their direction or engaged in the conduct of their affairs, arising out of any accident, illness, injury, damage, or other loss or harm to or incurred or suffered by the applicant named above or to his or her property, in connection with or incidental to the crew trip or activity, including preliminary training and travel, are hereby expressly waived by the applicant and the applicant’s family or guardians.
Medical Release

In the event of illness or injury occurring to my son or daughter while involved in this crew trip or activity, I consent to X-ray examination, anesthesia, and/or medical or surgical diagnostic procedures or treatment considered necessary in the best judgment of the attending physician and performed by or under the supervision of a member of the medical staff of the hospital furnishing medical services. It is understood that in the event of a serious illness or injury, reasonable efforts to reach me will be attempted.

Insurance company

Policy no.

Personal physician

Telephone no. (______) 

Approval

Signature  
(Father/guardian)  
Date

Signature  
(Mother/guardian)  
Date

For Use By Notary Public If Required

In an effort to provide better child protection, certain states and foreign countries now require all releases covering minors to be notarized. In addition to this, they may also require proof of death if only one parent is living, or approval of both parents and stepparent(s) in the event of divorce/remarriage. If you will be traveling through or going to an area where either or both of these restrictions apply, use the bottom of this form to provide space for additional signatures as required.

Subscribed and sworn to before me on this the 
____ day of ___________ 20____.

My commission expires ___________. 20____.

Signature of notary public 

Subscribed and sworn to before me on this the 
____ day of ___________ 20____.

My commission expires ___________. 20____.

Signature of notary public 

278
LOCAL TOUR PERMIT APPLICATION
FOR TRIPS AND CAMPS UNDER 500 MILES

LOCAL PERMIT NO. DATE ISSUED

This application must be filed with local council service center two weeks in advance of scheduled activity for proper clearance. It is used for trips and events up to 500 miles. If destination is 500 miles or more away, the U.S.A. national council must be notified.

Name of leader
Age
Address

Date of trip:
20

Total youth
Total adults

This group has given the local council every assurance that they will conduct themselves according to the best standards of Scouting and observe all rules of health, safety, and sanitation as prescribed by the Boy Scouts of America and as stated in the Pledge of Performance on the reverse side of this permit.

These spaces are for the signatures and comments of officials where the group camps or stays for one night or more. Signatures indicate that the cooperation and conduct of the Cub Scout, Boy Scout, Varsity Scout, or Venturing group were satisfactory in every way.

Date
Place
Signature
Comment

2005 Printing
INSURANCE

All vehicles MUST be covered by a public liability and property damage liability insurance policy. The amount of this coverage must meet or exceed the insurance requirements of the state in which the vehicle is licensed. It is recommended, however, that coverage limits are at least $50,000/$100,000/$50,000 or $100,000 combined single limit. Any vehicle carrying 10 or more passengers is required to have limits of $100,000/$300,000/$50,000 or $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. 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.

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<tr>
<th>KIND, YEAR, AND MAKE OF VEHICLE</th>
<th>MARKET VALUE</th>
<th>OWNERS NAME</th>
<th>DRIVER'S LICENSE NUMBER</th>
<th>PUBLIC LIABILITY INSURANCE COVERAGE</th>
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The least careful may allow a list of the above information to be attached to the permit in order to expedite the process. Each unit may require the names of the drivers for an event or an activity.

TRANSPORTATION

1. You will ensure reasonable travel speed in accordance with state and local laws in all motor vehicles.
2. If in motor vehicles:
   a. Driver Qualifications: All drivers must have a valid driver's license and be at least 18 years of age. Youth Member Exception: When traveling in a van, trailer, or national Boy Scout activity or any Varsity event under the leadership of an adult, a youth member at least 15 years of age may be a driver, subject to the following conditions: (1) Six months driving experience as a licensed driver (time on a permit or equivalent is not to be counted); (2) no record of violations of traffic regulations; (3) parental permission has been granted to operate a van, trailer, driver, and rules.

OUR PLEDGE OF PERFORMANCE

1. We will use the Safe Swim Design in any swimming activity. Safety Attire in all craft activities on the water and On-Site Safety for climbing activity.
2. We will use trucks only for transporting equipment, not passengers except in the cab. All passenger cars, station wagons, minivans, and trucks will have a seat belt for each passenger.
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9. We will use trucks only for transporting equipment, not passengers except in the cab. All passenger cars, station wagons, minivans, and trucks will have a seat belt for each passenger.
10. We will not transport more than one person without specific permission from the landowner or manager.
11. We will carefully examine the vehicle before transporting, and all vehicles will be in operating condition.
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NATIONAL TOUR PERMIT APPLICATION

A National Tour Permit is required for all groups traveling to areas 500 miles or more one way from home area (local council camp excepted), or crossing national boundaries into the territory of other nations. This application should be submitted, typed or printed, to the local council service center for approval at least one month before your tour. Then the council service center will forward it to the regional service center for further approval. It is essential that you read Tours and Expeditions No. 5277/9/ before filling out this form. For trips and overnight camping less than 500 miles one way, use Local Tour Permit Application, No. 34428E.

| Current date | ____________________________ |
| Council name | ____________________________ |
| Type of unit | No |
| Council address | ____________________________ |

Purpose of this trip is ____________________________________________________________________________

From (city and state) ____________________________ to ____________________________

Mileage round trip _______________ Date(s) ___________ to ___________ Total days ___________

Is accident insurance in force for this unit? ☐ Yes ☐ No Company ____________________________ Policy no. ____________________________

LEADERSHIP AND PERSONNEL (Boy Scouts of America policy requires at least two adult leaders on all camping trips and tours. Coed Venturing crews must have both male and female leadership)

1. The adult leader in charge of this group must be at least 21 years old.

   Name ____________________________ Age ____________________________ Scouting position ____________________________

   Expiration date ____________________________

   Street or R.F.D. ____________________________ City ____________________________ State __________ Zip code __________

   Home phone ( ) ____________________________ Business phone ( ) ____________________________

   List experience and training for this responsibility, I have in my possession a copy of Guide to Safe Scouting, No. 34416, and have read it. ____________________________________________________________________________

2. Associate adult leader name(s) (minimum age 18) ____________________________ Age ____________________________ Scouting position ____________________________

   Expiration date ____________________________

   Address ____________________________ Phone ( ) ____________________________

   Address ____________________________ Phone ( ) ____________________________

   Add leader's signature ____________________________

   Attach a list with additional names and information as outlined above.

3. Party will consist of (number): 4. Party will travel by:

   __________ Cub Scouts __________ Car ☐

   __________ Boy Scouts __________ Bus ☐

   __________ Varsity Scouts __________ Train ☐

   __________ Venturers—male __________ Plane ☐

   __________ Venturers—female __________ Canoe ☐

   __________ Adults—male __________ Van ☐

   __________ Adults—female __________ Boat ☐

   __________ Total __________ Foot ☐

   __________ __________ Cycle ☐

   ☐ If traveling by other methods, please specify: ____________________________

   ☐ If traveling by motor vehicle:

   a. Driver qualifications: All drivers must have a valid driver's license that has not been suspended or revoked for any reason, and must be at least 18 years of age. Youth-member exceptions: When traveling to an area, regional, or national Boy Scout activity, or any Venturing event under the leadership of an adult (21+) tour leader, a youth member at least 16 years of age may be a driver, subject to the following conditions: (1) Six months' driving experience as a licensed driver (time on a learner's permit or equivalent is not to be counted); (2) No record of accidents or moving violations; (3) Parental permission has been granted to leader, driver, and riders.

   ☐ NATIONAL TOUR PERMIT

   THIS IS TO CERTIFY THAT ____________________________

   COUNCIL NUMBER ____________________________

   Permission is granted to ____________________________

   Tour leader ____________________________ Date issued ____________________________

   Type of unit ____________________________ No. ____________________________ Council ____________________________

   Council address ____________________________

   For trip from ____________________________ to ____________________________

   Dates ___________ to ___________

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   Regional authority

   ____________________________________________________________________________
d. If the vehicle to be used is designed to carry more than 15 persons (including driver), the driver must have a commercial driver's license (CDL).

Name: ________________________________________

CDL expiration date: __________________________

d. Driving time is limited to a maximum of 10 hours and must be interrupted by frequent rest, food, and recreation stops. If only one driver, then reduce driving time and stop more frequently.

e. Seat belts are provided, and must be used by all passengers and driver. Exception: A school or commercial bus, where not required by law.

f. Passengers will ride only in the cab if trucks are used.

**INSURANCE:**

All vehicles MUST be covered by a public liability and property damage liability insurance policy. The amount of this coverage must equal or exceed the insurance requirement of the state in which the vehicle is licensed. It is recommended, however, that coverage levels are at least $300,000/$100,000/$50,000 or $300,000 combined single limit. Any vehicle carrying 10 or more passengers is required to have limits of $100,000/$300,000/$100,000 or $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. 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.

<table>
<thead>
<tr>
<th>KIND/ YEAR AND MAKE OF VEHICLE</th>
<th>AMOUNT OF INSURANCE</th>
<th>OWNER’S NAME</th>
<th>DRIVER’S LICENSE NUMBER</th>
<th>DOES EVERYONE HAVE SEAT BELT?</th>
<th>PUBLIC LIABILITY INSURANCE COVERAGE</th>
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<td>Public Liability Each Person Each Accident Property Damage</td>
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**ALL DRIVERS MUST HAVE A VALID DRIVING LICENSE THAT HAS NOT BEEN SUSPENDED OR REVOKED FOR ANY REASON.**

7. If traveling by public carrier, plane, or boat:
   a. Operations are in accord with state and federal laws.
   b. Insurance coverage is adequate.

**HEALTH—SANITATION—ACUITY—CLIMBING—RAFTING—SANITATION—WILDERNESS USE POLICY—YOUTH PROTECTION TRAINING**

8. a. Where swimming or boating is included in the program, Safe Swim Defense, No. 34370A, and/or Safety Afloat, No. 34366B, standards are to be followed. If rafting or kayaking is included, then Camp On Safety, No. 20-030B (which recommends the American Red Cross's standard first aid and and When Help Is Delayed or Equivalent Course, must be followed.

   One adult in the group must be trained as outlined:

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>DATE SWIM DEFENSE CERTIFICATION DATE</th>
<th>SAFETY AFLOAT CERTIFICATION DATE</th>
<th>CLIMBING SAFETY CERTIFICATION DATE</th>
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At least one person must be trained in CPR from any recognized agency for Safety Afloat and Camp On Safety.

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>CPR TRAINING</th>
<th>AIDACY</th>
<th>CERTIFICATION DATE</th>
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9. a. Our travel equipment will include first-aid kit, road emergency kit.
   b. Units going into the wilderness or backcountry must carry and abide by the Wilderness Use Policy, No. 20-121.
   c. The group leader will have in his or her possession the appropriate health and medical forms for every leader and participant.
   d. All registered adults participating in any nationally conducted event or activity must have completed the BSA Youth Protection Training.
   e. At least one registered adult who has completed BSA Youth Protection Training must be present at all other events and activities that require a TSS.

**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.

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<tr>
<th>DATE</th>
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<th>TO</th>
<th>MILEAGE</th>
<th>OVERNIGHT STOPPING PLACE (check if reservations are cleared):</th>
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**THE INTERNATIONAL LETTER OF INTRODUCTION**

Individuals wanting an International Letter of Introduction for travel to another country alone or with family members should use the International Letter of Introduction Application, No. 20-129, available from your local council service center. (See "Planning an international Experience" in Tours and Expeditions, No. 32737D, for tips on planning international tours.)

We hereby certify that we are the leader(s) of this travel arrangement and that all the foregoing statements are correct, and that we will comply with the policies and procedures for tours and expeditions established by the Boy Scouts of America. In the event of any serious injury or fatality occurring during this activity, we will notify our local council immediately.

