



# Scoutmaster and Assistant Scoutmaster Leader Specific Training



BOY SCOUTS OF AMERICA®



## **Scoutmaster and Assistant Scoutmaster Leader Specific Training**



BOY SCOUTS OF AMERICA®





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## Available on CD-ROM

- Local Resources Summary
- Session Schedules
- First Page of *The Boy Scout Handbook*
- Pop Quiz on the Outdoors (Session Two)
- Patrol Outdoor Program Activity: Assignments One through Four (Session Two)
- Flow Chart for a Troop's Paperwork
- Additional Resources (Web Site Links)
  - Centennial Quality Unit Award
  - Unit Money-Earning Application
  - Advancement Report
  - Eagle Scout Leadership Service Project Workbook
  - NESA Application
  - First Class—First Year Tracking Sheet
  - Troop Committee Training Kit exhibits
  - Webelos-to-Scout Transition
  - Youth Leader Organizational Chart for a Large Troop
  - Youth Leader Organizational Chart for a Small Troop
  - The Patrol Method
  - Who Pays for Scouting
  - Troop Meeting Plan
  - *Guide to Safe Scouting*
  - *Boys' Life* magazine
  - *Scouting* magazine
  - Trek Safely
  - Leave No Trace
  - Passport to High Adventure Training Guide





## Instructions for Instructors

Welcome to Scoutmaster and Assistant Scoutmaster Leader Specific Training! Following This Is Scouting, this is phase two of a new Scoutmaster's introduction to the BSA and to the responsibilities, opportunities, and resources that will ensure a successful troop leadership experience.

The course described in this instructor's guide addresses the needs of adults who have recently accepted the responsibility of delivering the Scouting program to youth by serving as Scoutmasters and assistant Scoutmasters. For many, this will be an introduction to the rewards and challenges of troop leadership. Others may have held leadership positions in Cub Scouting, Venturing, or on troop, district, or council committees, and have come to this training well versed in what Scouting has to offer.

The sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training are thorough and comprehensive. They are also fun. Participants will be enthused to discover the essentials of their leadership positions and to realize that they can easily become successful Scout leaders. Discussions, group activities, and video clips will keep the sessions lively and create a fellowship of learning.

### **Scoutmaster and Assistant Scoutmaster Leader Specific Training and the Eight Methods of Scouting**

Scoutmaster and Assistant Scoutmaster Leader Specific Training teaches Scoutmasters and assistant Scoutmasters practical ways to instill the eight methods of Scouting into their troop programs. Here are the eight methods of Scouting and the sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training where each is addressed:

1. The Ideals—Sessions One, Two, and Three
2. The Patrol Method—Session One
3. The Outdoors—Session Two
4. Advancement—Session Two
5. Association With Adults—Sessions One, Two, and Three
6. Personal Growth—Sessions One, Two, and Three
7. Leadership Development—Sessions One and Three
8. The Uniform—Sessions One and Three



## **Scoutmaster and Assistant Scoutmaster Leader Specific Training and the Seven Steps of a Troop Meeting**

Troop leaders must have an understanding of the seven steps of a troop meeting. This training will allow participants to learn each step through hands-on exercises. The steps of a troop meeting will be most thoroughly experienced in the sessions:

1. Preopening Activity—Sessions One, Two, and Three
2. Opening Ceremony—Session One
3. Skills Instruction—Session Two
4. Patrol Meetings—Session Two and Three
5. Interpatrol Activity—Session Two
6. Closing—Session Two
7. After the Meeting—Session Three

### **The Goal of This Training**

As an instructor of Scoutmaster and Assistant Scoutmaster Leader Specific Training, you have a remarkable opportunity to provide new troop leaders with the confidence and the skills they need to ensure their immediate success and to provide a foundation for their development as effective Scouters.

The goal of Scoutmaster and Assistant Scoutmaster Leader Specific Training is fourfold. All participants who finish the sessions should:

- Have the confidence that being a Scoutmaster is a manageable challenge.
- Understand that they have abundant available resources.
- Know that the structure of the Boy Scouts of America ensures that they are part of a supportive team working to deliver the promise of Scouting to the youth of America.
- Have a short action plan to apply what they have learned during the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training. (Encouraging participants to commit to an action plan helps to reinforce learning at the time of presentation. There is no formal follow-up by the instructors after the course.)

As an instructor of Scoutmaster and Assistant Scoutmaster Leader Specific Training, you may already know the depth of support available to you. Among the most important resources are these:

### **Trainer's Development Conference**

This six-hour course covers presentation skills important to increasing the effectiveness of instructors involved with any of the BSA's adult leadership training courses. The course reviews the best ways to lead discussions, to introduce Scouting concepts, to use audiovisual aids, and to enliven teaching sessions with songs, skits, and group activities.

## Instructor Kit

Instructors of Scoutmaster and Assistant Scoutmaster Leader Specific Training are provided a kit with materials to be used throughout the course, including the following items.

- Training manual
- Videos to support the manual
- Posters to position on the meeting room walls

## CD-ROM disk

This resource contains copies of many of the presentation materials, including images that may be incorporated into presentations as PowerPoint® slides or converted into transparencies for overhead projection. The presentations are optional; they are designed to enhance rather than replace the trainer.

## Literature

- *The Scoutmaster Handbook*. Nearly everything a Scoutmaster needs to know can be found in the pages of *The Scoutmaster Handbook*. In many ways, Scoutmaster and Assistant Scoutmaster Leader Specific Training teaches adult leaders how to use this manual. Instructors of Scoutmaster and Assistant Scoutmaster Leader Specific Training should review *The Scoutmaster Handbook* while preparing to present the course and should rely on it to answer most of their own questions concerning the role of the Scoutmaster. Every course participant should keep *The Scoutmaster Handbook* available at all times for easy reference.
- *The Boy Scout Handbook*. This manual lays out the Scouting program for youth of Boy Scout age. Addressed to the boys themselves, the pages bring to life both the content and the spirit of Scouting, especially as the Scouts in a troop would experience it.
- *Scouting* and *Boys' Life* magazines. Current issues are instrumental for troop leaders in planning programs and staying up to date on developments in Scouting.
- *Troop Program Features, Volumes I, II, and III*; and *Troop Program Resources*. Provide one set of these publications for each patrol table. (At the end of the training, participants can purchase their own volumes.) The volumes will be used during the program planning exercise in Session Three, but they should be available for reference throughout the training.
- *Guide to Safe Scouting*. This reference is a key guide to the Boy Scouts of America's safety practices. Updates are available online at <http://www.scouting.org/pubs/gss>.

## Other Instructors

In most instances, Scoutmaster and Assistant Scoutmaster Leader Specific Training sessions are presented by several instructors. Those who are new to instructing will be supported during their preparations and presentations by instructors with more experience.

## Who Is Eligible to Take Scoutmaster and Assistant Scoutmaster Leader Specific Training?

Scoutmaster and Assistant Scoutmaster Leader Specific Training is designed for any adult accepting the invitation to serve as a Scoutmaster or assistant Scoutmaster of a Boy Scout troop. Troop committee members and other adults who expect to play a supportive role in the success of a troop are also invited to attend. Webelos leaders preparing to move on to a leadership position in a Scout troop are encouraged to enroll.

Instructors should assume that participants in this training know very little about Scouting or about how to fulfill the responsibilities of troop leadership. You may be pleasantly surprised during a training session to discover that one or more participants do, in fact, have a good deal of knowledge about the Scouting program. During topic discussions, instructors can draw upon the experiences of participants with broader Scouting backgrounds to bring greater depth to portions of the training.

A common denominator for all participants is that they will have completed This Is Scouting.

### This Is Scouting

This lead-in to Scoutmaster and Assistant Scoutmaster Leader Specific Training is attended by all adults new to leadership positions in Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.

To be recognized as *Basic Trained*, a Scoutmaster or assistant leader in the Boy Scout program must complete This Is Scouting, Scoutmaster and Assistant Scoutmaster Leader Specific Training, and Introduction to Outdoor Leader Skills.

### Course Schedule

Scoutmaster and Assistant Scoutmaster Leader Specific Training can be presented in one of two formats:

- Three sessions on separate days, with each session lasting 2½ or 3 hours.
- Three sessions presented sequentially on a single day.

(Note: This Is Scouting training is often offered on a Saturday morning. Upon its conclusion, participants may separate into groups according to their BSA programs. Those who will be serving as troop leaders can move directly into Session One of Scoutmaster and Assistant Scoutmaster Leader Specific Training.)

## Patrol Modeling

Participants will be formed into groups identified as patrols. To model the patrol method, the ideal group size will be six to eight participants, though courses with small attendance can be effectively conducted with smaller patrols. Many of the presentations of this training engage the group as a whole. However, there are enough patrol/team activities to allow participants to experience firsthand the feel of belonging to a patrol and to allow instructors to model the patrol method both in theory and by example.

### Instructors' Note

*Training sessions with too few participants to form a patrol can explore the patrol method through discussion and, wherever appropriate, a walk-through of patrol activities by the participants who are in attendance.*

## Session Setting

Give careful thought to the setting in which Scoutmaster and Assistant Scoutmaster Leader Specific Training will be offered. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of a table for each patrol, with the patrols' identities signified by patrol flags.

There should be enough open space for the group to take part in several energetic activities. This space may be a portion of a meeting room or a nearby area outside or in an adjoining room.

Posters featuring the Scout Oath, Scout Law, the eight methods of Scouting, and other BSA guidelines can be positioned on the walls of the meeting area and used both to set the tone of the sessions and for references during presentations. These posters are provided in the kit for Scoutmaster and Assistant Scoutmaster Leader Specific Training.

## Session Format

This manual contains clear directions for instructors presenting each session of Scoutmaster and Assistant Scoutmaster Leader Specific Training. Instructors are encouraged to bring their own enthusiasm, personalities, and presentation strengths to the sessions. However, they should not deviate from the basic material of the manual. Instructors should cover the information in the manual fully and effectively, allowing participants to get the answers they need to questions involving these presentations.

The Boy Scouts of America encourages lifelong learning. Instructors and participants should be aware that Scoutmaster and Assistant Scoutmaster Leader Specific Training—an introduction to the job of being a Scoutmaster or an assistant Scoutmaster—is one of many training opportunities available to Scouters. Leadership subjects not covered in the sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training may be better addressed in subsequent learning opportunities—Introduction to Outdoor Leader Skills, roundtables, Wood Badge, and supplemental training.

## **Keep This In Mind**

Scoutmaster and Assistant Scoutmaster Leader Specific Training focuses on the *essentials* of being a good Scoutmaster. Bring your own personality and excitement to instructing the sessions, but don't wander from the material laid out in this manual. Participants who grasp the information in the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training will be well on their way to succeeding as troop leaders.

Try not to present participants with too much information. Teach them how to succeed in the near future as new troop leaders, but don't overburden them with material that is better learned in future training.

In the months and years to come, BSA opportunities for continuous learning will allow participants to discover more about Scouting, leadership, and the many methods that experienced Scoutmasters have developed to enhance their effectiveness in delivering the Scouting program.

The number of instructors needed to present sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training will depend upon the number of participants taking the training and the degree of experience of the instructors. In most cases, two or three instructors can comfortably divide up the presentations and support one another through the sessions. A first-time instructor may be assisted by an experienced instructor who can provide coaching and support. If the situation warrants it, Scoutmaster and Assistant Scoutmaster Leader Specific Training sessions could consist of one or two participants and a single instructor.

## **A Final Word**

Participants should come away from this training confident that they have the skills and resources to succeed as troop leaders.

The sessions should allow participants to ask and get answers to their questions about being Scoutmasters and to put to rest any fears they may have about their responsibilities and their abilities to succeed.

Most importantly, new Scoutmasters should complete this training with the clear understanding that they are not alone as they take on leadership of a troop. They should know that when they get into situations where they need help (and they will), Scouting offers plenty of resources to guide and support them. Scoutmaster and Assistant Scoutmaster Leader Specific Training will have introduced participants to those resources and given them clear direction on how to access them for any aspect of adult leadership.



# Session One

## Preopening Activity: The Name Game

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### Time Allowed

10 minutes

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### Teaching Objectives

- Involve arriving participants in an enjoyable activity that immediately begins setting the tone of acceptance and fun.
  - Break down any walls that may exist between participants and instructors.
  - Model the preopening of a troop meeting.
  - Begin to establish the patrol method as a key to a troop's success.
  - Offer participants a specific activity they can use with their own troops.
- 

### Materials Needed

- Tennis balls, beanbags, or other items that can be safely tossed (one for every six to eight participants)
- 

### Recommended Facility Layout

- An open area of the meeting room
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### Delivery Method

Instructors explain the activity to the first participants who arrive, then join them in the game. As other participants arrive, the instructors greet them and immediately draw them into the game.

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## **Presentation Procedure**

Form participants and instructors in a circle. An instructor calls out his or her own first name, then calls out the name of someone else in the circle and tosses the ball to that person. That person, in turn, says his or her own name, calls out the name of another participant, and tosses the ball to that person.

Early in the game, participants may need to help one another with names. When the majority of the participants have arrived and played the game for a few minutes, the names should be flowing more easily. An instructor can introduce a second ball and perhaps a third, increasing the tossing and naming activities two- or three-fold.

If a session will involve a large number of participants, instructors may find it more manageable to form several smaller circles of six to eight participants, the members of each circle playing the game among themselves. Each circle can include at least one instructor.

At some training sessions, participants already know one another. Instructors can offer variations on the basic game by substituting other facts about participants for their names—home towns, troop sponsors, favorite hobbies, etc. The idea is to help participants begin getting better acquainted with each other and with the course instructors.

At the end of the preopening activity, instructors should invite everyone to find their seats and make themselves comfortable for the beginning of Session One.

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# Session One

## Welcome and Introductions

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### Time Allowed

10 minutes

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### Teaching Objectives

- Develop rapport among participants and between participants and instructors.
  - Guide participants into the beginning of the session with the assurance that they will complete Scoutmaster and Assistant Scoutmaster Leader Specific Training with sufficient knowledge and awareness of resources to be effective troop leaders.
  - Allow participants and staff to introduce themselves and lay the groundwork for relaxed and effective interactions during the sessions of the training course.
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### Materials Needed

None

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### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
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### Delivery Method

- Instructors greet participants and provide a heartfelt welcome to the training course.
  - Instructors suggest the format and kick off the introductions of participants and instructors.
-



## Presentation Procedure

*Scoutmaster and  
Assistant Scoutmaster  
Leader Specific  
Training—Session 1  
PowerPoint® slides  
Slide 1*

### ***Welcome***

New Scout leaders will come to Scoutmaster and Assistant Scoutmaster Leader Specific Training with a wide range of expectations, concerns, and levels of enthusiasm. Some new Scoutmasters can feel overwhelmed by the challenge of fulfilling their responsibilities successfully. Others may feel they know plenty already, even though much of what they know may not be absolutely accurate.

Beginning with the welcome, instructors create an atmosphere of sharing and support that will carry through all sessions of the course. Instructors can model the behavior and leadership attitudes that new Scoutmasters can apply when they return home own Scout troops, and they can interact with participants to emphasize that instructors are Scout leaders, too, and are there to help. At one time they, too, were new Scoutmasters. They can relate to the concerns, anticipation, and anxieties of the participants.

Most of all, instructors can make the job of being a Scoutmaster seem possible and can assure participants that they will be provided with the resources and knowledge to become successful troop leaders.

### ***Introductions***

Introductions should be kept brief and to the point, especially if a group is large. In a large group, save time by having participants meet only those sitting at their table or in their section of the room. They can get to know the rest of the participants in the hours to come.

Instructors can keep their own introductions short, too. Focus on how you became involved in Scouting, assuring participants that you were once in the same position as they find themselves—new to the responsibilities of being a Scoutmaster and perhaps a bit unsure of exactly what to do next.

Do not overwhelm participants with your own Scouting background or create the impression that there are secret or difficult aspects of becoming a good Scout leader. Whenever possible, convey the ideas that successfully leading a troop is well within the abilities of well-intentioned adults and that Scoutmaster and Assistant Scoutmaster Leader Specific Training will help them to succeed immediately.

## ***Boy Scout Handshake***

Demonstrate the Boy Scout handshake and describe its meaning. Ask participants to greet the people around them with the Scout handshake.

### **Scout Handshake**

Made with the hand nearest the heart and is offered as a token of friendship. Extend your left hand to another Scout and firmly grasp his left hand. The fingers do not interlock.

—*Boy Scout Handbook*,  
Chapter 1, "The Adventure Begins"

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# Session One

## Course Overview

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### Time Allowed

15 minutes

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### Teaching Objectives

- Provide an overview of Scoutmaster and Assistant Scoutmaster Leader Specific Training.
  - Explain the importance of attending Introduction to Outdoor Leader Skills training and announce the times and places of upcoming courses.
  - Establish the importance of *The Scoutmaster Handbook* and *The Boy Scout Handbook* as the texts for this training and as the primary sources of information for all Scoutmasters.
  - Continue to build participants' enthusiasm for becoming Scoutmasters and to increase their confidence in their abilities to succeed as troop leaders.
- 

### Materials Needed

- Copies of the course schedule for this Scoutmaster and Assistant Scoutmaster Leader Specific Training (one per participant)
  - *The Boy Scout Handbook*, No. 33105 (One copy per instructor. Participants in this training should have brought their own copies.)
  - *The Scoutmaster Handbook*, No. 33009C (One copy per instructor. Participants in this training need to have brought their own copies.)
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
  - Wall posters
-

## Recommended Facility Layout

- Session meeting area. Participants should have comfortable places to sit at their patrol tables. That setting most often consists of tables accommodating six to eight participants forming a patrol.
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## Delivery Method

- Instructor-led presentation and discussion
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## Presentation Procedure

Open this presentation by asking one of the participants to read aloud the first page of *The Boy Scout Handbook*:

**WELCOME TO THE BOY SCOUTS OF AMERICA!**

Millions of boys have been Scouts. They joined because they liked what the BSA had to offer. Now, Scouting welcomes you.

Scouting promises you the great outdoors. As a Scout, you can learn how to camp and hike without leaving a trace, and how to take care of the land. You'll study wildlife up close and learn about nature all around you. There are plenty of skills for you to master, and you can teach others what you know. Everybody helping everyone else—that's part of Scouting, too.

Scouting promises you friendship. Members of the troop you join may be boys you already know, and you will meet many other Scouts along the way. Some may become life-long friends.

Scouting promises you opportunities to work toward the Eagle rank. Set positive goals for yourself and then follow clear routes to accomplish them.

Scouting promises you tools to make the most of your family, your community, and your nation. The good deeds you perform every day will improve the lives of those around you. You will be prepared to aid others in time of need.

Scouting promises you experiences and duties that will help you mature into a strong, wise adult. The Scout Oath and the Scout Law can guide you while you are a Scout and throughout your life.

Adventure, learning, challenge, responsibility—the promise of Scouting is all this and more. Are you ready for the adventure to begin? Then turn the page and let's get started.

—*The Boy Scout Handbook*

Lead participants in a discussion that brings out these key ideas:

- The intent of Scoutmaster and Assistant Scoutmaster Leader Specific Training
- The continuum of training for new Scoutmasters
- An overview of the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training
- Written resources for Scoutmasters

### ***The Intent of Scoutmaster and Assistant Scoutmaster Leader Specific Training***

*“Adventure, learning, challenge, responsibility—the promise of Scouting is all this and more....”* This is a big, big promise. It is a promise to boys that we will help you keep by teaching you the things you must know, be, and do. Boys are looking for all of these, as well as opportunities to make friends, to lead, to be of service, to do the right thing, and to learn how to make ethical decisions.

Delivering the promise of Scouting—that's why we are here.

Thousands of volunteers have been in your position before—setting out on the fresh adventure of leading a Scout troop. And thousands before you have succeeded. Some of them struggled along the way, and to be perfectly truthful, there will be times ahead that will challenge you, as well. But your satisfaction will be tremendous when you see what value there is in bringing the Scouting program to life for the boys in your community.

Over the next several hours, we will explore what it takes to be a Scoutmaster. We'll talk about what is expected of you and what you can expect from the Boy Scouts of America. We'll also talk about concerns you may have, and we'll address your questions and doubts.

By the time we are done, you will be confident of your ability to succeed as the leader of a Scout troop. The very fact that you are here is evidence that you are willing to make your best effort. You have your own experiences to draw upon and your own sets of skills. Scoutmaster and Assistant Scoutmaster Leader Specific Training will build on your strengths by providing you with the additional skills and strategies to see you through the first months of troop leadership. You will also gain the knowledge to utilize BSA

resources to ensure that your troop continues to deliver the promise of Scouting.

### ***The Continuum of Training for New Scoutmasters***

Scoutmaster and Assistant Scoutmaster Leader Specific Training is the second of three training opportunities in Basic Leader Training designed to bring new Scoutmasters quickly up to speed on the skills and concepts that will help them succeed. Fast Start Orientation is available for leaders to complete prior to meeting with Scouts for the first time.

Session 1, slide 2



#### **Training Continuum For Adult Leaders**

Fast Start → Basic Leader Training  
(This Is Scouting,  
Position Specific Training,  
and Introduction to  
Outdoor Leader Skills) → Wood Badge

Everyone here will have already attended This Is Scouting. Information presented during that session included a look at youth development, an overview of the basic structure and funding of BSA programs, a survey of a few of the resources available to unit leaders, and a brief review of the importance of ensuring that the Scouting experience is safe.

At some point, Scoutmasters will have the opportunity to attend Introduction to Outdoor Leader Skills training. During those enjoyable sessions, unit leaders will review all of the outdoor skills that the BSA expects have been mastered by a First Class Scout. For Scoutmasters new to outdoor adventures, this will be a terrific opportunity to develop sufficient skill to help make outdoor program an essential aspect of their troops' activities. New Scout leaders experienced in various aspects of camping, hiking, and other outdoor skills can use this training to refine their knowledge, to learn how best to adapt their skills to support their troops' boy leaders, and to share what they know with others taking part in Introduction to Outdoor Leader Skills training.

