

 **Trained**



Venturing Leader Specific Training







Venturing Leader Specific Training



Venturing Leader Specific Training—Session 1
PowerPoint slides
Slide 1

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Session 1, slide 2



Introduction

This training is designed to introduce adult Venturing crew leaders to the basic information needed to operate a crew. The training is divided into five sessions: (1) Here's Venturing, (2) Understanding and Protecting Youth, (3) Leadership and Organization, (4) Awards and Recognitions, and (5) Resources and Program Planning.

Course Format

The course can be offered in five separate sessions, in two longer sessions, or in one day with a lunch break. The total time necessary is about five hours. This course can be held indoors or in a camp retreat setting.

Who Should Attend?

New crew chartered organization personnel, Venturing crew Advisors, associate Advisors, crew committee members, commissioners, and other adults involved with Venturing should attend.

Audiovisuals

The videotape *New Crew Fast Start*, used in sessions 1 and 3, and both Youth Protection videos are available through your BSA local council. Instructors should preview these videotapes prior to the training session.

Appendix

The appendix of this training course is designed for BSA local council reproduction. The items may be used as hand-outs and/or overheads.

Materials Needed

VCR with monitor
Flip chart or blackboard
Overhead projector (if desired)
New Crew Fast Start videotape, AV-03V013

Youth Protection Guidelines: Training for Adult Venturing Leaders, AV-03V014

Youth Protection: Personal Safety Awareness, AV-09V027

The following items should be reproduced and distributed—one per participant—when called upon in the training:

Charts 1–11, 13, and 16–20

Charts 14 and 15—two copies per participant

Chart 12—for instructor only

The following items should be ordered and given to each participant when called upon in the training:

Venturing Fast Start, No. 25-878—available on BSA Web site

Venturing Highlights, No. 25-200

National Venturing Awards and Recognition Program,
No. 25-884

Take Adventure to the Limit pamphlet, No. 83-150

Venturing Leader Progress Record, No. 25-856—available
on BSA Web site

Trained Leader emblem, No. 00280

Training course pocket certificate, No. 33767A

Advisor Award of Merit Application, No. 25-013—available
on BSA Web site

The following items should be used as displays:

Bronze Award Certificate, No. 33666

Gold Award Certificate, No. 33665

Silver Award Certificate, No. 33664

Ranger Award Certificate, No. 33663

Advisor Award of Merit Certificate, No. 33661

The following items should be made available for purchase at the training:

Venturer Handbook, No. 33493

Venturing Leader Manual, No. 34655B

Guide to Safe Scouting, No. 34416B

Ranger Guidebook, No. 3128A

Venturing Leadership Skills Course, No. 34340A

Sea Scout Manual, No. 33239B

Passport to High Adventure, No. 43101



Session One

Here's Venturing

Session 1, slide 3

Purpose

The purpose of this session is to provide Advisors with an introduction to the mission of the Venturing program and the Boy Scouts of America.

Materials Needed

Flip chart or blackboard
Charts 1–5 (see appendix; reproduce for handouts and/or make overheads)
Overhead projector, if desired
Venturing Leader Manual, No. 34655B
New Crew Fast Start videotape, AV-03V013

Time Needed

45 minutes

START OF SESSION

Welcome and Introductions

Show first minute and 30 seconds of the *New Crew Fast Start* videotape, AV-03V013. Do not rewind.

Introduce yourself and other trainers. Give each participant time to introduce him or herself.

Reflection

Divide the group into small groups of three to five.

Ask each participant to

Session 1, slide 4

Tell your group one thing about being an Advisor you are looking forward to and one thing about being an Advisor that worries you.

Allow them five to 10 minutes. Then ask someone from each small group to summarize and report their discussion. Write the concerns on a flip chart or blackboard and address them during the training.

What is the Mission of the BSA?

Session 1, slide 5

Distribute chart 1 from the appendix, BSA Mission Statement.

Chart 1 BSA Mission Statement

Session 1, slide 6

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

Initiate five minutes of discussion by asking:

What does it mean to “prepare young people to make ethical and moral choices” and “instill values”?

Chart 2 The Venturing Oath, The Venturing Code

Session 1, slide 7

Distribute chart 2--the Venturing Oath and Code. Ask them to stand and recite the Venturing Oath and Code.

Session 1, slide 8

Explain that the Venturing Oath and Code should be emphasized and recited often by Venturers to fully “instill” the values.

Session 1, slide 9

Participants should hold up their right hands with their palms forward when reciting the Venturing Oath and Code.

What Is Venturing?

Session 1, slide 10

Venturing is the young-adult program of the Boy Scouts of America for young men and women who are aged 14 (and have completed eighth grade) to 20. Venturing units are called crews; adults are called Advisors. The youth leader is the president. The program is developed by local community organizations such as churches, civic groups, and educational and business institutions that match the interests of young adults with the program resources of the organization. These organizations are called chartered organizations.

Venturing Uniform

Session 1, slide 11

There is no universal official uniform. The recommended uniform is the spruce green shirt with green epaulet tabs and gray backpacking-style shorts or gray casual pants. However, the uniform, if any, is the choice of the crew.

Chart 3 Venturing's Unique Place in the Boy Scouts of America

Session 1, slide 12

Distribute chart 3 and discuss.

Emphasize: A Venturing crew is a stand-alone unit that can be coed and has an advancement program, etc. A Venture patrol is an optional patrol within a troop for older Boy Scouts.

Chart 4 Charter Agreement to Organize a Venturing Crew

Session 1, slide 13

Distribute chart 4 and discuss.

Chartered organizations support Venturing crews in three major ways. They provide the following:

1. A program inventory of adults who are willing to provide program help with hobbies, skills, careers, facilities, and ideas
 2. Adult leaders who organize the program inventory and serve as Advisors to the crew's elected youth leaders
 3. Meeting facilities
-

Venturing Crew

The Venturing crew is a youth-led organization that recruits members, elects officers, and plans programs based on the organization's program inventory. Adult Advisors provide training and guidance for the crew's elected officers.

BSA Local Council

The BSA local council recruits a volunteer Venturing committee and assigns staff members to provide the following services for the chartered organization's crew:

1. Leadership training for adult and elected officers
 2. Guidance on how to organize a crew and keep the program going successfully
 3. Methods for recruiting Venturers, including an interest survey of local high school students
 4. Regular communication with each crew to provide program support
 5. Use of council facilities such as camps and equipment
 6. Planning of councilwide activities that enrich the crew's program
 7. Liability insurance coverage
-

Chart 5 The Methods of Venturing

Distribute copies of chart 5. Review and discuss.

The aims of the Boy Scouts of America are to build character, develop citizenship, and foster personal fitness. The Venturing methods have been carefully designed to achieve the aims of the Boy Scouts of America and meet the needs of young adults.

Session 1, slide 14

1. Adult association

Youth officers lead the crew. The officers and activity chairs work closely with adult Advisors and other adult leaders in a spirit of partnership. Adults serve in a shadow leader capacity.

2. 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 to teach in an active way to effectively lead.

3. Recognition

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

4. Ideals

Venturers are expected to know and live by the Venturing Oath and Code. They promise to be faithful in religious duties, to treasure their American heritage, to help others, and to seek truth and fairness.

5. Group activities

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

6. High adventure

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

7. Teaching others

All of the Venturing awards require Venturers to teach what they have learned to others. When they teach others, Venturers are often better able to retain the skill or knowledge that they have 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.

Venturing Crews Nationwide

Session 1, slide 15

Eighty-five percent are outdoor oriented.

Eleven percent have a sports and hobbies focus.

Four percent are Sea Scout ships.

Responsibilities

Ask the participants to turn to pages 18–21 of the Venturing Leader Manual and to the section entitled "Volunteer Leadership Position Descriptions of Adult Leaders."

Read through the bulleted items under "Advisor" on page 19.