Signatures Required:

Approved: __________________________ Date __________________________

[Name of Committee]

Approved: __________________________ Date __________________________

[Name of Committee]

Send this entire application to your local council service center for approval at least one month prior to the activity.

Approved: __________________________ Date __________________________

[Name of Committee]

Nor Regional Use Only:

[Signature of Committee] __________________________ Date __________________________

[Region] W C S N H Date __________________________
## REVIEW FOR CAMP OR SPECIAL ACTIVITY

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<th>DATE</th>
<th>AGENCY AND ACTIVITY</th>
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<th>PHYSICIAN RECHECK NEEDED</th>
<th>RESULTS OF RECHECK</th>
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## INTERVAL RECORD

(CAMP, CAMPOREE, TOURNAMENT, TRAVEL, ETC.)

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<th>DATE, TIME, PLACE, ETC.</th>
<th>FINDINGS, DIAGNOSES, TREATMENT, INSTRUCTIONS, DISPOSITION, ETC.</th>
<th>BY:</th>
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Venturing Firearms Policy Revision for Guide to Safe Scouting

Venturing
The following guidelines relate to use of firearms within the Venturing program. Safety should ALWAYS be the primary concern when using firearms as part of the Venturing program.

Handguns
1. Handgun use is limited to the Venturing program.
2. All pistol shooting activities must be supervised by a currently NRA certified pistol instructor and, when on the range, must be supervised by a currently NRA certified range safety officer.
3. When on the range, there must be a ratio of no more than three shooters per adult coach or instructor. The adult coaches or instructors must be close to the shooters for close supervision. The adult coaches/instructors must be supervised by the range safety officer.
4. All participants must complete an NRA basic pistol marksmanship course prior to range firing.
5. With the approval of local council, handgun shooting may be conducted on BSA camp ranges, provided the shooting is done under the supervision of a currently NRA certified range safety officer.
6. Shooting safety glasses and ear protection must be worn on pistol ranges.
7. Care must be taken to comply with federal, state, and local laws.

Shotguns
1. For range shooting, shot size is determined by the range rules.
2. All shotgun shooting activities must be supervised by a currently NRA certified shotgun instructor and, when on the range, must be supervised by a currently NRA certified range safety officer.
3. Shooting safety glasses and ear protection must be worn on shotgun ranges.
4. Care must be taken to comply with federal, state, and local laws.

Muzzle Loaders
1. Muzzle-loading firearms must be of modern manufacture. Firearms made from kits must be certified safe by a licensed gunsmith.
2. All muzzle loader range shooting activities must be supervised by a currently NRA/NMLRA certified muzzle loader firearms instructor and, when on the range, must be supervised by a currently NRA certified range safety officer.
3. For range firing, each participant must have one instructor or adult coach under the supervision of a currently NRA certified range safety officer.
4. Shooting safety glasses and ear protection must be worn on muzzle loader shooting ranges.
5. Care must be taken to comply with federal, state, and local laws.

Rifles
1. All rifle shooting activities must be supervised by a currently NRA certified rifle instructor and when on the range, must be supervised by a currently NRA certified range safety officer.
2. Shooting safety glasses and ear protection must be worn on rifle ranges.
3. Care must be taken to comply with federal, state, and local laws.
Venturing Leadership Award
for Youth and Adults

The Venturing Leadership Award is presented by councils, areas/
regions, and the BSA National Council to Venturers and adults who
have made exceptional contributions to Venturing
and who exemplify the Venturing Code and Oath.

Recognition:
- Council—Medallion suspended from blue and white ribbon
  and worn around the neck; No. 04220. Certificate No. 33662. (For
  unit-, district-, and council-level recognition.)
- Regional—Medallion suspended from green and white ribbon
  and worn around the neck; No. 04221. Certificate No. 33662. (For
  area- and region-level recognition.)
- National—Medallion suspended from red and white ribbon
  and worn around the neck; No. 04222. Certificate No. 33662. (For
  national-level recognition.)

Qualifications:
- Be registered and involved in Venturing as a Venturer or an adult
  for at least one year.
- Hold a leadership position or office on the unit, district, council,
  area, regional, or national level (as appropriate for the level of
  award presented).
- Show exceptional dedication and give outstanding leadership and
  service to Venturing and to Venturers on the level appropriate for
  the award.

Quota restrictions: Councils may present two awards for youth and
two for adults per year for up to 50 crews/ships and one additional
youth and adult award per year for each fraction of 25 crews/ships
above 50. Example: For 51 registered crews/ships, a total of three
youth and three adult awards may be presented; for 78 crews/ships,
four youth and adult awards could be presented. Regions may present
12 youth and 12 adult awards per year. National may present six youth
and six adult awards per year.
Venturing Leadership Award

(Please check level of award.)

☐ Council  ☐ Regional  ☐ National

Candidate Information:

Name __________________________________________

Address _______________________________________

City __________________________________ State __________ Zip code __________

Telephone no. ___________________ Crew/Ship no. ___________________

Chartered organization __________________________________________

Business or profession (title, name of company/organization, or if a student, provide school name and grade level)

______________________________________________________________

Venturing position currently serving in _______________________________

Venturing position(s) recommendation is based on _______________________

Tenure in Venturing (in years) ___________ Youth ___________ Adult ___________

List leadership positions held related to this level award ________________________________

_________________________________________________________________________

List other involvement in Venturing ____________________________________________

_________________________________________________________________________

List involvement with other organizations, such as church, clubs, etc. __________________

_________________________________________________________________________

List awards and recognitions received in Venturing, Scouting, etc. ___________________

_________________________________________________________________________

• Please supply an additional sheet with 200 words or less explaining why this candidate should receive the Venturing Leadership Award.

• Please enclose letters of recommendation from school, church, clubs, etc.

• Any additional pertinent information is welcome.

Council Leadership Award recommendations should be sent to the local council office. Regional Leadership Award recommendations should be sent to the regional office. National Leadership Award recommendations should be sent to the Venturing Division, P.O. Box 152079, Irving, TX 75015-2079.
Powder Horn

The Powder Horn course is designed to introduce and expose Venturing and Boy Scouting adult unit leaders to the activities and resources necessary to operate a successful outdoor/high-adventure unit-level program. It is based on the eight core and 18 electives found in the Venturing Ranger program. It is intended to help adult leaders think out of the box in finding and using resources and in the way they lead their unit-level high-adventure programs. No high-adventure skills are taught in this course. It is designed to have some disciplines introduced with a hands-on segment. Example: For scuba, if a pool is available, it is suggested to conduct a Discover Scuba (PADI) session where participants get into a shallow pool and wear scuba gear. It is not scuba certification. Participants will not learn how to rock climb or shoot a skeet course, but will learn where to go to find those who can teach these skills to Boy Scouts and Venturers.

Purpose
The course is designed to help unit-level adult leaders to:
1. Find the resources necessary for a high-adventure program.
2. Understand what is involved in different high-adventure disciplines.
3. Run a high-adventure program safely.

Learning Objectives
1. Learn what resources are available to support a high-adventure program.
2. Learn where to find the resources.
3. Learn how to use the resources.
4. Learn how to safely do a high-adventure program.
5. Learn what is involved with different high-adventure disciplines.

Requirements
1. Be a registered BSA adult.
2. Have a current BSA Class III physical.
3. Have Scout executive approval.

How a Council Hosts a Course
1. Council leadership commits to hosting a course and applies to their region in writing asking for approval to host a course.
2. Decide on a seven-day or weekend course.
3. In the application to their region, include the name of your course director.
4. Course director must have previously been to a Powder Horn course and be capable of providing course leadership and direction.
5. Set the course fee and dates.
6. Assign a staff advisor.
7. Request course syllabus (Version 3) from your region.
8. Best to set dates at least a year out, two even better.
Venturing
Shooting Sports Outstanding Achievement Award

While working on the Ranger shooting sports elective, you are required to complete one of the following disciplines: air pistol, air rifle, archery, muzzleloading rifle, shotgun, or small-bore rifle. However, if you go beyond the basic requirement and complete five of the six disciplines, you will earn the Venturing Shooting Sports Outstanding Achievement Award. This beautiful medal and certificate are sponsored by many companies and organizations in the shooting sports industry to recognize outstanding achievement in shooting sports.

Application (Please print or type)

Name ____________________________ Age ______ Gender ________________

Crew no. __________ Chartered organization ___________________________________

Council ________________________________________________________________

Advisor’s approval

Advisor’s name (print) ______________________________________________________

Advisor’s signature __________________________ Date _______________________

Advisor’s daytime phone _______________________ e-mail ______________________

City, state, zip code ______________________________________________________

Medal and certificate will be mailed to the Advisor.

Please complete both sides of this application and mail to:

Boy Scouts of America
Venturing Shooting Sports Achievement Award
S211
P.O. Box 152079
Irving, TX 75015-2079
Discipline Completion Verification

Do five of the following:

Air pistol
Completion date _______ Advisor's verification _____________

Air rifle
Completion date _______ Advisor's verification _____________

Archery
Completion date _______ Advisor's verification _____________

Muzzleloading rifle
Completion date _______ Advisor's verification _____________

Shotgun
Completion date _______ Advisor's verification _____________

Small-bore rifle
Completion date _______ Advisor's verification _____________

Note: Completion of a requirement can be supervised by a certified instructor; however, the instructor must provide written verification of completion to the crew Advisor who signs this form.
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Venturing World Conservation Award

The World Conservation Award provides an opportunity for individual Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers to "think globally" and "act locally" to preserve and improve our environment. This program is designed to make youth members aware that all nations are closely related through natural resources and that we are interdependent with our world environment.

Venturing Requirements

◆ Complete the Ecology elective for the Ranger Award:

1. Explain the basic natural systems, cycles, and changes over time and how they are evidenced in a watershed near where you live. Include the four basic elements, land use patterns, and at least six different species in your analysis and how they have changed over time. Discuss both biological and physical components.

2. Describe at least four environmental study areas near where you live. Include the reasons for selecting these areas, their boundaries, user groups, past inventories, any outside forces that interact with them, and a list of what things could be studied at each of them.

3. Plan a field trip to each of the above areas, including detailed plans for conducting various investigations. Follow all of the requirements such as trip permits, safety plans, transportation plans, equipment needs, etc.

4(a) Under the guidance of a natural resources professional, carry out an investigation of an ecological subject approved by your Advisor. Inventory and map the area. Conduct a detailed investigation providing specific data for a specific topic.

4(b) Document and present your findings to your crew, another crew, a Cub Scout or Boy Scout group, or another group.

5. Teach others in your crew, another crew, a Cub Scout or Boy Scout group, or another group how to carry out an ecological investigation. Use steps 3 and 4 above with the group so that they may also learn by doing.

◆ Show the relationships of global events and conditions, both political and environmental, to the areas that you described in steps 1 and 2 above. Determine how conditions in your local area also appear in other areas around the world. Describe some of the interrelationships between people and our natural resources that affect our global environment. Teach others in your crew, another crew, a Cub Scout or Boy Scout group, or another group about the interconnectivity that we all have with each other and our environment.

The Award

The award is an embroidered emblem bearing the standard World Conservation panda on a purple fleur-de-lis on a Venturing yellow background with a Venturing green border, catalog No. 00152. It is available at your BSA local council service center. The award is worn centered on the right pocket of the Venturing uniform shirt as a temporary patch.
Boy Scouts of America
Venturing
World Conservation Award
Application

(Please print or type the following.)

Name ___________________________ Age __________

Address ____________________________________________

This is to certify that Venturer ___________________________ is a registered

member of Crew ___________________________

Crew No. __________ District __________ City __________

and has completed the Venturing requirements for the World Conservation Award.

Date ___________________________ Approved ___________________________

Crew Advisor’s signature

How to get the award: Take this application to your local council service center to purchase the Venturing
World Conservation Award patch, No. 00152.
A MESSAGE—TO THE CREW SECRETARY

Your Venturer friends elected you because they thought you were able to do this job. Now it is up to you to keep faith with them.