## **Introduction to Outdoor Leader Skills Training**

- The course is an important and enjoyable part of the basic preparations to be a Scoutmaster.
- It covers the outdoor skills expected of a First Class Scout.
- Adult leaders who already know some of the skills may pass that section of the course by demonstrating their abilities to an instructor.
- Adult leaders who have already completed Introduction to Outdoor Leader Skills will not need to repeat the training.

After completing This Is Scouting, Scoutmaster and Assistant Scoutmaster Leader Specific Training, and Introduction to Outdoor Leader Skills, Scoutmasters and assistant Scoutmasters are considered trained and may wear the “Trained” patch on the uniform sleeve. Of course, training in the BSA never stops. All BSA leaders will discover that there are many supplemental opportunities for learning. For example, each leader is encouraged to attend a Wood Badge course on leadership within two years of joining the organization.

### **SCOUTMASTER AND ASSISTANT SCOUTMASTER LEADER SPECIFIC TRAINING**

Scoutmaster and Assistant Scoutmaster Leader Specific Training lies between This Is Scouting and Introduction to Outdoor Leader Skills. Scoutmaster and Assistant Scoutmaster Leader Specific Training presents the skills and methods Scoutmasters can use to organize a Boy Scout troop and support its boy leaders in developing and delivering an effective, exciting Scouting program.

#### **Instructors’ Note**

*Distribute copies of the following schedule for Scoutmaster and Assistant Scoutmaster Leader Specific Training. Adjust the sample to fit the needs of the current training sessions.*

Session 1, slide 3

### **Session One—Getting Started: The Role of the Scoutmaster in a Boy-Led Troop**

Preopening Activity

Welcome and Participant Introductions



Course Overview

The Role of the Scoutmaster

Troop Organization

Troop Meetings

Working With Boy Leaders/The Patrol Method

Patrol Leaders' Council

**Session Two—Lighting the Fire: The Outdoor Program and the Advancement Program**

Preopening Activity

Introduction

Sizzle of the Outdoor Program

Nuts and Bolts of the Outdoor Program

Outdoor Program Patrol/Group Activity

Reflection

Advancement Program

**Session Three—Keeping It Going: Program Planning and Troop Administration**

Preopening Activity

Introduction

Program Planning

Membership

Paperwork

Finances

The Uniform

Other Training Opportunities

Summary and Closing

## Instructors' Note

- *An important quality of BSA leadership development is that participants are not kept in the dark about any aspect of their training. Whenever appropriate, they should receive all the information and resources that will help them succeed. Providing them with copies of the schedule for this training is a perfect example.*
- *The course schedule to be distributed should be correctly formatted either for a training that occupies three evenings or for a session conducted during one day of a weekend. In either case, the first item on the schedule should be the This Is Scouting training that immediately precedes this Scoutmaster and Assistant Scoutmaster Leader Specific Training.*
- *At the discretion of the instructor for this presentation, the course schedule could be mailed to participants before training begins. This will allow them to familiarize themselves with the course well in advance.*

### **Overview of the Three Sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training**

Take a look at the schedule and you can see that Scoutmaster and Assistant Scoutmaster Leader Specific Training is divided into three sessions, each focusing on several of the eight methods of Scouting:

#### **Session One—Getting Started: The Role of the Scoutmaster in a Boy-Led Troop**

- Ideals
- Patrol Method
- Association With Adults
- Personal Growth
- Leadership Development
- Uniform

#### **Session Two—Lighting the Fire: The Outdoor Program and the Advancement Program**

- Ideals
- Outdoors
- Advancement
- Association With Adults
- Personal Growth

### **Session Three—Keeping It Going: Program Planning and Troop Administration**

- Ideals
- Association With Adults
- Personal Growth
- Leadership Development
- Uniform

#### ***Written Resources for Scoutmasters***

##### **THE SCOUTMASTER HANDBOOK**

Nearly everything you need to know about being a Scoutmaster can be found in *The Scoutmaster Handbook*. We will reference it many times during Scoutmaster and Assistant Scoutmaster Leader Specific Training. In fact, one way to think about this training is that it teaches you to find the answers you need in *The Scoutmaster Handbook*.

##### **THE BOY SCOUT HANDBOOK**

As you can gather from the opening passages we read about the promise of Scouting, *The Boy Scout Handbook* reflects the heart and soul of Boy Scouting. It is the book that each Scout in your troop will have, both as a guidebook and a manual of possibilities. Between its covers you can find the lore of Scouting that has evolved from 1910 to the present. *The Boy Scout Handbook* is a guide to outdoor skills, to the values of Scouting, and to ways in which the Scouting program can be delivered.

##### **OTHER BSA LITERATURE**

Beyond the handbooks for Scoutmasters and for Boy Scouts, the BSA offers a host of written resources such as *Troop Program Resources* and *Guide to Safe Scouting*. We will discuss those during this training when their importance arises.

##### ***Summary***

Being a good Scoutmaster is all about delivering the promise of Scouting to boys. This training will provide the skills you need to lead a troop successfully. The resources of the BSA will give you the background information to help you succeed.

We do not expect you to remember every word that is said here. However, you should remember where you can look for the answers you need.

Session 1, slide 4



For example, during the This Is Scouting training, you were presented with the values and methods of Scouting. Can you remember them all? Perhaps not from memory, but you can certainly list them if you turn to Chapter 2, “The Adventure of Scouting,” in *The Scoutmaster Handbook*.

These are the aims of Scouting:

- Character development
- Citizenship training
- Mental and physical fitness

The methods of how you can deliver on those aims and on the promise of Scouting are listed on the pages that follow. They are the core of our discussions in this course.

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

(In large groups, it may be most efficient to assign each instructor to answer the questions of one or two patrols rather than having one instructor attempt to facilitate the questions of all the participants at once.)

Move directly into the next presentation—“The Role of the Scoutmaster.”

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# Session One

## The Role of the Scoutmaster

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### Time Allowed

20 minutes

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### Teaching Objectives

- Discuss the qualities of a Scoutmaster.
  - Explore what a Scoutmaster must be, know, and do.
- 

### Materials Needed

- Flip chart, chalkboard, or other format for writing and displaying notes
  - PowerPoint® slides or overheads from CD, if desired
- 

### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
  - Posters on the walls
- 

### Delivery Method

- Instructor-led discussion built on participants' answers to key questions
-

## Presentation Procedure

In the course overview, we looked at the contents of the three sessions:

- Session One—Getting Started: The Role of the Scoutmaster in a Boy-Led Troop
- Session Two—Lighting the Fire: The Outdoor Program and the Advancement Program
- Session Three—Keeping It Going: Program Planning and Troop Administration

You'll notice that the role of the Scoutmaster comes first. Everything else—the outdoors, advancement through the ranks, planning, and administration—is an outgrowth of Scoutmasters realizing what their role should be and then fulfilling the expectations of that role.

In fact, all three sessions of this training explore what is expected of a Scoutmaster and how you can do what is expected of you. To begin with, let's look at the larger expectations.

### ***The Qualities of a Scoutmaster***

Ask participants to describe their image of a Scoutmaster. List their comments on a flip chart. You can spur conversation by referencing famous depictions of Scoutmasters (Norman Rockwell's painting "The Scoutmaster," Fred McMurray's role in the movie "Follow Me Boys," illustrations in various editions of *The Boy Scout Handbook*, etc.)

Among the items on the list may be some or all of the following:

- Works well with boys
- Cares about boys
- Teaches boys how to do things for themselves
- Understands the Scouting program
- Sets a positive example
- Is comfortable in the outdoors

Explain that all of these qualities can be divided into three categories:

- What a Scoutmaster must *be*
- What a Scoutmaster must *know*
- What a Scoutmaster must *do*

By recognizing what one must be, know, and do, a person is well on the way to successfully fulfilling the role of a Scoutmaster.

Session 1, slide 5



**WHAT A SCOUTMASTER MUST BE**

- Be a good role model living by the Scout Oath and Law. The example you set is your most powerful teaching tool.
- Be a friend to the boys while working with them and guiding them through the Scouting program.
- Be a good example by wearing the Scoutmaster uniform properly and proudly.

Session 1, slide 6



**WHAT A SCOUTMASTER MUST KNOW**

- Know that the Boy Scout program comes to life when boys are given the responsibility for being the leaders of their troop.
- Know that the best way to operate a troop is by the patrol method, with leadership responsibilities given to the boys.
- Know that you have the skill to deliver the promise of Scouting to the members of your troop.
- Know that there are valuable resources, especially other adult Scout leaders, training opportunities, and the literature of the Boy Scouts of America, to assist you every step of the way.

Session 1, slide 7



**WHAT A SCOUTMASTER MUST DO**

- Do help boys develop into confident leaders by directing, coaching, supporting, and empowering them to operate their own troop.
- Do enjoy yourself. Having fun and finding satisfaction in Scouting is contagious. The Scouts in your troop will reflect your positive attitudes and infuse meetings and activities with their own good energy and joy.

***The Bottom Line***

To fulfill the role of a Scoutmaster, you must be, know, and do certain things, but they are well within your abilities. They are all aspects of caring for others, of drawing on available resources, and of using your own common sense. Of course, there are endless ways for Scoutmasters to fulfill their roles—ways as numerous as there are Scout leaders and boys interested in Scouting.

As a Scoutmaster, you can keep alive the flame of Scouting and see to it that a troop does its best to deliver the promise of Scouting to boys, to their parents, and to the troop's chartered organization. Along the way, you will have many opportunities to help fulfill the mission of the Boy Scouts of America—*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*, and know that you can do this through an active, well-rounded Scouting program.

In the presentations that follow this one, we will examine the structure of a boy-led troop and specific ways you can successfully deliver the promise of Scouting. Before moving on, let's open the discussion for your questions and comments about the role of the Scoutmaster.

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

#### **Instructors' Note**

*This is a good opportunity for participants to raise questions and concerns about what is expected of them as Scoutmasters and how they can fulfill those expectations. Take the time to answer questions that relate directly to the material presented up to this point in Scoutmaster and Assistant Scoutmaster Leader Specific Training. Write questions that require more in-depth discussion on a flip chart and post them on the meeting room walls. Assure participants that the answers to those questions will come later in this training.*

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# Session One

## Troop Organization

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### Time Allowed

15 minutes

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### Teaching Objectives

- Lay out the structure of a Boy Scout troop.
  - Describe the roles of a troop's key boy leaders.
  - Explain the supportive functions of the troop's adult leaders, including the Scoutmaster and assistant Scoutmasters and the members of committees and of district and council staffs.
- 

### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C
  - *The Boy Scout Handbook*, No. 33105
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart, chalkboard, or other format for writing and displaying notes
- 

### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
- 

### Delivery Method

- Instructor-led discussion
-

## Presentation Procedure

Ask participants to turn in their *Scoutmaster Handbooks* to the opening page of Chapter 3, "The Boy-Led Troop." Ask a participant to read aloud the sentences highlighted in the box:

One of your most important challenges as Scoutmaster is to train boy leaders to run the troop by providing direction, coaching, and support. They will make mistakes now and then and will rely upon you to guide them. But only through real hands-on experience as leaders can boys learn to lead.

– *The Scoutmaster Handbook*,  
Chapter 3, "The Boy-Led Troop"

Explain that frequent reference has been made during this training to the idea of a boy-led troop. Among the roles of a Scoutmaster, we discussed the fact that a Scoutmaster should allow boys the freedom and the guidance to assume leadership of their own troop. Throughout the rest of this training, we will often make reference to *the boy-led troop*. Let's take the time now to figure out exactly what that means, beginning with the structure of a Boy Scout troop.

### **Structure of a Boy Scout Troop**

#### **Instructors' Note**

Session 1, slide 8

*Ask participants to turn to the chart titled "Sample Youth Leader Organizational Chart for a Small Troop" at the end of Chapter 3 in The Scoutmaster Handbook.*

*During the discussion of troop structure, recreate the chart using a flip chart or other visual aid. By highlighting the chart for a small troop, instructors can more easily lay out the basic organization of a troop. With that established, they can then reference the "Sample Youth Leader Organizational Chart for a Large Troop" on the facing page to illustrate how the structure of a troop can expand to accommodate more members.*

The basic structure of a Boy Scout troop has served Scouting well since 1910. Its success and longevity can be traced to a variety of factors:

- It provides a place for every troop member to feel a sense of belonging.
- It offers a framework for boys to take on leadership roles that are appropriate for their skills and experience.
- It encourages boys to lead the troop with the guidance and support of adults.

The building blocks of a Scout troop are its patrols.

### **Patrols**

A patrol is the basic organizational unit of a Scout troop. Composed of up to eight boys, it is a good size for Scouts to plan and carry out projects, to hike and camp together, to take part in troop games and events, and to practice leadership on a manageable scale.

There are three kinds of patrols:

- *New-Scout patrols* (for youth just joining the troop)
- *Regular patrols* (usually for boys who have earned at least the First Class award)
- *Venture patrols* (made up of older Scouts)

The number and the kinds of patrols a troop has depends upon the age of the Scouts, their interests, and their needs. Patrols are also sometimes organized according to the neighborhoods in which boys live.

### **Instructors' Note**

*Draw the framework of a troop on a flip chart or present it via PowerPoint®, overhead projections, or a felt board. The sample troop should have one new-Scout patrol, two regular patrols, and one Venture patrol. Explain that, for the sake of clarity, the example you have chosen is of a small troop with a simple structure. As the discussion of troop structure continues, add the subsequent troop leaders to the chart.*

### **Descriptions of Patrols**

Ask participants to turn to the discussion of patrols in *The Scoutmaster Handbook*, Chapter 4, "The Boy-Led Patrol." Summarize the descriptions and answer any questions participants may have about patrols.

## **REGULAR PATROLS**

*Regular patrols* are usually composed of Scouts who have completed the First Class requirements or who are in at least the seventh grade. They are made up of boys similar in age, achievement, and interests. Most of the boys have been around Scouting long enough to be comfortable with patrol and troop routines, and they are well versed in camping, hiking, cooking, and Scouting's other basic skills. On the other hand, lots of troops have regular patrols composed of boys of various ages.

## **NEW-SCOUT PATROLS**

Many troops have a *new-Scout patrol* for 11-year-old boys who are just joining. The new Scouts function together as a patrol during their first year in the troop, working toward their goal of completing the requirements for the First Class rank. Some troops phase their new Scouts into regular patrols after three to six months. (A new-Scout patrol may hold frequent patrol leader elections so that each boy has the opportunity to serve for one or two months.)

An older, experienced Scout will be appointed by the senior patrol leader, with the advice of the Scoutmaster, to serve as troop guide for the new-Scout patrol. The guide helps new Scouts through the early challenges of troop membership. An assistant Scoutmaster should work closely with the troop guide and the new-Scout patrol to ensure that each Scout has every opportunity to succeed right from the start.

## **VENTURE PATROLS**

A *Venture patrol* is an *optional* older-boy patrol within a troop. These boys (ages 13 through 17) have the maturity and experience to plan and take part in more challenging high-adventure outings and sports activities. An assistant Scoutmaster assigned to the Venture patrol can help the Venture patrol leader and other patrol members transform their plans into action.

A Venture patrol can be instrumental in keeping older boys interested and active in Scouting. About half of all troops currently incorporate one or more Venture patrols in their programs. Every troop with older boys should strongly consider establishing a Venture patrol.

### ***Patrol Leaders***

Each patrol in a troop elects a patrol leader. The patrol leader takes a leading role in planning and conducting patrol meetings and activities, and represents the patrol at meetings of the patrol leaders' council. Each patrol leader can appoint an assistant patrol leader to serve with him.

(Participants can find more information on patrol leaders in *The Scoutmaster Handbook*, Chapter 4, “The Boy-Led Patrol.”)

### **SENIOR PATROL LEADER**

The senior patrol leader assumes the most leadership responsibility of any Scout in the troop. Elected by all troop members, the senior patrol leader does not belong to a patrol, but rather provides leadership for everyone in the troop. Depending on the size and needs of the troop, the senior patrol leader can appoint one or more assistant senior patrol leaders to take on some of the obligations of troop leadership.

The senior patrol leader is the troop member with whom the Scoutmaster works most directly. By helping the senior patrol leader prepare to lead troop meetings and activities, and by being on the sidelines to coach and support the senior patrol leader during those events, a Scoutmaster can ensure that the senior patrol leader succeeds, has fun, acquires leadership skills, and enables the troop to be boy-led.

### ***Patrol Leaders’ Council***

The patrol leaders’ council is the primary leadership body of the troop. It is composed of the senior patrol leader, assistant senior patrol leader, the patrol leaders, and any troop guides.

Important functions of the patrol leaders’ council are planning the troop’s overall program, leading the preparations for troop meetings and campouts, and ensuring that all troop events are efficient, interesting, and well run.

(The responsibilities and activities of the patrol leaders’ council will be discussed more fully at the end of Session One.)

### ***Other Troop Leadership Positions***

As a troop grows in size, the Scoutmaster may expand the organizational chart to include other positions of leadership—quartermaster, scribe, historian, librarian, instructor, Order of the Arrow troop/team representative, chaplain aide, and junior assistant Scoutmaster. Den chiefs and Webelos den chiefs may also be appointed to provide leadership opportunities and to strengthen the relationship between a Cub Scout pack and the troop.

Adding some or all of these positions can open up leadership opportunities to more Scouts and can spread the tasks of the troop among a larger number of its members.

### ***Troop Elections***

Elections for patrol leaders and senior patrol leader are conducted by many troops once every six months. This calendar

allows boys time to learn their new roles and to develop as leaders in the troop. Other troop leadership posts are appointed positions that can be used to offer other Scouts leadership opportunities that match their current skills and potential.

### ***Adult Leadership Positions in a Scout Troop***

So far in this presentation, we've discussed the troop leadership positions held by the Scouts themselves. There's a good reason for this. We always want to keep the idea of a boy-run troop in the forefront of our consideration of the job of a Scoutmaster. It is through the troop structure and through the boy leaders themselves that we can most effectively deliver the promise of Scouting.

Of course adults have vital roles to play in the continued growth and success of a Boy Scout troop. However, adults' roles are designed to allow the boys to learn and practice effective leadership skills, and to have the satisfaction of knowing that with the guidance, coaching, and support of adults, they did it themselves.

The adults most immediately involved with a troop are the Scoutmaster, assistant Scoutmaster, and troop committee.

### **SCOUTMASTER AND ASSISTANT SCOUTMASTERS**

We've already discussed the role of Scoutmaster. Here we will continue to explore the ways in which a Scoutmaster can succeed.

Assistant Scoutmasters are adult troop leaders who assist the Scoutmaster in providing supportive, coaching guidance to Scouts in a troop. An assistant Scoutmaster can also step in if the Scoutmaster must be absent from a meeting or troop activity.

Ideally, an assistant Scoutmaster can be assigned primary responsibility for the troop's new-Scout patrol while another assistant Scoutmaster takes on a similar role with the troop's Venture patrol. Assistant Scoutmasters may also be assigned primary responsibility for coaching and supporting boys holding other troop leadership positions—quartermaster, scribe, etc.

The presence of one or more assistant Scoutmasters at troop meetings and Scouting events can enrich these experiences for troop members and other adult leaders. Their presence can also fulfill the BSA's safety standard of two-deep adult leadership at all Scouting activities.

### ***Troop Committee***

The troop committee is an important part of a troop's support team. The committee may be seen as the "board of directors" of a troop. Members are often parents of boys in the troop and chartered organization members who are interested in youth programs. The committee is composed of a minimum of three members, one who serves as committee chair. There is no maximum number of committee members.

The relationship between the Scoutmaster and the troop committee should be one of friendship and trust. Difficult issues are sure to confront troop leaders now and then. The Scoutmaster should be able to turn to the committee at any time for assistance, support, and encouragement.

Troop committee members new to their positions take the Troop Committee Challenge, an online training course found at [olc.scouting.org](http://olc.scouting.org). Scoutmasters are encouraged to take that training, too, especially in the company of members of their own troops' committee members. The training is designed to help the committee become a team that effectively supports the troop and the Scoutmaster.

(For a listing of some of the responsibilities of a troop committee, see *The Scoutmaster Handbook*, Chapter 16, "Chartered Organizations and Troop Committees.")

Scoutmasters should never feel that they must go it alone. The troop committee is there to shoulder much of the weight of making a troop a success, freeing Scoutmasters to invest their time and energy in areas of leadership where they can be most effective.

### ***Where Boy Scouts Come From and Where They Go***

Many boys joining a Boy Scout troop have had good experiences as members of Cub Scout packs and Webelos dens. When they are old enough, the transition into a Boy Scout troop can be a natural step in their progression through the Scouting program.

Older Boy Scouts can maintain their interest in a troop's program by forming a Venture patrol that will allow them to embark on high-adventure activities designed to recognize their levels of skill and maturity.

Where these units exist, older Scouts may make the transition from a Scout troop into a Varsity team or a Venturing crew.

### **VARSIITY SCOUTING**

Varsity Scouting is an exciting program of the Boy Scouts of America for boys ages 14 to 17. Unlike a Venture patrol, which is part of a Boy Scout troop, a Varsity Scout team



stands alone, meeting and conducting activities apart from any troop. The chartered organization sponsoring a Varsity team may also sponsor a Cub Scout pack and a Boy Scout troop, allowing boys to move up through the units as they become older. Using the formats of participatory sports and high-adventure pursuits, Varsity Scouting is structured around five areas of emphasis:

- Advancement
- High Adventure/Sports
- Personal Development
- Service
- Special Programs and Events

### **VENTURING**

Venturing is the BSA's youth development program for young men and women ages 14 to 20 who subscribe to the Venturing Code.

Many Venturing crews focus their attention on activities that encourage members to learn and practice advanced outdoor skills. Whitewater kayaking, rock climbing, sailing, scuba diving—the list is as long as the imaginations and dedication of the Venturers themselves. A Venturing crew may be formed by and for older members in a Scout troop or Varsity team who are seeking further Scouting opportunities and challenges.