The specific responsibilities of an Advisor include:

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

Note: Refer to the paragraphs beginning with "The Advisor is the key adult leader and is responsible for training crew officers, on the job, and the chartered organization for the program with the Advisor as a guide."

End of Session



Session Two

Understanding and Protecting Youth

Venturing Leader Specific Training—Session 2
Slide 1

Purpose

The purpose of this session is to learn about the characteristics of Venturing-age youth and to learn about safety and youth protection issues.

Materials Needed

VCR with monitor
Flip chart or blackboard
Chart 6, one copy for each participant
Overhead projector, if desired
Venturing Leader Manual, No. 34655B
Guide to Safe Scouting, No. 34416B
Youth Protection training guidelines (four pages) from
Youth Protection Guidelines: Training for Adult Venturing Leaders—one copy for each participant (located in the video folder)
Youth Protection Guidelines: Training for Adult Venturing Leaders videotape, AV-03V014
Youth Protection: Personal Safety Awareness videotape, AV-09V027

Time Needed

90 minutes

START OF SESSION

Activity One

Ask:

Session 2, slide 2

What is the purpose of Venturing? (15 minutes)

Write the answers on a flip chart.

Expect answers like

- High adventure
- Leadership skills
- Fun activities
- Community service
- Social experiences

Venturing is all those things and more, but the primary purpose is forming responsible and caring adults. The experiences and goals we described (written on the flip chart) help achieve that goal.

As Advisors, we can make a real difference in the lives of the young people in our crews if we are aware of the many developmental issues each Venturer is facing.

Activity Two

Write these on the flip chart and/or distribute chart 6.

There are five important developmental issues that Venturers are facing.

Chart 6 Adolescent Developmental Issues

Session 2, slide 3

1. Experimentation

Venturers want to try out life! They want to experience a variety of social roles, responsibilities, values, and personalities. This can include risk-taking.

2. Movement from dependence to interdependence

Venturers are moving away from being dependent on parents, teachers, and other adults (including Advisors) and moving toward becoming interdependent with them.

3. Social relationships

Quality social interaction with others is as important for Venturers' health and well-being as it will be at any other time in their lives. The significance of their identity and experiences is in large part created by their social relationships.

4. Physiological changes and sexual maturity

Venturers are experiencing great physiological changes that influence their relationships with each other and with adults.

5. Reevaluation of values

Venturing-age youth are capable of thinking critically and analytically about their personal, family, and social values, making it possible for them to see inconsistencies in our values and leading to the search for opportunities for commitment to new values.

Understanding Young Adults

Write the following on the flip chart and discuss:

Session 2, slide 4

The first things we notice about young people:

- Size
- Behavior

Many times we misjudge people based on these factors.

It is harder to know what is going on in their heads.

Session 2, slide 5

Teenagers deal with opposing emotions:

- They fear and crave independence.
- They face a constant struggle for power and independence.
- They want to be unique, but are affected by peer pressure.

Read the following:

We need to like young people enough to understand them. Everything in their world is changing so fast, including their bodies and emotions. Young people need a constant; they need something firm to hang on to; they need to be connected to understanding and caring adults. Look below the surface. We as youth leaders can recognize the moments we have in common with young people and be a positive influence.

Leadership Styles for Advisors

Session 2, slide 6

Effective leadership styles or skills needed to lead 14- to 20-year-olds:

- Be a mentor.
 - Be a coach.
 - Walk your talk.
 - Be understanding of the teenage years and their search for autonomy.
 - Be able to relate.
 - Show mutual respect as a team member.
 - Develop and demonstrate conflict management skills.
-

Protecting Our Youth (20 minutes)

Session 2, slide 7

Introduce the Guide to Safe Scouting, No. 34416B. Divide participants into groups of four to six. Provide a book or photocopied assigned portions of the book to each group. Ask the groups to meet for five minutes and discuss the safety issues assigned to them as they relate to Venturing. Each group can review several issues. Ask each group to assign a spokesperson to give a brief report.

The portions of the Guide to Safe Scouting that need to be addressed:

- Page 4 Leadership Requirements for Trips and Outings, all eight items
- Page 5 Safe Swim Defense, report only on item No. 1, Qualified Supervision
- Page 8 Safety Afloat, report only on the first paragraph under the Safety Afloat title
- Page 11 Scuba, first two paragraphs
- Page 15 Camping, third bulleted paragraph from top of page
- Page 25 Guns and Firearms, first two paragraphs and five items under Handguns
- Page 28 Cave Exploring

- Pages 28–29 Climbing and Rappelling, two paragraphs under Qualified Supervision
- Pages 30–31 Unauthorized and Restricted Activities
- Page 36 Medical Information, brief descriptions of classes 1, 2, and 3
- Page 38 Transportation, all 11 items under the title Automobiles
- Page 40 Tour Permits

Take a five-minute break.

Youth Protection Guidelines for Adult Leaders (25 minutes)

Announce that you are going to show the videotape about adult Youth Protection guidelines.

Session 2, slide 8

Show Youth Protection Guidelines: Training for Adult Venturing Leaders, AV-03V014.

Distribute copies of the four-page training guidelines in the video folder.

Youth Protection Personal Safety Awareness (20 minutes)

Session 2, slide 9

Announce that you are going to show the youth-related Youth Protection video for Venturing. Before the video, read the introduction from the pamphlet enclosed in the video jacket.

Show Youth Protection: Personal Safety Awareness, AV-09V027. Show one of the three segments.

Discussion

Discuss the reality check section after viewing the video.

END OF SESSION



Session Three

Leadership and Organization

Venturing Leader Specific Training—Session 3
Slide 1

Purpose

The purpose of this session is to provide participants with an orientation on the leadership and organization required to operate a successful crew.

Materials Needed

Flip chart or blackboard
Charts 7–9—one copy for each participant
Venturing Leader Manual, No. 34655B, page 37—one copy for each participant
New Crew Fast Start videotape, AV-03V013
Venturing Leadership Skills Course, No. 34340A

Time Needed

50 minutes

START OF SESSION

Introduction

Show remaining 13:23 of New Crew Fast Start videotape.

The key to the success of a Venturing crew is informed, enthusiastic leaders, trained youth officers, and an exciting

program of interest. We're going to talk about organization and leadership in this session.

Crew Bylaws

Read the paragraphs under the heading "Crew Code and Bylaws" on page 36 of the *Venturing Leader Manual*. Photocopy and distribute page 37 if desired.

Chart 7 Typical Crew Organization Chart

Session 3, slide 2

Distribute the Typical Crew Organization Chart.

Adult Leaders

When an organization organizes a Venturing crew, its leadership agrees to recruit adult volunteer leaders. These consist of an Advisor, one or more associate Advisors, and a crew committee of three or more members, one serving as the chair of the committee. These leaders must be adult men and women 21 years of age or older who will guide the crew toward programs resulting in good character, citizenship, and fitness for Venturers.

The Crew Committee

The crew committee recruits the Advisor and associate Advisors. The committee completes and maintains the program capability inventory, which we will talk about later. The committee obtains equipment, approves the crew's program, and helps with fund-raising and financial management. The committee usually meets monthly.

The Consultant

Consultants are used to provide technical expertise to the program activities being planned by the Venturing activity committees. They may be one-time-only participants and are often identified by the PCI. See page 21 of the *Venturing Leader Manual* for more information about the consultant.

The Advisors

The Advisors are the key to the success of the crew. They must match the interest of Venturers with the program

resources of the chartered organization. This is achieved by training the crew's elected officers to lead their crew, and by planning a relevant program guided by the Advisor and crew committee. Remember, the word *Advisor* was chosen carefully. The Advisor is a member of a team of adults that includes the associate Advisors and the crew committee. Advisors work with Venturers to bring about a unique and interesting program. The crew will be unsuccessful if the program becomes a one-person show.

The Advisor does not have to be an expert in the crew specialty. However, he or she must be a good example for youth and must be able to train and coach the crew's elected officers. He or she must have the full support of the chartered organization. There must be one or more associate Advisors and an active committee.