Use these Secretary’s Records and your work will be a lot easier. They tie together what you should know about minutes, records, and correspondence.

Before you undertake any job, you have to know what it is. Here—on these pages—are the facts you should know. We will note them in italics and show you how these forms can be a great help.

Keep minutes of crew and officers’ meetings. You'll notice there are three separate types of agendas—one for officers' meetings and one for a résumé of the two monthly crew business meetings.

Keep membership records. Keep an officers' roster, a membership roster, and attendance at crew and officers' meetings and other activities (pages 296–302). Record each Venturer's recognitions, activity interests, and leadership experiences (pages 303–307), and your crew mobilization system (page 315).

Handle correspondence. Read correspondence received by the crew at crew and officers’ meetings. Answer correspondence as directed. Pages 308–310 show you how to do this.
THIS IS THE RECORD OF CREW __________ of the __________________________ Organization

City __________________________, State __________________________, Zip ______

OUR CREW MEETS IN THE __________________________ Meeting place

every __________________________ (Example: second and fourth Wednesday of each month)

OUR ADULT ADVISORS ARE—

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<tr>
<th>Advisor</th>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
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OUR CREW COMMITTEE MEMBERS ARE—

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OUR CREW ELECTED OFFICERS ARE—

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ADDITIONAL ELECTED OFFICERS ARE—

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# RECOGNITIONS

List awards, other honors, and outstanding leadership in church and school in studies, activities, or sports.

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# RECOGNITIONS

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**SUPERACTIVITY PARTICIPATION**

List your crew's superactivity in box below and insert date and number of days for each participating member.

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HANDLING CORRESPONDENCE

As the crew secretary you will read and, with the approval of your officers and members, answer all the correspondence your crew receives. Your crew's reputation depends to an extent on the manner in which its correspondence is handled. Here are some important hints for you on handling it. Follow them and your job will go well.

BE EFFICIENT

Be prompt in answering communications. When the president requests it, send out notices of crew and officers' meetings well in advance of their scheduled dates. Keep a neat and accurate file of this crew correspondence so that you can refer to it quickly should your president or Advisor request it.

USE ATTRACTIVE STATIONERY

There's no reason your crew shouldn't have its own letterhead. Attractive letterheads with envelopes can be had for little more than the cost of unprinted stationery. Letterheads, as shown on the following pages, improve the appearance of correspondence.

CONSIDER THESE SAMPLES

When you handle the crew's correspondence, you must deal with a variety of situations and a number of people. Typical letters and notices you will have to write are included here. As an additional help, it would be a good idea to check a good book on English when you're in doubt about the best and clearest way to write something.

---

Mr. Howard H. Page  
841 Henwood Street  
Fort Worth, Texas 76112

Dear Mr. Page:

The members of our crew have had a great time reliving the experiences we had together at the annual Rodeo and Stock Show. We all feel that we never had better cooperation from anyone than we received from you. I send you the thanks of our entire crew membership.

The members of our Venturing crew have decided to go in for homeownership and we need a consultant who will help us get the most out of this special activity. The members have asked if you would be our consultant, for you are, as everyone knows, an expert in homeownership. We promise our cooperation and will be reasonable in requests for your time.

Please let us know if you are able to work with us.

Sincerely,

Alton Smith  
Secretary, Crew 25502  
480 College Drive  
Fort Worth, Texas 76117
Mr. Donald H. Smith
Green Bay Paper Company
4519 Broadway
Green Bay, WI 54323

(Date)

Dear Mr. Smith:

The members and officers of Crew 72 wish to thank you for the fine time we had last Saturday morning visiting your paper company.

Many of our group had never seen paper made before, and it was quite exciting to see it done with you there to tell us all about it.

Be sure to give our thanks to all of your associates who were so helpful. Come and visit our crew if ever you have the opportunity. We meet on the second and fourth Tuesdays of every month at 7 p.m. in the Fellowship Hall at the First Methodist Church.

Very truly yours,

[Signature]

Thomas Brown
Secretary
Dear Bert,

The coed splash party we had last week was great. Crew members were talking about it at the officers' meeting. I thought I'd let you know that we all think you did a swell job of organizing and running the whole thing.

For the crew
Sincerely yours,

Phil Jackson
Secretary
Venturing Crew 44

Congratulatory note
When your crew program works well, it comes only as the result of fine work by its members and officers. A courteous gesture on the part of the crew secretary is to write notes of congratulation to those who give outstanding service as committee chairs, officers, consultants, and in other leadership positions.

SENDING CARDS

During the year, there are many pleasant happenings. Members of your crew have birthdays, graduate from high school, or perhaps receive some community honor. Older friends of the crew might get married or have wedding anniversaries.

Sad things occur, too—sickness, injuries, hospital visits for your fellow Venturers or their families. You, as secretary, might recommend to the officers of the crew that a suitable card or letter be sent on these occasions. You can pick up such cards at drug or stationery stores.

Meeting and activity notices
You'll often be asked to send out reminders of crew and officers' meetings. Committee chairs, too, often will ask your help with notices. One of the easiest and quickest ways to communicate is to send crowcards. Do them with a typewriter, computer printer, or ballpoint pen. Make them short and accurate and don't forget such details as the date, time, and place of any activity.

OFFICERS' MEETING
The monthly meeting of the crew officers will be held on Tuesday afternoon, October 3, at half past 4. We will meet in Mr. Brown's office at 703 Maplewood Drive.

Please be prepared to report or display any information or material you have been able to find on the two special items we are considering.

Al Brackens
Secretary
Venturing Crew 97
KEEPING MINUTES

Minutes are the official record of the activities of your crew at both its regular and special meetings. As the official record, these records cannot be changed once they have been approved by the group. It's important that they be complete, accurate, and clear. The minutes often will be referred to as a source of information and may be used to settle a question about exactly what happened at a previous meeting.

As secretary, you record these minutes and have them available whenever they are needed. In your absence, the minutes must be taken. In that case, the crew president will appoint a temporary secretary from among the crew officers. You may want to coach one of these officers in advance in the techniques of taking minutes so that this person will be prepared when the need arises.

USE THE FORMS

Pages 314–315 have been designed to help you keep minutes in an organized way. They are set up to help you follow the regular month-by-month crew meeting pattern—a good record at the officers' meeting and a brief summary of the two crew business meetings.

At times, you may find it unnecessary to fill all of the spaces available on the sheet. This is quite all right, because the purpose of the minutes is to keep an accurate record of what happened, not to record unnecessary information. At times, though, you'll find that you will need extra space. In that case, use page 316 for the additional information.

DON'T RECORD EVERYTHING

Minutes are a record of all the business transacted at a meeting but not a complete word-for-word recording of what happened. The minutes include plans presented, activities promoted, and other related items that are important to the success of your crew. Try not to make them a bare record of cold facts. Record names, and at times remind the group of a humorous incident that sparked the past meeting. Develop a style that is factual and interesting so that the members will look forward to your reading the minutes at each meeting.

Be extremely careful to express the opinions of the group and not your own. When you're doing your recording, don't hesitate to ask questions while the meeting is in progress if you are in doubt about the exact wording or the exact meaning of a statement. Keeping an accurate account of what goes on far outweighs the slight interruption that you cause by asking a question.

KEEP A YEAR-TO-YEAR MINUTES FILE

These Secretary's Records provide a blank form for the minutes of your crew for one month. Make 12 photocopies of the form (front and back) for a year's supply. At the end of each year, file these minutes where they will be available. (You or your successors might need to refer to them.)
MINUTES OF OFFICERS’ MEETING FOR ___________ Month

Place __________________________ Date ___________ Time ___________

Call to order, introductions, etc. Presiding __________________________

Minutes of last meeting read and approved ___________ (or) corrected and approved ___________

Reports and old business: ____________________________________________
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New business: ______________________________________________________
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"Action" assignments (report at next meeting) ___________________________
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Advisor's comments: ________________________________________________
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Next meeting: __________________________ Place ___________ Time ___________

Signed __________________________ Crew Secretary __________________________
SUMMARY OF FIRST CREW MEETING IN

Place ___________________________ Date ___________ Time ___________.

______________________________________________

Signed ___________________ Crew Secretary

SUMMARY OF SECOND CREW MEETING IN

Place ___________________________ Date ___________ Time ___________.

______________________________________________

Signed ___________________ Crew Secretary
CREW TELEPHONE NETWORK

The person activating this telephone network will call No. 1. Then the calls proceed as indicated below by the fastest possible method, even if phones are out of order or roads blocked.

For example, No. 1 calls Nos. 2 and 3. Then No. 2 calls Nos. 4 and 5, while No. 3 calls Nos. 6 and 7. So it goes until everyone has been notified.

If someone in the chain of communication can't be reached, skip over that Venturer to the ones he or she is supposed to call. For example, if No. 3 can't reach No. 6, No. 3 calls Nos. 12 and 13.

To avoid delay when phone service is out, put in each chain of communication the Venturers who live near one another. Communications then proceed by personal contact.
TO THE CREW TREASURER

You hold the moneybag for your crew. As elected treasurer, you are responsible for keeping accurate records of the income and expenditures of your crew’s funds. Your crew expects you to keep an exact accounting of all money taken in, money paid out, and proper safekeeping of all funds.

WHAT ARE YOUR RESPONSIBILITIES?

1. Support your crew president and other officers in their leadership functions.
2. Collect, deposit, and account for all money coming to the crew from dues, money-earning projects, or other sources.
3. Collect and keep accurate records of dues payments by crew members (if your crew collects dues). Inform crew members if they fall behind and discuss with crew officers what to do with delinquent members.
4. An adult from your crew committee may be assigned to assist you. If so, cooperate with him or her and take advantage of this help to set up a bookkeeping procedure, bank account, and money-handling methods.
5. Make regular reports at crew officers’ meetings and crew meetings of the status of your crew’s budget and treasury.
6. With the help of your crew Advisor and officers, set up a budget based on the activity schedule that is planned. Estimate what income will come from each activity and what expenses are expected. Review this budget with your crew officers, Advisor, and the chair of each activity to be sure that your crew doesn’t overspend.
7. Be sure all expenditures are approved by your crew officers and Advisor before you write a check. Large amounts should be approved by crew members.

The success of your crew’s program depends on having enough money at the right time to pay any costs for activities. Proper budget planning, accounting of funds, and regular reports will help your crew conduct efficient and successful projects and activities.

These Treasurer’s Records are packed with information and worksheets to help you with this important job.
This is the financial record of Crew _______ of the ________ Chartered Organization ________

City ________ State ________

This crew meets at ______________ Meeting Place _______________ every

Dates—i.e., every second and fourth Thursday of the month at __________ Time ________

The current treasurer is __________ Name __________ Address ________

Successor __________ Name __________ Address ________

The following persons are qualified to sign checks:

Treasurer __________ Name __________ Address ________ Phone ________

Successor __________ Name __________ Address ________ Phone ________

President __________ Name __________ Address ________ Phone ________

Successor __________ Name __________ Address ________ Phone ________

Advisor __________ Name __________ Address ________ Phone ________

Successor __________ Name __________ Address ________ Phone ________

Committee member (consultant to treasurer) __________ Name __________ Address ________ Phone ________

Crew funds are kept in the ________ Bank ________

in checking account No. ______________________, savings account No. ______________________

Accounts of this crew are audited every three months by __________ Name __________

________________________________________________________________________

Address ________ Phone ________
CONGRATULATIONS, CREW TREASURER

YOU'LL ENJOY YOUR JOB:
IF YOU UNDERSTAND IT

You can easily become expert at your new job if you
seriously try to find out what it is all about and take the
necessary time to do it right.

First, become familiar with your duties and talk things
over with the previous treasurer, Advisor, or consultant
on the crew committee to capitalize on their experience.