### ***Summary***

The organization of a Boy Scout troop provides a framework in which members can achieve the most possible from the Scouting program. It gives boys opportunities to learn and grow, and it offers a variety of challenges that can match their interests and their stages of development. It also involves adults in support of Scoutmasters, freeing them to do what they do best—help Scouts become effective troop leaders.

Scoutmasters fully utilizing the troop structure will find it to be an effective vehicle for delivering the promise of Scouting. They will also find that the driving force behind that structure are the concepts of the boy-led patrol and the boy-led troop.

The next presentation of this session will detail the troop meeting—one of the most visible ways that boys can plan and carry out the program of their troop.

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

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**Announce a five-minute break.**





# Session One

## Troop Meetings

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### Time Allowed

35 minutes

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### Teaching Objectives

- Explore the purposes of troop meetings.
  - Discuss the value of using the troop meeting plan.
  - Explain the importance of allowing a troop meeting to be planned, conducted, and reviewed by the boys themselves.
  - Review the vital role a Scoutmaster plays by providing coaching, support, and leadership to Scouts.
- 

### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C
  - Troop Meeting Planning Sheet  
(from *The Scoutmaster Handbook*)
  - *Scoutmaster and Assistant Scoutmaster Leader Specific Training* video, No. AV-02V015, or DVD, No. AV-02DVD15
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
  - Posters
  - Video projection equipment
- 

### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
-

## Delivery Method

- Instructor-led discussion supported by video clips
- 

## Presentation Procedure

Do boys join Scouting just to attend troop meetings? The answer is probably no. Ask them and they'll say they joined to have fun, set out on adventures, make friends, learn new skills, and explore the outdoors.

Troop meetings can be the catalyst that makes all of that possible for boys, but for that to happen, the meetings must be fast-paced, interesting, and varied. They need to lead toward exciting troop activities in the outdoors. They need to be the glue that holds a troop together.

They can be all of that and more. During this presentation, we'll talk about what a Scoutmaster can do to ensure the success of troop meetings.

### ***Why Have Troop Meetings?***

Troop meetings serve many purposes, including these:

- Motivating boys
- Strengthening patrols
- Promoting patrol spirit
- Encouraging Scouts to learn and practice Scouting skills
- Allowing Scouts to exercise leadership

As a tool for delivering the promise of Scouting, troop meetings are especially effective because they are planned, organized, and carried out by the boys themselves. Scouts take ownership in the meetings and are empowered to lead the events that make up each meeting.

Of course, Scouting gives boys the resources they need to make their troop meetings successful. As adult leaders, you can provide the support and guidance that will allow them to make the most of those resources.

Perhaps the most important resource for helping boys develop effective troop meetings is the tried-and-true method called the troop meeting plan.

## USING THE TROOP MEETING PLAN

### Instructors' Note

*Ask participants to open their Scoutmaster Handbooks to the blank Troop Meeting Plan form in Chapter 5, "Troop Meetings." They can use this as a reference during the discussion that follows.*

The troop meeting plan is a format that has developed over many years of Scouting experience. It presents Scouts with a very effective way to put together troop meetings that are enjoyable, productive, and meaningful, and that stay within a reasonable time frame.

Session 1, slide 10



The meeting plan involves seven distinct steps:

- Preopening
- Opening
- Skills Instruction
- Patrol Meetings
- Interpatrol Activity
- Closing
- After the Meeting

### Instructors' Note

*In discussing the essential elements of a troop meeting, the following descriptions will be useful. Participants can also find this information in The Scoutmaster Handbook chapter on "Troop Meetings."*

#### 1. Preopening

As boys begin to arrive for a troop meeting, the senior patrol leader or an older Scout assigned by the senior patrol leader should get them involved in a game or project designed so that additional Scouts can join in as they show up. The preopening is often well-suited for the outdoors. The person in charge of the preopening activity should be ready to start at least 15 minutes before the scheduled beginning of the meeting. An assistant Scoutmaster may be assigned to coach and support the Scout leading the preopening. To keep meetings fresh, the preopening activity should not be the same every week.

## Instructors' Note

*Point out that participants have already taken part in a preopening activity—the get-acquainted game at the beginning of Session One. Instructors can use that example to highlight ways to ensure that a preopening is effective, enjoyable, and timely.*

## 2. Opening—5 minutes

The senior patrol leader calls the meeting to order at the appointed time, instructing Scouts to line up in formation by patrols. A patrol responsible for the opening might conduct a flag ceremony and then lead troop members in reciting the Scout Oath and Law.

## Instructors' Note

*Take this opportunity to model an opening ceremony. Ask one of the patrols to serve as a color guard. As the color guard conducts the ceremony, guide them through the steps and explain to the group as a whole what is happening and how it can most effectively be done by Scouts in a troop. A typical ceremony can follow these guidelines:*

*An instructor in the role of senior patrol leader directs, "Color guard, raise the colors." The patrol leader of the color guard takes charge, calling the members of the troop to attention, asking them to make the Scout salute, then instructing the color guard to advance and present the colors. After the flag has been placed in the flagpole holder at the front of the room (the color guard may also present a troop flag), the patrol leader leads the group in reciting the Pledge of Allegiance and the Scout Oath and Law, then directs the color guard to retire. Variations on the opening ceremony may include other meaningful activities such as singing a patriotic song or presenting an historic American flag and explaining its history.*

## 3. Skills Instruction—15 to 20 minutes

Skills instruction might focus on skills Scouts will need to fully participate in an upcoming activity or skills they must acquire for advancement. A troop with boys of about the same experience level could separate into patrols so that groups will be of a size that maximizes learning experiences. Troops with Scouts of various ages and expertise may organize instruction at three levels—basic information for the new-Scout patrol, more advanced instruction for regular patrols, and the most challenging level for the Venture patrol.

Instruction should be hands-on learning rather than lecturing. Those leading the sessions will be Scouts serving as troop instructors with expertise in a particular area (they should be well-prepared ahead of time), adult Scout leaders, or outside authorities willing to share their knowledge with the troop.

#### **4. Patrol Meetings—5 to 20 minutes**

After skills instruction, the senior patrol leader will announce that it is time for each patrol to go to its designated meeting area, usually in the same room (or outdoor area) as the troop meeting. Each patrol leader takes charge of his patrol's meeting.

Matters to be handled during a patrol meeting include taking attendance, collecting dues, planning the patrol's involvement in upcoming troop activities, selecting menus for hikes and campouts, assigning patrol members to specific tasks, and working out any other details for the smooth operation of the patrol. The length of the patrol meetings will depend upon how much business the patrols must handle.

#### **5. Interpatrol Activity—15 to 20 minutes**

Led by the senior patrol leader or an assistant senior patrol leader, this part of the meeting allows all the patrols to interact with one another in a competition or in a cooperative effort. The activity could be a game that tests the skills Scouts are learning for an upcoming event—a race by each patrol to set up a tent properly, for example, or for patrol members to tie a set of knots correctly. Games involving teamwork and ethical decision making may also be appropriate.

#### **6. Closing—5 minutes**

The closing is the Scoutmaster's portion of the meeting. The Scouts should be paying attention. It may help to dim the lights and have everyone seated. Deal with any outstanding business first—reminders for upcoming meetings, outings, etc. Congratulate any Scouts who have advanced since the last meeting. This is also a good time to praise Scouts for Good Turns, positive ethical decisions, and jobs well done.

The heart of the closing is the Scoutmaster's Minute—your opportunity to share a story based on Scouting's values. Use a personal experience if you can, or one of the many Scoutmaster's Minutes found in the "Ready References" chapter of *The Scoutmaster Handbook*. The story should contain a thought for the Scouts to carry home with them. The closing may also include a simple ceremony, a song, or a prayer.



## 7. After the Meeting

At the end of the meeting, the service patrol for the week puts away any troop equipment and returns the room to its original condition.

Meanwhile, the senior patrol leader should meet briefly with members of the patrol leaders' council and the Scoutmaster to review the meeting, make plans for the next meeting, and decide which patrol will be the upcoming service patrol.

### ***Troop Meeting Plan Resources***

*The Scoutmaster Handbook* contains suggested troop meeting plans to fulfill some specific situations:

- **The New Troop's First Month**  
Getting a new troop organized and under way requires more hands-on involvement by adult leaders than does a veteran troop with experienced youth leaders. The four troop meeting plans designed for a new troop will guide its Scoutmaster through the first month of meetings.
- **Program Features**  
Later in Scoutmaster and Assistant Scoutmaster Leader Specific Training, we'll talk about long-range program planning for a troop. Chapter 6, "Program Features," of *The Scoutmaster Handbook* includes troop meeting plans for monthlong activities built around specific features—hiking, citizenship, first aid, and camping.

In three volumes, the BSA publication *Troop Program Features* contains guidelines for Scout involvement in an additional 36 exciting activities. Each feature includes the troop meeting plans to support that activity through a month of meetings and troop events.

Planning the troop's program for six months to a year in advance is an important part of offering an exciting, meaningful Scouting experience to boys. That aspect of troop leadership will be discussed more fully in Session Three of this training.

### ***The Scoutmaster's Role in Troop Meetings***

A troop meeting should be planned, organized, and run by the senior patrol leader, the patrol leaders, and other members of the troop. In fact, a Scoutmaster takes a prominent role in a troop meeting only three times:

- Offering the senior patrol leader support and guidance as the meeting begins.
- Sharing the Scoutmaster's Minute at the close of the meeting.

Session 1, slide 11



- Meeting with the senior patrol leader and members of the patrol leaders' council to assess the meeting and review plans for the next meeting of the troop.

At first glance that may not seem to be much involvement for the primary adult leader of a Scout troop. The fact is, though, that troop meetings operating this way are an indication that the Scoutmaster has utilized time and energy where it is most effective—in preparing young people to take on the leadership of their troop and of its meetings.

One of the times when the Scoutmaster's input is most appropriate is during the planning that occurs before a meeting. During Session Three of this training we will explore the long-range planning that the patrol leaders' council, with the guidance of the Scoutmaster, uses to develop a troop's monthly and annual program. For now, though, let's look in on a Scoutmaster meeting with a senior patrol leader to review the plans for a troop meeting that is about to begin.

Session 1, slide 12

### **Video No. 1—Before the Meeting**

This video shows a Scoutmaster meeting with a senior patrol leader as a troop meeting begins. Scouts in the background are taking part in the meeting's preopening activity. The Scoutmaster and senior patrol leader review the troop meeting plan, outlined on a page held by the senior patrol leader. The senior patrol leader assures the Scoutmaster that each step is prepared and that those responsible for each step are versed in what they will do.

Key to this video is the obvious supportive, coaching role of the Scoutmaster. The Scoutmaster allows the senior patrol leader to accept responsibility for the upcoming meeting. The Scoutmaster may have a suggestion or two that will aid the senior patrol leader in assuring the success of the meeting, but the Scoutmaster remains in a supportive, rather than directive, role. This is a boy-run troop; the Scoutmaster is at ease in allowing the senior patrol leader (and other youth members of the troop) to carry out the meeting plan.

#### **DISCUSSION OF VIDEO NO. 1**

Lead participants in a discussion of what they have just seen, using their questions and observations to reinforce the importance of giving boy leaders the tools they need and the supportive guidance to plan and conduct their own

meetings. Among questions that may be helpful in this discussion are these:

- What is the role is the Scoutmaster playing?
- What is the role of the senior patrol leader?
- How is the Scoutmaster relating to the senior patrol leader?
- What expectations does the Scoutmaster have of the youth leaders of the troop? In what ways will the meeting be a success?

Of course, no meeting will be perfect. Even with careful adherence to the troop meeting plan, there will be portions of some meetings that are not very successful.

The important thing to keep in mind, though, is that Scouts who are given the responsibility, resources, and support to plan and run their own troop meetings are learning extremely important lessons in leadership. Their growing confidence and advancing leadership abilities are a direct result of the efforts of their Scoutmaster to provide support and guidance and then, for the most part, staying behind the scenes.

### ***Assessing a Troop Meeting***

The review process that occurs immediately after a troop meeting offers a Scoutmaster a valuable opportunity to interact with the troop's youth leaders to assess their performance and to refine plans for the next troop gathering. Let's see how this happens in one troop.-

## Video No. 2—After the Meeting

The Scoutmaster supports the senior patrol leader as the senior patrol leader leads the group in a review of the just-completed troop meeting.

- They discuss what went well during the meeting, what could have been better, and how they can improve in the future.
- They also go over the troop plan for the next meeting to ensure that preparations have been made or will be made, and that at least one person is taking responsibility for the success of each portion of the upcoming meeting.
- They note which Scouts were missing from the meeting and make a plan for contacting each one to discover why the absence occurred. (This will be referenced during the discussion on membership in Session Three.)
- As the debriefing concludes, the senior patrol leader tells the Scoutmaster that he will call later in the week to bring the Scoutmaster up-to-date on preparations for the upcoming troop meeting.

The Scoutmaster's role in this video clip is, again, supportive. The boys themselves conduct the debriefing. The Scoutmaster can offer coaching, guidance, and encouragement but does not overstate his authority.

### DISCUSSION OF VIDEO NO. 2

What was the role of the Scoutmaster in this scene? What was the role of the Scouts?

Ask participants to consider and comment on this question: How do you know if a troop meeting was successful? (Allow participants time to respond. Whenever possible, use their responses to lead toward the following ideas.)

By visiting informally with the patrol leaders' council after a troop meeting, the Scoutmaster can help the senior patrol leader guide the others in learning from the meeting by using the Start, Stop, Continue assessment tool:

- What should we *start* doing at meetings that we are not doing? What would have made this meeting even better if we had put it in place?
- What should we *stop* doing that is not working for us? What did we do this time, that did not work well and should not be repeated?

- What do we need to *continue* to do? It's important to recognize our strengths and what is working well so we can build on it. What strengths do we want to make sure we continue in the meetings?

The answers to these questions will help the troop's youth leaders as they refine the plans for future meetings and review the assignments to be sure that each portion of the next meeting will be fully prepared and presented.

At the conclusion of the assessment, the Scoutmaster offered positive reinforcement to the troop's youth leaders and let them know that their efforts were valuable and their skill as leaders was growing.

Session 1, slide 14

### **Video No. 3—Teaching the Senior Patrol Leader**

Scoutmaster and senior patrol leader get together at the senior patrol leader's home—family members are in view. The session occurs some days before the first troop meeting that the senior patrol leader will lead. The Scoutmaster is discussing with the senior patrol leader the ways in which he can conduct the various parts of the meeting. The Scoutmaster will be in the background during the troop meeting but will always be ready to help the senior patrol leader succeed. It is clear in the video that the Scoutmaster has great confidence in the senior patrol leader and is quite willing to remain on the sidelines while the senior patrol leader leads.

#### **DISCUSSION OF VIDEO NO. 3**

What is the role of the Scoutmaster in this scene? The role of the senior patrol leader?

Scoutmasters want their troop meetings to be successful, but they also want boys to succeed as leaders. What steps can Scoutmasters take to be sure that they are helping Scouts lead rather than taking too much of the lead themselves?

Note that the Scoutmaster did not meet privately with the senior patrol leader, but rather at the senior patrol leader's home with his parents present.

### ***Presentation Summary***

The framework offered by the troop meeting plan is a tool that helps shape a successful troop. It is most effective when adults remember that the BSA program is for boys. The best meetings are planned by its youth members, led by them, and assessed by them.

In the next presentation, we'll touch on some specific ways that Scoutmasters can work with boys, adjusting leadership styles to match various needs of individual boys and of the patrols and the troop acting as teams.

The key to successful troop meetings, though, and to delivering the Scouting program to boys, is to do all you can to empower Scouts to be the leaders of their patrols and their troop. Give them the direction and coaching they need to succeed, offer them opportunities to lead, then step back and allow them to learn leadership through hands-on experience. Supportive guidance and positive reinforcement on your part will do the rest.

*The Scoutmaster Handbook* chapter on "The Boy-Led Troop" includes a quote from the Chinese philosopher Sun-Tsu:

Session 1, slide 15

"A leader is best when people barely know he exists; not so good when people obey and acclaim him; worse when they despise him. But a good leader who talks little when his work is done, his aim fulfilled, they will say, 'We did it ourselves.'"

—Sun-Tsu

By using the troop meeting plan and by focusing energy on helping boys prepare themselves to organize and lead their own patrols and troop, a Scoutmaster can experience the greatest satisfaction of all—giving young people the confidence, the abilities, and the successes to proclaim that "we did it ourselves."

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

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## **Announce a five-minute break.**





# Session One

## Working With Boy Leaders/ The Patrol Method

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### Time Allowed

25 minutes

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### Teaching Objectives

- Show how to establish an environment that is safe both physically and emotionally in which Scouts can learn, grow, and enjoy Scouting to the fullest.
  - Explain that listening well is the first step in using appropriate leadership styles.
  - Show how positive reinforcement is among the most valuable contributions adults can bring to the lives of young people.
  - Employ various supportive leadership styles, matching them to the needs of each Scout and to the patrols and troop as a whole. Among the most effective styles are *explaining, demonstrating, guiding, and enabling*.
- 

### Materials Needed

- *Scoutmaster and Assistant Scoutmaster Leader Specific Training* video, No. AV-02V015, or DVD, No. AV-02DVD15
  - Equipment for showing videos
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of taking notes
  - Wall posters
-



## Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
- 

## Delivery Method

- Instructor-led discussion illustrated with video clips
- 

## Presentation Procedure

“The patrol method is not a way to operate a Boy Scout troop, it is the *only* way. Unless the patrol method is in operation you don’t really have a Boy Scout troop.”

—Robert Baden-Powell, the founder of Scouting

Within a Scout troop, safe Scouting means that meetings, activities, and all other Scouting events strive to be physically and emotionally safe for everyone taking part. In Session Two of this training, during our discussions of the outdoor program, we will discuss at length what you can do as Scoutmasters strive to establish and maintain that safe environment.

By your own example and by insisting on high standards from others, you can steer Scouts away from vulgar jokes, disrespectful comments, bullying and inappropriate teasing, and any other forms of inappropriate behavior that can diminish the Scouting experience or cast a negative light on the BSA. Every boy should feel welcomed into the troop, and every boy should have a feeling of security and opportunity once he has joined.

You as Scoutmaster set the tone of a troop by the ways in which you support and inspire Scouts and trust them with positions of leadership. You also have ultimate authority to deal with behavior that will not be tolerated in the troop. It is essential that you establish and maintain an environment that strives to be safe for Scouts both physically and psychologically.

Within that safe environment, there are tremendous opportunities for Scouts to grow and to thrive on the Scouting experience. There are a variety of ways that Scoutmasters can make that experience as rewarding as possible for Scouts and for themselves. Let's talk for a few minutes about working with boys.

**Open up the discussion of working with boys by asking participants this question: When it comes to working with boys, what are your greatest concerns?**

Write the responses on a flip chart and post the pages. Among the answers you may receive are that leaders may lose control, that Scouts won't have fun, that older troop members may tease younger boys, etc. (In a large group, this activity may be done by patrols.)

#### **Instructors' Note**

*If answers to this question are not forthcoming, instructors can generate discussion by sharing some of their own experiences. Other ways to give meaning to this discussion is to write the questions on flip chart pages, then cross out each question as the group discusses a satisfactory answer.*

Ask participants to turn in *The Scoutmaster Handbook* to the opening of Chapter 3, "The Boy-Led Troop." Invite someone to read aloud the sentences in the box at the end of the first paragraph:

One of your most important challenges as Scoutmaster is to train boy leaders to run the troop by providing direction, coaching, and support. They will make mistakes now and then and will rely upon you to guide them. But only through real hands-on experience as leaders can boys learn to lead.

— *The Scoutmaster Handbook*,  
Chapter 3, "The Boy-Led Troop."

Much of our discussion to this point in Scoutmaster and Assistant Scoutmaster Leader Specific Training has focused on the framework and mechanics of a Scout troop—how a troop is organized, how meetings are planned and run, where Scoutmasters can find written resources and other adults to help make a troop a success.

Throughout those discussions, we have made many references to the fact that a troop should be *boy-led*. We have emphasized that a boy-led troop offers the richest experiences for troop members and, in the long run, for adult leaders, too.

Now let's talk about some of the specific skills that you can use to work with boys, skills that will strive to ensure a safe environment for Scouting and that can empower boys to have the greatest success in planning and leading the programs of their troops.

### ***A Key to Troop Leadership***

Here's a basic fact of being a Scoutmaster: *Leadership is often a matter of providing what is missing.*

Let's say that again. *Leadership is often a matter of providing what is missing.*

Imagine a Scout troop lost in the woods. What do they need from a leader? Solicit responses from the participants and use their answers to guide the discussion, touching upon these ideas:

- Perhaps the Scouts need to be directed to go a certain way. If there is a storm coming or night is falling and their safety is at stake, a Scoutmaster's best course of action may be to step to the front of the line and get everyone quickly to shelter.
- Perhaps the Scouts need to be coached in using their maps and their compasses to figure out where they are and to chart their own course back to a known location.
- Perhaps the Scouts simply need to be supported in determining their own solution to the problem and then carrying it out.
- With some groups, a Scoutmaster may find it best to delegate to the senior patrol leader or other boy leaders the responsibility for managing the situation, then staying in the background ready to offer positive reinforcement or further guidance in the form of coaching or support.

In each of these situations, something was missing from the group. It might have been a lack of skill on the part of the Scouts or an inability to understand how to apply the skills they did possess. It may have been a lack of clear direction from the boy leaders of the troop to address the situation, or perhaps simply the need for encouragement to motivate them to draw upon the strengths they already possess.

Whatever the case, you as Scoutmasters can be most effective by adjusting your leadership styles to match the needs of your troop. Rather than taking the lead yourself in situations where the boys are capable of finding their own way, you can coach and support them in providing their own leadership. And when they do need more hands-on direction from you to teach them a skill, to set a boundary, or to move them to a new level of their development, you can do that, too.