The Venturer

A Venturer is a young man or woman who has completed the eighth grade and is at least 14 years of age but not yet 21. He or she pays an annual registration fee, subscribes to the Venturing Oath and Code, attends regular meetings, and is a registered member of a chartered Venturing crew.

Young adults are invited to join Venturing crews by a variety of methods. Most councils conduct a hobby interest survey of high school students and provide the names to Venturing crew leaders, who issue a written invitation followed by a telephone call. Other methods include securing prospective names from school or church leaders, school announcements, posters, and other typical means of publicity.

Officers

The officers in a crew are those Venturers holding elected positions such as those listed in pages 9–16 of the *Venturing Leader Manual*. These Venturers are responsible for coordinating the process of planning and implementing the program. There are more complete job descriptions in chapter 1 of the *Venturing Leader Manual*.

Activity Chairs

Within the membership of the crew, activity chairs and committees are appointed to carry out specific program activities. This ensures that all crew members are involved in bringing about the crew program.

The Adult and Venturing Team

Notice that across the organizational chart, there are equivalent Venturer and adult positions: The president works closely with the Advisor, the vice presidents work closely with the associate Advisors, the Venturing treasurer works closely with the crew committee treasurer, and the activity chair works closely with the consultants. No position is completely independent. Cooperation and teamwork between adults and youth is essential.

Officers' Briefing

Refer participants to the Officers' Briefing Suggested Agenda found on page 28 of the Venturing Leader Manual.

Go over the agenda items individually.

Session 3, slide 3

The officers' briefing is the time to establish the climate and values that you think are important, such as the emphasis on being in partnership with the officers, enthusiasm and fun, and trust and responsibility. It is also the time to get officers involved in implementing the three-month program.

Venturing Leadership Skills Course

Show a copy of the Venturing Leadership Skills Course, No. 34340A.

Session 3, slide 4

The *Venturing Leadership Skills Course* was produced to help teach young adults the attitudes and skills that good leaders demonstrate.

It is 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 in an outdoor, retreat setting. It contains nine modules, each with an activity and a reflection.

Chart 8 How to Conduct a Reflection

Session 3, slide 5

Distribute chart 8, How to Conduct a Reflection.

Ask participants to take turns reading aloud the information on the sheet.

Chart 9 Synergism Module 3—Knots
(From *Venturing Leadership Skills Course*)

Demonstrate how this youth training course works by conducting Synergism Module 3—Knots, including the reflection (see chart 9).

(Prepare or practice this game in advance and be comfortable teaching it.)

END OF SESSION



Session Four

Awards and Recognitions

Venturing Leader Specific Training—Session 4

Slide 1

Purpose

The purpose of this session is to describe the Venturing awards and recognitions and emphasize their unique features.

Materials Needed

Flip chart or blackboard
Charts 10 and 11—one copy for each participant
Chart 12—for instructor only
Sixteen blank sheets of paper or 5" × 7" cards for game
Venturer Handbook, No. 33493
Ranger Guidebook, No. 3128
Sea Scout Manual, No. 33239B
Venturing Leader Manual, No. 34655B
Venturing Advisor Award of Merit application, No. 25-013—
available on BSA Web site
Venturing Advisor Award of Merit certificate, No. 33661
National Venturing Awards and Recognition Program,
No. 25-884
Bronze Award Certificate, No. 33666
Gold Award Certificate, No. 33665
Silver Award Certificate, No. 33664
Ranger Award Certificate, No. 33663

Time Needed

60 minutes

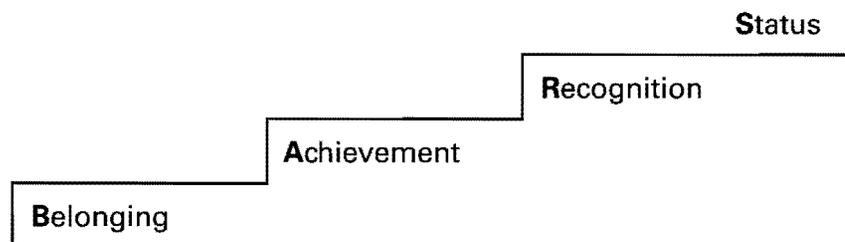
Start of Session

Introduction

In the first three sessions of this training, we talked about the aims and purposes of Venturing, the challenges facing Venturing-age youth, and the need to train our Venturers. Now we will discuss the need to recognize our young people for their achievements.

Session 4, slide 2

Draw the following on the flip chart:



Youth experts tell us that the healthy progression of a young person into adult life follows the B.A.R.S. staircase shown above.

First, young people must feel a sense of belonging in a peer group, e.g., a Venturing crew. In that peer group they should be given opportunities to achieve something meaningful. The Venturing advancement program helps fulfill the recognition and status portions of the staircase. When young people are recognized for their achievements, it helps build self-esteem and creates status among their peers.

Chart 10 Venturing Advancement

Session 4, slide 3

Distribute copies of chart 10, Venturing Advancement.

Distribute National Venturing Awards and Recognition, No. 25-884.

Point out the pictures of the Bronze, Gold, Silver, Ranger, and Quartermaster awards.

The basic awards are the Venturing Bronze, Gold, and Silver awards, with the Silver being the highest. The requirements

can be found in the *Venturer Handbook* and the *Venturing Leader Manual*.

Show the Venturer Handbook, No. 33493.

Show the Bronze Award Certificate, No. 33666.

Show the Gold Award Certificate, No. 33665.

Show the Silver Award Certificate, No. 33664.

The Ranger Award is a stand-alone program for Venturers interested in pursuing challenging outdoor activities. The requirements can be found in the *Ranger Guidebook*.

Show the Ranger Guidebook, No. 3128.

Show the Ranger Award Certificate, No. 33663.

The Quartermaster Award is the highest award that a Sea Scout can earn. Prior to earning the Quartermaster Award, a Sea Scout must progress through Apprentice, Ordinary, and Able ranks. Requirements for these can be found in the *Sea Scout Manual*.

Show the Sea Scout Manual, No. 33239B.

Chart 11 Venturing Advancement Game

Session 4, slide 4

Divide participants into two teams. Distribute chart 11.

The instructor holds on to chart 12.

You may want to put the questions on 5" × 7" cards or blank sheets of paper arranged on the chalkboard in four columns with the point totals showing and the question hidden underneath. Then turn them over Jeopardy style when requested.

Each team should have access to a Venturer Handbook, No. 33493; Ranger Guidebook, No. 3128A; and Sea Scout Manual, No. 33239B.

Session 4, slide 5

Play this game in a Jeopardy style, each team picking a category and beginning with a 10-point question, then a 20-point, etc. Give each team one minute to answer the question correctly. If the first team answers the question incorrectly or the time expires, the next team is given one minute to answer it correctly. After each question, refer to the answer in chart 12.

Have each team appoint a spokesperson to give the answer on behalf of the team. Keep score on the flip chart or chalkboard.

Chart 12 Venturing Advancement Game Answers

Refer to chart 12, Venturing Advancement Game Answers, to give the correct answers and show participants where in the Venturing literature the answers can be found.

Four Levels of Learning

Throughout the Bronze, Gold, Silver, and Ranger requirements you will find a unique method that helps Venturers retain what they've learned.

Write the following on the flip chart:

Session 4, slide 6

Four Levels of Learning
Level 1—You *Read* it
Level 2—It is *Taught* to you
Level 3—You *Experience* it
Level 4—You *Teach* it to someone else

Studies show that we retain 85 percent when we teach a principle or skill to someone else.

Venturing advancement requires level 4.