Second, read and follow the instructions in these Treas-
urer’s Records. They will prove to be a great help.

IF YOU ARE BUSINESSLIKE

You evidently have the complete confidence of the
members of your crew because they elected you, and
people are particular about who handles their money.
The best way to keep that confidence is to do your
job in a businesslike manner by keeping accurate
accounts. This means you should keep all records up
to date and in writing. Keep crew funds separate from
your own money at all times.

IF YOU COOPERATE WITH ADULT HELPERS

As the crew treasurer, you carry the responsibility for
finance records and are the official watchdog of crew
funds. But you are not alone, because in addition
to your Advisor, a member of the crew committee is
assigned as your consultant and has the responsibility
of helping you carry out your duties. He or she doesn’t
do your job for you, but with you, and is responsible
to the crew committee. This adult will be available to
help you and will arrange for an audit of your accounts
once every three months.

INSTRUCTIONS

SETTING UP A BASIC BUDGET PLAN

A basic budget plan is determined for the crew’s
charter year at an officers’ meeting. It should be a
well-thought-out system of forecasting and meeting the
financial obligations of your crew. With the help of your
adult consultant from the crew committee, you prepare
a basic budget plan to submit to the officers.

On page 318, you will find a budget plan with an item-
ized explanation of its contents that will help you in
preparing a tentative budget to submit to the officers.
Once the officers decide on a budget, your next job is
to present it clearly to the membership at the next crew
meeting. After the members have suggested changes,
it must again be referred to the officers at their next
meeting. They then determine its final form.

Once the budget has been established, you, as trea-
surer, become its watchdog. Keep both the officers
and the members constantly aware of the budget as it
relates to expenditures and income of the crew.

COLLECTING AND RECORDING DUES

To do a good job of collecting and recording dues, the
treasurer should:

• Keep an accurate record of dues received, using
  the sheet provided for that purpose on page 327
  (make photocopies as needed). Crews may collect
dues annually, semiannually, quarterly, monthly, or
by a combination of these methods. Your job is to
collect them using whatever method the crew has
decided upon.

• Make sure new members understand the budget
  and their responsibilities to it. Explain the budget
plan to new members and start them out right by
asking that dues be paid on time.

• Keep the members aware of their responsibilities by
  occasionally crewing or announcing the names of
members who are behind in their payments.

RECEIVING MONEY AND PAYING BILLS

The crew treasurer must keep a complete record of
the crew’s income and expenditures during the year.
These Treasurer's Records include an explanation
(pages 325–326) of how this is done, and the neces-
sary forms (photocopy pages 327–328 as needed). This
system relies upon you to follow the few basic rules
listed below. Not only do you follow these, you also insist
that the entire crew membership observes them.

• All items of income and expenditure must be
  accounted for in writing. Every member has a right
to know what the money is spent for and you, in
turn, have the right to request written evidence of
money handled by activity committees and officers
of the crew.
• Purchases must be authorized in advance by the officers. This keeps you and the rest of the officers aware of major purchases and prevents anyone from buying or charging articles without proper authority.

• All activities involving the collection and disbursement of funds must be reported in writing to you the treasurer. Activity chairs are responsible for this report. Dutch-treat and free-treat activities not involving crew funds need not be reported.

• All payments (except for purchases from petty cash) should be made by check. Details on how to establish and handle a checking account can be found on pages 323 and 324.

• Records must be kept up to date. As the treasurer, use your time well so that your records are always current. Slip behind and you will have some embarrassing moments.

You will find that it’s fun to have the reputation of being able to find a receipt, write a check, or balance your books at the drop of a hat.

PETTY CASH FUND

From time to time, you will need to buy or have someone else buy items that involve small sums of money. It is not practical to pay for them by check, for in some cases the check charge might exceed the cost of the article. To keep matters simple, set up a petty cash fund.

A petty cash fund of $5 to $10 can be set up with the approval of the officers. The fund is opened by the crew writing a check to the treasurer for $10 petty cash. The treasurer cashes the check and pays for small purchases from the fund. When most of the fund has been spent, the treasurer accounts for the expenditures by presenting the receipted bills for all purchases at an officers’ meeting. With the officers’ approval, the crew issues another check to bring the fund back up to $10.

To ensure success in handling a petty cash account, the treasurer should:

• Be sure all purchases are the type that will be approved by the officers.

• Always secure a receipt for every expenditure of petty cash.

• Keep an accurate accounting of petty cash at all times.

AUDIT PROCEDURES

The treasurer’s accounts must be audited once every three months. The member of the crew committee who is the consultant to the crew treasurer is responsible for this. This audit will either audit the accounts or arrange to have it done.

DIRECTIONS FOR AUDITING ACCOUNTS

1. Check the balance in the crew checkbook against the balance on the last bank statement. Prove the checkbook balance by taking into account all outstanding checks and any deposits that are not recorded in the last available bank statement.

2. Assemble all receipted bills paid since the last audit and make sure the checks paying each bill are correct and attached to the proper bill. In every case, there must be either a receipted bill or a slip of paper explaining the purpose of the payment.

3. Account for petty cash. Cash and received bills must equal the checks issued the treasurer for petty cash.

4. Complete the audit by filling out the quarterly audit report below.

5. Finally, the auditor and treasurer discuss the treasurer’s report for the next officers’ meeting and crew meeting. This report can be made directly from the quarterly audit report.
QUARTERLY AUDIT REPORT
(For officers' and crew meeting reports by treasurer)

Date: ______________

Balance on hand at beginning of quarter ____________________________

Total income since last report ____________________________

(Running record, line 17, column 3) ____________________________

Total expenditures since last report ____________________________

(Running record, line 17, column 4) ____________________________

Gain or loss since last report ____________________________

Balance on hand ____________________________

(To be carried over to line 1, next month's running record) ____________________________

Unexpended petty cash ____________________________

Actual cash balance ____________________________

Outstanding bills to be paid:

______________________________ ____________________________

______________________________ ____________________________

______________________________ ____________________________

Total of bills to be paid ____________________________

This report is submitted as a correct statement of the financial accounts of this crew.

______________________________ ____________________________

Crew Treasurer Auditor
THE CREW BUDGET

In successful Venturing crews over the years, the proper way of handling crew finances has been the budget plan. Where there is no budget, the crew funds are secured and spent without direction. Such a procedure many times puts crew funds at the mercy of impulsive and ill-considered spending.

In contrast, a basic crew budget plan is helpful to you and the crew members. The Venturers get a worthwhile program through the planned investment of their dues and earnings, while you have a basic plan for the financial accounts of your crew.

A sample crew budget plan is illustrated here. Look over the budget and then read the item-by-item explanation of it before you set up your own crew budget in the space below.

ONE SUGGESTED BUDGET

<table>
<thead>
<tr>
<th></th>
<th>Suggested Budget</th>
<th>Our Crew's Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fee</td>
<td>$ 10.00</td>
<td></td>
</tr>
<tr>
<td>Identification</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Literature and records</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>8.00</td>
<td></td>
</tr>
<tr>
<td>Service fund</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Reserve fund</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Dues per member per year</td>
<td>$25.00</td>
<td></td>
</tr>
</tbody>
</table>

REGISTRATION FEES

Use of the budget plan ensures the prompt reregistration of the crew. When new members join the crew, they are required to pay a full $10 registration fee. The following year’s registration fee will be provided through the budget.

IDENTIFICATION

The budget plan provides for special identification for each member. Your crew may design a colorful crew emblem or other means of identification related to the special or general interests of the membership.

LITERATURE AND RECORDS

Literature and records needed by the officers to efficiently administer the crew are secured through this budget item.

ACTIVITIES

This budget item covers the ordinary week-to-week activity expenses needed to make activities click. An example might be a thank-you gift to a guest speaker.

SERVICE FUND

This item covers expenses associated with the crew’s opportunities to be of service to others.

RESERVE FUND

A reserve fund makes it possible for the crew to guard against decreasing other budget items or removing any from the budget if unexpected expenses arise, or if the crew income falls below expectations.

DUES PER MEMBER PER YEAR

In the budget illustrated, the dues per member would be $25 each year. Regular payment of these dues by members would entitle them to all the services listed.

Your crew might find other items that the members feel should be included. If so, include them.
HOW TO KEEP ACCOUNTS

Here are the details of how to keep accounts in these Treasurer's Records. Read the explanations carefully and refer to the related how-to-do-it illustrations on these pages. if you need help to supplement the instructions given here, talk with the member of the crew committee who is assigned as your consultant. This adult can answer your questions.

CREW ROSTER

<table>
<thead>
<tr>
<th>FAMILY NAME (Alphabetical)</th>
<th>FIRST</th>
<th>STREET OR R.U.D.</th>
<th>COMMUNITY AND ZIP</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applegate</td>
<td>Bob</td>
<td>204 Oak St., Aderman</td>
<td>345-3450</td>
<td></td>
</tr>
<tr>
<td>Bowers</td>
<td>Jim</td>
<td>207 Willow Rd., Aderman</td>
<td>347-3470</td>
<td></td>
</tr>
<tr>
<td>Miller</td>
<td>John</td>
<td>608 Willow Rd., Aderman</td>
<td>349-3490</td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>Tom</td>
<td>707 Willow Rd., Aderman</td>
<td>351-3510</td>
<td></td>
</tr>
</tbody>
</table>

RECORDING DUES

Once the crew has established a budget and the amount due each year from each member to support it, you can go into action. Use photocopies of the blank crew roster and dues record sheets on pages 322–323. You can collect dues on a monthly, quarterly, or yearly basis. The illustration here shows the quarterly status, using a monthly collection method. Jack Applegate is paid up for the three months. Mel Brothers owes $1.50. Ernie Miller owes 50 cents. Tom Smith is paid up for three months.

HOW TO SET UP A CHECKING ACCOUNT

The procedures for setting up a checking account for your crew in a local bank are fairly simple.

1. Go to a local bank and ask to see the manager or any bank officer who is responsible for helping customers open a checking account. Tell the bank officer what you wish to do, and he or she will give you the necessary information about how a checking account is handled in that bank. The banker also will give you a form that must be filled out.

2. Take the bank form to your next crew officers' meeting and ask the officers to name the four persons authorized to sign checks for your crew. Every check should have two signatures (one Venturer and one adult), as on the check illustrated. Ordinarily, the officers will authorize two adults (the Advisor and the committee member who is the treasurer's consultant) and two Venturers (you and the crew president) to sign for the crew.

3. Fill in the bank form, being sure to get the written signatures of the authorized persons. Ask everyone
to sign the form the same way they will sign the checks. The bank will check the signatures on the form against those on the checks.

4. Take the completed form to the bank and deposit your crew funds. The bank will issue you a checkbook. If you wish to have your crew identification on your checks, the bank will usually do this for a small fee. Another means of check identification is to get a rubber stamp with your crew name as shown on the check illustrated. Such a stamp has many uses and is a good item to have on hand.

5. The checkbook has checks that you tear out and a place for keeping a record of the checks written on your account. Fill out both the check and this other information neatly and carefully as shown. Canceled checks and this notation become a permanent record of all your payments.

6. Periodically, the bank will send you a statement with all canceled checks. Be sure to keep them in a safe place; you will need them when your accounts are audited every three months.