In other words, you are providing your Scouts with what is missing.

But how do you discover what the missing elements are? The easiest way is also the most essential ... by being a good listener.

### ***Listening***

One of your most powerful tools as a Scoutmaster is also one of the simplest—be a good listener. Why? What is it about listening that is so important to leadership?

Many of your most effective moments as a leader will occur when you are simply paying close attention to the words and actions of your Scouts.

- One value of listening is that it lets boys know that you care. You are valuing their thoughts. You are giving weight to their ideas. You are opening lines of communication that can lead to fresh ways of doing things. For many boys, having an adult pay attention to them through careful listening is a tremendously important experience.
- A second value of listening is that it will give you information about the current status of each boy in your troop. It can help you understand the stage of development of the troop itself.

Listen to the Scouts in your troop. Make yourself available to them during Scoutmaster conferences, on hikes and campouts, and on other occasions when they want to talk. Often they will simply be eager to share the excitement of a moment or the pride of having learned a new skill or completed a requirement. At other times they may have concerns about something happening in the troop or in their lives. Train yourself to pay attention to what they are saying and to listen without passing judgment. When you are willing to hear what they want to share, you can address issues in ways that are coherent, meaningful, and effective.

— *The Scoutmaster Handbook*,  
Chapter 11, "Working With Boys"

### ***Positive Reinforcement***

It is impossible to underestimate the effects of positive reinforcement. Seek out opportunities to "catch Scouts doing something good" and then praise them for it. Help them realize when they have done worthwhile deeds, and acknowledge their acts of kindness, good will, and sincere effort.

The role of positive reinforcement is itself reinforced through the BSA's advancement program, recognizing Scouts who have achieved specific goals along the trail to Eagle. Just as important, though, is the sincere support that adults can offer young people throughout their experience within and beyond Scouting.

Another way to look at positive reinforcement is to consider its place in the larger context of Scouting. A Scout is friendly. A Scout is kind. A Scout is trustworthy. In the way we treat others, be they boys in a troop, fellow adult leaders, or individuals with no connection to the BSA, our pledge to conduct our lives according to the Scout Law provides us with the guidance to offer the best possible support to those around us.

### ***Matching Leadership Styles to the Needs of Scouts, Patrols, and Troops***

By listening well and by paying attention to other clues provided by Scouts, a Scoutmaster can get a sense of the style of leadership needed in a given situation by a boy, by a patrol, and by a troop.

One way to think about approaches to leadership is the Leading EDGE™ progression of styles or behaviors:

- Explaining
- Demonstrating
- Guiding
- Enabling

Each fills a particular need. Each can supply what is missing in a given situation or to an individual or team at a certain point in its development.

#### **EXPLAINING**

For a boy new to Scouting, for a Scout taking on a new leadership position, or for a troop undertaking a fresh challenge, what is often missing is a sense of structure and an understanding of what Scouts are supposed to do. A Scoutmaster can fill that need by **explaining**—that is, giving clear guidelines. He can tell Scouts, "Have the members of your patrol use buckets of water to put out the campfire, then we can remove any trace that it was here."

Session 1, slide 18



## DEMONSTRATING

Demonstrating as a leadership behavior comes when Scouts are still new to a task and are not together as a patrol or team. When their group is storming through the challenges of working together and skill and motivation are pretty low, **demonstrating** literally involves showing them what is expected—how to do something, what the desired outcome looks like, and even what their behavior needs to look like.

You are not providing feedback on their skill or behavior; you are still showing how to make sure their patrol understands and setting the example.

## GUIDING

As Scouts, patrols, and a troop are becoming more comfortable with their new roles and activities, a Scoutmaster can begin to step to the sidelines and allow boys to assume more responsibilities. **Guiding** allows the Scoutmaster to continue to provide coaching and praise as the Scouts take on the challenges and learn from their own mistakes.

## ENABLING

As individuals and as a team, members of a Scout troop can reach a stage of high skills and high productivity. Youth leaders plan and carry out worthwhile troop meetings that lead to exciting outdoor adventures and other successful troop events and have a sense of “we did it ourselves.” A Scoutmaster who has helped a troop reach this stage can shift his leadership behavior to **enabling**. This includes delegating more of the responsibility, but it goes further. It means creating an environment for their continued success at the skill or activity. Praise can be followed by high praise when they continue to do well..

Session 1, slide 19

### Instructors' Note

*If you are using a VHS video, ignore the segment titled “Leadership Styles,” as it has been updated with the Leading EDGE™ material.*



### ***What Scouting Can Provide a Boy***

In bringing this presentation to a close, let's turn to *The Scoutmaster Handbook*, Chapter 11, "Working With Boys," and the passage titled "What Scouting Can Provide a Boy."

As we discuss leadership skills and Scoutmaster responsibilities and all the rest, it's important to remind ourselves now and then that our efforts to do the best we can as leaders have great rewards. Among the most important are what Scouting can provide a boy.

(Ask a participant to read this passage aloud.)

#### **What Scouting Can Provide a Boy**

- The sense of belonging to a group
- Achievement and recognition
- Self-esteem
- Confidence in himself
- Self-discipline
- Self-reliance
- Healthy interactions with others
- Importance and effectiveness of teamwork

— *The Scoutmaster Handbook*,  
Chapter 11, "Working With Boys"

There are many approaches that Scoutmasters can use to help Scouting provide the most for boys. Listening well is the beginning. Providing an appropriate style of leadership is valuable, as well. But underlying it all is the willingness to seek out good in young people and to support them with positive reinforcement.

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

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# Session One

## Patrol Leaders' Council

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### Time Allowed

20 minutes

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### Teaching Objectives

- Understand the purpose for and importance of the patrol leaders' council.
  - Explore ways in which a Scoutmaster can support and guide the patrol leaders' council as it plans the troop's program and activities.
  - See how the patrol leaders' council and the Scoutmaster can work together when Scout events or meetings do not go well.
  - Review the key points of Session One.
- 

### Materials Needed

- *Scoutmaster and Assistant Scoutmaster Leader Specific Training* video, No. AV-02V015, or DVD, No. AV-02DVD15
  - Equipment for video presentation
  - PowerPoint® slides or overheads from CD, if desired
  - Wall posters
- 

### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
-

## Delivery Method

- Instructor-led discussion illustrated by several video clips
- 

## Presentation Procedure

This is the last presentation of this first session of Scoutmaster and Assistant Scoutmaster Leader Specific Training. In pulling together the various threads that have been presented so far, it seems appropriate to make the patrol leaders' council the subject of this discussion, for it is the vehicle through which a Scoutmaster can ensure that a troop is, in fact, boy-run and uses the patrol method.

Considering what you know already about how a troop is structured and how it offers opportunities for boys to determine what will happen and then lead those activities, several points should be clear:

- Planning is critical to the success of a troop and its program. We have already seen several examples of planning, including the Scoutmaster meeting with the senior patrol leader days before a meeting and a subsequent discussion with the senior patrol leader as a troop meeting is beginning.
- The commitment of the boys to the troop and the program is also critical. One way to ensure that commitment is to give them the responsibility for doing the planning.
- Meetings of the patrol leaders' council are opportunities for longer-range planning. The boy leaders of the troop can determine the activities of a troop for weeks and months to come, and they can determine who will make them happen and how.

Session 1, slide 21



### ***The Patrol Leaders' Council***

The patrol leaders' council allows the senior patrol leader, patrol leaders, and troop guides to plan the troop's program for the coming month and to assess the progress of the current month's program. It is also an opportunity for patrol leaders to present the ideas and concerns of patrol members to the troop's leadership. The senior patrol leader conducts the meeting with the guidance and support of the Scoutmaster. Members of the patrol leaders' council recognize that their decisions are subject to final approval by the Scoutmaster and the troop committee.

Let's look in on a patrol leaders' council meeting that's already in session. This meeting takes place in the middle of a month. The patrol leaders' council is refining plans for an upcoming meeting and the month's big event, and is

beginning to plan for the meetings to support the troop's program for the following month.

Session 1, slide 22

### **Video No. 4—Patrol Leaders' Council**

The video opens midway through the meeting. The senior patrol leader finishes the congratulations, says that the previous bullet points are all covered, and continues on to the heart of the meeting.

- The senior patrol leader announces that the theme for the following month (perhaps camping).
- The patrol leaders' council reviews in detail the meetings of the upcoming month and determines which patrol will be responsible for each section. (Spend considerable time on the first week, less on succeeding weeks.)
- The patrol leaders' council reviews the current month's big event, walking through the schedule and ensuring that everything is being prepared (transportation, Scout participation, patrol assignments, food, equipment, transportation, foul-weather plans, etc.).
- The senior patrol leader reviews the rest of the meetings for the current month.
- The Scoutmaster closes the meeting with praise and support of the troop's leadership for a job well done.

#### **DISCUSSION OF VIDEO NO. 4**

Lead participants in a discussion of what they have just seen, using their questions and observations to reinforce the importance of giving boy leaders the tools they need and the supportive guidance to plan and conduct their own meetings. Among questions that may be helpful in this discussion are these:

- What is the role is the Scoutmaster playing?
- What is the role of the senior patrol leader?
- How is the Scoutmaster relating to the senior patrol leader?
- What expectations does the Scoutmaster have of the youth leaders of the troop? In what ways will the meeting be a success?

Conclude by turning the discussion toward the fact that not every Scouting event, no matter how well-planned, will be a success. What should a Scoutmaster do then? The next video explores just such a situation.

## **Video No. 5—Activity Review**

The setting is a patrol leaders' council meeting after a service project that didn't go well. The patrol leaders' council members are discouraged. What should a Scoutmaster do when the best-laid plans fall through?

The Scoutmaster listens to the boys and stays in a supportive, coaching role. He does not assign blame, but rather helps the senior patrol leader lead other council members to examine the situation, figure out what went wrong, and seek out solutions. Scouts have much to learn from experiences that don't go as expected. Dealing with adversity is an important aspect of BSA leadership training.

### **DISCUSSION OF VIDEO NO. 5**

Lead participants in a discussion of what they have just seen, using their questions and observations to reinforce the challenges that can face a patrol leaders' council and the ways in which Scoutmasters can help the patrol leaders' council overcome adversity, learn from disappointment, and become better leaders. Among questions that may be helpful in this discussion are these:

- What is the role of the Scoutmaster playing?
- What is the role of the senior patrol leader?
- How is the Scoutmaster relating to the senior patrol leader?
- What expectations does the Scoutmaster have of the youth leaders of the troop? In what ways could the meeting be a success?

Of course, no meeting will be perfect. Even with careful adherence to the troop meeting plan, there will be portions of some meetings that are not very successful.

The important thing to keep in mind, though, is that Scouts who are given the responsibility, resources, and support to plan and run their own troop meetings are learning extremely important lessons in leadership. Their growing confidence and advancing leadership abilities are a direct result of the efforts of their Scoutmaster to provide support and guidance and then, for the most part, staying behind the scenes.



## Session 1, slide 24 **Summary of Session One**

The discussion we've just had about the patrol leaders' council and the Scoutmaster's role in supporting and guiding the boy leaders of a troop sums up much of what we have covered during Session One of Scoutmaster and Assistant Scoutmaster Leader Specific Training.

Among the most important points we've covered are these:

- The role of a Scoutmaster brings with it high expectations and requires a willingness on the part of a Scoutmaster to be, know, and do certain things.
- The troop is organized with patrols as its building blocks and with members of the patrol leaders' council deeply involved in planning the troop's program and making it a reality.
- Troop meetings are the glue that holds a troop together. They should be fun, fast-paced, productive, and meaningful.
- Through careful listening, Scoutmasters can determine the development level of individual Scouts and of each patrol and the troop as a whole. Depending on the needs of the Scouts, Scoutmasters can use the most appropriate style of leadership—explaining, demonstrating, guiding, or enabling.
- The patrol leaders' council is the engine that powers the boy-led troop. It provides Scouts with a structure in which to learn and practice leadership skills as they plan the troop's program and figure out how to bring it to life.

### **Instructors' Note**

*As you close Session One, leave participants with one last reminder. Everything covered in Scoutmaster and Assistant Scoutmaster Leader Specific Training is explained in detail in The Scoutmaster Handbook. Even more important to remember is that every Scout leader has the support of a wide range of volunteer and professional Scouters. All of them will be there when participants need them. All of them are eager to help every Scoutmaster succeed.*

Session 1, slide 25 ***Summary Assignment***

Ask participants to take several minutes to write down two of the most important points they have learned during Session One of Scoutmaster and Assistant Scoutmaster Leader Specific Training, and note how they intend to use these points with their own troops. They are to keep this piece of writing with them, adding to it at the end of each of the three sessions. There will be no follow-up; the information they write down and the guidance it provides is for them alone.

**Announce a break before the beginning of Session Two. (For training scheduled over several evenings, confirm the time and location for the commencement of Session Two.)**

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## Session Two

# Preopening Activity

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### Time Allowed

15 minutes

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### Teaching Objectives

- Model an effective, enjoyable preopening activity that Scout leaders can use with their own troops.
  - Encourage participants to work together to succeed as a team.
  - Lay the foundation for the upcoming discussion of the four steps to advancement.
- 

### Materials Needed

- A 3-foot length of soft rope or nylon cord, suitable for tying knots, for each participant and each instructor
  - The *Boy Scout Handbook*, No. 33105 (Participants should have their own copies. The preopening activity requires at least one copy of the manual for every group of six to eight participants.)
  - Posters on the wall
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### Recommended Facility Layout

- An open area of the Scoutmaster and Assistant Scoutmaster Leader Specific Training meeting room or an outdoor setting near the meeting room
- 

### Delivery Method

- Participant-driven activity and team competition guided by instructors
-



## Presentation Procedure

Scoutmaster and  
Assistant Scoutmaster  
Leader Specific  
Training—Session 2  
PowerPoint® slides  
Slide 1

As participants arrive for the opening of Session Two, provide each person with a 3-foot length of knot-tying rope and present the challenge that everyone learn how to tie a selected knot. Point out that instructions for tying the knot can be found in the *Boy Scout Handbook*. Encourage participants to help one another.

### Instructors' Note

*The knot to be tied should be one of the six knots required for the ranks of Tenderfoot through First Class. All of these knots are illustrated and described in The Boy Scout Handbook.*

- *Square knot*
- *Double half-hitch*
- *Bowline*
- *Clove hitch*
- *Sheet bend*
- *Timber hitch*

*Base the choice of knot on what you know of the participants' skill levels. Ideally, the knot will prove to be somewhat of a challenge for most participants and will offer opportunities for them to help fellow team members figure out how to tie the knot. For a group of new Scoutmasters with few Scouting skills, the square knot may be just right. Scouters who are a bit more savvy in the ways of the woods may be better served with the bowline or sheet bend.*

*Use the Teaching EDGE™ process to teach the skill. First explain how to tie the knot; then demonstrate it, then hand them the rope and talk them through it as they tie it; then enable them, giving them the opportunity to practice on their own during the day, by giving them their own piece of rope.*

Session 2, slide 2

When all the participants feel confident in their ability to tie the knot, organize a knot-tying relay. Each team of six to eight participants (united by sitting together at the same table, divided into teams by an instructor, or grouped by some other means) sends its members across the room one at a time to tie the knot to the satisfaction of instructors serving as judges. A participant successfully tying the knot runs back to tag the next member of the team who, in turn, crosses the room to tie the knot.

As all the members of each team correctly tie the knot and return to the starting point, that team is declared a winner. The relay ends when every team has succeeded and all have been declared winners.

At the conclusion of the competition, debrief the activity. In the discussion with participants, bring out the following concepts:

- The event that participants have just experienced is a model of preopenings they can use with their own troops. Many Scouting skills can be used as the focus of a pre-opening activity. Some are most appropriate as challenges for individuals (for example, applying a first aid bandage, loading gear into a backpack, or lighting a fire by friction), while others are better done by teams of participants (pitching a tent, putting up a dining fly, etc.).
- Competitions conducted in BSA settings should be designed so that participants are challenging themselves against a standard where every patrol can win and all participants can feel as though they have achieved.
- An important goal of competitions in Scout settings is to ensure that everyone has fun. Ideally, everyone can also learn something new.
- Participants were engaged during this activity in one of the most basic concepts of Scouting—the four-step process of advancement. These will be discussed more fully later in this session. For now, it is enough to direct participants to the appropriate wall poster featuring the four steps to Scout advancement.

### **The Four Steps to Scout Advancement**

1. A Scout learns.
2. A Scout is tested.
3. A Scout is reviewed.
4. A Scout is recognized.





## Session Two Introduction

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### Time Allowed

5 minutes

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### Teaching Objectives

This introduction serves to guide participants into Session Two by reminding them what has been covered up to this point and previewing for them what will be presented in this second session of Scoutmaster and Assistant Scoutmaster Leader Specific Training.

- Remind participants that Scoutmaster and Assistant Scoutmaster Leader Specific Training is built around the eight methods of Scouting.
  - Briefly review the topics of Session One.
  - Briefly overview the contents of Session Two.
- 

### Materials Needed

- Poster featuring the methods of Scouting
  - Posters featuring the schedules of Session One and Session Two (created by instructors)
  - Flip chart or other means of writing discussion notes
  - PowerPoint® slides or overheads from CD, if desired
- 

### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
-

## Delivery Method

- Instructor-led discussion
- 

## Presentation Procedure

### Instructors' Note

*The degree of detail required for this presentation depends upon whether the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training are being offered on separate evenings or over the course of a single day.*

- *Instructors of sessions occurring on separate evenings can use the introduction to remind participants what has occurred in the session leading up to this one and to focus the group's attention on the presentations to come.*
- *Participants completing all the sessions in a single day may need little in the way of review. Instructors can point out connections between the course structure and the methods of Scouting, then offer a brief preview of Session Two.*

Remind participants that the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training they are currently engaged in are an exploration of the eight methods of Scouting.

Session 2, slide 3



### The Methods of Scouting

### Covered In:

- |                            |               |
|----------------------------|---------------|
| 1. The Ideals              | All Sessions  |
| 2. The Patrol Method       | Session One   |
| 3. The Outdoors            | Session Two   |
| 4. Advancement             | Session Two   |
| 5. Association With Adults | All Sessions  |
| 6. Personal Growth         | All Sessions  |
| 7. Leadership Development  | All Sessions  |
| 8. The Uniform             | Session Three |

### Review of Session One

A brief review of the topics covered up to this point may be helpful, especially in training formatted to occur over a number of evenings rather than compressed into a single day. During the course overview of Session One, participants received a course schedule. Instructors can refer participants

to that handout to reinforce this review. It may also be effective to have the schedule of Session One written on a flip chart or displayed on the walls of the meeting room.

The review should not take up much time. In fact, simply pointing out the titles of the presentations and establishing a transition into Session Two will probably be sufficient.

## **Session One**

### **Getting Started: The Role of the Scoutmaster in a Boy-Led Troop**

1. Welcome and Participant Introductions
2. Course Overview
3. The Role of a Scoutmaster
4. Troop Organization
5. Troop Meetings
6. Working With Boy Leaders/The Patrol Method
7. Patrol Leaders' Council

## ***Preview of Session Two***

The preview of Session Two should also be brief. Session Two touches on all of the eight methods of Scouting but devotes the most attention to two of those methods—the outdoors and advancement.

## **Session Two**

### **Lighting the Fire: The Outdoor Program and the Advancement Program**

1. Preopening Activity
2. Sizzle of the Outdoor Program
3. Nuts and Bolts of the Outdoor Program
4. Outdoor Program Patrol/Group Activity
5. Start, Stop, Continue Assessment Tool
6. Advancement Program





## Session Two

# Sizzle of the Outdoor Program

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### Time Allowed

15 minutes

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### Teaching Objectives

- Discuss the excitement and importance of the outdoor program, noting that the outdoors is the arena in which much of Scouting unfolds.
  - Highlight the fact that outdoor experiences are why many boys—many adults, too—join the BSA.
  - Give new Scoutmasters the confidence that they have the resources and abilities to enjoy successful outdoor experiences with their troops.
  - Encourage Scoutmasters and their troops to get beyond “tailgate camping” and explore a wider range of outdoor program opportunities.
- 

### Materials Needed

- “Pop Quiz” for distribution (appendix)
  - *The Scoutmaster Handbook*, No. 33009C
  - *The Boy Scout Handbook*, No. 33105
  - PowerPoint® slides or overheads from CD, if desired
  - Wall posters
- 

### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
-



## Delivery Method

- Instructor-led discussion
- 

## Presentation Procedure

At the beginning of Session One, participants considered the promise of Scouting, as presented to boys on the first page of the *Boy Scout Handbook*. An important part of that passage is the promise of the great outdoors.

Ask a participant to read the following paragraph from the first page of the *Boy Scout Handbook*:

Scouting promises you the great outdoors. As a Scout, you can learn how to camp and hike without leaving a trace, and how to take care of the land. You'll study wildlife up close and learn about nature all around you. There are plenty of skills for you to master, and you can teach others what you know. Everybody helping everyone else—that's part of Scouting, too.

—The *Boy Scout Handbook*,  
11th edition, page 1

### ***The Importance of the Outdoor Program***

For the next few minutes, invite participants to consider the power of the outdoor program in delivering the message of Scouting to boys. The discussion may unfold along these lines:

When you think about a Scout troop, what image comes into your mind? It could be Scouts doing community service or Scouts in uniform in a parade or at a patriotic event. At or near the top of the list, though, it's very likely that you'll imagine Scouts hiking and camping. Ask the boys in your troop why they joined. Most, if not all, will mention camping.

Ask Scout leaders why they became involved with Scouting. Many will say it is because their sons are involved in a troop, or that they believe in the values Scouting offers. For many, there is also the lure of the outdoors—the chance to hike and camp, paddle a canoe, climb a mountain, spend time in the backcountry.