Read to participants the following examples:

- Ranger Guidebook:
 - Page 18, Leave No Trace, 6(c)
 - Page 20, Conservation, 8(b)
 - Page 26, Cave Exploring, 10(b)
- *Venturing Leader Manual*, page 256, Youth Ministries Bronze Award, 2(b)

Consultants

Session 4, slide 7

Consultants play a key role in the success of a Venturing crew. Advisors should seek help from local experts in the many hobbies and skills referred to in the Venturing advancement program.

A consultant is a person who has special skills, equipment, facilities, or contacts in an interest area related to the crew program. In Venturing they fill an important role similar to the role of the merit badge counselor in a Boy Scout troop.

Consultants should be registered as adult volunteers or as merit badge counselors in your council/district.

Remember: One-on-one involvement between adults and youth members is prohibited.

Conducting Boards of Review

Session 4, slide 8

Male Venturers attaining the ranks of Star or Life or an Eagle Palm must appear before a board of review. The board of review may be conducted by the troop or the crew if the young man is registered in both units.

The board of review consists of at least three and not more than six members of the troop or crew committee. One member serves as chairman. The crew Advisor, associate Advisor, relatives, or guardians may not serve as members of the board of review.

Session 4, slide 9

The review has three purposes:

1. To make sure that the work has been learned and completed
2. To check to see what kind of experience the young man is having in the crew
3. To encourage the Venturer to advance to the next rank

The review is not an examination; it is a review and should last no more than 15 minutes.

The Eagle board of review follows the procedure established by the local council.

Conducting Crew Reviews

Session 4, slide 10

Crew reviews are required for Venturers working on the Gold and Silver awards.

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 to determine whether that person grew as a result of the pursuit of the award.

To obtain any Venturing awards, the standard advancement report must be completed and turned in to the council office.

Venturing Advisor Award of Merit

Session 4, slide 11

This award is based on training, quality program, youth leadership development, youth retention, and success with Venturing. The Advisor must be nominated by the crew president and the committee chair.

Distribute the Venturing Advisor Award of Merit application, No. 26-013.

Show participants the Venturing Advisor Award of Merit certificate, No. 33601.

In addition to the certificate, a square knot is available. It is the same square knot currently awarded for the Scoutmaster Award of Merit. A Venturing pin device, No. 00940, is available to attach to the square knot, signifying that the award was earned in Venturing.

END OF SESSION



Session Five

Resources and Program Planning

Venturing Leader Specific Training—Session 5
Slide 1

Purpose

This session illustrates how to use Venturing literature and resources to plan an exciting crew program.

Materials Needed

Flip chart or blackboard
Venturing Leader Manual, No. 34655B
Passport to High Adventure, No. 4310
Charts 13, 16, 17, 18, 19, 20—one per person
Charts 14 and 15—two copies per person
Venturing Fast Start, No. 25-878—one per person—available on BSA Web site
Venturing Highlights, No. 25-200—one per person
Take Adventure to the Limit, No. 83-150—one per person
Trained Leader emblem, No. 00280—one per person
Training course pocket certificate, No. 33767A—one per person
Venturing Leader Progress Record, No. 25-856—one per person—available on BSA Web site

Time Needed

60 minutes

Start of Session

Introduction

Before introducing the subject, ask participants the question:

In a recent survey conducted by the national office of the BSA, youth members who had dropped out of Scouting were asked why they quit. Who would like to guess what the No. 1 reason was?

Answers from participants may include competition from sports, school, too busy, no parental support, too expensive, etc.

The No. 1 reason given by youth no longer in Scouting was boring den meetings, boring troop meetings, and boring crew meetings.

We all know that the principal reason that meetings are boring is poor planning.

Write on the flip chart or make a poster that says in large letters:

Session 5, slide 2

"If you fail to plan, you plan to fail."

Planning is a discipline that we often ignore or try to shortcut.

We've all heard the expression "shooting from the hip." Many of us have perfected the art of shooting from the hip.

With younger children we can often get away with this type of leadership. Experience has shown that young adults ages 14 to 20 are more sophisticated and critical of poorly planned meetings and leaders.

Your job as a Venturing adult leader is to be aware of the resources available and to effectively use them to help your crew officers plan and implement an exciting yearlong program that will attract and retain youth.

Chart 13 Crew's Program Planning Process

Distribute Chart 13, Crew's Program Planning Process.

Session 5, slide 3

Now we are going to learn the eight steps of effective planning.

Distribute a copy of New Crew Fast Start, No. 25-878, to each participant.

Tell participants that all the forms related to planning in a Venturing crew can be found in this packet.

Step 1 Chart 14 Program Capability Inventory

Distribute two copies of chart 14, Program Capability Inventory, to each participant.

Each Venturing crew uses resources from its chartered organization and various adults with the crew as well as the surrounding community. The program capability inventory surveys these adults to determine what skills or resources they could provide to the crew program.

This survey is conducted prior to the crew officers' seminar (annual planning retreat).

Step 2 Chart 15 Venturing Activity Interest Survey

Distribute two copies of chart 15, Venturing Activity Interest Survey, to each participant. Ask participants to refer to addendum D, Venturing Activity Interest Survey, in Venturing Fast Start. (This survey is also found on pages 31-32 of the Venturing Leader Manual.)

Read the description of the activity interest survey on chart 13.

This survey is also conducted prior to the crew officers' seminar (annual planning retreat).

Step 3 Brainstorm

Read the description of brainstorming on chart 13.

Emphasize that the brainstorming should involve the total crew membership before the crew officers' seminar (annual planning retreat).

Tell participants that specific information on how to brainstorm can be found in the Venturing Leader Manual, pages 47, 48, and 49.

Planning Activity

Divide the participants into two groups.

Group 1

Take five minutes and each of you individually complete the program capability inventory, PCI. Then appoint a scribe to recap on one sheet of paper the specific hobbies, skills, occupations, and special program assistance that the group can provide.

Group 2

Take five minutes and each of you individually complete the activity interest survey (both sides). Put yourself in the mind of a youth as you complete this survey. Then appoint a scribe to recap on one sheet of paper the specific interests and the combined results of the alphabetical list that the group has collectively suggested.

Steps 4, 5, and 6 Match Adult Survey (PCI) With Youth Survey

Bring the groups back together. Ask them to pretend that they are now at the crew officers' seminar (annual planning retreat).

Ask group 1 to provide two adults representing the Advisor and associate Advisor in attendance at the retreat.

Fill in the Gaps

Ask group 2 to provide five "youth" officers in attendance at the retreat.

Schedule the Activities

Chart 16 Annual Program Flow

Distribute chart 16, Annual Program Flow, to all participants, including those not participating as volunteers in the annual retreat.

Ask this group to assemble chairs in the front of the room with a flip chart available and, using the two survey recaps, begin to create a draft annual plan. Ask them to look for matches where youth have suggested a specific activity and adults have said they could provide it.

Ask them to write the activities on the Annual Program Flow form.

Allow this role play to proceed for 10 minutes, so everyone has an idea how it works.

Tell participants that in real-life situation, this annual planning process may take a couple of days.

Emphasize that after the annual planning retreat, a "draft" needs to be given to each youth and parent.

Chart 17 Draft Venturing Crew Annual Plan

Distribute chart 17 Draft Venturing Crew Annual Plan, to all participants.

Point out that a "draft" document like this one becomes the engine that drives the crew throughout the year.

Emphasize that this document will probably be changed and altered many times during the year.

The draft annual plan is the foundation that allows the crew Advisors and officers to create, every month, a working three-month calendar.

Chart 18 Five-Month Plan

Distribute chart 18, Five-Month Plan, to all participants.

Step 7 Select Venturing Chairpersons and Adult Consultants

When the "skeleton" annual plan has been generated, select an adult consultant and a youth activity chair to plan and conduct each event.

Too many Venturing crews are "one-man bands" — one adult Advisor unable or unwilling to delegate. Units operated this way don't last very long, and the leaders burn themselves out.

Step 8 Follow-Up Is Vital! Assume Nothing!