Forms issued by banks for submitting authorized check signatures apply to all organizations. Crew No. 55 altered this form as illustrated to suit its purpose—that of having each check signed by both an adult and an elected officer.
### RUNNING RECORD OF INCOME AND EXPENDITURES

<table>
<thead>
<tr>
<th>DATES</th>
<th>RECEIVED FROM OR PAID TO</th>
<th>2</th>
<th>ENTER CHECK NUMBER</th>
<th>INCOME</th>
<th>3</th>
<th>EXPENDITURES</th>
<th>4</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 1</td>
<td>BALANCE Brought Forward</td>
<td></td>
<td></td>
<td></td>
<td>31</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1 Dues</td>
<td></td>
<td></td>
<td>800</td>
<td>39</td>
<td>39.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Exploring Literature</td>
<td>11</td>
<td></td>
<td>80</td>
<td>39</td>
<td>39.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12 Suppliers' enrollment</td>
<td>12</td>
<td></td>
<td>327</td>
<td>35</td>
<td>35.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12 Bills</td>
<td>13</td>
<td></td>
<td>200</td>
<td>33</td>
<td>33.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12 Dues</td>
<td></td>
<td></td>
<td>100</td>
<td>34</td>
<td>34.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3 bags charcoal</td>
<td>14</td>
<td></td>
<td>270</td>
<td>32</td>
<td>32.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>26 Blanksome panel gift</td>
<td>15</td>
<td></td>
<td>340</td>
<td>28</td>
<td>28.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>26 Dues safety shelter</td>
<td>16</td>
<td></td>
<td>100</td>
<td>27</td>
<td>27.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>26 Dues</td>
<td></td>
<td></td>
<td>700</td>
<td>34</td>
<td>34.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>26 Check for petty cash</td>
<td>17</td>
<td></td>
<td>500</td>
<td>39</td>
<td>39.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28 Car wash collection</td>
<td>20</td>
<td></td>
<td>51.61</td>
<td>32</td>
<td>32.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>28 Car washing brush and soap</td>
<td>400</td>
<td></td>
<td></td>
<td>47</td>
<td>47.61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals End of Month:** 3800 201 47.61

---

**RUNNING RECORD OF INCOME AND EXPENDITURES**

Notice that the columns of the record sheets are numbered. Keep these numbers in mind as you follow the instructions given here for the illustration above, and you will soon be able to keep a creditable set of accounts for your crew.

1. Enter the date of each transaction in column 1.
2. Enter the source of income or expenditure in column 2.
3. Enter the amounts of income or expenditure in columns 3 and 4.
4. Keep a running balance in column 5 after each entry so you will know how much money your crew has at all times.
5. At the end of each month, total income and expenditures on line 17 and bring the balance forward to line 1 of the next month.
6. It might be helpful to you to draw a diagonal line across the unused spaces in each completed month to indicate that the month's business is complete.
ITEMIZED RECORD OF INCOME AND EXPENDITURES

<table>
<thead>
<tr>
<th>INCOME</th>
<th>EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRÈS</td>
<td>OTHER INCOME</td>
</tr>
<tr>
<td>ENROLLMENT FEES</td>
<td>SUPPLIES</td>
</tr>
<tr>
<td>LITERATURE AND RECORDS</td>
<td>ACTIVITIES</td>
</tr>
<tr>
<td>SERVICE FUND</td>
<td>RESERVE FUND</td>
</tr>
<tr>
<td>OTHER EXPENDITURES</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.00</td>
<td>.80</td>
</tr>
<tr>
<td>2.50</td>
<td>.59</td>
</tr>
<tr>
<td></td>
<td>.20</td>
</tr>
<tr>
<td>1.00</td>
<td>2.00</td>
</tr>
<tr>
<td>6.70</td>
<td>3.40</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>7.00</td>
<td>3.25</td>
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<tr>
<td></td>
<td>1.25</td>
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<tr>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>16.00</td>
<td>4.25</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>

The purpose of the itemized record is to let you keep track of the individual items of income and expenditures. It is by this record that you can keep a month-by-month accounting of the items in the crew budget and also income and expenditures received from special projects and activities.

All items under "Income" in column 3 of the running record are recorded in columns 6 and 7 of this itemized record. All expenditures in column 4 of the running record are recorded in the itemized record in columns 8 to 16. Items of income and expense that relate to activities outside the budget plan are handled on this page in column 7, "Other Income," and column 16, "Other Expenditures."
### Running Record of Income and Expenditures

**Month**

<table>
<thead>
<tr>
<th>DATES</th>
<th>RECEIVED FROM OR PAID TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BALANCE BROUGHT FORWARD</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
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<td>5</td>
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<td></td>
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<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>TOTALS END OF MONTH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENTER CHECK NUMBER</th>
<th>INCOME</th>
<th>EXPENDITURES</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

1. At the end of each month, take the figures in the income and expenditure columns 3 and 4 below and list them under the proper date on the corresponding line of the opposite page.
2. Total all columns on line 17. If you have done this correctly, the total of column 3 below will equal the sum of columns 6 and 7 on the opposite page, and the total of column 4 below will equal the sum of columns 8 through 16 on the opposite page.
### Itemized Record of Income and Expenditures

#### Income

<table>
<thead>
<tr>
<th>Month</th>
<th>Dues</th>
<th>Other Income</th>
<th>Registration Fees</th>
<th>Supplies</th>
<th>Literature and Records</th>
<th>Activities</th>
<th>Service Fund</th>
<th>Reserve Fund</th>
<th>Other Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>4</td>
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BOY SCOUTS OF AMERICA

VENTURING REFERENCE GUIDE

A

activity chair. A Venturer appointed by the crew Advisor and president to chair a crew activity or project.

adult leadership at national high-adventure bases. There are no gender restrictions for adult leaders at national high-adventure bases except that each coed crew must have coed adult Advisors. All adults must be registered leaders. Each expedition, crew, or group must have at least two registered adult Advisors. For Venturing units, both Advisors must be 21 years of age or older. Every crew is required to have a majority of youth participants.

advancement, Boy Scout. Any male Venturer who has achieved the First Class rank as a Boy Scout in a troop or Varsity Scout in a team may continue working toward the Star, Life, and Eagle awards while a Venturer up to his 18th birthday. He must meet the requirements as prescribed in the Boy Scout Handbook and the current Boy Scout Requirements. He may be registered as a Venturer only. Leadership requirements may be met by the Venturer serving as president, vice president, secretary, or treasurer in his crew, or as boatswain, boatswain’s mate, yoeman, purser, or storekeeper in his ship. The Scoutmaster conference will be conducted by the Advisor or Skipper. As the Venturer meets the requirements for the Star and Life ranks, a board of review is conducted by the crew or ship committee. The Eagle board of review follows the procedures established by the local council.

advancement, Venturing. The Venturing advancement program is based on achieving proficiency in a variety of skill levels. Advancement includes the five Venturing Bronze awards: Venturing Gold Award, Venturing Ranger Award, Venturing Quest Award, Venturing Silver Award and the Sea Scouting Quartermaster Award. The Venturing Silver Award is the highest award that can be achieved in Venturing. The Quartermaster Award is the highest award that can be achieved in Sea Scouting.

Advisor, Venturing. The top adult leader of a Venturing crew who is responsible for program, coordination, and the training of the elected youth officers of the crew or ship. The Advisor or Skipper is appointed by the crew or ship committee, approved by the chartered organization, and commissioned, upon approval of the registration, by the Boy Scouts of America. Advisors must be 21 years of age, be citizens of legal residents of the United States, accept the BSA Declaration of Religious Principle (see “Religious Principle, Declaration of”), and be of high moral character. All adult positions in Venturing are open to men and women.

alcohol. The use of alcoholic beverages by Venturers, leaders, or guests at any Venturing function is prohibited. Adult and elected leaders should be prepared to help crew members understand the serious consequences that can result from the use of alcoholic beverages.

all-terrain vehicles. Motorized recreational cycles with three or more large, soft tires, designed for off-road use on a variety of terrains, are unauthorized and restricted by the BSA.

Alpha Phi Omega (APO). A national service fraternity whose program of leadership, friendship, and service is founded on the principles of Scouting. This coeducational fraternity has chapters at more than 350 colleges and universities. For information contact Alpha Phi Omega National Office, 14901 East 42nd St., Independence, MO 64055-7347.

American Youth Hostels. See “Hostels, American Youth.”

area. An administrative section of a BSA region containing a number of councils.

associate Advisor. Each crew or ship should have one or more adults, 21 years of age or older, who perform such duties as may be assigned by the Advisor. Associate Advisors must meet the same requirements for commissioning as Advisors and are recommended for commissions by the Advisor and crew committee, subject to their chartered organization and BSA local council approval. Associate Advisors often are assigned administrative and program functions. An associate Advisor in a Sea Scout ship is called a "mate."

aviation. Encompasses orientation flights in powered aircraft, sailplanes, helicopters, and military aircraft; ground school pilot training; all nonflying activities including simulators, building aircraft, tours, seminars, speakers, etc., and hands-on flying experiences where a Venturer may take control of the aircraft; but the qualified pilot in command of the aircraft, as defined under basic and advanced orientation flights, must be in control of the aircraft at all times. A BSA Flying Permit Application, No. 59-272, approved by the BSA local council is required.

aviation insurance for search and rescue teams. Venturing crews involved in search and rescue activities must not include the use of any type of aircraft for any search and rescue efforts.

awards. Silver Award, Gold Award, Bronze awards, Ranger Award, Quest Award, and Leadership Award.

boatswain (pronounced bo’tswain). The elected youth leader of a Sea Scout ship equivalent to the president of a Venturing crew.

boxing. An unauthorized and restricted activity by the BSA.

Boy Scout resident camp. Venturers may participate in Boy Scout resident camps if registered. However, it is recommended that Venturers attend Venturing camp, as Boy Scout camp is designed for Boy Scouts.
Boys' Life. The magazine for all boys published by the Boy Scouts of America; however, girls may subscribe.

Bronze awards. Five Bronze awards are available to Venturers. Bronze awards are offered to recognize Venturers who investigate new and different areas, such as sports, arts and hobbies, religious life, outdoors, and Sea Scouting. Venturers may earn all five awards. Achievement of at least one Bronze Award is a requirement for the Gold Award.


Camping policy. All youth registered in Venturing may participate in crew, district, council, and national Venturing camping activities. Venturers may also participate in national high-adventure programs and world jamborees. Venturers may participate in Boy Scout resident camping if registered and attending with a troop. However, it is recommended that Venturers attend Venturing camp.

cave exploring. The hazardous nature of some caves dictates the need for expert leadership, adequate training, and correct equipment for safe cave exploring. Crews that include spelunking in their program must be under the leadership of a responsible adult who is qualified through training and experience in cave exploring and knows established practices of safety, conservation, and courtesy to cave owners. (See Cave Exploring, No. 19-102.)

chainsaws and mechanical log-splitters. May be authorized for use only by trained individuals using proper protective gear who are at least age 18 in accordance with local laws.

chartered organization. The Boy Scouts of America local council grants an annual charter to community organizations—businesses, industries, labor unions, schools, churches, and other organizations—to operate Venturing crews. These organizations must have purposes compatible with the Boy Scouts of America and be capable of providing adequate adult leadership, program resources, and meeting facilities. The adult Venturing crew leaders must be approved by the chartered organization, be registered with the BSA, and provide sound and moral leadership and the support necessary to provide a successful and wholesome program for young adults.

chartered organization representative. An adult appointed by the head of a chartered organization to coordinate Scouting units within the organization and to represent the organization as a voting member of the BSA local council. The person appointed must be 21 years of age or older and a U.S. citizen of good character, accept the BSA Declaration of Religious Principle, and be approved by the local council. The chartered organization representative may serve concurrently as crew committee chair or member.

charter presentation. A formal ceremony at which time the charter, leader commissions, and membership certificates are presented to the organization's leaders and members of the crew or ship.

child abuse. The Boy Scouts of America is deeply concerned about the welfare of young adults. The BSA pamphlet, Child Abuse: Let's Talk About It, No. 3943, should be used to discuss this issue with parents and other leaders. Suspected cases of child abuse should be reported to the BSA council Scout executive. Child abuse can be physical, mental, sexual, or verbal. It can come from a variety of sources, including other youth, leaders, or parents. The BSA has long advocated that parents should be involved with the activities of their son or daughter, know the crew's adult leaders and other parents, and be involved with the crew's program.

coed Venturing crews. The membership policy of a Venturing crew is determined by the organization chartering the crew (see "Membership requirements"). The organization may determine if its crew is to be coed, all male, or all female (the majority of crews are coed). It is recommended that coed crews have male and female adult leaders.

coed overnight activities. All Venturing activities shall conform to the ideals and purposes of the Boy Scouts of America. To ensure that all coed overnight activities for Venturers and invited guests at crew, district, council, regional, or national levels meet proper moral standards, the national Venturing Committee has established the following policy:

1. The crew advisor or skipper (on behalf of the chartered organization) must give careful consideration to the number of adults necessary to provide appropriate leadership for both male and female participants. The number of adult leaders required by the hosting facility or organization (such as a BSA national high-adventure base) must be provided.