Ask a dozen people on the street what Scouting is all about, and the majority are bound to talk about adventures in the outdoors.

- From its earliest days, the program of the Boy Scouts of America has been deeply entwined with outdoor experiences.
- The allure of the outdoors is great to the active imaginations of Scouts. It means excitement, fun, adventure, camping, sleeping outside, and being prepared to face challenging environments and situations with their friends.
- The outdoors is the stage upon which so much of Scouting finds room to roam and space to succeed. The outdoors is the arena in which much of Scouting unfolds. For Scoutmasters, the outdoors is key to delivering the promise of Scouting.
- The outdoor program is a classroom without walls where Scouts can:
  - Use the skills they are mastering.
  - Solve problems as a team.
  - Look out for one another.
  - Learn self-discipline.
  - Respect others and the environment.
  - Encounter situations that require them to become leaders.
  - Enjoy the beauty in nature.
  - Learn the value of leaving no trace in the wilderness.

Scoutmasters have the ability to involve Scouts in outdoor programs that will help build their character, encourage citizenship, and develop their physical, mental, and emotional fitness. Camping is one of the primary tools used by the Boy Scouts of America to achieve these goals.

– *The Scoutmaster Handbook*,  
Chapter 9, "The Outdoor Program"

### ***Troop Opportunities for Outdoor Adventures***

At a minimum, Scouts should spend at least 10 days and nights outdoors each year. Among the opportunities for making that happen are:

- Troop and patrol hikes
- Short-term camping
- Conservation and service projects
- Resident camping

- Camporees and jamborees
- Council high-adventure programs
- National and council high-adventure bases

#### **Instructors' Note**

*A tremendously helpful resource for participants will be a locally generated listing of opportunities that new Scoutmasters can use immediately as their troops are planning their outdoor programs. Prepared with the help of experienced Scout leaders and the district and council staffs, this handout can include listings of outdoor destinations of interest to Scoutmasters, each with information concerning any limitations on activities or group size, how to get permission to use these trails and campgrounds, and any other information that will assist troops in making the most of their activities.*

*The handout can also include a district and council calendar of upcoming camporees, resident camps, and other opportunities for Scouts.*

#### **The Challenge of Delivering the Outdoor Program**

- As adults, we make the opportunity possible. We create boundaries and a format within which Scouts have the freedom to carry out their experiences the way they wish. The boy-led troop helps make this happen.
- New Scoutmasters need some confidence that they will have the resources and abilities to have successful outdoor experiences with their troops. Discuss starting small with outdoor activities that are within the skill levels and comfort zones of Scouts and Scoutmasters, then building on that foundation of shared experiences to take on more challenging adventures. A troop can start with tailgate camping and learn many outdoor skills together, but they should not get stuck with only that kind of camping, though, or with any other single outdoor activity. There are many opportunities available to troops, and Scouts should have the opportunities to try as many as possible.
- It is important for new Scoutmasters (and experienced ones, as well) to realize that the experience of an outdoor adventure is different from the perspective of a boy than of an adult. An outdoor experience that may have seemed a failure to a Scoutmaster (the Scouts got cold and wet, the tents blew down, critical ingredients for the evening meal were forgotten, etc.) can be perceived by boys as fine memories (they survived, they solved problems as a team, they learned the importance of more thorough planning, they strengthened friendships, etc.). The important

thing is for troop leaders and Scouts to get into the outdoors, do their best with the skills they have, develop new skills, assess their performance, learn from their mistakes, and get back out there for another adventure as soon as they can.

- A novice Scout leader and a new troop can learn together. Adults and youth can use the resources available to them (to be discussed in the next presentation) to discover the best ways to begin having outdoor adventures. As they gain experience and confidence together, they can expand the range of what they want to learn and what outdoor challenges they want to consider.
- For Scoutmasters, an important part of leadership is recognizing where to expend energy and where the boys can resolve issues. There are times when Scoutmasters should be closely involved—putting together the framework of the boy-led troop, for example, helping the patrol leaders' council plan worthwhile activities, and ensuring that those activities comply with the safety policies of the BSA.

On the other hand, there are many issues that require no input from the Scoutmaster and many others that can be handled by the boy leaders of the troop with a little coaching by adults.

### **Summary**

The outdoor program brings sizzle to Scouting. It offers boys excitement, adventure, and opportunity. In addition, it is a vehicle for instilling the values of Scouting, for encouraging advancement, and for building on the methods of Scouting.

The presentation that follows will explore the two sides of a Scoutmaster's responsibilities for the outdoor program ... *skills* and *safety*. We'll make sure you have the tools and the resources to make the outdoor experience a strong, vital part of your troop's program. You will be ready to help Scouts get the most out of the outdoors. You will also find that these tools and resources will help you fully enjoy the role of being a Scoutmaster.

**Instructors' Note**

*This session ends with a “pop quiz”—true or false questions exploring issues of the outdoor program. Because the intent is not to test participants, but rather to reinforce learning points, the answer to every question is true.*

*Distribute copies of the quiz (see appendix) to participants. They are to work together as patrols to complete the quiz. When they are finished, read each question aloud and ask one of the patrols for its answer.*



## Session Two

# Nuts and Bolts of the Outdoor Program

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### Time Allowed

40 minutes

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### Teaching Objectives

- Convey the understanding that *skills* and *safety* are the two main elements of adult leadership in delivering the promise of Scouting through the outdoor program.
  - Reinforce the principle that the boy-led troop using the patrol method is the right framework for developing an exciting and meaningful program of outdoor activities.
  - Review Trek Safely—the BSA’s primary guidelines for conducting outdoor activities.
  - Encourage Scoutmasters to own and be familiar with the *Guide to Safe Scouting*.
  - Encourage Scoutmasters to implement the principles of Leave No Trace in planning and conducting every BSA experience in the outdoors.
  - Help Scoutmasters understand that conservation and service projects are important components of the BSA’s outdoor program.
- 

### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C
  - *The Boy Scout Handbook*, No. 33105
  - *Guide to Safe Scouting*, No. 34416
  - PowerPoint® slides or overheads from CD, if desired
-

## Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
- 

## Delivery Method

- Instructor-led discussion
- 

## Presentation Procedure

Open the discussion by asking participants to share their thoughts about their troops' outdoor program, guiding the discussion with two questions:

- When it comes to the outdoor program of your troops, what are you most enthused about?
- When it comes to the outdoor program of your troops, what are you most concerned about?

Write their answers on a flip chart and post the pages for future reference. Among the responses may be:

- Enthused about:
  - Having fun
  - Learning new skills
  - Spending time together as a troop
  - Developing a focus for meetings of the troop
- Concerned about:
  - Knowing what to do
  - Keeping everyone safe
  - Having a bad experience with the troop
  - Finding additional adults to accompany the troop
  - Arranging transportation for everyone

The answers to these concerns, and the way to be sure that enthusiasm results in a good program, is by recognizing that adult leadership in the outdoor program has two elements:

- *Skills*
- *Safety*

## ***Skills and Safety—The Two Elements of Adult Leadership in the Outdoor Program***

### **Instructors' Note**

*Lead participants in a discussion of skills and safety, supporting the ideas with reference to the resources available to Scoutmasters. Encourage participants to share their own ideas and to bring up any questions and concerns they may have. Use the following version of such a discussion as a guide in conducting your presentation of this material.*

One of the biggest concerns of new Scoutmasters is that they may think they don't know enough to handle the demands of a troop's outdoor activities. If you don't have much experience cooking meals in the open, pitching tents, dealing with bad weather, and coping with all the other challenges of the outdoors, what can you do?

In recent presentations we've talked about the resources available to you as you provide leadership to a troop. The BSA resources available to you regarding the outdoor program are every bit as rich as they are for other aspects of the Scoutmaster experience.

Our intent in this discussion is not to teach you any specific outdoor skills, but rather to help you discover where you can find the answers to any and all of your questions concerning the outdoor program. By the time we are done, you should feel confident that you can help your troop begin enjoying an outdoor program that really works, that is fun and challenging for the boys, and that brings a lot of satisfaction to you, as well.



### **SKILLS**

The key resources available to you to develop your skills for delivering the BSA's outdoor program are these:

- BSA training opportunities (including Introduction to Outdoor Leader Skills)
- Other adults
- The boy-led troop using the patrol method
- BSA outdoor-related literature

### **RESOURCE ONE—BSA TRAINING OPPORTUNITIES**

The Boy Scouts of America encourages lifelong learning for its members and leaders. The fact that you are here today is evidence that you are willing to seek out new ideas and to engage new approaches to leadership.



Some of the training opportunities offered by the BSA can have immediate rewards for the outdoor programs of your troops. Other training will become valuable to you when your troop moves into specific activities such as climbing, rappelling, and aquatics.

The first of the training opportunities you are likely to encounter is one we've mentioned before—Introduction to Outdoor Leader Skills.

### **Instructors' Note**

*The course overview presentation near the beginning of Session One of Scoutmaster and Assistant Scoutmaster Leader Specific Training included the following information about the Introduction to Outdoor Leader Skills. At this point in Session Two, it may be wise to review what participants can expect from Introduction to Outdoor Leader Skills and to remind them of the dates and locations of upcoming opportunities for them to take the training.*

### **Introduction to Outdoor Leader Skills**

- Provides an important and enjoyable part of the basic preparations to be a Scoutmaster.
- Covers the outdoor skills expected of a First Class Scout.
- Adult leaders who already have knowledge of some of the skills may pass that section of the course by demonstrating their abilities to an instructor.
- Adult leaders who have already completed Introduction to Outdoor Leader Skills will not need to repeat the training.

### **RESOURCE TWO—SUPPORTIVE ADULTS**

Scouters who are committed to the Scouting program represent a tremendous storehouse of knowledge about where, when, and how Scoutmasters can conduct successful outdoor activities. Scoutmasters will also find a variety of other adults with the skills, knowledge, and willingness to help ensure a quality outdoor program.

- During BSA training opportunities, participants will meet many Scouters who have much knowledge to share about running an outdoor program.

- District roundtable meetings and other gatherings of troop leaders bring new and experienced Scoutmasters together from a number of troops to share ideas, successes, and problem-solving skills to the outdoor program.
- The parents of the Scouts in your troop can be valuable sources of information and support for the outdoor program. Those without much outdoor adventure experience may be very interested in learning along with the Scoutmaster and the Scouts as a troop develops its program and then fulfills its plans for outdoor activities. Even those who have no interest in taking part in the activities may be very supportive in helping Scouts organize gear and menus, and in helping provide transportation to and from the sites of troop adventures.

### **RESOURCE THREE—THE BOY-LED TROOP USING THE PATROL METHOD**

The boy-led troop is perhaps the greatest resource available to a Scoutmaster. By giving responsibility and guidance to the boys for planning and then carrying out their own program, adult leaders are helping Scouts become good leaders and allowing them to design adventures that are within their current levels of skill and confidence.

Adult leaders can learn outdoor skills along with their Scouts. As a troop and its patrols build up experience, the patrol leaders' council can expand the range and challenge of the troop's outdoor activities. The boy leaders planning the troop's program for the upcoming months will find plenty of resource materials to help them stay out of the rut of always going to the same place and doing the same things. With the encouragement of their Scoutmaster, troop members can move continually outward and take on experiences that are increasingly challenging. (The Session Three presentation on program planning will take a closer look at BSA resource materials for planning and conducting a wide range of outdoor activities.)

We are gradually approaching a full discussion of short- and long-term planning of the program of a Scout troop, but we aren't quite there yet. However, we can look now at a sample outdoor program plan, one of several dozen complete plans available to you and the Scouts in your troops. This plan, with camping as its highlight, can be found in *The Scoutmaster Handbook*, Chapter 6, "The Outdoor Program."

## Instructors' Note

*Ask participants to open their Scoutmaster Handbooks to the camping program plan in Chapter 6, "The Outdoor Program." Briefly review the plan, emphasizing the fact that the content of the weekly troop meetings offer abundant opportunities for Scouts to learn the skills they will need and make the plans that are required for a successful feature event at the end of the month—in this case, a campout.*

### RESOURCE FOUR—BSA OUTDOOR-RELATED LITERATURE

Much of the literature of Scouting deals with outdoor adventures—how to plan them, what to take, how to carry them out. (*The Scoutmaster Handbook*, the *Boy Scout Handbook*, *Fieldbook*, *Tours and Expeditions*, merit badge pamphlets for camping, hiking, and other outdoor skills, etc.).

In addition to BSA publications, browse for an hour in a good bookstore and you may find a wealth of literature describing local outdoor locations that could be very inviting to a Scout troop. You may find many local guidebooks to the trails, bike routes, canoe areas, wildlife refuges, parks, forests, and other areas of interest.

As you may already have discovered, the manual that most directly addresses issues involving Scoutmasters and the outdoor program is *The Scoutmaster Handbook*. The chapter entitled "The Outdoor Program" provides a good introduction. It also has some very useful checklists to help guide you along the way:

- Scoutmaster's Campsite Quick Checklist
- Outdoor Essentials
- Personal Overnight Camping Gear
- Troop Overnight Camping Gear
- Outdoor Program Checklist (Included at the end of the "The Outdoor Program" chapter, this checklist will help guide Scoutmasters through the most important aspects of conducting their outdoor programs.)

Session 2, slide 8



## Instructors' Note

*The checklists and other details of the outdoor program will be covered during Introduction to Outdoor Leader Training. It is enough during Scoutmaster and Assistant Scoutmaster Leader Specific Training to be sure that participants understand that they can turn to The Scoutmaster Handbook as an essential resource to implementing the outdoor programs of their troops, and then to encourage them to read chapter 9, "The Outdoor Program" before they attend Introduction to Outdoor Leader Training.*

*An additional essential skill for Scoutmasters is the knowledge to follow the principles of Leave No Trace. Use the following discussion guidelines to encourage participants to do incorporate Leave No Trace in all of their outdoor activities.*

Session 2, slide 9



### **Leave No Trace**

The principles of Leave No Trace are standards developed and used throughout America by a wide range of land-management agencies and outdoor-oriented organizations. They are designed to provide standard guidelines for respecting the environment and to serve as a common language for agencies and organizations seeking to accomplish that goal.

The principles of Leave No Trace should be at the heart of every BSA experience in the outdoors. Leave No Trace provides Scout units with information they need to protect the outdoor areas they are privileged to enjoy. These principles also help troop members live the values of Scouting, starting with five of the twelve Scout laws:

- A Scout is trustworthy.
- A Scout is helpful.
- A Scout is kind.
- A Scout is thrifty.
- A Scout is clean.

## **The Principles of Leave No Trace**

1. Plan ahead and prepare.
2. Travel and camp on durable surfaces.
3. Dispose of waste properly.
4. Leave what you find.
5. Minimize campfire impact.
6. Respect wildlife.
7. Be considerate to other visitors.

For descriptions of each principle of Leave No Trace, see *The Scoutmaster Handbook*, Chapter 9, "The Outdoor Program."

### **Instructors' Note**

*For further information about the BSA's awareness of its responsibility to protect the environment, Scoutmasters will find the following documents in The Scoutmaster Handbook, Chapter 9, "The Outdoor Program":*

#### ***Wilderness Use Policy of the Boy Scouts of America***

*Detailed guidelines for conducting Scouting activities in any privately or publicly owned backcountry land and designated wilderness areas.*

#### ***BSA Property Smart***

*Guidelines for BSA units planning to use public and private property for hiking, camping, and other Scouting activities.*

### **Conservation Projects and the Outdoor Program**

Another important lesson of Scouting is the wisdom of giving something back to the land that Scouts enjoy. A well-conceived conservation project benefits the environment and helps instill in Scouts the sense that they are capable of improving the world around them.

Projects vary greatly depending on the area, the skill level and enthusiasm of Scouts and their leaders, and the needs of land managers or

private property owners. It is crucial that a project be discussed and approved well in advance by the appropriate property owner or land manager.

— *The Scoutmaster Handbook*,  
Chapter 9, "The Outdoor Program"

*The Conservation Handbook*, No. 33570, is designed to help Scouts undertake meaningful conservation projects. It lists many of the agencies and organizations that can provide guidance to Scouts and their leaders, and outlines strategies for developing on-going stewardship relationships between Scout troops and the managers of the areas where they take part in outdoor adventures.

### ***Camping and Conservation Awards***

The Boy Scouts of America recognizes the outdoor program achievements of Scouts and their troops with a variety of camping and conservation awards. You'll find descriptions of these in *The Scoutmaster Handbook* near the end of Chapter 9, "The Outdoor Program."

In addition to those awards described in *The Scoutmaster Handbook*, the outdoor program figures into a number of the requirements for the ranks of Scouting and for merit badges. With that in mind, let's use the rest of this session to discuss the advancement program and its role in the troop.

Session 2, slide 10

### ***Safety***

Regardless of what else happens during the activities of a Scout troop, adult leaders must strive to ensure the safety of troop members. That is a basic responsibility of Scoutmasters that must be upheld at all times.

As with other aspects of troop leadership, the Boy Scouts of America provides clear resources and training to assist you in fulfilling this responsibility. Some of these (two-deep leadership; drivers' safety; the BSA's policy on drugs, alcohol, and tobacco) have been touched on already. Every new leader should also attend the Youth Protection training offered by the district and council.

### **Instructors' Note**

*If your council's high-adventure team offers special training for Scoutmasters, refer participants to a listing of relevant training courses available to them.*

The basic guidelines the BSA uses in seeking to create an appropriate environment for Scouts and adults taking part in outdoor activities are spelled out in *Trek Safely*.



## Elements of Trek Safely

1. Qualified Supervision
2. Keep Fit
3. Plan Ahead
4. Gear Up
5. Communicate Clearly and Completely
6. Monitor Conditions
7. Discipline

### Instructors' Note

*At this point in the presentation, it is enough to mention each of the points and offer a sentence or two of explanation about each one. The group exercise later in this presentation will provide instructors and participants opportunities to discuss Trek Safely in more detail.*



### **Additional Guidelines for Specific Activities**

Aquatic activities and those involving climbing and rappelling bring with them certain inherent dangers. The BSA has developed clear guidelines that must be followed by troop leaders every time they consider involving Scouts in these activities. The following guidelines are included in *The Scoutmaster Handbook*, Chapter 9, "The Outdoor Program":

- Safe Swim Defense
- Safety Afloat
- Climb On Safely—A Guide to Unit Climbing and Rappelling
- Guide to Safe Scouting

In addition to its value as a guide to the skills of outdoor programs, *The Scoutmaster Handbook* is the primary resource for Scoutmasters to use in seeking to ensure the safety of Scouts during outdoor experiences. Among the most useful materials to be found in its pages are the following:

- Principles of Leave No Trace
- Tour Permits
- Scoutmaster's Campsite Quick Checklist
- Outdoor Essentials
- Personal Overnight Gear
- Troop and Patrol Equipment
- Guidelines for Safely Using Camp Stoves
- Trek Safely

## ***Safety and Difficult Situations***

A Scoutmaster striving to create a safe environment for Scout activities can share that responsibility with the Scouts themselves. The boy-run troop using the patrol method is an ideal framework for encouraging boys to incorporate safety considerations into the planning of an event, and then to do whatever they can to ensure the safety of everyone while the event is under way.

That being said, there may be occasions when a Scoutmaster must step in to stop some activity or insist on certain boundaries or standards of behavior. Once behavior perceived as unsafe has been stopped, the Scoutmaster can take the most appropriate course of action to see that the concern does not arise again. That will require careful listening to understand the true nature of the problem and the use of an appropriate leadership style to fit the situation. Ideally that can be done by working through the boy leaders of the troop to help provide direction to their peers.

Serious or recurring negative activity may require the involvement of the Scoutmaster and other adult leaders in a firm, fair manner. Instances of cheating, lying, inappropriate language, vandalism, or fighting can sometimes be explored through reflection and counseling. Both in weighing the behavior in question and in determining an appropriate response, adult leaders can use the Scout Law for guidance.

A boy whose actions pose a perceived danger to himself or others during Scout activities should be taken home. Contact his parents or guardians to explain what has happened and to discuss ways that the family and the troop can work together to better integrate the boy into the Scouting program. Serious safety issues arising from a boy's behavior should be handled by the Scoutmaster and the troop committee, and should involve the boy's parents or guardians.

For further information about these and other means of dealing with difficult situations, see *The Scoutmaster Handbook*, Chapter 11, "Working With Boys."

Session 2, slide 13



### ***The Risk Zone***

Transportation is sometimes included as part of the Scouting activity and you, as a leader, have Scouts in your vehicle. We all consider ourselves good drivers, but do we fully understand the extent to which fatigue can affect our driving?

The Risk Zone is a state of physical and mental fatigue that is a major cause of highway fatalities. Troop leaders can heighten the awareness of drivers to this danger by reviewing the Driver's Pledge, a written commitment to planning



ahead and avoiding killer fatigue. Drivers who transport youth to and from an activity should not wait until they are in the car to think about avoiding the Risk Zone.

### **Driver's Pledge**

- I will not drive when I feel fatigued. I realize that when I am fatigued, I process information more slowly and less accurately, and this impairs my ability to react in time to avoid accidents.
- I will arrange my schedule so that for several days before a Boy Scout driving trip, I will get a good night's sleep every night to avoid the cumulative effects of not getting enough sleep.
- I will make trip preparations far enough in advance so that last-minute preparations don't interfere with my rest.
- I will make travel plans that take into account my personal biological clock and will drive only during the part of the day when I know I will be alert.
- I will be smart about engaging in physical activities during Scouting outings and will make sure that I will be ready to drive alert.

Do all that you can to keep Scouts safe.