Without constant follow-up, a plan will fall apart. When an adult or a youth agrees to help plan and implement an event in the future, don't wait until the planned event to discover that nothing was done. Canceling events due to poor planning destroys morale in the unit.

The crew Advisor and youth president should follow up regularly with delegated tasks.

Chart 19 Open House Sample Agenda

Session 5, slide 4

Distribute chart 19, Open House Sample Agenda, to all participants.

Session 5, slide 5

The open house has two purposes:

1. Introduce potential new members to your crew
2. Make the crew feel good about who they are and what they are about

Briefly review each agenda item on chart 19.

Additional Resources

Distribute the pamphlet Venturing Highlights, No. 25-200.

Make note of the alphabetical list on the back of the pamphlet.

Distribute the pamphlet Take Adventure to the Limit, No. 83-150.

This pamphlet promotes the BSA's national high-adventure bases.

Show them Passport to High Adventure, No. 4310.

Ask if any participant has attended a BSA high-adventure base, and ask them to give a brief testimonial.

Questions?

Session 5, slide 6

Refer to the list of worries or concerns from session 1.

Address concerns that may not have been addressed during the training course.

Chart 20 What's Next?

Session 5, slide 7

Distribute chart 20, What's Next?, to each participant.

This training course will be effective only if each of you internalizes the concepts and determines to implement them.

While the principles, concepts, ideas, etc., are fresh in your mind, write down specific steps (goals) you hope to accomplish in the next 90 days.

Specific goals may include:

- With the crew officers, conduct the Venturing Leadership Skills Course.
- Conduct an exciting open house.
- Conduct the PCI and activity interest survey in my crew and create a workable annual plan.
- Conduct Youth Protection training in my crew.
- Train my crew officers.
- Recruit one of the parents in my crew to assemble a consultant list.

Give participants 10 minutes to thoughtfully write down their goals.

Closing

Call each participant forward individually and give him or her a Trained Leader emblem, No. 00280, and a training course pocket certificate, No. 33767A.

After all participants are seated, close with the following comments and quote.

You came today to get trained. But more important, you came today to make a difference in the lives of young people.

With the knowledge gained from this training course and your own personal dedication and leadership, you can in a very significant way affect the future of our country.

Abraham Lincoln said:

Session 5, slide 8

"A child is a person who is going to carry on what you have started. He is going to sit where you are sitting and, when you are gone, attend to those things which you think are most important. You can create all the policies you please, but how they are carried out depends on him.

Session 5, slide 9

"He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities and corporations . . . the fate of humanity is in his hands."

END OF SESSION



Venturing Leader Specific Training— Appendix

CONTENTS

Chart 1: BSA Mission Statement

Chart 2: The Venturing Oath and Code

Chart 3: Venturing's Unique Place in the Boy Scouts of America

Chart 4: Charter Agreement to Organize a Venturing Crew

Chart 5: The Methods of Venturing

Chart 6: Adolescent Developmental Issues

Chart 7: Typical Crew Organization Chart

Chart 8: How to Conduct a Reflection

Chart 9: Synergism Module 3—Knots (From Venturing Leadership Skills Course)

Chart 10: Venturing Advancement

Chart 11: Venturing Advancement Game

Chart 12: Venturing Advancement Game Answers

Chart 13: Crew's Program Planning Process

Chart 14: Program Capability Inventory

Chart 15: Venturing Activity Interest Survey

Chart 16: Annual Program Flow

Chart 17: Draft Venturing Crew Annual Plan

Chart 18: Five-Month Plan

Chart 19: Open House Sample Agenda

Chart 20: What's Next?



Chart 1

BSA MISSION STATEMENT

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.



Chart 2

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.

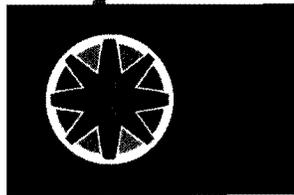
I will treasure my American heritage and will do all I can to preserve and enrich it.

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.

Venturing's Unique Place in the Boy Scouts of America

Chart 3



Venturing Crew	Venture Patrol	Scout Troop	Varsity Team
Stand-alone unit Can be coed—ages 14–20	Optional older-boy patrol of a troop Ages 13–17	Stand-alone unit Boys—ages 11–17	Stand-alone unit Boys—ages 14–17
Venturing Oath and Code	Same as Boy Scouts	Boy Scout Oath, Law, slogan, motto	Same as Boy Scouts
Youth officers: <ul style="list-style-type: none"> • President • Administrative vice president • Program vice president • Secretary • Treasurer • Activity chairs 	Venture patrol leader Assistant patrol leader	Senior patrol leader Assistant senior patrol leader Patrol leader Assistant patrol leader Scribe, instructor, historian, troop guide, librarian, quartermaster, den chief Chaplain aide Junior assistant Scoutmaster	Captain Co-captain Squad leader Program managers
Advancement: <ul style="list-style-type: none"> • Five Bronze awards • Gold Award • Silver Award • Ranger Award • Quartermaster Award 	Same as Boy Scouts	Eagle, Life, Star, First Class, Second Class, Tenderfoot, Scout	Same as Boy Scouts Varsity letter

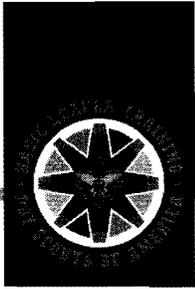


Chart 4

Charter Agreement To Organize A Venturing Crew

Chartered Organization

Chartered organizations support their crews in three major ways, by providing

1. A program inventory of adults who are willing to provide program help with hobbies, skills, careers, facilities, and ideas
2. Adult leaders who organize the program inventory and serve as Advisors to the crew's elected youth leaders
3. Meeting facilities

Venturing Crew

The Venturing crew is a youth-led organization that recruits members, elects officers, and plans programs based on the organization's program inventory. Adult Advisors provide training and guidance for the crew's elected officers.

BSA Local Council

The BSA local council recruits a volunteer Venturing committee and assigns staff members to provide the following services for the chartered organization's crew.

1. Leadership training for adult and elected officers
2. Guidance on how to organize a crew and keep the program going successfully
3. Methods for recruiting Venturers, including an interest survey of local high school students
4. Regular communication with each crew to provide program support
5. Use of council facilities such as camps and equipment
6. Planning of councilwide activities that enrich the crew's program
7. Liability insurance coverage



Chart 5

The Methods Of Venturing

The aims of the Boy Scouts of America are to build character, develop citizenship, and foster personal fitness. The Venturing methods have been carefully designed to achieve the aims of the Boy Scouts of America and meet the needs of young adults.

1. Adult association

Youth officers lead the crew. The officers and activity chairs work closely with adult Advisors and other adult leaders in a spirit of partnership. Adults serve in a shadow leader capacity.

2. 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 to teach in an active way to effectively lead.

3. Recognition

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

4. Ideals

Venturers are expected to know and live by the Venturing Oath and Code. They promise to be faithful in religious duties, to treasure their American heritage, to help others, and to seek truth and fairness.

5. Group activities

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



6. High adventure

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

7. Teaching others

All of the Venturing awards require Venturers to teach what they have learned to others. When they teach others, Venturers are often better able to retain the skill or knowledge that they have 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.



Chart 6

Adolescent Development Issues

1. Experimentation

Venturers want to try out life! They want to experience a variety of social roles, responsibilities, values, and personalities. This can include risk-taking.

2. Movement from dependence to interdependence

Venturers are moving away from being dependent on parents, teachers, and other adults (including Advisors) and moving toward becoming interdependent with them.

3. Social relationships

Quality social interaction with others is as important for Venturers' health and well-being as it will be at any other time in their lives. The significance of their identity and experiences is in large part created by their social relationships.

4. Physiological changes and sexual maturity

Venturers are experiencing great physiological changes that influence their relationships with each other and with adults.