2. Adult leaders must be 21 years of age or older and be approved by the crew advisor or skipper (on behalf of the chartered organization) or by the council Scout executive.

3. Separate housing must be provided for both male and female participants.

4. An adult male leader must be housed with and be responsible for the male participants. An adult female leader must be housed with and be responsible for the female participants.

5. Written parent or guardian approval is required for each Venturer or guest under 21 years of age.

See "Leadership policy for all trips and outings."

committee, crew. A group of adult men and women recruited by the chartered organization, through its chartered organization representative, to organize and support the program and leadership of the organization's crew. One person is elected or appointed to serve as chair. The crew committee is responsible for managing the crew's program capability inventory and for recruiting the crew advisor and associate advisors. All committee members must be 21 years of age or older, of good character, and U.S. citizens or legal residents; accept the BSA Declaration of Religious Principle; and be approved for a certificate of membership by their BSA local council. A minimum of three persons is required to form a crew committee, one serving as chair.
Conservation Good Turn Certificate. The Conservation Good Turn is an opportunity for Venturing crews to join with conservation or environmental organizations (federal, state, local, or private) to carry out a conservation Good Turn in their home communities. (Application No. 21-386.)

council. An incorporated and BSA-chartered body of representatives (chartered organization representatives and members at large) from organizations operating packs, troops, teams, and crews. The more than 300 local councils are responsible for the administration of BSA programs in a designated geographic territory.

council service center. The business center for the BSA local council's administration of Scouting.

crew code and bylaws. A set of bylaws adopted by the members of a crew or ship to guide their officers and program. The Venturing Code is included as a preamble.

crew committee. See "committee, crew."

crew officers' seminar. An annual planning and training program conducted by a council or district facilitator for newly elected youth officers.

crew, Venturing. Youth members and adult leaders who conduct the Venturing program within an organization chartered by the BSA.

cross-country flights. Noncommercial flights with the sole purpose of getting from point A to point B are unauthorized and restricted by the BSA.

D
disabled persons, mentally and physically. All Venturing crews are encouraged to involve persons with disabilities as members. Chartered orga-
nizations using Venturing determine, with the approval of appropriate medical authorities, whether a youth member is qualified to register beyond the normal Venturer registration age limit of 21. The Venturing Advisor/Shipper's signature on the Venturer application or the unit's charter renewal application certifies the approval of the chartered organization.

district. A geographic administrative entity of a council.

district committee. A group of volunteer adults responsible for carrying out the BSA program within a geographic district of a council.

district executive (DE). A professional who works under the direction of the Scout executive and is responsible for the administration of the district.

drivers, youth. Venturers who have a valid driver's license (not a learner's permit or equivalent) are permitted to drive themselves and others in a Venturing activity. For BSA local and national tour permits, Venturer drivers must be 16 years of age, have six months' driving experience, no accidents or violations, and have parental permission for drivers and riders.

drug abuse. The illegal use or possession of drugs or hallucinogens by Venturers, adults, or guests is prohibited at any Venturing function.

E

Eagle Award. The highest advancement rank for Boy Scouts.

emblems. Venturing crews are encouraged to design their own identifying emblems. A crew emblem is not limited in size, but if worn on the sleeve of an official BSA uniform shirt or jacket, it may not be more than 3 inches in diameter and is worn 2 inches below the shoulder seam on the right sleeve. Crew emblem designs should be approved by the BSA local council before they are ordered.

emergency preparedness. All Venturing crews are encouraged to include emergency preparedness training in their program. (See Emergency Preparedness in the Venturer/Ranger Handbook, No. 33:494.)

ethical controversies. A collection of prepared ethical controversies located on pages 210 to 238.

ethics forum. One or more persons who work in the special-interest area of the crew are invited to speak to the crew about ethical issues in the field. Crew members can use the information gathered to develop their own special-interest ethical controversies. See "ethical controversies."

Ethics in Action. In the Boy Scouts of America program, the belief in experiential learning and the values and ethical principles that this kind of learning seeks to promote are referred to as Ethics in Action.

executive board, council. A group of adults elected by the chartered organization representatives and members at large of a local council to be responsible for the ongoing administration and extension of the program of the BSA.

experimental class aircraft flying. Venturers may not participate in experimental class aircraft flying. This is an unauthorized and restricted activity by the BSA.

F

Fifty-Aller Award. A recognition given to members of a crew who make a wilderness hike, canoe, or rowboat trip of not less than 50 consecutive miles in no less than five days and complete a service project on the way.

firearms. The Boy Scouts of America encourages the safe and proper use of rifles, shotguns, muzzle-loaders, and air rifles in outdoor sports. Shooting on BSA camp ranges and in cooperation with other national associations with similar purposes adds to greater knowledge of the safe and proper use of firearms. All training and shooting must be supervised by an NRA-certified instructor and range safety officer. See shooting guidelines in the manual. Use of handguns is limited to Venturers, who must complete a basic handgun marksmanship safety course prior to range firing.

fireworks. The use and handling of fireworks can be dangerous and is classified by most safety and fire prevention experts as a hazardous activity. It is the policy of the Boy Scouts of America to
prohibit the securing, use, and display of fireworks in conjunction with BSA programs and activities. Further, local councils may not authorize any group acting for or on behalf of its members, units, or districts to sell fireworks as a fund-raising or money-raising activity. This policy does not preclude having a fireworks display conducted under the auspices of a certified and/or licensed fireworks control expert.

flight release form. See “flying policy.”

Florida National High Adventure Sea Base. Provides aquatic adventure programs, including canoeing, sailing, scuba diving, and exploring the reefs of the Florida Keys and the Bahamas, for Venturing crews. Contact Florida National High Adventure Sea Base, P.O. Box 1906, Islamorada, FL 33036-1906; phone 305-664-4173.

flying policy. A BSA Flying Permit Application, No. 99-272, approved by the BSA local council, and Parent/Guardian Consent Form for BSA Aviation Flights, No. 59-273, are required for any activity involving Venturers riding in aircraft other than commercial flights. Venturers may not participate in cross-country flights, experimental class aircraft flying, flying aircraft as part of a search and rescue mission, hang-glider flying, hot-air ballooning, pilot rating certification in powered and unpowered aircraft, sport parachuting, or ultralight flying. Councils or units may not own aircraft.

football. Participation on varsity football teams or interscholastic or club football training or competition is not approved as a Venturing activity.

fraternalization policy. The Boy Scouts of America does not condone and will not permit fraternalism between Venturers and adult leaders or other affiliated adults. This policy applies to all youth members regardless of local or state laws related to age of consent. Fraternalization is not morally appropriate, nor is it in keeping with the relationship between youth members and adult leaders proscribed in the programs of the Boy Scouts of America.

Friends of Scouting (FOS). An annual opportunity for community and interested people in the community to provide financial support to their local council.

G

Gold Award. The Gold Award is available to Venturers. The Gold Award is designed to recognize significant accomplishment in a Venturer’s life as he or she has proven outstanding performance in a broad spectrum of activities. Achievement of the Gold Award is a requirement for the Silver Award.

Guide to Safe Scouting, No. 34416D. Pamphlet designed to prepare adult leaders to conduct Venturing activities in a safe and prudent manner; the policies and guidelines in it have been established because of the real need to protect members from known hazards identified through years of experience in the BSA. A free guide is available through your BSA local council service center.

handguns. Handgun use in the BSA is limited to Venturing only. All training and shooting activities must be under the supervision of an NRA-certified instructor and range safety officer.

hand salute/hand sign. Should a Venturing adult or youth in uniform find themselves in a position where a hand salute is appropriate, it is recommended that Venturers and adult leaders use a full-hand salute.

hang gliding. See “parachuting or hang gliding.”

hazardous activities. Crew or ship programs should include proper safety and fitness training prior to involvement in activities such as rifle shooting, rock climbing, waterzailing, etc. Venturers should not be involved in projects or activities with potential hazards without proper training, equipment, knowledge of safety procedures, and supervision of qualified adults. See “unauthorized activities.”

Heroism Award. (Formerly “Certificate for Heroism.”) A lifesaving award presented by the BSA National Court of Honor to a registered Venturer or leader who has saved a life at some risk to his or her own. (Contact BSA local council service center.)

High-adventure bases (national, BSA). See individual listings for Florida National High Adventure Sea Base, Northern Tier National High Adventure Programs, and Philmont Scout Ranch.

H

Hostels, American Youth. In addition to the many resources available to traveling Venturers and Scouts, hostels offer another inexpensive housing alternative. Contact an American Youth Hostel near you or the organization’s national headquarters in Washington, D.C. BSA local councils can take advantage of an offer for a free nonprofit membership by writing to American Youth Hostels, Dept. PE, NEA, P.O. Box 36713, Washington, DC 20013-7613; phone 202-763-5616.

hot-air ballooning. An unauthorized and restricted activity by the BSA.

I

Identification. All crews and ships are encouraged to adopt some form of uniform or clothing item that identifies their members as Venturers. Jackets, T-shirts, and other items can be considered. (See “Uniforms and insignia (BSA).”)

initiative games. Fun, cooperative, challenging games in which the group is confronted with a specific problem to solve.

Insurance. The Boy Scouts of America has a program of general liability insurance that covers most liability exposures of Venturing functions and activities. This is a legal liability policy and does not provide medical payments or accident insurance, which pays medical expenses regardless of fault. Accident insurance is available
through your BSA local council. The liability policy covers the BSA local council (including crews or ships), the National Council, all Scouting officials, employees, chartered organizations, donors and volunteer workers, youth, adult leaders, and certificate holders by specific endorsement. The insured parties are covered for sums which they shall become legally obligated to pay as damages to third parties because of bodily injury or property damage caused by an occurrence arising out of or in the course of Venturing functions and activities. It is excess over other valid and collectible insurance carried by volunteers. Coverage is primary for chartered organizations.

J

judo. See "karate and boxing."

K

karate and boxing. Boxing, karate, and other related martial arts are not approved activities for Venturers. Judo is approved as an activity under the supervision of a qualified instructor.

L

Leadership Award. Available to youth and adult volunteers registered and involved in Venturing. The Venturing Leadership Award is presented by councils, areas/regions, and the BSA National Council to Venturers and adult volunteers who have made exceptional contributions to Venturing and who exemplify the Venturing Code and Oath. Refer to Leadership Award guidelines for annual council, area/region, and National Council quota restrictions. See nomination form on page 287.

leadership policy for all trips and outings. It is the policy of the Boy Scouts of America that trips and outings may never be led by only one adult. At least two adult leaders, both of whom must be at least 21 years of age, are required for all trips or outings. It is the responsibility of the chartered organization of any Venturing crew/ship to inform the committees and leadership of the unit that sufficient adult leadership be provided on all trips and outings. (Crew outings activities require male and female adult leaders. See "good overnight activities.

Lifeguard, BSA. Certification available through the BSA for persons qualified to supervise swimming and other aquatic activities. (Contact BSA local council for details.)

long-term camp. Must be at least three full days and at least two nights.

M

mate. The Sea Scouts, BSA equivalent of an associate Advisor.