**Open the discussion for questions concerning the outdoor program.**

#### **Instructors' Note**

*Remind participants of the contents of the Local Resources Summary they received at the beginning of Session One. This list should include council camps, public camping areas such as parks and forests that permit camping, and any other properties available throughout the year where troops can camp. If your Order of the Arrow lodge prints a where-to-go camping book, make a copy available to each participant.*

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**Announce a five-minute break.**



## Session Two

# Outdoor Program Patrol/Group Activity

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### Time Allowed

20 minutes

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### Teaching Objectives

- Lead participants through the experience of a patrol planning for an outdoor activity.
  - Bring to light the various safety considerations that must be kept in mind during the planning of outdoor Scouting activities.
  - Invite participants to discuss the points of Trek Safely as they apply to specific planning situations.
  - Encourage participants to become accustomed to using BSA literature as resources for planning adventures and ensuring their safety.
- 

### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C (at least one for each team)
  - *The Boy Scout Handbook*, No. 33105 (at least one for each team)
  - Assignment for distribution (appendix)
  - PowerPoint® slides or overheads from CD, if desired
  - Posters
- 

### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
-

## Delivery Method

- Each team is challenged to draw on available resources to plan an outdoor experience in a prescribed environment and to describe the application of Trek Safely.
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## Presentation Procedure

Session 2, slide 14



This is an activity for groups of six to eight participants, ideally groups that have identified themselves as patrols since the beginning of Scoutmaster and Assistant Scoutmaster Leader Specific Training. In sessions with small numbers of participants, instructors may form them into four groups that, for the purposes of this exercise, will act as patrols regardless of their size.

Worksheets for four different assignments are located in the appendix. Give one assignment to each group. If there are more than four groups, several can receive the same assignment or instructors can draw up additional assignments that follow the format of the originals. In training courses with a small number of participants, teams can divide into sub-groups of two or three participants, each sub-group accepting one of the assignments. In any case, it is important that assignments be distributed in such a way that all the points of Trek Safely will be considered and presented by at least one of the teams or sub-groups.

Encourage teams to refer to *The Scoutmaster Handbook* and the *Boy Scout Handbook* as references for checklists and information on appropriate personal and group gear, menus, etc. They will also need to note the paperwork required and the safety issues they must consider, with special attention to Trek Safely.

After the groups have had time to develop their plans for an outdoor experience, ask them to present their results to the larger group. Session instructors can use these presentations to highlight important points of planning and conducting a troop's outdoor program, and for discussing issues of safety.

### **Presentation Summary**

A boy-run troop using the patrol method can use the resources of the BSA to plan and carry out exciting activities in the out-of-doors.

Trek Safely provides clear guidelines for planning and conducting outdoor activities in ways that are satisfying, that are meaningful, and that strive to create a safe environment for everyone involved. *Guide to Safe Scouting* provides specific activity guidelines and instructions.

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## Session Two

# Start, Stop, Continue Assessment Tool

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### Time Allowed

15 minutes

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### Teaching Objectives

- Model an effective Start, Stop, Continue experience.
  - Emphasize that in a variety of formal and informal ways, Scoutmasters can use Start, Stop, Continue to bring out the deeper meanings of Scouting experiences.
  - Discuss ways that the Start, Stop, Continue assessment process can help reinforce the values of Scouting.
- 

### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
- 

### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
- 

### Delivery Method

- Instructor-led discussion
-

## Presentation Procedure

### Instructors' Note

*The discussion on Start, Stop, Continue can be presented, in part, by involving participants in a reflection of their experience so far with Scoutmaster and Assistant Scoutmaster Leader Specific Training. For greatest effect, do not explain the format of the presentation; simply ease into an easygoing visit about their experience, shaping the discussion to highlight some of the key aspects of leading Start, Stop, Continue in any Scout setting.*

### **Experiencing Start, Stop, Continue**

Open an informal discussion with participants, inviting them to share some of their reactions to their experience with Scoutmaster and Assistant Scoutmaster Leader Specific Training. Ask the questions: What should we *start* doing that we currently are not doing in the training? What should we *stop* doing? What should we *continue* doing that is working well? Guide participants toward thinking through what they have experienced in this training, the effect of that experience, and the lessons they can draw from it.

Allow the conversation to flow for a few minutes, guiding the discussion as if it were a reflection. Use some or all of the following pointers for making the most of an opportunity for reflection:

1. Avoid the temptation to dominate the conversation. Nondirective questions can inspire others to share their understandings, concerns, and vision.
  - What should we *start* doing that we currently are not doing?
  - What should we *stop* doing that is not working?
  - What do we need to *continue* to do?
2. Be positive. Start, Stop, Continue can be enlightening and often fun.
3. Remind everyone that the environment of Scouting is a “put-down free zone” —we want to build up others, not put them down.
4. Encourage the group to determine the value of the experience they just had, focusing first on positive aspects.

5. Generalize the experience. A frequent goal of Start, Stop, Continue is to help participants make the connection between the activity they have just completed and regular troop experiences. "How could we use the ideas we learned today in our troop?" "How can we use what we just learned about decision making when we're on our next campout?"
6. Steer participants toward setting goals based on what they have learned about their recent experience. Begin with the positive but leave the door open for discussion of changes that will improve activities in the future.

Session 2, slide 15

### ***Exploring Start, Stop, Continue Assessments***

Reveal to participants that they have been involved in a form of assessment. Based on what they have just experienced, ask them to describe their understanding of the SSC assessment process and how it can be used to enrich the Scouting experience for the boys.

Ask participants if they can see how the SSC process looks toward the future rather than on what or who went wrong. Ensure they understand that the simplicity of the questions ensures the ease of facilitation, and enhances a complete thoughtful and focused look back for the purpose of building future success. SSC can be conducted easily and should help prevent rambling or off-subject discussions.

### ***Opportunities for Start, Stop, Continue***

Start, Stop, Continue can happen at any time during a Scouting experience and can take any number of shapes.

#### **FORMAL**

Perhaps the most formal use of SSC is a Scoutmaster's conference with a Scoutmaster guiding a boy in exploring the meaning of his completion of requirements for a higher rank. A board of review can also serve as an opportunity to use SSC; so can a Scoutmaster's Minute at the close of a meeting.

SSC can be used to provide one-on-one feedback to a Scout. It is nonthreatening and can very simply help a Scout see opportunities without negative connotations.

An organized SSC can also be important at the end of an activity or it may take place in the middle of an event, especially if Scouts are struggling to solve a problem or need to stop and work through a disagreement. One example of an SSC that you have seen is the video segment "Activity Review," which showed the patrol leaders' council discussing a failed service project.

## **INFORMAL**

SSC can be very spontaneous. Scouts and adult leaders visiting around a campfire, under a tree during a sudden rainstorm, or on the sidelines during a troop interpatrol game may find tremendous value in sharing thoughts on the recent events and finding the fuller meaning of their experiences.

### ***Start, Stop, Continue and the Values of Scouting***

Regardless of the form it takes, SSC is also a means by which Scoutmasters can instill the values of Scouting. Boys may not always realize when they have behaved honorably, been trustworthy, or acted in service to others. Encourage them to think through their experiences so that they can recognize how the Scouting ideals are serving as guidelines for the decisions they are making.

### ***Summary***

The ease Scoutmasters feel in leading Start, Stop, Continue will increase as they gain experience. Scouts becoming accustomed to taking part in SSC will also become better at participating, and can lead similar discussions in the future.

For an in-depth discussion of Start, Stop, Continue, see *The Scoutmaster Handbook*, Chapter 11, "Working With Boys."

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## Session Two

# Advancement Program

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### Time Allowed

35 minutes

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### Teaching Objectives

Through this presentation, instructors should convey the following points:

- Scouting offers young people tremendous opportunities to learn a wide range of skills.
  - One of the most effective ways for boys to learn skills is through the Four Steps to Scout Advancement.
  - Advancement is one of the eight methods of Scouting used by BSA leaders to help boys fulfill the aims of the Boy Scouts of America. Properly used, a troop's advancement program can tie together and energize the other seven methods of Scouting.
  - There are many resources available to a Scoutmaster to provide ways for boys to learn skills and to advance through Scouting.
  - Advancement should be kept in perspective. It is not an end in itself, but rather is the outgrowth of the other seven methods of Scouting. A Scout troop can have great Scouting without great advancement, but a troop with an active outdoor program will naturally have a strong advancement program.
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### Materials Needed

- *The Boy Scout Handbook*, No. 33105 (One copy per instructor. Participants in this training should have brought their own copies.)
- *The Scoutmaster Handbook*, No. 33009C (One copy per instructor. Participants in this training need to have brought their own copies.)



- *Scoutmaster and Assistant Scoutmaster Leader Specific Training* video, No. AV-02V015, or DVD, No. AV-02DVD15
  - *Troop Program Resources*, No. 33588A (One copy to show participants.)
  - First Class—First Year Tracking Sheet, No. 34118B (One copy to show participants.)
  - Advancement poster (Hang this in the meeting room before the beginning of Session Two.)
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
- 

## **Recommended Facility Layout**

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
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## **Delivery Method**

- Instructor-led presentation and discussion
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## **Presentation Procedure**

### ***Learning and Teaching in Scouting***

Open the discussion using the preopening activity of Session Two as a springboard. Participants taking part in that activity learned a new skill and may have helped other participants master that skill. They all enjoyed a relay that gave them the chance to use the new skill and to be recognized for their accomplishment.

In considering their own experience during the preopening activity, what is the participants' understanding of how Scouts learn?

What are some of the most effective ways that Scouting skills can be taught?

Make sure one of the answers goes back to the skill transfer process they saw earlier. The Teaching EDGE is a simple process of explaining, demonstrating, guiding, and enabling that ensures a consistent process by which most Scout skills can be taught.

## ***Learning and the BSA Advancement Program***

In Scouting, we often use the terms *learning* and *advancement* interchangeably. Whenever a Scout learns a new skill, he is advancing his confidence, his abilities, and his ability to do more.

- The BSA advancement program provides a framework for guiding the learning of Scouts and for recognizing their accomplishments.
- Advancement also offers opportunities for Scouts to explore many areas of learning and to master skills that lead to success in a troop's outdoor program.
- The learning experiences for Scouts moving through the requirements for the ranks of Tenderfoot, Second Class, and First Class teach the core skills and values of the BSA.
- Learning opportunities for Scouts earning the ranks of Star, Life, and Eagle focus on personal growth and exploration, with a strong reinforcement of BSA values, leadership, and responsibility.

Session 2, slide 16



An effective means of promoting learning in the BSA can be found in the Four Steps to Scout Advancement. For the next few minutes we'll explore each of these steps.

### **The Four Steps to Scout Advancement**

1. A Scout learns.
2. A Scout is tested.
3. A Scout is reviewed.
4. A Scout is recognized.

#### ***Step One: A Scout Learns***

*Invite participants to consider the first of the four steps to advancement by watching a patrol leader teaching a group of Scouts a Scouting skill.*

## Video No. 6—Teaching Scout Skills

At the conclusion of the video, lead participants in a discussion of what they have just seen. Draw out the following points:

- The patrol leader demonstrates how to tie a bandage.
- The patrol leader asks Scouts to tie the bandage.
- The patrol leader asks each Scout to show another Scout how to tie the bandage.
- The patrol leader refers Scouts to the page of the *Boy Scout Handbook* illustrating the skill.
- The patrol leader, senior patrol leader, and other troop guides check every bandage.
- The patrol leader, senior patrol leader, and other troop guides assist those Scouts still having difficulty.

In short, then, those who are teaching Scouts a skill do the following:

- Demonstrate the skill.
- Work with Scouts on learning the skill.
- Reinforce the use of the skill at troop meetings and during monthly outings. This reinforcement can occur by incorporating the skill into patrol competitions, troop projects, and other hands-on events. (The BSA publication *Troop Program Resources* is a rich collection of games and activities that can be adapted to promote learning.)
- Test Scouts when the Scouts feel that they are ready.

### WHO CAN TEACH SCOUTING SKILLS?

Ask participants for their thoughts on who can teach skills to Scouts. Guide the discussion to this conclusion:

A Scoutmaster doesn't have to be the one who teaches all these skills. As we have seen, Scouts can teach one another. There are many other people connected with a Scout troop who can serve in the capacity of instructors—troop committee members, merit badge counselors, trainers, and some parents. Councils can provide listings of local experts for merit badges and other training.

### ***Step Two: A Scout Is Tested***

A Scout wanting to complete a requirement to advance in rank must demonstrate to a Scout leader that he has fully mastered a skill at the level expected.

- In a new Scout patrol, that leader may be the assistant Scoutmaster or the troop guide assigned to the patrol.
- Scouts in regular patrols and Venture crews may be tested by adult troop leaders or by their own patrol leaders, troop guides, or another youth leader, provided that the boy leader has already earned the rank the Scout is aiming for.
- As Scoutmaster, you provide quality control by monitoring the testing that occurs and ensuring that boys have met the requirements.

### ***Step Three: A Scout Is Reviewed***

After the Scout has completed all of the requirements for a rank and has been tested, his progress is reviewed in two stages: the Scoutmaster's conference and the board of review. Drawing together methods of Scouting including personal growth, association with adults, and instilling the values of the BSA, these are critical elements of a Scout's learning process.

## **SCOUTMASTER'S CONFERENCE**

### **Instructors' Note**

*Invite participants to consider one phase of the third of the Four Steps to Scout Advancement—A Scout Is Tested—by watching a Scoutmaster conducting a Scoutmaster conference.*

Session 2, slide 18

### **Video No. 7—The Scoutmaster Conference**

At the conclusion of the video, lead participants in a discussion of what they have just seen. Draw out the following points concerning what the Scoutmaster is seeking to achieve:

- Establish trust.
- Listen carefully to understand the Scout's concerns, successes, and sense of self.
- Provide positive reinforcement.
- Emphasize Scouting's ideals by talking about the Scout Oath and Scout Law and the ways that the Scout can continue to apply them.
- Share ideas related to the troop, to school, and to the personal interests and concerns of the Scout.
- Ask the Scout to set goals and outline the steps for achieving them. For example, the Scoutmaster may

encourage the Scout to serve as a youth leader, achieve a higher rank, or attend summer camp.

- Congratulate the Scout on his achievements.
- Explain what the Scout can expect at the board of review, reminding him that the review will not be another test.
- Call attention to the fact that the Scoutmaster conference is always conducted in view of others and not in a private or nonpublic location. This is in accordance with BSA Youth Protection procedures. You saw this exemplified in the video.

The bottom line is that, by getting to know Scouts well, Scoutmasters can better show that they care about each boy as a person.

Session 2, slide 19



### **THE BOARD OF REVIEW**

After a Scout has completed all the requirements for any rank from Tenderfoot through Life and has had a Scoutmaster conference for that rank, he appears before a board of review composed of three to six members of the troop committee. (The membership of the board of review for an Eagle Scout candidate is determined by local council policy.)

*The purpose of the board of review is not to retest a Scout, but rather to ensure that he has completed all the rank requirements, to determine the quality of the Scout's troop experience, and to encourage him to advance toward the next rank. Each review should also include a discussion of ways in which the Scout sees himself living up to the Scout Oath and Law in his everyday life.*

Members of the board should engage a Scout in a meaningful discussion about important matters including his goals, personal growth, and Scout spirit. The following guidelines will help provide an atmosphere of trust and support:

- Make every effort to put the Scout at ease.
- Enliven the discussion by asking open-ended questions about the boy's recent Scouting adventures.
- Offer encouragement and praise.

At the end of the review, the Scout will leave the room while the board members discuss his qualifications. They then call him back to tell him that he is qualified for his new rank, or to outline very clearly what more he must do to successfully complete the requirements. The board can close the session by congratulating the Scout on the progress he has made

and by providing positive reinforcement for him to continue his good efforts.

### ***Step Four: A Scout Is Recognized***

#### **Instructors' Note**

*Invite participants to consider this aspect of recognizing a Scout's achievement, illustrating the discussion with photographs, slides, or posters showing a court of honor.*

Session 2, slide 20



Immediate recognition of achievement is a powerful incentive for Scouts to continue learning and advancing. When a boy has finished the requirements for a rank, you as Scoutmaster can present him with his badge during a very simple ceremony at the close of the troop meeting. Leaving the meeting with his new badge in hand, a Scout's enthusiasm and self-esteem will be greatly enhanced.

More formal recognition also has its role in Scouting. A court of honor allows family, friends, troop members, and others involved with Scouting to share in the joy and satisfaction of every Scout's achievements.

Lead participants in a discussion of the role of recognition in the BSA's advancement program. During the discussion, bring out the following points:

- A Scout should receive his new badge of rank as soon as possible after his achievement has been certified by a board of review. A simple ceremony at the conclusion of a troop meeting or during a campout is ideal, with the Scoutmaster making the presentation of the badge.
- In addition, a troop should hold a court of honor every three months to recognize all Scouts who have moved up to any higher rank or who have earned merit badges since the last court of honor. (The exception is the attainment of the Eagle rank. A special Eagle court of honor will be held after an Eagle board of review has certified that a Scout has completed all the requirements for that rank.)

Ceremonies have an important place in Scouting. A variety of effective ceremonies are outlined in the BSA publication *Troop Program Resources*.

#### ***Resources for the BSA Advancement Program***

The requirements for the ranks of Tenderfoot through Eagle can be found in the *Boy Scout Handbook*. The publication *Boy Scout Requirements* includes those requirements as well as the requirements for merit badges and other BSA awards.

### ***Timing of Advancement***

Scouts are encouraged to be self-motivating in their desire to learn and their opportunities to advance. A Scout learns at his own speed, not at the speed of others in the troop. Boys should not be pressured to advance on someone else's timetable.

To allow them the greatest opportunities to pursue their interests, Scouts are welcome to work on any requirements in any order in the Tenderfoot, Second Class and First Class advancement awards. There is no mandatory waiting time associated with earning the Tenderfoot, Second Class, or First Class awards.

However, it's fine to encourage new Scouts to attain the First Class rank within one year of joining. The troop can help by having a well-rounded annual program for new-Scout patrols that touches on all of the outdoor skills Scouts must master to become First Class Scouts.

(The First Class Tracking Sheet is an effective tool for managing the advancement of new Scouts.)

### ***Summary***

#### **Instructors' Note**

*Close the presentation on advancement by inviting participants to use The Scoutmaster Handbook to consider the strengths of the BSA's advancement program, and then to engage in a group activity highlighting the manner in which advancement promotes the other seven methods of Scouting.*

### ***Advancement and The Scoutmaster Handbook***

As with other aspects of being a successful Scoutmaster, nearly all the information you need can be found in the pages of *The Scoutmaster Handbook*. Chapter 10, "Advancement," discusses in detail all the material we have covered in this presentation. If you turn to the first page of that chapter, you'll also find a listing of the strengths of the Boy Scout advancement program:

#### **Instructors' Note**

*Ask participants to find the listing of the strengths of the Boy Scout advancement program and invite someone to read the list aloud.*



## **Strengths of the Boy Scout Advancement Program**

- It's fun.
- It offers adventure.
- It allows Scouts to measure their progress.
- It provides recognition.
- It promotes the development of physical fitness, character, and citizenship.

— *The Scoutmaster Handbook*,  
Chapter 10, "Advancement"

Advancement is also one of the eight methods of Scouting. Properly used, a troop's advancement program can tie together and energize the other seven methods.

## **The Methods of Scouting**

1. The Ideals
2. The Patrol Method
3. The Outdoors
4. Advancement
5. Association With Adults
6. Personal Growth
7. Leadership Development
8. The Uniform

### **ADVANCEMENT AND THE METHODS OF SCOUTING GROUP EXERCISE**

Assign each group of participants one or several of the methods of Scouting. Ask them to take several minutes to come up with a short list of the ways in which the learning of skills can play a role in the methods of Scouting. Give them time to compile their lists, then lead a discussion with the larger group about each of the methods and its relationship to learning. Introduce the discussion of each method by inviting participants to share what their list concerning that method. Expand upon their comments, touching on the following observations for each of the methods.



## **The Ideals**

- The learning experiences for Scouts moving through Tenderfoot to First Class teach the core skills and values of BSA. Learning opportunities for Scouts earning Star, Life, and Eagle ranks focus on personal growth and exploration, with a strong reinforcement of BSA values, leadership, and responsibility.
- Promotes the development of the three Aims of Scouting (mental and physical fitness, character development, citizenship training.)

## **The Patrol Method**

- Patrol members can often work together toward the goal of learning a new skill that will help them make the most of an outdoor activity or other Scouting event.
- Patrol members also have many opportunities to teach skills to one another and to take pride as a team in the progress of all of the patrol's members.

## **The Outdoors**

- You can have great Scouting without great advancement, though a good outdoor program naturally leads to advancement.

## **Advancement**

- Advancement in Scouting offers a framework for guiding the learning of Scouts and for recognizing their accomplishments.
- Advancement offers opportunities for Scouts to explore many areas of learning and to master skills that lead to success in a troop's outdoor program.

## **Association With Adults**

- Advancement encourages youth to experience healthy associations with adults who are serving as instructors.
- Scouts associate with adults through the review process of advancement, specifically with Scoutmaster conferences and boards of review.
- Recognition, the fourth of the Four Steps to Scout Advancement, provides Scouts with the support and acknowledgement of parents, adult Scout leaders, and other adults from their communities.

## Personal Growth

- Learning brings with it confidence, greater awareness, and a fuller understanding of the world around us.
- The areas of learning encouraged by the Boy Scouts of America are especially meaningful for the personal growth of boys and young men.

## Leadership Development

- When Scouts are teaching one another, they are acting as leaders. Scouting offers young people the chance to share their knowledge with others and, in both formal and informal settings, to hone their skills as instructors.
- Many of the learning opportunities for Scouts involve the meaning of being good leaders and the means to practice their leadership skills.
- A Scout learning new skills with his patrol and troop is learning to work together with others. He is gaining confidence, strength, and wisdom and acquiring invaluable leadership skills along the way.

## The Uniform

- In all of their activities, including those involving learning, teaching, and leading, Scouts wearing the BSA uniform share a visible bond with one another.
- Patches displayed on the uniform serve to reinforce the recognition of their achievements in Scouting.

### **LASTLY, KEEP ADVANCEMENT IN PERSPECTIVE**

Advancement is not an end in itself. It is only one of the eight methods. Put energy and direction into helping Scouts develop a boy-led troop with a strong program, and advancement will naturally follow.