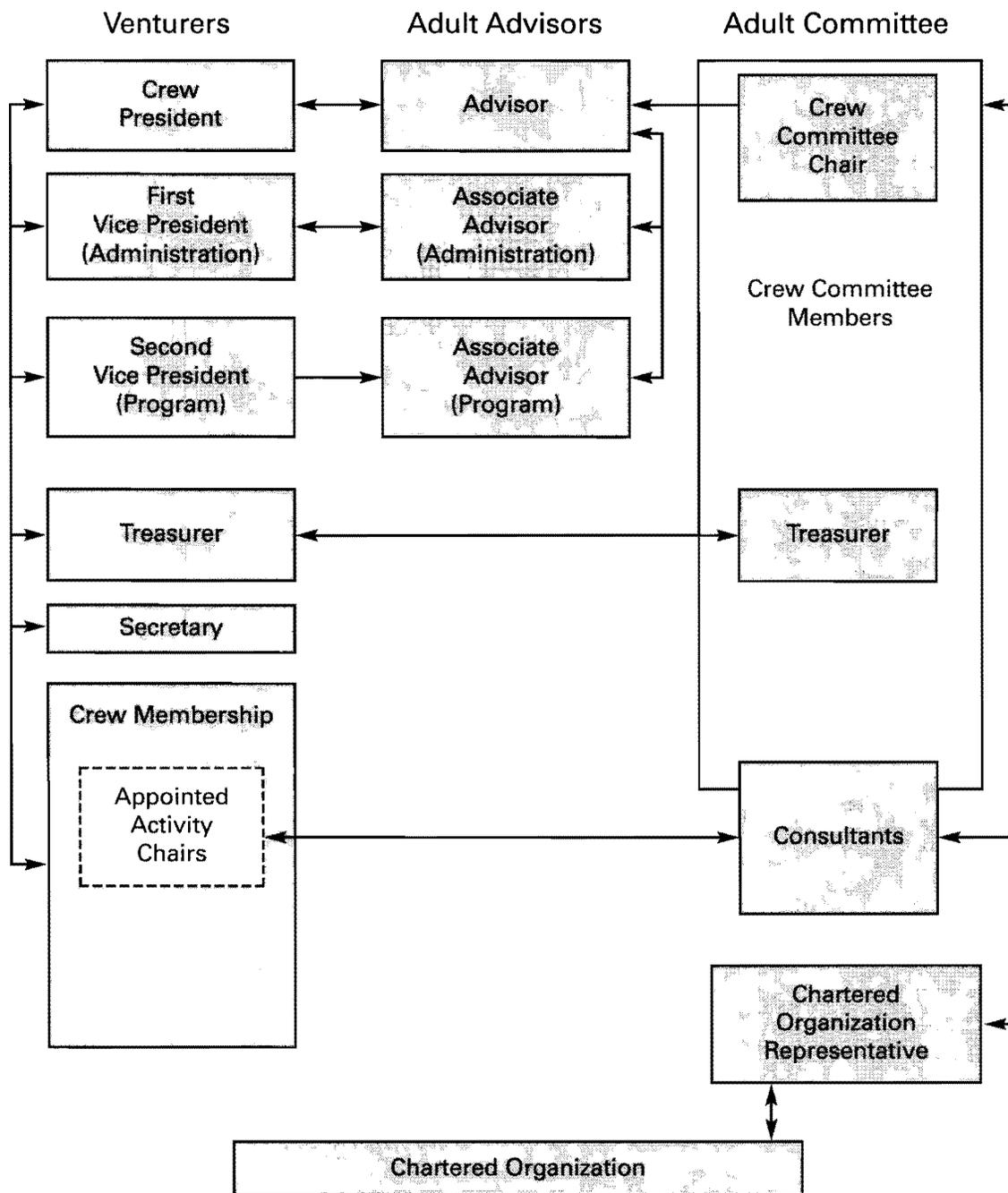
5. Reevaluation of values

Venturing-age youth are capable of thinking critically and analytically about their personal, family, and social values, making it possible for them to see inconsistencies in our values and leading to the search for opportunities for commitment to new values.



Chart 7

Typical Crew Organization Chart



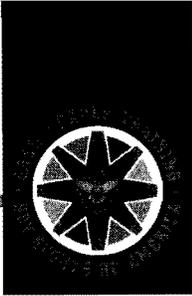


Chart 8

How to Conduct a Reflection

We can make our experiences more meaningful and effective if we reflect on them. In Venturing, reflection is simply the process of the Venturers talking about their experiences immediately afterward.

Reflection provides an opportunity for everyone in the group to have input into what happened. Unless we plan times during which everyone gets a chance for input, it is possible that those individuals who are less assertive or confident might never say anything, even if they have valuable insights.

Reflection is best accomplished by asking open-ended questions such as “what,” “how,” “when,” and “where.” In reflection there are no right or wrong answers. Ask questions about the good things first, like “What was good about the way decisions were made?” or “What did the group do well?” Then you can ask about improvement: “What was the problem with the way you were communicating?” or “Were there any problems with what happened?” This is the evaluation part of reflection.

In the Venturing Leadership Skills Course, reflection is also used as an opportunity for teaching and instruction.

All participants should be reminded of the ground rules of reflection:

1. No putdowns allowed; every response is welcome and valid.
2. The person conducting the session should not show disapproval of a response or a person, either verbally or nonverbally.

We should conclude reflecting time by asking questions that involve setting goals. Ask: “What skills did we use today that we should continue to use?” or “Is there anything we did that we should stop doing?”



Chart 9

Synergism Module 3—Knots

Learning Objectives

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

- Understand the need for cooperation in group problem-solving situations
- Feel successful in accomplishing a difficult task

Materials Needed

None

Activity

Have the group divide into circles (circles should have no fewer than six and no more than 16).

Participants should face each other in a tight circle.

To begin the activity, each person holds out his or her right hand and grasps the right hand of someone in the circle, as if they were shaking hands. This should be done in unison.

Now have each person extend his or her left hand and grasp the left hand of someone else in the circle so that each person is holding two different hands.

This hand-in-hand configuration should come out equal. With hands tightly held, arms intertwined and bodies close together, it's time to explain the problem.

The group then attempts to unwind themselves into a hand-in-hand circle. In order to accomplish this they will be stepping over, between, and around each other.



The initial hand-to-hand contact cannot be broken during the exercise. Hand connections may pivot on one another, but skin contact may not be lost.

If a group has been struggling with a “knot” for longer than your session has time, decide by group consensus which pair of hands should separate and regrip.

Sometimes these human knots will produce two or three distinct circles, and sometimes they will be hopelessly intertwined. Be flexible; the teamwork lesson in this activity is worth the effort. If a group quickly solves their knot, have them make a new one.

Observe the group dynamics to help in specific questions during reflection.

Reflection

When all the groups have completed untying their knots, assemble for a reflection.

Ask: Did you feel frustrated at any time during this activity?

Did someone emerge as the leader? Who? Why?

Was the leader effective in solving the problem?

Was cooperation necessary to achieve success?

How does this activity relate to problem solving in your crew?