Medal of Merit. May be awarded by the National Court of Honor to a registered Venturer or leader for meritorious action of an exceptional character, not necessarily involving risk to life. (Contact BSA local council service center.)

medical examinations. All Venturers and adult leaders should have medical examinations by their personal physicians before participating in vigorous activities. Venturing Advisors should be aware of any medical restrictions or conditions of crew members that might endanger them during activities or trips. A health history of each member should be requested and updated annually, especially by crews planning strenuous activities.

membership policy. It is the Boy Scouts of America's official position that its youth and adult membership (in all categories and program phases) shall be open to all without regard to race or ethnic background. A charter will not be granted by the Boy Scouts of America to a group that establishes a rule or custom preventing any youth or adult from membership in its Cub Scout, Boy Scout, Varsity Scout, or Venturing unit because of race or ethnic background.

membership requirements. Venturing is for young men and women who have completed the eighth grade and are 14 years of age, or are 15 or older but have not yet reached their 21st birthday. They must pay an annual registration fee, accept the obligation to observe the Venturing Oath and Code, and attend regular meetings of the crew or ship. Membership in a crew or ship requires the approval of the Advisor or Skipper within the policies of the BSA Venturers registered in a crew or ship before their 21st birthday may continue as members after their 21st birthday until the crew or ship recharter or until they reach their 22nd birthday.

Mile Swim, BSA. A recognition available for Venturers who follow a program of preliminary conditioning and swim a continuous mile under the supervision of a qualified swim coach or instructor.

military policy. Military programs and activities involving Venturers must be conducted under the direction of an official branch or representative of the U.S. armed services or a community organization, such as the American Legion, Veterans of Foreign Wars, etc., whose goals are compatible with the BSA. Crews or ships wearing military-style uniforms must be clearly identified as Venturers and should not be mistaken for military personnel. Improper or illegal paramilitary or guerrilla-type activities are not permitted for Venturers.

military surplus. The BSA is eligible to receive some items declared surplus by military and federal agencies. These items are loaned in perpetuity to BSA local councils, which must retain ownership.

money-earning projects. Crews or ships planning money-earning projects must complete, in advance, a Unit Money-Earning Application, No. 34427, which may be secured from and must be approved by their BSA council. The proposed project must be consistent with the purposes and policies of the BSA Venturers of America as follows:

1. Crew committee and chartered organization approval is required.
2. The project must not involve any form of gambling and must comply with local laws and permits.
3. Purchasers must receive fair value from the project, service, or function.
4. The project should not compete unfairly with local businesses or individuals needing work.
5. The project must protect the name of Venturing and the Boy Scouts of America, preventing any misuse or desire for endorsement by promoters.
6. Any contracts, orders, or legal agreements must be signed by crew leaders without reference to the Boy Scouts of America and in no way binding to the local councils or
National Council of the Boy Scouts of America.

7. A crew or ship may not solicit public donations for its treasury.

motorized speed events and demolition derbies. Motorized speed events with potential hazard for participants, including motorcycle, boat, drag racing, demolition derby, and related events, are unauthorized and restricted by the BSA.

National Council. The corporate membership of the Boy Scouts of America is made up of local council representatives, members at large, and honorary members. This group elects officers and an executive board, which establishes policies, develops programs, and grants charters to local councils.

National office (BSA). The national administrative offices of the Boy Scouts of America are located at Boy Scouts of America, 3252 West Walnut Hill Lane, P.O. Box 132079, Irving, TX 75015-2079; phone 972-580-2000.

Nature of Leadership Trek. A seven-day or two-weekend leadership course delivered on an extremely challenging, high-adventure trek such as a rafting trip or backpacking trip. The course teaches five leadership commissions based on the concept of servant leadership. Ask your local council for trek information published in January of each year, or check the national Venturing Web site at www.scouting.org/venturing.

Northern Tier National High Adventure Programs. Various backpacking, canoeing, and winter camping activities available in Wisconsin, Minnesota, and Canada. Contact Northern Tier National High Adventure Programs, P.O. Box 509, Ely, MN 55731-0509; phone 218-365-4811.

open house. A special meeting held by each crew, usually in the fall, to recruit new members.

Order of the Arrow. A Boy Scout honor camper organization. Order of the Arrow youth membership candidate elections will be authorized to be conducted in Boy Scout troops/Varsity teams at the discretion of the lodge and under the direction of Arrowmen serving as members of a lodge unit election team. Further information is available from BSA local council service centers.

ownership of vehicles, boats, facilities, or property. Legal titles of ownership of vehicles, boats, airplanes, facilities, or properties must be held by individuals or incorporated groups in most states. Because Venturing crews or ships do not qualify as either, such titles or deeds should be held by the charter organized and a nonprofit corporation organized by the adult leaders and/or parents of a crew or ship with the approval of the local council.

P

PADI Dive Scholarship. Multiple dive scholarship programs offered annually to encourage scuba certification, No. 25-242.

parachuting or hang gliding. The use of sport parachutes, hang gliders, ultralights, or similar devices is not approved as a Venturing activity.

parents' night. An open house conducted by the crew for parents. Its purpose is to inform and involve parents in crew and council activities.

passenger for hire. Under the Passenger Vessel Safety Act of 1993 (mandatory June 1994), a "passenger for hire" is defined as someone who has contributed "consideration" to the owner, operator, or agent of the vessel as a condition of being taken out on the boat. In such cases, the skipper must have a Coast Guard operator's license. A bareboat charter vessel carrying more than 12 people must now be inspected by the Coast Guard. A vessel of less than 100 gross tons can carry up to six passengers for hire and does not need to be inspected. It is called an "uninspected small passenger vessel."

Philmont Scout Ranch. Camping and hiking programs for Venturing crews in 137,000 acres of rugged northern New Mexico. Includes a center for volunteer and professional training. Contact Philmont Scout Ranch, Cimarron, NM 87714; phone 505-376-2281.

pilot trainingrating certification in powered and nonpowered aircraft.

The BSA is not a pilot certification agency. Numerous flight schools are available to qualified Venturers or Scouts who desire to become pilots. Scouts, Venturers, and leaders who choose to become pilot-certified do so as private individuals, not as members of the BSA.

political involvement. The crew or ship program should include activities that provide understanding of America's government and political process. Venturers may not be involved in any activity that might imply BSA endorsement of a political candidate or issue.

Powder Horn. A high-adventure resource management course for adult Venturing and Boy Scout leaders to help them learn how to ensure quality high-adventure programs at the crew level. Courses are usually one week long or two three-day weekends. The course uses the Ranger program as a guide for its curriculum.

president, Venturing crew. A Venturer elected as the top youth leader of a crew.

program capability inventory (PCI). An inventory of the program potential of selected adults connected with a Venturing crew, its charter organization, and the community.

purpose of Venturing. The purpose of Venturing is the same as that of the Boy Scouts of America: character development, citizenship training, and fitness.

Q

Quality Unit Award. Presented annually by councils to crews or ships for achievement in membership growth, quality program, and leader training. (Contact BSA local council for details.)

Quartermaster. The highest rank in Sea Scouting. (See Scout Manual, No. 33239.)

Quest Award. The Venturing Quest Award is available to all Venturers. The purpose of the award is to encourage Venturers to achieve high levels of sports skills and healthy living. While earning
the Quest Award and, it is hoped, afterward. Venturers will become a valuable sports training resource to Cub Scouts and Boy Scouts, other youth groups such as high school teams, and others. Venturers will be able to do physical assessments on others, counsel physical fitness, and lead sports clinics. In addition to the specific sports and physical fitness aspects of this award, there are two other highlight opportunities, the disabled sports movement and drug-free sports.

**Quest Handbook.** A comprehensive guide for the Quest Award program. Details the five core requirements and five electives. It also has an extensive resource section and physical assessment guide section. No. 333151.

**Racing.** Motorized speed events with potential hazard for participants such as motorcycle, boat, or car racing, drag racing, demolition derby, or related events are not approved as Venturing activities.

**Ranger Award.** The Venturing Ranger Award is available to all Venturers. The purpose of the award is to encourage Venturers to achieve high levels of outdoor skills proficiency and to provide a pathway for outdoor/high adventure skills training. Once earned, the Ranger Award will identify a Venturer as an elite outdoorsman who is skilled at a variety of outdoor sports and interests, is trained in outdoor safety, and is ready to assist others in activities.

**Ranger Station: The Venturer Ranger Handbook.** Comprehensive guide for the Ranger advancement program. Details the eight core requirements and 18 electives. Also has an Internet Resources Quick Reference List, an Outdoor Reference Guide, and an Emergency Preparedness Support Information section. No. 33464.

**rechartering and registration.** Organizations using the BSA program must renew their charter each year. Each crew member and adult leader also must register each year. New adults and Venturers can register during the year by paying a prorated fee until the crew’s charter expiration date. Membership application forms are available from the council service center.

**Reflection.** Looking back at recent experiences to understand what happened, and using this understanding in looking forward to the next action and new experiences. We facilitate reflection by asking questions that cause people to think. A good way to practice reflection is to use it with initiative or cooperative groups.

**Region.** The BSA is divided into four geographical administrative entities, the Northeast Region, Southern Region, Central Region, and Western Region.

**Religious emblems.** Various religious organizations have designed requirements and procedures for Venturers to earn a religious emblem of their faith. (Contact BSA local council for details.)

**Religious Principle, Declaration of.** The Boy Scouts of America maintains that no person can grow into the best kind of citizen without recognizing an obligation to God and, therefore, acknowledges the religious element in development of youth members, but it is absolutely nonsectarian in its attitude toward that religious development. Its policy is that the organization or institution with which youth members are connected shall give definite attention to their religious life. Only adults willing to subscribe to this declaration of principle and the Bylaws of the Boy Scouts of America shall be entitled to certificates of leadership.

**rodeo.** Participation in rodeo events is not approved as a venturing activity.

**roundtable.** Usually a monthly meeting for BSA leaders. Usually there is a Cub Scout leaders roundtable, a Boy Scout leaders roundtable, and a Venturing leaders roundtable. Roundtables are an excellent opportunity for Venturers to meet with Cub Scout and Boy Scout leaders to offer their services and skills. See the Venturer Handbook for more information.

**Safe boating/sailing guidelines.** Guidelines and standards that apply to the operation of boating and sailing activities at the unit, district, and council level. BSA-owned boats 30 feet and under are required to have a courtesy marine inspection annually. All larger boats are required to have completed a basic boating safety course administered by a certified organization or agency. BSA-owned boats over 30 feet are required to have a Coast Guard operators license or certificate of inspection. In such cases where BSA vessels are engaged in a passenger-for-hire situation, the skipper must have a Coast Guard operator's license. See "passenger for hire."

**Safe Swim Defense.** A plan to help crew leaders plan safe swimming that includes: (1) qualified supervision, (2) physical fitness, (3) safe swimming area, (4) lifeguards, (5) lockout, (6) ability groups, (7) buddy system, and (8) good discipline. (Safe Swim Defense, No. 34370.)

**Safety Afloat.** The guidelines to help crew leaders plan safe boat, canoe, or raft trips are: (1) qualified supervision, (2) physical fitness, (3) swimming ability, (4) personal flotation equipment, (5) buddy system, (6) skill proficiency, (7) planning, (8) equipment, and (9) discipline. (Safety Afloat, No. 34368.)

**Scout executive (council executive).** The top professional staff leader of a local council.

**Scuba, BSA.** A recognition available for Venturers who follow a program to "discover scuba" under the supervision of a qualified scuba instructor. (Application, No. 19-515.)

**Sea Scouting.** The traditional Sea Scouting program offers an advancement program and awards related to seamanship as outlined in the Sea Scout Manual, No. 33239.