### **Instructors' Note**

*As you close Session Two, leave participants with one last reminder. Everything covered in Scoutmaster and Assistant Scoutmaster Leader Specific Training is explained in detail in The Scoutmaster Handbook. Even more important to remember is that every Scout leader has the support of a wide range of volunteer and professional Scouters. All of them will be there when participants need them. All of them are eager to help every Scoutmaster succeed.*

***Summary Assignment***

Ask participants to take several minutes to write down two of the most important points they have learned during Session Two of Scoutmaster and Assistant Scoutmaster Leader Specific Training, and note how they intend to use these points with their own troops. They are to keep this piece of writing with them, adding to it at the end of each of the three sessions. There will be no follow-up; the information they write down and the guidance it provides is for them alone.

**Announce a break before the beginning of Session Three.  
(For training scheduled over several evenings, confirm the time and location for the commencement of Session Three.)**

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## Session Three

# Preopening Activity

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### Time Allowed

10 minutes

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### Teaching Objectives

- Explore a few simple techniques of leading group singing.
  - Model an effective, enjoyable activity that Scout leaders can use with their own troops.
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### Materials Needed

None

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### Recommended Facility Layout

- Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.
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### Delivery Method

- Instructor-led activity and brief discussion.
-

## Presentation Procedure

*Scoutmaster and  
Assistant Scoutmaster  
Leader Specific  
Training—Session 3  
PowerPoint® slides  
Slide 1*

Singing has been a part of the Scouting experience since the organization was founded. Rousing songs have accompanied Scouts on many hikes, canoe trips, and service projects. Thoughtful songs have brought a meaningful close to many troop meetings. It is hard to imagine Scouts sitting around a campfire without enjoying some songs.

Session 3, slide 2

Being able to lead songs is a valuable skill for a troop leader. It is not difficult—it is mostly a matter of being willing to stand in front of a group, encourage them to start singing a song more or less at the same time, and then being a bit animated through the verses.

For this preactivity, instructors can choose several of their favorite Scouting songs and lead the group in singing them. If the words may be unfamiliar to some of the participants, instructors can photocopy the verses ahead of time. If possible, model good song-leading techniques. The more important message to convey, though, is that enthusiasm and a willingness to give it a try are all the tools someone needs to get a group of Scouts and Scouters to start singing.

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## Session Three Introduction

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### Time Allowed

5 minutes

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### Teaching Objectives

- Remind participants that they are gradually covering the methods of Scouting.
  - Briefly review the key points of Session One and Session Two.
  - Preview the contents and methods of Session Three.
- 

### Materials Needed

- Poster featuring the methods of Scouting
  - Posters featuring the schedules of Session One, Session Two, and Session Three
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
- 

### Recommended Facility Layout

Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.

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### Delivery Method

- Instructor-led discussion
-

## Presentation Procedure

### Instructors' Note

*The degree of detail required for this presentation depends upon whether the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training are being offered on separate evenings or over the course of a single day.*

- Instructors of sessions occurring on separate evenings can use the introduction to remind participants what has occurred in the sessions leading up to this one and to focus the group's attention on the presentations to come.*
- Participants completing all the sessions in a single day may need little review. Instructors can point out connections between the course structure and the methods of Scouting, then offer a brief preview of Session Three.*

Remind participants that the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training they are currently engaged in are an exploration of the eight methods of Scouting.

<b>The Methods of Scouting</b>	<b>Covered In:</b>
1. The Ideals	All Sessions
2. The Patrol Method	Session One
3. The Outdoors	Session Two
4. Advancement	Session Two
5. Association With Adults	All Sessions
6. Personal Growth	All Sessions
7. Leadership Development	All Sessions
8. The Uniform	Session Three

### ***Review of Session One***

A brief review of the topics covered up to this point may be helpful, especially in training formatted to occur over a number of evenings rather than compressed into a single day. During the course overview of Session One, participants received a course schedule. Instructors can refer participants to that handout to reinforce this review. It may also be effective to have the schedules of Session One and Session Two written on posters or flip chart pages and displayed on the walls of the meeting room.

The review should not take up much time. In fact, simply pointing out the titles of the presentations and establishing a transition into Session Two will probably be sufficient.

### **Session One**

#### **Getting Started: The Role of the Scoutmaster in a Boy-Led Troop**

1. Preopening Activity
2. Welcome and Participant Introductions
3. Course Overview
4. The Role of the Scoutmaster
5. Troop Organization
6. Troop Meetings
7. Working With Boy Leaders/The Patrol Method
8. Patrol Leaders' Council

### ***Review of Session Two***

The review of Session Two should also be brief. Session Two touched on all of the eight methods of Scouting, but devoted the most attention to two of those methods—the outdoors and advancement.

### **Session Two**

#### **Lighting the Fire: The Outdoor Program and the Advancement Program**

1. Preopening Activity
2. Introduction
3. Sizzle of the Outdoor Program
4. Nuts and Bolts of the Outdoor Program
5. Outdoor Program Patrol/Group Activity
6. Start, Stop, Continue Assessment Tool
7. Advancement Program





Session 3, slide 3 ***Preview of Session Three***

Direct the attention of participants to the poster listing the presentations to be included in Session Three. Point out that much of this session is directed toward skills and resources Scoutmasters can use to operate an efficient troop and enable full implementation of the eight methods of Scouting. It also spotlights the importance of the uniform as one of the methods of Scouting.

**Session Three**

**Keeping It Going: Program Planning and Troop Administration**

1. Preopening Activity
2. Introduction
3. Program Planning
4. Membership
5. Paperwork
6. Finances
7. The Uniform
8. Other Training Opportunities
9. Summary and Closing



## Session Three

# Program Planning

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### Time Allowed

50 minutes

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### Teaching Objectives

- Conduct portions of the presentation as team activities that allow participants to gain hands-on experience conducting various aspects of the annual program planning process.
  - Stress the importance of Scoutmasters guiding their troops in developing annual program plans and then sticking with those plans.
  - Discuss ways to involve Scouts in planning a troop's program, in feeling invested in it, and in taking responsibility for bringing it to life.
  - Explore how the planning process allows troop members to connect their activities with the values of Scouting.
  - Direct participants to resources that will help them conduct effective troop program planning.
  - Speak to the needs of Scoutmasters with varying experience, specifically:
    - The new Scoutmaster, especially one with a new troop.
    - The Scoutmaster of an established troop with boys representing a wide range of ages and experience levels.
- 

### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C
- *The Boy Scout Handbook*, No. 33105
- *Troop Program Features, Volumes I, II, and III*, Nos. 33110A, 33111A, and 33112A (one copy for each patrol)
- *Troop Program Resources*, No. 33588A (one copy for each patrol)

- Troop Planning Work Sheet (one copy for each patrol)
- Centennial Quality Unit Award Form (one copy for each patrol)
- PowerPoint® slides or overheads from CD, if desired
- Flip chart or other means of writing discussion notes

## Recommended Facility Layout

Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.

## Delivery Method

- Instructor-led discussion
- A team/patrol activity that models a troop program planning conference

## Presentation Procedure

Begin the discussion by asking participants for some of their thoughts on why planning is important for carrying out an effective troop program. Among the points to bring out are these:

- An annual planning meeting encourages troop leaders to explore a wide range of program opportunities. That will help a troop stay out of the rut of doing too much of the same thing—for example, only tailgate camping or only climbing and rappelling.
- Too often, a troop's program is planned by adults and then offered to the boys. It is far more effective to give the boys responsibility for selecting and carrying out a troop's program with adults in the background roles of supporting and coaching.

Lead the discussion to the understanding that through its boy leaders, a troop uses two forms of planning to ensure the best possible program:

- *Annual long-range planning.* The patrol leaders' council, the Scoutmaster, and other key adults involved with the troop meet once a year to determine the next 12 months of troop programs and major activities.
- *Monthly short-term planning.* The same troop leaders meet every month to fine-tune the annual plan and assign to patrols and individuals the tasks that will result in success.



## ***Annual Troop Program Planning***

A yearlong troop program plan creates stability for the troop, increases Scouts' participation, and allows a Scoutmaster to give the boys much of the leadership of meetings and activities. It is difficult to underestimate the importance of the role that planning plays in developing a coherent and inviting troop program. (Some troops do their program planning once a year, some every six months. The choice may be based on whether they elect their senior patrol leader and patrol leaders once a year or twice a year. In either case, the planning process is the same.)

- Lead participants in discussing the five steps involved in annual troop program planning. Participants can reference *The Scoutmaster Handbook* as the discussion unfolds.
- The guidelines that follow are designed to enliven this presentation by involving participants as leaders of an imaginary troop that is developing its annual program.
- At the beginning of this exercise, provide each team with a copy of the Troop Planning Work Sheet.

### **The Five Steps of Annual Troop Program Planning**

1. Do your homework.
2. Get patrol input.
3. Hold a planning conference.
4. Consult with the troop committee.
5. Announce the plan.

(A full discussion of each of these points can be found in *The Scoutmaster Handbook*, Chapter 8, "Troop Program Planning.")

### **DO YOUR HOMEWORK**

Prior to an annual troop program planning meeting, troop leaders need to plot out on a calendar what's going on in the coming year for their community, church, school, personal life, etc. With the calendar as a resource, the patrol leaders' council can better schedule troop events so that they do not conflict with other activities.

## Patrol Assignment

Ask participants to offer dates of events that could have an impact on troop activities. Instruct each team to note these dates on their Troop Planning Work Sheets.

### Instructors' Note

*While this assignment is not as thorough as a Scoutmaster would wish to be in an actual planning process, it will encourage participants to go through the motions of doing their homework. Instructors can add validity to the exercise by posting dates of BSA district and council events that may affect troop activities (summer camp, camporees, etc.) and the dates of school and community functions and special events of the troop's chartered organization that may impact the boys' schedules. Participants can copy these onto their Troop Planning Work Sheets and then add any other dates they know about.*

*To the greatest extent possible, use actual dates of upcoming events, especially those of the district and council. Write these dates and those suggested by participants on a flip chart or chalkboard and leave them posted; patrols will use these lists during their program planning activity later in this presentation.*

- Ask for suggestions of priorities the patrols see for their troop in the coming year. Write the suggestions on a flip chart. The list may look something like this:
  - Attend summer camp.
  - Have an outdoor adventure at least once a month.
  - Do a monthly Good Turn for the community.
  - Earn the National Camping Award and Centennial Quality Unit Award.
  - Conduct a fund-raising activity to secure money for new tents and other camping gear.
- Draw up a general outline of the annual program. Make it as flexible as possible while still fulfilling the accomplishments envisioned for the troop. For example, a troop's annual plan should, at a minimum, include 10 days and nights of camping, the standard a troop must meet to be a Quality Troop.

- Meet with your senior patrol leader to review your outline. Share with him your thoughts on the coming year and seek his input. He may have very good ideas that have not occurred to you.
- In discussions with the senior patrol leader, a Scoutmaster next explores the range of options that appear to be available to the troop. (Refer to *Troop Program Features, Volumes I, II, and III*, for ideas.) For example, a Scoutmaster may feel that the needs of the troop can be best achieved by adopting any of 20 selected program features. Paring down those possibilities to a dozen—one for each month—will be a task for the troop’s annual planning conference chaired by the senior patrol leader.

### Instructors’ Note

*The important issues at this point are to accustom participants to using the three volumes of Troop Program Features as a reference and to give the boy leaders of their troops as large a role as possible in determining and carrying out the troop’s annual plan. Rather than asking the teams to come up with 20 selected program features, instructors can have a flip chart prepared with such a list. Participants can refer to that list as they move on to the next step of the planning process.*

### GET PATROL INPUT

A troop’s annual program should be driven by what the boys want to do, not by what adults prefer. Involving all the Scouts in a troop in the planning process helps ensure that this will be the case. Here is one scenario for canvassing the ideas of troop members:

- The senior patrol leader shares an outline of the annual program plan, complete with options, with other members of the patrol leaders’ council.
- Each patrol leader presents the general plan and options to his patrol for discussion. Where there are specific choices, patrol members can make their wishes known. If they have additional ideas they feel will improve the plan, they can also communicate that information to their patrol leader.
- The senior patrol leader puts the potential monthly themes on a ballot, leads troop members in a discussion of the choices, then offers them the opportunity to vote.
- After the patrol leaders have gotten the input of patrol members, the patrol leaders’ council and other key troop leaders are ready to meet.

### **Instructors' Note**

*There is no hands-on activity connected to this step of the process. Instructors should emphasize the importance of the input of all troop members in the planning process. The greater the role that boys have in planning the program, the greater their willingness to support it in the months to come.*

### **HOLD A TROOP PROGRAM PLANNING CONFERENCE**

The troop program planning conference is at the heart of determining a troop's activities for the coming six months or year. Those in attendance should be members of the patrol leaders' council, the Scoutmaster, and the assistant Scoutmasters.

### **Instructors' Note**

*The exploration of the troop program planning conference can be conducted in the form of a conference with participants in the roles of patrol leaders' council members and instructors serving as the senior patrol leader, Scoutmaster, and assistant Scoutmaster. The goal is provide participants with some of the experience of program planning while still staying within reasonable time limitations for this presentation. For the sake of brevity, step B can be mentioned but not carried out, and the dates needed for step I can be prepared ahead of time by instructors.*

## Troop Program Planning Conference Agenda

- A. Conduct a team-building activity or game that is fun and engages participants with one another.

### Instructors' Note

*A good game at this point is The Human Knot. It gets everyone up and moving, is always entertaining, and can be used to make the point that planning is the key to bringing order to complicated tangles.*

Session 3, slide 5

### The Human Knot

Select a flat area free of obstructions.

### The Problem and the Objectives

Patrol members (or other groupings of 6 to 8 participants) stand in a tight circle. They reach into the center of the circle with both hands and, with each hand, grasp the hand of another participant, thus forming a human knot.

Maintaining their grasps, participants untie the knot by moving over, under, and around one another. The utmost of cooperation will be required for participants to visualize the moves that must occur and then to carry them out.

### Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
- b. Monitor the activities of patrol members.
- c. A team sometimes forms a knot that cannot be fully untied or reaches a point where it is physically impossible to continue a particular solution. In either case, the instructor may change the grasp of one or several participants, or may restart the challenge by having the patrol form a new human knot.
- d. After the patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

### Safety Precautions to Consider

Participants must move deliberately to minimize possibility of injury.



**B. Review the conference methods and objectives.**

**C. Develop troop goals.**

- Through discussion and the exploration of options, the group will decide on troop goals for the coming year.  
The Scoutmaster can lead a discussion that guides the group in coming up with a list of the goals they want to see the troop achieve in the coming year. The Scoutmaster may present a list of goals and encourage the group to expand upon them or adjust the list to better fit the needs of troop members.
- The patrol leaders' council will approve the troop goals by majority vote.

**D. Consider major calendar events for the coming year.**

(Participants can refer to the items they noted earlier on the Troop Planning Work Sheet.)

**E. Consider the program features for the coming year.**

With supportive coaching from the Scoutmaster, the senior patrol leader presents the list of potential monthly program features and then opens the floor to discuss each of those features. Consider the following questions:

- Will the program feature help the troop meet its goals?
- What opportunities for advancement does the feature present?
- Where would the feature best fit into the annual calendar?
- How can this feature be presented to make it exciting for everyone in a troop—new Scouts, those in regular patrols, and older Scouts? In some instances, these different categories of Scouts will be best served when a troop's monthly meetings lead toward two or three different big events, each tailored to the interests and needs of Scouts of a certain age group.
- In what ways will this activity incorporate the values of Scouting? (Is there a conservation project? A Good Turn? Are there opportunities in this plan for personal growth and development?)

**F. Vote on the list of program features.**

The senior patrol leader can organize and direct the voting process.

**G. Write each selected program feature in its place on the Troop Planning Work Sheet.**

(Teams can update the work sheets they have been using throughout this presentation.)



**H. Discuss and schedule the following, writing them in the proper slots of the Troop Planning Work Sheet:**

- Boards of review (monthly or bimonthly)
- Courts of honor (quarterly)
- Recruitment nights (one in the fall, one in the spring; ongoing recruiting should occur year-round)
- Webelos Scout graduation (January through March, depending on the Webelos den)
- Any other troop activities that can be scheduled this far in advance (open)
- Conservation and service projects (annual, biannual, and connected with other outdoor troop activities)
- Troop Leadership Training for the troop's youth leaders guided by the Scoutmaster and assistant Scoutmaster (annual or biannual, after each troop election)

**I. The senior patrol leader can lead the group in a review of the Troop Planning Work Sheet.** Once the group has approved the final edition of the plan, it will be ready to present to the troop committee for its input and approval. The senior patrol leader and the Scoutmaster can bring the troop program planning conference to a conclusion.

**Instructors' Note**

*Let participants know of a video resource they may wish to use as they prepare to conduct an annual program planning conference. The Troop Annual Planning Conference video, available at council service centers, is a thorough review of the program planning process. Portions of the video are structured to be shown to the patrol leaders' council as they are planning the troop's program.*

**Patrol Assignment**

Ask each patrol to outline a troop program for the coming five months.

## Instructors' Note

*This activity allows participants to go through the process of planning the program of an imaginary troop. They will use the resources normally available to Scoutmasters (Troop Planning Work Sheet; Troop Program Features, Volumes I, II, and III; etc.).*

*Patrols should follow the planning procedure outlined in this session. For the sake of the exercise, they can assume that they did their homework (step one of program planning) earlier in this presentation when they wrote the dates of important events on their Troop Planning Work Sheets.*

*After the patrols have planned their programs and filled out their work sheets, ask them to consider elements of their programs that support and advance the three aims of Scouting—character development, citizenship training, mental and physical fitness. In addition, have them consider what ethical decision-making opportunities may arise as a result of the programs they have planned.*

*Invite several or all of the patrols (depending on group size) to present their programs to the entire group. Ask them to explain how the aims of Scouting are emphasized in their programs.*

### **CONSULT WITH THE TROOP COMMITTEE**

The senior patrol leader and Scoutmaster present the proposed troop program to the troop committee and ask for their support. If the committee believes the plan should be revised, the senior patrol leader will consult again with the patrol leaders' council before changes are made.

The troop committee lends its support to the program plan after the youth leaders of the troop have developed it. The committee also has the right of refusal if it feels the program plan is unsafe or otherwise unwise for the troop to pursue.

(During its monthly meetings, the troop committee will review the troop program plan with the Scoutmaster and discuss how committee members can most appropriately provide support.)

The Scoutmaster delegates parts of the plan to assistant Scoutmasters to provide the necessary adult guidance and accountability.

### **ANNOUNCE THE TROOP'S ANNUAL PLAN**

Distribute photocopies of the final plan to troop members, the parents or guardian of each Scout, members of the troop

committee, and representatives of the chartered organization. Be sure to include the chartered organization representative and other relevant individuals in the chartered organization (the organization's leader, secretary, building custodian, etc.).

### **PUBLICIZE THE TROOP'S ANNUAL PLAN**

Communicating the annual plan through a variety of outlets serves valuable purposes for the troop:

- It helps members plan for upcoming activities.
- It keeps parents, committees, and chartered organizations aware of the current and future activities of the troop.
- It serves as an effective recruitment tool.

There are a number of effective means for sharing information about troop activities:

- Troop newspaper
- Troop Web site
- Local council newsletter
- Publications of the chartered organization
- School publications/bulletin boards

### ***Monthly Troop Program Planning The Patrol Leaders' Council***

Implementing a long-range troop program requires regular attention to the plan so that everyone stays on board and everything is covered along the way. The way to do this is with a monthly meeting of the patrol leaders' council to review and fine-tune the annual plan and to assign to patrols and individuals the tasks that will lead to success.

The following steps will help a Scoutmaster ensure the best possible troop program:

1. Look over the troops' annual program plan and review information about the upcoming activities in *Troop Program Features*.
2. Attend a district roundtable meeting to discuss program ideas with adult leaders of other troops.
3. Review planning with any assistant Scoutmaster assigned to specific themes or activities.
4. With the senior patrol leader, draw up the agenda for the monthly patrol leaders' council meeting.
5. Assist the senior patrol leader in conducting the monthly patrol leaders' council meeting.
6. Using the agenda, the senior patrol leader can guide discussions to fill out the plans for each of the month's four

- weekly troop meetings as well as for any other troop events that will occur in the upcoming month.
7. The Scoutmaster may share information and ideas gleaned from the roundtable, from *Troop Program Features, Volumes I, II, and III*, and from other resources.
  8. The patrol leaders' council can use Troop Meeting Plan sheets to plan in detail each troop meeting. The senior patrol leader will assign responsibility for various parts of the meetings to different patrols. He can also ask members of the council for input on appropriate games, training activities, and other aspects of the meetings.
  9. Work out the details of any campout, service project, or other troop activity scheduled during the coming month.

### ***Sequencing of Adult Leader Meetings***

To help implement troop programs, Scoutmasters can rely on the advice and help of other adults. The following sequence of meetings provides Scoutmasters with the best information and opportunities for planning:

- Roundtable meetings. Usually held during the first or second week of the month, roundtables focus on the programs troops will be using in the following month.
- Troop committee meetings. In addition to providing expertise and experience, members of the troop committee can shoulder much of the burden of providing the troop with transportation, record keeping, and solutions to other situations within the troop.
- Meetings with assistant Scoutmasters.
- Monthly troop program planning at the patrol leaders' council meeting.

### ***The Weekly Review***

After each meeting or special activity of the troop, the senior patrol leader should hold a brief meeting of the patrol leaders' council to review the activity just completed, go over the plan for the next event on the troop's calendar, and modify any parts of the monthly plan that require adjustment.

Invite participants to think back to the first video of Session One—a Scoutmaster and a senior patrol leader reviewing a troop meeting plan in the minutes before the meeting is to begin. We've come full circle—moving from that discussion through the structure and leadership of the boy-led troop, through effective ways of working with boys, and through the planning of a troop's program until we have arrived back at the beginning of a meeting. Throughout it all, the boys have had significant roles in providing leadership and planning the activities of their troop. That's exactly how it should be.