END OF SESSION



VENTURING · BSA

Venturing Advancement

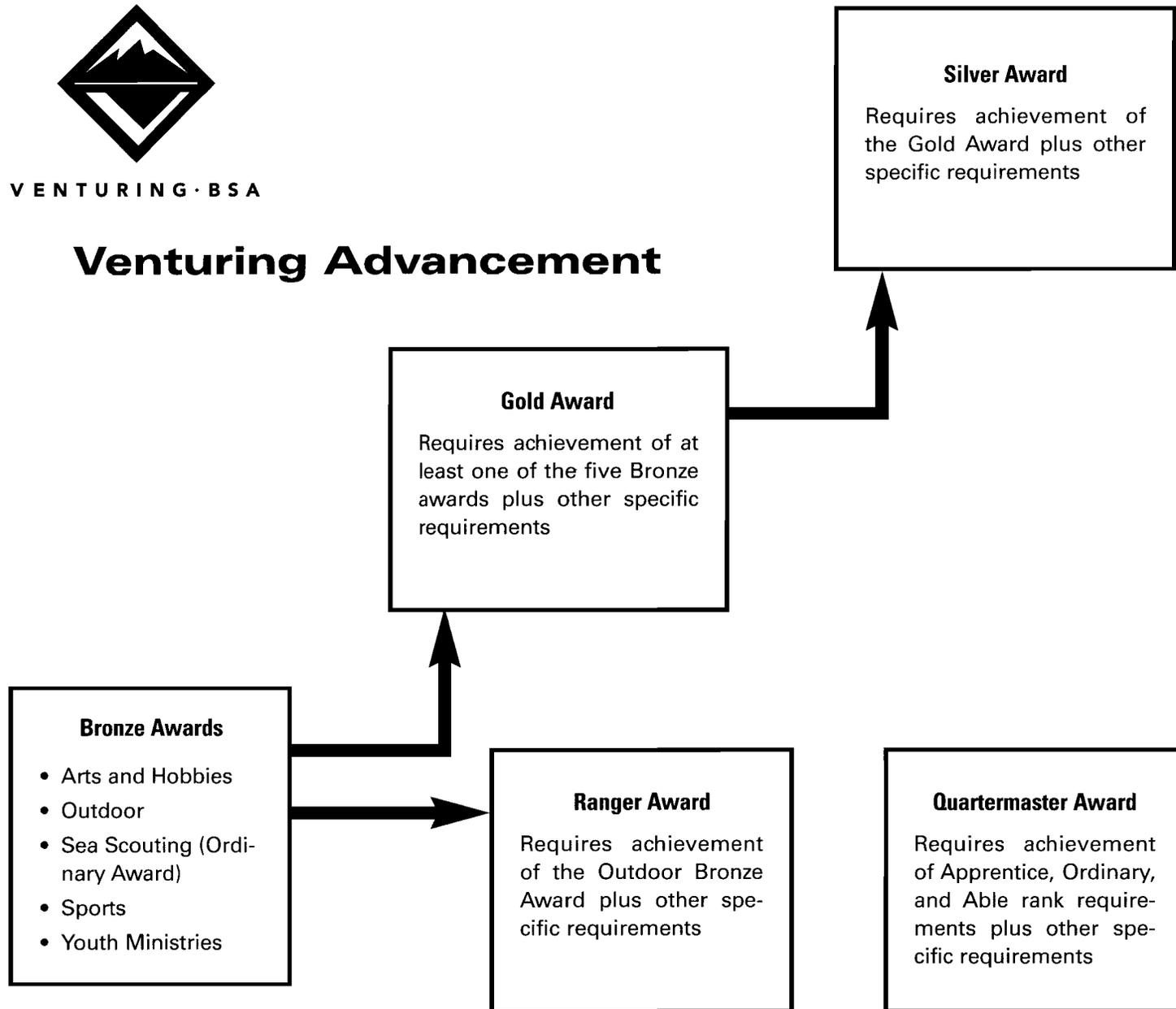
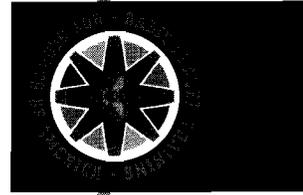
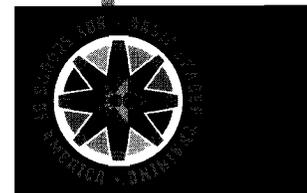


Chart 10





Venturing Advancement Game

	Silver Award	Ranger Award	Quartermaster	General Questions
10 Points	May a Venturer earn all five Bronze awards?	How many of the 18 electives must a Venturer complete to earn the Ranger Award?	Name the three ranks a Sea Scout must earn before Quartermaster.	True or false: Venturers may work toward the Ranger and Silver awards at the same time.
20 Points	How does the Venturing Leadership Skills Course relate to the Silver Award?	How does the Outdoor Bronze Award relate to the Ranger Award?	Explain how Sea Scout advancement is related to the Bronze Award.	Must a Boy Scouts of America advancement report be completed to receive Venturing awards?
30 Points	Must a crew review be conducted for all Venturing awards?	Who may sign off on requirements and electives on the score sheets in the <i>Ranger Guidebook</i> ?	What percentage of a ship's meetings must a Sea Scout attend to achieve Sea Scout ranks?	May a male Venturer pursue the Boy Scout Eagle rank?
40 Points	Which award requires participation in two Ethical Controversies?	Explain how a Venturer can receive multiple credit and/or past credit for work done as a Boy Scout.	Describe the relationship between the Quartermaster service project and the Eagle service project.	Name the Venturing leadership positions a male Venturer may apply toward Eagle.



Chart 12

Venturing Advancement Game Answers

Silver Award 10 Points	Yes—Venturers may earn their specialty Bronze Award or all five Bronze awards. (<i>Venturing Leader Manual</i> , page 5)
Silver Award 20 Points	Completion of the Venturing Leadership Skills Course is a requirement to achieve the Silver Award. (<i>Venturing Leader Manual</i> , page 8)
Silver Award 30 Points	No—Only the Gold and Silver awards require a crew review. (<i>Venturing Leader Manual</i> , pages 267, 269)
Silver Award 40 Points	The Silver Award requires participation in two Ethical Controversies. (<i>Venturing Leader Manual</i> , page 271)
Ranger Award 10 Points	In addition to the eight core requirements, a Venturer must complete at least four of the 18 electives. (<i>Ranger Guidebook</i> , page 3)
Ranger Award 20 Points	The Outdoor Bronze Award is half of the requirements for the Ranger Award: four core requirements and two electives. (<i>Venturing Leader Manual</i> , pages 253, 260)
Ranger Award 30 Points	Once you have completed a requirement, have your Advisor or the consultant who worked with you on your requirement initial and date your <i>Ranger Guidebook</i> . (<i>Ranger Guidebook</i> , page 4)



Ranger Award 40 Points	Read the Multiple Credit and Past Credit paragraphs on page 4 of the <i>Ranger Guidebook</i> .
Quartermaster 10 Points	Apprentice, Ordinary, and Able. (<i>Sea Scout Manual</i> , pages 85 to 93)
Quartermaster 20 Points	The Sea Scout Bronze Award is half of the Quartermaster Award. (<i>Venturing Leader Manual</i> , page 253)
Quartermaster 30 Points	A Sea Scout must attend 75 percent of the ship's meetings for the Ordinary, Able, and Quartermaster ranks. (<i>Sea Scout Manual</i> , pages 85 to 96)
Quartermaster 40 Points	You must use the Eagle Scout service project workbook in meeting this requirement. (<i>Sea Scout Manual</i> , page 93)
General Advancement 10 Points	True (<i>Venturing Leader Manual</i> , page 253)
General Advancement 20 Points	Yes (<i>Here's Venturing: A Guide to Implementing Venturing in a District or Council</i> , page 32)
General Advancement 30 Points	Yes—Any male Venturer who has achieved the First Class rank as a Boy Scout in a troop or as a Varsity Scout in a team may continue to work toward the Star, Life, and Eagle awards while a Venturer up to his 18th birthday. (<i>Venturing Leader Manual</i> , page 329)
General Advancement 40 Points	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, yeoman, purser, or storekeeper in his ship. (<i>Venturing Leader Manual</i> , page 329)



Chart 13

Crew's Program Planning Process

- A. Conducted by the crew officers before the crew officers' seminar (annual planning retreat):
- 1. Program capability inventory**
This inventory should be conducted by the crew committee and adult Advisors. List as many people as possible who are associated with the crew. Find out their vocations, hobbies, skills, interests, and contacts.
 - 2. Venturing activity interest survey**
The PCI shows what a crew can do. Now, find out what the youth members want to do. Survey the youth members at a crew meeting and tally the results. The crew officers should design this survey.
 - 3. Brainstorm**
Brainstorm to bring out ideas that might not be on the survey. (See "How to Brainstorm" in the "How-To Section" of the *Venturing Leader Manual*.) Sometimes the most creative activities are suggested this way. The brainstorming should involve the total crew membership.
- B. At the crew officers' seminar (annual planning retreat):
- 4. Match Venturing activity interests with resources**
Match the Venturing activity interests survey results with the program capability inventory. Where a suggested Venturing activity matches a resource from the PCI, you have a possible program. The crew committee will need to recruit other resources for the remainder of the Venturing activity interests. The *Ranger Guidebook* and the *Venturer Handbook* can provide many crew program ideas.
 - 5. Fill in the gaps**
The crew officers may feel that an activity should be included to better balance the crew program. These can now be added.
 - 6. Schedule the activities**
List each activity on the crew's calendar. Watch out for possible conflicts with other dates.