**search and rescue aircraft flying.** Venturers may not fly in any type of aircraft as part of a search and rescue mission. This is an unauthorized and restricted activity by the BSA.
secretary (crew). A Venturer elected to handle minutes, records, and correspondence for the crew. (See Secretary’s Records, pages 290 to 310.)

Shio, Sea Scout. Unit that conducts Sea Scouting for the chartered organization, equivalent to a Venturing crew.

Silver Award. The Silver Award is available to all Venturers. Its purpose is to provide a pathway for personal development, encourage Venturers to learn, grow, and serve; and recognizes the high level of achievement of Venturers who acquire Venturing skills. Candidates must first achieve at least one Bronze Award and the Venturing Gold Award.

Skin and scuba diving. Scuba diving instruction, with breathing tanks, is approved only for Venturers at least 14 years of age and only under the supervision of a certified instructor using YMCA (Young Men’s Christian Association), NAUI (National Association of Underwater Instructors), PADI (Professional Association of Diving Instructors), NASDA (National Association of Skin Diving Schools), or SSI (Scuba Schools International) standards and courses of instruction. Group dive sessions shall be restricted to certified scuba divers at least 14 years of age under the supervision of a certified dive master, assistant instructor, or instructor certified by PADI, NAUI, NASDA, or SSI. Student divers must be under the supervision of an instructor certified by the YMCA, PADI, NAUI, NASDA, or SSI.

Skipper. The adult leader of a Sea Scout ship equivalent to a crew Advisor.

Smoking. Adult leaders should support the attitude that young adults should not allow the use of tobacco products at any BSA activity involving youth participants.

Snorkeling, BSA. A recognition available for Venturers who follow a program using masks and fins, and snorkel under the supervision of a qualified instructor. (Application, No. 19-176.)

Sponsor. See “chartered organization.”

Superactivity. A major annual activity, trip, or project of a Venturing crew requiring long-range planning and extensive preparation. Generally the highlight of the crew’s program year.

T

Teen Leaders’ Council (TLC). The Teen Leaders’ Council is a council- or districtwide group of Venturing youth officers. With council approval and under the direction of an adult advisor, the Teen Leaders’ Council plans district- and councilwide Venturing activities.

tour permit. A BSA permit designed to help crews and ships plan safe, healthful, and enjoyable trips by following recommended travel procedures. A local tour permit. No. 34426C, is filed with the council for a trip of less than 500 miles. A national tour permit. No. 4419B, is filed with the region through the council for a trip of 500 miles or more, or a trip into foreign countries. These permits apply to travel by automobile, bus, plane, train, or other transportation. Proper adult supervision, safety procedures, proper equipment, licensed public carriers, sufficient liability insurance, parental approval, and other safeguards are required. Safety belts must be provided for and be used by each passenger and driver. No persons may be transported in the beds of trucks, trailers, or campers. (Contact BSA focal council for details.)

Training Awards (BSA). Recognition is available for adult Venturing leaders for training, tenure, and performance. A Venturing Key is available for crew Advisors. The Venturing Training Award is available for other adult leaders.

travel. Crew or ship activities requiring extensive travel should follow the guidelines in the BSA publication Tours and Expeditions, No. 33737. See “tour permit.”

treasurer (crew). A Venturer elected to manage the crew’s budget and the proper accounting for funds. (See Treasurer’s Records, pages 312 to 326.)

TRUST Award. The TRUST medal features the world enveloped in a pair of silver hands. The world has been a symbol of Scouting, communities, and religions for many years. The silver hands are both a representation of the Religious and Community Life Bronze Award and of the caring, nurturing, and understanding that the TRUST Award instills in a Venturer. The medal is suspended from a ribbon with a solid field of purple. The purple both represents the color of the religious life programs of Venturing and is a historic color of religion and royalty for much of the world.

TRUST Handbook. Following in the tradition of the Quartermaster, Ranger, and Quest awards, a similar challenging award program has been created for Venturing’s religious and community life emphasis—the TRUST Award. While working on the TRUST Award, Venturers will learn more about themselves, their communities, and their religion and culture, as well as those of others. This 96-page handbook guides Venturers as they earn the award.

U

ultralights. See “parachuting or hanging gliding.”

Unauthorized activities. See “all-terrain vehicles,” “boxing,” “chainsaws and mechanical log-splitters,” “cross-country flights,” “experimental class aircraft flying,” “fireworks,” “flying policy,” “football,” “hazardous activities,” “hot-air ballooning,” “karate and boxing,” “military policy,” “motorized speed events and demolition derbies,” “parachuting or hang gliding,” “pilot training/riding certification in powered and unpowered aircraft,” “racing,” “rodeo,” “search and rescue aircraft flying,” and “skin and scuba diving.”

Uniforms and Insignia (BSA). The BSA green Venturing shirt is available for wear by Venturers and adult leaders. The green Venturing short-sleeve shirt with green shoulder loops will be worn with charcoal gray shirts or long pants as the recommended field uniform for Venturers. Male and female Venturers should not wear the Boy Scout tan shirt with green shoulder loops. Existing insignia placement policies related to BSA uniforms shall apply to the green Venturing shirt. Crews choosing to wear a patch related to their specialty may do so on the right shoulder sleeve. District, division, council, and national adult leaders related to Venturing may wear the green, silver, or gold shoulder loops with the
green Venturing shirt. Sea Scouts may choose to wear nautical-style uniforms using Sea Scouting insignia available from the BSA Supply Division. For further information on BSA uniforms and insignia, contact your BSA local council or refer to the Venturer/Ranger Handbook. A uniform, if any, is the choice of the crew.

V

Venturer. A registered member of a Venturing crew.

Venturer Handbook (also Venturer/Ranger Handbook). Individual member guidebook recommended for each Venturer. This book details the Venturing program, how a crew works, and how Venturing relates to Cub Scouting and Boy Scouting, and is the advancement record-keeping book. No. 53404.

Venturing activity interest survey. An annual survey of the career and leisure interests of high school students conducted by the local council. Survey results may be available to help crews recruit new members.

Venturing Code. As a Venturer, I believe that America's strength lies in our trust in God and in the courage, strength, and traditions of our people. I will, therefore, be faithful in my religious duties and will maintain a personal sense of honor in my own life. I will treasure my American heritage and will do all I can to preserve and enrich it. I will recognize the dignity and worth of all humanity and will use fair play and goodwill in my daily life. I will acquire the Venturing attitude that seeks truth in all things and adventure on the frontiers of our changing world.

Venturing Impact Plan. A council organizational plan to “sell” business, industry, labor, professional, church, and community groups to organize Venturing crews.

Venturing invitational events. Activities and events are hosted by some local councils for all Venturers.

Venturing crews that wish to host events involving other units must have the approval of the local council. This includes events for packs, troops, teams, crews, and ships from the same council, neighboring councils, the same region, or other regions.

Guidelines: (1) The proposed unit event (pack, troop, team, crew, or ship) must contribute directly or indirectly to the strengthening of participating units' programs; (2) the proposal, including a written statement of objectives of the event, must be submitted to the local council Scout executive for approval; (3) if unit(s) from councils within the same region will be involved, the Scout executive must then forward the proposal to the region for its approval; and (4) if unit(s) from other regions will be involved, the proposal must be forwarded to the appropriate division of the national office for review and approval.

Venturing leader training. Each BSA local council, through a volunteer training team, offers a variety of training opportunities to support youth and adult crew leaders.

Venturing Leadership Skills Course. A weekend course designed for every Venturer. Venturers learn and practice new leadership skills that may be used in their everyday life. The course is offered by the crew and is required for the Silver Award.

Venturing Oath. As a Venturer, I promise to do my duty to God and help strengthen America, to help others, and to seek truth, fairness, and adventure in our world.

Venturing Out: Keys to Safe Driving. This is a PowerPoint presentation on a CD-ROM. It is a training tool to heighten the awareness of driving-age Venturers. No. 25-252.

Venturing participation and achievement patches. Numerous patches are available from BSA local council service centers for recognizing Venturers' participation or achievement. They include Fifty-Miler Award, Historic Trails Award, Mile Swim, BSA Lifeguard, Hornaday Award, international activity patch, high-adventure emblem, Philmont Scout Ranch, religious emblems, square knot, Long Cruise badge, World Crest, high-adventure badges, and Quality Unit Award.

Venturing program conference. Conducted by many councils to provide program support and training to Venturing leaders. The Advisor, associate Advisors, president, and vice presidents from each crew attend.

Violence Prevention Forum. A meeting coordinated by a Venturer or Venturers that brings together student representatives from high schools and religious organizations and community leaders to address the serious subject of teen violence. See Violence Prevention Forum on page 242.

V

Young American Awards. Local and national awards available to recognize young adults between the ages of 15 and 25 who have achieved excellence in the fields of art, athletics, business, community service, education, government, humanities, literature, music, religion, or science. Recipients are encouraged to be, but need not necessarily be, members of the BSA. The national Young American Awards include five unrestricted grants of $5,000. (Contact BSA local council for details.)

Youth Protection guidelines. The BSA wants to ensure that no youth becomes the victim of abuse through negligence or willful acts while participating in the Venturing program of the Boy Scouts of America. The videocassette Youth Protection Guidelines: Training for Adult Venturing Leaders, AV-03V014, provides an overview of Youth Protection issues for adults. Youth Protection: Personal Safety Awareness, AV-09V027, is a presentation for any young person 14 to 20 years old.
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<th>Church</th>
<th>Website</th>
<th>Boy Scout and Varsity Scout</th>
<th>Varsity Order</th>
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**How Do We Get Started on These Programs?**

1. Youth members must obtain the specific booklet for their religion.
2. Parents must review the program guidelines.
3. Families should talk to their religious leaders and show them the booklet before beginning any program.
4. The youth member needs to complete the requirements, obtain the proper signatures, and order the emblem.

**Interested in making a presentation on the religious emblems?**
Promotional resources (including a video and scripts) are available from the BSA and PR.A.Y.
www.scouting.org/awards RELIGIOUS AWARDS/index.html or www.praypub.org

**Materials with a Boy Scouts of America supply number are available from your local Scout council or from the BSA National Distribution Center toll-free at 800-232-0323.**

S = student material, C = counselor material, W = adult mentor material.

1. The Venturing Religious Life Bronze Award is part of the Venturing advancement program. This youth award is not part of the BSA religious emblems programs. For additional information, refer to the Venturer/Leader Handbooks, No. 33494, available from local Scout councils at the BSA National Distribution Center.

2. Also available from Boy Scouts of America, Religious Relationships, 5326, 1325 West Walnut Hill Lane, PO. Box 152079, Irving, TX 75015-2079; telephone 972-680-2191.
National Parent Initiative

Through the kind and generous support of the Gerald I. Lawhorn family, the Boy Scouts of America introduced as part of the 2006-2010 National Strategic Plan a National Parent Initiative to engage parents in all units—Cub Scout packs, Boy Scout troops, Varsity teams, and Venturing crews.

The mission is to create, implement, and develop initiatives that increase the participation and the passion of volunteers, especially parents, by promoting parents’ understanding, appreciation, and prioritization of Scouting and its importance to their child's development and their Scouting success.

The vision of the program is "A passionate parent initiative that continually increases youth and parent recruitment, retention, advancement, participation, determination, and a passion for Scouting."

The National Parent Initiative provides resources and guidelines for each council, district, and unit to use in the implementation of the program. The objectives established for the program initiative include:

- Increased parent recruitment
- Increased parent retention
- Increased parent participation
- Increased youth advancement
- Increased youth determination
- Increase the passion for participation in Scouting by youth and parents

Each youth member’s family will be encouraged to:

1. Influence their child to become a Scout.
2. Participate in Scouting directly with their child.
3. Go to and observe Scout meetings.
4. Be part of the unit’s program—both weekly meetings and outings.
5. Support the program financially.
6. Coach their child’s advancement and the earning of recognition awards in Scouting.
7. Serve in one support role during the Scouting year.