C. After the crew officers' seminar:

7. Select Venturing chairpersons and adult consultants

An interested and capable Venturer is appointed to serve as chairperson for each activity and is assisted by an adult consultant from the PCI.

8. Follow-up is vital! Assume nothing!



Chart 14



PROGRAM CAPABILITY INVENTORY

Venturing Crew No. _____ Organization _____

Instructions
 Each year our Venturers need adult volunteers to serve as Advisors, program consultants, and helpers with transportation, 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.

If they decide to call on you for help, an appointment will be made with you well in advance.
 Thank you for your willingness to assist our Venturers and please return this PCI form to: _____

(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 _____	Canoing _____	Equestrian _____	Orienteering _____	Sailing _____	TRAINING _____
Basketball _____	COACHING _____	First Aid _____	Outdoor Living _____	Scuba Diving _____	Water Skiing _____
Bicycling _____	Cooking _____	Fishing _____	History _____	Shooting _____	Other _____
Bowling _____	COUNSELING _____	Marksmanship _____	Photography _____	Snow Skiing _____	
Camping _____	CREATING _____	Mountaineering _____	PROMOTING _____	Softball _____	
Caving _____	Diving _____	ORGANIZING _____	PUBLIC SPEAKING _____	Swimming _____	

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

<p>___ I have a station wagon ___ van ___ or truck ___.</p> <p>___ I have a workshop.</p> <p>___ I have family camping gear ___ RV ___ or pop-up camper ___.</p> <p>___ I can make contacts for special trips and activities.</p> <p>___ I have access to a cottage ___ or camping property ___.</p> <p>___ I have access to a boat ___ or airplane ___.</p>	<p>___ I can help with leadership skills.</p> <p>___ I can help with _____ (Career information)</p> <p>___ I can help with _____ (Vocational information)</p> <p>___ I can help with community service projects.</p> <p>___ I can help with fund-raising projects.</p>
--	--



Chart 15

Venturing Activity Interest Survey

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 six experience areas (citizenship, service, leadership, social, outdoor, and fitness). How would your interests fit into any of these areas? _____



Chart 15

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.

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



Annual Program Flow

August <ul style="list-style-type: none">• Open house planning meeting• Superactivity critique and party	September <ul style="list-style-type: none">• Second open house planning meeting• Open house• Conduct PCI• Conduct crew interest survey	October <ul style="list-style-type: none">• Crew officers' briefing and crew officers' seminar• Program planning conference	November
December <ul style="list-style-type: none">• Christmas party	January	February <ul style="list-style-type: none">• Parents' night	March
April	May	June	July <ul style="list-style-type: none">• Superactivity



Chart 17

Draft Venturing Crew Annual Plan

The following suggestions are designed for a Venturing crew affiliated with a religious organization's youth group.

September

- New members open house
- Elect officers
- Conduct PCI with adults
- Conduct activity interest survey with youth
- Leadership skills course section 1: "Vision"
- Youth Ministries Bronze Award requirement 3(a): Plan and lead a service project

October

- Leadership skills course section 2: "Communication"
- Crew officers' seminar (annual planning retreat)
- Halloween party for disabled children
- Youth Ministries Bronze Award requirement 2(d): Participate in a discussion about cultural diversity

November

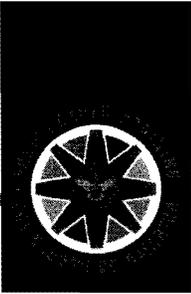
- Leadership skills course section 3: "Organization"
- Finish Standard First Aid course (Red Cross)
- Youth Ministries Bronze Award requirement 1: Begin work on religious award
- Pizza party

December

- Youth Ministries Bronze Award requirement 6: Produce an entertainment production with a religious or ethical theme and perform at a retirement home
- Holiday party

January

- View *Youth Protection: Personal Safety Awareness* videotape
- Career night—The world of computers (Lisa Jones)
- Leadership skills course section 4: "Synergism"



February

- Silver Award requirement 5(a): Participate in two Ethical Controversies
- Career night—Medical careers (Dr. Billings)
- Ski trip—*Venturing Leader Manual*, chapter 8

March

- Indoor swimming party
- Community service project
- Career night—Law enforcement careers (Officer Johnson)

April

- Is There Life After High School?—Career counselor (Mrs. Harris)
- Photography—*Venturing Leader Manual*, chapter 7 (Jim Herrick)
- Video and ice cream party

May

- Cycling—*Venturing Leader Manual*, chapter 8 (Pro Cycle Shop)
- Silver Award requirement 5(b): Create and conduct an Ethics Forum
- Awards night—Religious, Bronze, Gold, Silver, Ranger

June

- Sailing or rock climbing—*Venturing Leader Manual*, chapter 8
- Service project to benefit the religious organization

July

- Whitewater activity—*Venturing Leader Manual*, chapter 8

August

- Religious retreat—Youth Ministries Bronze Award requirement 5



Chart 18

Five-Month Plan

Venturing Crew 582
April–August 1999

(This Venturing crew is closely affiliated with Boy Scout Troop 582.)

April 10	Ranger requirement—Leave No Trace requirements (a) and (b)
April 12	Crew meeting—Ranger winter sports elective requirements 1 and 2
April 23–25	Downhill ski trip
April 26	Crew meeting—Ranger watercraft elective requirements 1; 3(b); and 5(a), (c), (d), (e), and (f)
April 30–May 2	Whitewater rafting trip
May 10	Crew meeting—practice camporee skills
May 21–23	District camporee with Boy Scouts
May 24	Crew meeting—Ranger backpacking elective requirements 2(a), (b), (c), (d), and (e); and 3(a) and (b)
June 7	Crew meeting—Ranger backpacking elective requirements 3(c); 4(a) and (d); 5(a) and (b); and 7(a), (b), and (c)
June 18–21	Backpacking trip—Philmont warm-up
July 3–19	Philmont Scout Ranch trek
August 13–22	Skagway—Klondike Gold Rush trip



Chart 19

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** **Greeters**
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** **Hands-On Committee
Open House Chair or
Crew President**
Ask everyone to take a seat.
- 4. Welcome** **Crew President**
The crew president welcomes everyone and introduces crew officers and Advisors.
- 5. What Is Venturing and the Purpose of a Crew?** **Crew Officer**
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** **Crew Officer**
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** **Crew President**
Give potential members and their parents an opportunity to ask questions.
- 8. Advisor's Comments** **Crew Advisor**
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** **Crew President**
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** **Crew Members
Crew Secretary**
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** **All**
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**

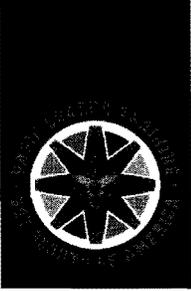


Chart 20

What's Next? **(Ninety-Day Action Plan)**

Review your notes and thoughts while attending this training course. While the experience is fresh in your mind, transfer specific ideas to this 90-day action plan. This list of goals will help you apply what you've learned and help create a more successful Venturing crew.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Notes

Notes



Basic Leader Training CD-ROM

To view software
installation
instructions,
open the
"Readme" file.

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