### **Summary**

Remind participants that Scoutmasters who put energy into ensuring that the annual troop program planning process occurs and that the patrol leaders' council does monthly short-term planning will find that their jobs as troop leaders will be much easier than if this kind of planning does not happen. They will also discover that their responsibilities are simplified when they rely upon assistant Scoutmasters and the troop committee for assistance and guidance.

Finally, point out that everything discussed in this presentation can be found in BSA literature, specifically *The Scoutmaster Handbook*; *Troop Program Features, Volumes I, II, and III*; and *Troop Program Resources*. Let participants know that when they are ready to conduct an annual planning conference, they may wish to use the BSA video *Troop Program Planning* (No. AV-02V010). It is a great review of this presentation, and parts of the video are ideal to use with your patrol leaders' council.

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## Session Three

# Membership

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### Time Allowed

20 minutes

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### Teaching Objectives

- Discuss the ways in which recruiting new members is good for boys and good for Scout troops.
  - Encourage Scoutmasters to make a regular effort to bring new boys into the troop.
  - Stress the importance of retaining a troop's current membership.
  - Explore various ways of recruiting new members.
  - Discuss membership recruitment as an important means of ensuring diversity within the Scouting program.
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### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C
  - *Webelos-to-Scout Transition* brochure, No. 18-086
  - *Scoutmaster's Guide to Working With Scouts With Disabilities*, No. 33056C (one copy per patrol)
  - *Scoutmaster and Assistant Scoutmaster Leader Specific Training* video, No. AV-02V015, or DVD, No. AV-02DVD15
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
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### Recommended Facility Layout

Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.

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## Delivery Method

- Instructor-led discussion supported by a video
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## Presentation Procedure

Begin this presentation by asking participants to share a few of the reasons they joined Scouting when they were boys and/or why they have decided to become involved as adult leaders of a Scout troop. Write their answers on a flip chart, then use the comments to steer the group into the following discussion of membership and recruiting.

### ***Who Can Join?***

In order to join a Scout troop a boy must have graduated from the fifth grade or be 11 years old, or he may join after he has earned the Arrow of Light Award as a Webelos Scout.

### ***Why Recruit Boys to Become Scouts?***

There are two important reasons to bring new boys into a troop:

- For the good of the boys.
- For the good of the troop.

### **FOR THE GOOD OF BOYS**

Boys join Boy Scouting for the fun, for the adventure of camping and hiking, to learn skills for achievement, and to make friends. Parents encourage their sons to join for the same reasons, but they also look forward to the personal development Scouting offers boys—leadership opportunities, ethical decision-making, self-confidence, self-respect, and self-discipline.

Of course, the possibilities offered by the Boy Scouts of America can have no impact unless a youth joins a Scouting unit. Scoutmasters and assistant Scoutmasters must accept the challenge of continually bringing new boys into their troops.

### **FOR THE GOOD OF THE TROOP**

When new boys join your troop, there are a variety of benefits:

- They bring fresh enthusiasm and energy.
- They provide increased teaching and leadership opportunities for current members.
- They enable a troop to maximize troop opportunities with multiple patrols and leadership positions.

- They ensure the existence of at least one new-Scout patrol and, in time, experienced Scouts to form regular patrols.
- They bring with them parents, guardians, and other adults who can join in supporting unit Scouting events and may serve in adult leadership positions—for example, troop leaders, committee members, or merit badge counselors.
- Recruitment is an important means of encouraging diversity (racial, cultural, socioeconomic, youth with special needs) in a troop.

### Instructors' Note

*This is a good time to point out that Scouting is open to all youth. As they shape troop programs to accommodate Scouts with various challenges, Scoutmasters will find support and guidance at roundtable meetings, from experienced Scout leaders, and from BSA professionals. Among the pieces of helpful literature available to troop leaders is Scoutmaster's Guide to Working With Scouts With Disabilities.*

"Before we can put the values of Scouting into boys, we must put the boys into Scouting."

—*The Scoutmaster Handbook*,  
Chapter 12, "Membership"

Session 3, slide 9



### **Retaining Current Members**

Equal in importance to recruiting new members for a troop is retaining those boys who are already Scouts. Boys join because of the promise of Scouting offered in the opening paragraphs of the *Boy Scout Handbook*. Scouts will stay in a troop that delivers on that promise.

- Declining troop membership is a warning that a troop may not be delivering the promise of Scouting.
- If troop membership is declining, adult leaders need to figure out why. The first questions to ask are these: Is there a well-planned program with lots of camping and adventure developed with the input of the Scouts themselves? Is this a boy-led troop? Is the patrol method used all of the time? Are the eight methods of Scouting being used to the fullest advantage?

### **Bringing Webelos Scouts Into a Troop**

The chartered organization sponsoring a Boy Scout troop may also serve younger boys by sponsoring a Cub Scout pack. The Webelos den of such a pack allows Cub Scouts who are at least 10 years of age to lay the foundation for their transition into Boy Scouting. (A troop not connected to

a Cub Scout pack may build a similar relationship with another pack. Your unit commissioner or district executive can assist you in contacting appropriate Cub leaders.)

Many troops assign an assistant Scoutmaster to develop a relationship with the Cubmaster and Webelos den leader, building enthusiasm among boys and their parents for the exciting challenges of Boy Scouting that await. When a Webelos den graduates into the troop, the assistant Scoutmaster can continue to work with the boys as they form into a new-Scout patrol. Likewise, adults associated with a Webelos den may move into roles of troop leadership as their den members become Boy Scouts.

The passage from pack to troop should be smooth with no time lost between the two. The graduation clearly signifies a boy's transition to a new level of Scouting and may include the presentation of a certificate and a *Boy Scout Handbook*. This *crossover ceremony* may be conducted at the pack's annual blue and gold banquet.

### ***Pack and Troop Relations***

Building strong ties to one or more Cub Scout packs is an important way of making the Boy Scout program available and attractive to Webelos Scouts. Among the ways to make that happen are to work with adult Webelos leaders to:

- Conduct orientations for Webelos Scouts and their parents to let them know the ways in which their Webelos activities are preparing them for the adventures and opportunities to be found in a Boy Scout troop. Distribute the troop calendar. Show troop activities through photos, slides, or video. Include camping, service projects, courts of honor, etc.
- Assist with Webelos parent-son campouts designed to support Webelos Scouts working on the Scout Outdoorsman activity badge.
- Conduct a Webelos den–Scout troop campout. An overnight event will allow older Scouts to help Webelos Scouts establish and conduct a camp, and will give Webelos Scouts a taste of the great Boy Scout adventures that lie ahead for them.
- Conduct informative new-Scout conferences for Webelos Scouts a month or two before they join the troop. Conferences can help boys set goals for themselves in Scouting and should involve each boy's parents or guardian.

## Instructors' Note

*Distribute copies of the Webelos-to-Scout Transition brochure. It highlights the points that have been made about easing the move boys make from a Webelos den into a Boy Scout troop, and provides useful information for Scoutmasters.*

### **Recruiting Boys Not Currently in Scouting**

In addition to Webelos Scouts making the transition into a troop, the following persons can be influential in bringing boys into Scouting:

- Parents
- Adult troop leaders
- Boys themselves

### **Parents**

## Instructors' Note

*Two instructors or an instructor and a participant can present the following role-play to illustrate both the importance of Scouting to parents and a way for a Scoutmaster to present the case for the sons of parents to join the BSA. The roles are that of a Scoutmaster (to be played by an instructor) and a parent (to be played by a second instructor or by a participant).*

**Scoutmaster (to the audience):** "How can Scoutmasters sell Scouting to the parents of potential members? By sharing with them not only the excitement of Scouting, but also the values of the organization and its leadership training."

**Scoutmaster (to parent):** "We'd really like your son to join our troop. Here's a copy of the troop program for the coming year. You can see there are plenty of exciting activities and lots of opportunities to learn new skills."

**Parent:** "Well, he's got lots of activities to choose from—sports, clubs, school groups."

**Scoutmaster:** "That's true, but Scouting offers something more. The making of ethical choices and hands-on leadership are a part of everything we do."

**Parent:** "What can you tell me about that?"

**Scoutmaster:** “A recent scientific study by Louis Harris & Associates asked the question, ‘What is it about BSA programs that leads to such positive outcomes?’ Can I read you a couple of the findings?”

**Parent:** “Sure.”

**Scoutmaster:** “Here’s what the study found:

- Cub Scouting meets or exceeds the expectations of parents on a variety of factors, including teaching ethical and moral values and parent/son togetherness.
- Boy Scouts agree that being a Scout has increased their self-confidence and taught them skills that they could not get elsewhere.
- Venturers attribute higher self-esteem and ‘readiness for the future’ to their experiences in the program.”<sup>1</sup>

**Parent:** “That sounds pretty good. I’ll encourage my son to come to a troop meeting and see how he likes it.”

**Scoutmaster:** “You’re welcome to come and observe, if you’d like. There are plenty of great opportunities for adults to help out with the Scouting program, too.”

(End role-play.)

### ***Adult Troop Leaders Recruiting Boys***

Experienced Scoutmasters know that adult leaders recruiting boys is a very effective means of bringing new members into troops. That recruitment can occur through informational presentations in schools, churches, service clubs, etc. Be sure to include your chartered organization.

Many school administrators understand the supplemental education values of Scouting. You may work with your district to arrange to visit area schools to tell eligible boys about your troop’s program. Consider bringing an older Scout with you to appeal on a boy-to-boy level, or perhaps consider setting up a model campsite on a school playground.

Pursue other avenues, too, for getting out the word about Scouting. Distributing copies of a troop’s calendar of upcoming program events can generate plenty of excitement. One Scoutmaster who placed a poster-sized copy of the troop’s calendar in a school cafeteria had a tremendous response from the boys who saw it there. (Include on the calendar the regular meeting times and location of troop meetings and a phone number that interested persons can use to get more information.)

<sup>1</sup>From “A Year in the Life of a Cub Scout ... Boy Scout ... Venturer; Strengthening Youth, Families, and Neighborhoods,” a National Program Outcomes Study conducted by Louis Harris & Associates.

Always make early contact with the officials of the schools, churches, and organizations you wish to visit. Most are open to informational presentations by Scout leaders if you are willing to respect their scheduling concerns and time restraints.

### ***Boy Scouts Recruiting Other Boys***

Boys often join because another Scout asks them to join. The Scout is asking a friend of his or is asking a boy down the street just turning 11 years old and is just eligible to join. What makes the sale from one boy to another is talking about the fun and camping adventures available in their troop. Again, the annual calendar is a valuable tool.

### ***Boy-to-Boy Recruiting***

Boy-to-boy recruiting is a long-standing proven technique. Scouts like to have their friends enjoy adventurous activities with them, and being together in a Scout troop is a sure way to make that happen. Many troops motivate Scouts to recruit other boys by offering incentives to the recruiters—camping gear, T-shirts, patrol awards, or other tokens of thanks. The greatest motivation, though, will be for boys to be so excited about Scouting that those around them will want to take part, too.

Session 3, slide 10

## **Video No. 8—Growing the Troop**

### ***Summary***

- Scoutmasters need to understand that recruiting is important both for the benefits Scouting can offer a boy and for the benefits new members can offer a troop.
- Scoutmasters must consciously work at bringing in new boys every year.
- Retaining a troop's current members is every bit as important as recruiting new members.
- Recruitment is a means of encouraging diversity in troop membership.
- A valuable resource for information about membership and recruiting is *The Scoutmaster Handbook*, Chapter 12, "Membership."

Session 3, slide 11

The biggest disservice we can do is fail to give a boy an opportunity to join the BSA. It's up to him whether he wants to join, but we owe him the invitation to take advantage of all that Scouting has to offer.





## Session Three

### Paperwork

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#### Time Allowed

15 minutes

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#### Teaching Objectives

As a result of this presentation, participants will understand that:

- A finite amount of paperwork is required to manage a Scout troop well.
  - Scoutmasters can call upon troop committee members, assistant Scoutmasters, and other supportive adults to manage much of the troop's paperwork.
  - Computer software and BSA literature are available to help troop leaders track records and produce paperwork.
- 

#### Materials Needed

- *Troop Record Book* (one copy per patrol, for demonstration purposes)
- Troop paperwork kit (one copy per participant). Each packet should contain the following items, most of which can be found on the accompanying CD-ROM:
  - Sample Charter Renewal
  - Centennial Quality Unit Award
  - Money-Earning Application
  - Tour Permit
  - Advancement Records  
(Troop Records)  
(Paperwork to Forward to the Council)
  - Troop Budget Form
  - Membership Applications—Adult and Youth
  - Health Forms
  - Eagle Scout Leadership Service Project Workbook
  - NESA Application



- PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
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## **Recommended Facility Layout**

Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.

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## **Delivery Method**

- Instructor-led discussion
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## **Presentation Procedure**

As the title of a presentation, “Paperwork” is probably not going to get an audience as excited as, say, a presentation called “The Outdoor Program.” But to have a successful outdoor program, or to conduct many other aspects of a Boy Scout troop, accurate and up-to-date paperwork is very important.

Ask participants to suggest ways that good record keeping can ensure the success of a troop. Write their suggestions on a flip chart or chalkboard. Among the answers may be:

- Clear information on each Scout’s advancement
- Responsible financial accountings
- Effective program planning
- Fulfilling responsibilities with the local council and national council

### ***The Two Keys to Managing Troop Paperwork***

There are two things that every troop leader, both new and experienced, should know about managing the records, permits, and other forms that make up a troop’s paperwork:

1. *There is only so much of it.*
2. *Others can help take care of it.*

Let’s take a look at each of these.

### **PAPERWORK—THERE IS ONLY SO MUCH OF IT**

The specific items of paperwork required of a troop have evolved over time to serve specific and important purposes. The troop paperwork packets contain copies of each of these items.

## Instructors' Note

*Distribute the troop paperwork kits, one to each participant. Go over the contents, very briefly describing the purpose of each item, where copies can be obtained, and when it is to be used. This kit should be made up in advance by the training team. Many of these forms are available on CD-ROM.*

Session 3, slide 12



## Troop Paperwork Kit

<i>Item</i>	<i>Frequency of Use</i>
• Sample Charter Renewal	Annually
• Centennial Quality Unit Award	Annually
• Money-Earning Application	Prior to each troop money-earning activity
• Tour Permit	Prior to every troop outing
• Advancement Records (Troop Records) (Paperwork to Forward to the Council)	Monthly
• Troop Budget Form	Annually
• Membership Applications (Adult and Youth)	Weekly
• Health Forms	As a new member joins, then annually
• Eagle Scout Leadership Service Project Workbook	As needed
• NESAs Application	As needed
• Records can be tracked in the <i>Troop Record Book</i> , available from the BSA national office.	
• Computer software may also be available to help track records and produce paperwork. Troop leaders should check with their local councils for information about software packages that are suitable for troop needs and compatible with council computer systems.	

#### **PAPERWORK—OTHERS CAN HELP TAKE CARE OF IT.**

Much of the effort to manage the paperwork of a troop can be done by members of the troop committee. They have a vested interest in seeing that the troop succeeds; accepting responsibility for a large share of keeping records, completing charter renewals, and tracking financial affairs keeps them closely connected with the activities of the troop. Their involvement also frees time for the Scoutmaster and assistant Scoutmasters to devote to being with the boys.

Other sources of help in matters of records and paperwork are a troop's unit commissioner and district executive.

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## **Question and answer period.**



## Session Three

### Finances

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#### Time Allowed

15 minutes

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#### Teaching Objectives

As a result of this session, participants will understand that:

- A troop needs to determine the budget they will need for the upcoming year, then must figure out ways to earn that money as quickly as possible.
  - Money-earning activities of a Scout troop must conform to standards set by the National Council.
- 

#### Materials Needed

- Funding Your Scouting Program video, No. 35-557
  - *The Scoutmaster Handbook*, No. 33009C
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
  - Posters
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#### Recommended Facility Layout

Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.

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#### Delivery Method

- Instructor-led discussion
-

## Presentation Procedure

A Scout troop must have a budget and a treasury. The money to operate the troop comes from a variety of sources, including the Scouts and their families. Self-reliance is a part of the character development spelled out in the aims of Scouting; it is a goal that can be advanced by encouraging each Scout to pay his own way for dues, uniforms, and personal equipment, and to take part in money-earning projects to meet the troop's needs.

Session 3, slide 13



### ***What Are a Troop's Expenses?***

The budgetary needs of troops will vary depending upon the nature of their activities and the needs of their memberships. Expenses that every troop can expect to incur include:

- **Troop Charter Fee.** The annual charter fee that must accompany a troop's charter application helps defray the cost of general liability insurance carried by the Boy Scouts of America.
- **Registration.** Each boy in a troop pays an annual registration fee. Depending on the point in the charter year that a boy joins, the amount may be prorated.
- **Program Material.** Expenses include membership and rank insignia, troop flags, equipment, group camping gear, and supplies.
- **Activities.** Hikes, campouts, summer camp attendance, high-adventure opportunities, and other troop activities are usually financed by the boys and their families over and above the dues program.
- **Boys' Life.** *Boys' Life* magazine is an official publication of the Boy Scouts of America, providing quality reading and program support every month. Troops should have every boy subscribe to *Boys' Life* as part of their weekly dues.
- **Accident Insurance.** Each troop should be covered by accident insurance to help meet the costs of medical treatment should an accident occur. Insurance fees generally run only a few dollars a year per person. Application forms may be available at your council service center and may be included in the charter renewal kit. Follow the instructions in the forms to send applications and premiums directly to the appropriate insurance company.
- **Reserve Fund.** Establish a reserve fund to meet the troop's unexpected expenses.

## ***The Troop Budget***

Once a troop determines how much money it needs to operate, members need to figure out ways to earn that money as quickly as possible so that money-earning does not consume time that could otherwise be devoted to other Scouting activities.

Building a responsible budget for a troop is a four-stage process:

1. The troop treasurer, Scoutmaster, and scribe consider the troop's expenses and prepare a rough draft of a budget to cover them.
2. The patrol leaders' council reviews the draft budget and puts it into final form.
3. The troop committee approves the budget.
4. The budget is presented to the Scouts and their parents.

## ***How the Troop Earns Money***

- Dues and donations from family and supporters
- Product Sales—show new fund-raising video

All fund-raising projects must be approved in advance by the chartered organization and the BSA local council. Any unit planning such an activity must submit a Unit Money Earning Application, No. 34427, at least 30 days before the activity.

### **Instructors' Note**

*For suggestions of projects and for a money-earning checklist, direct participants to Chapter 17, "Troop Finances," of The Scoutmaster Handbook.*

## ***Incentives for Scouts***

A key to successful money-earning is to make the effort satisfying and rewarding for the boys involved in it. The activity itself may be fun and a good learning experience. The boys should also have a clear understanding of the ways in which the money will be used. Some troops help Scouts earn their way to summer camp or save for personal camping gear by crediting dollars or points to each boy based on his participation in the money-raising project.

## **Summary**

- A Scout is thrifty. The financial necessities of Scouting present Scouts and leaders with opportunities to make ethical decisions.
- The money matters of a Scout troop tie back to the program and program planning. A troop that is serious about program planning will then be able to determine its financial needs without great difficulty.
- As with troop paperwork, Scoutmasters can rely upon members of the troop committee to help manage the financial issues of the unit.
- Scouts cannot directly solicit for contributions. They must provide a product or service of value.
- A BSA district also has specific methods by which it can fulfill its financial needs. Session instructors can give a brief overview of ways in which a district raises money so that it can then help a troop.

## **Instructors' Note**

*It is appropriate here to discuss some of the money-earning activities conducted by BSA councils and districts. The intent of the discussion should be to help participants better understand that the money-earning efforts of a district and of the troops within that district have the same goal providing better programs for Scouts.*

- A troop may use the BSA's Money Earning Application form as a way of exploring the options for appropriate money earning.
-



## Session Three

# The Uniform

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### Time Allowed

10 minutes

---

### Teaching Objectives

- Emphasize the role of the uniform as one of the eight methods of Scouting.
  - Discuss issues of importance concerning when, how, and where the uniform should be worn.
- 

### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C
  - *The Boy Scout/Varsity Scout Uniform Inspection Sheet*, No. 34283A
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
- 

### Recommended Facility Layout

Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.

---

### Delivery Method

- Instructor-led discussion
-



## Presentation Procedure

Ask participants to describe a complete Scout uniform. List their suggestions on a flip chart or chalkboard. The parts of a field uniform are these:

- BSA long-sleeve or short-sleeve shirt
- BSA trousers (long) or shorts
- BSA socks or knee socks
- BSA twill or mesh cap or campaign hat (troop option)
- BSA web belt and buckle
- BSA neckerchief (troop option)

The parts of the activity uniform are these:

- BSA T-shirt or activity shirt (designed by the troop or a Scout camp)
- BSA shorts
- BSA socks or knee socks
- BSA belt and buckle
- BSA cap, expedition hat, or campaign hat

Ask participants to suggest reasons that the uniform is important to Scouting. List their ideas on a flip chart or chalkboard. Use them to conduct a discussion about the uniform that includes the following points:

- Wearing the uniform promotes comradeship, loyalty to one's patrol and troop, and public recognition of membership in the Boy Scouts of America.
- A boy is not required to have a uniform to be a Boy Scout. However, troop leaders should set a good example by wearing the complete uniform themselves and by encouraging each Scout to acquire and wear a uniform.
- Scouts may take on projects or find part-time jobs so that they can have the satisfaction of purchasing uniforms with their own money.
- In many troops, Scouts donate "experienced" uniforms they've outgrown to a uniform bank that in turn will lend uniform parts to troop members who need them.
- New uniforms may be purchased from official Scouting distributors located in selected retail stores, from Boy Scouts of America Scout Shops, and from the BSA Supply Division catalog.



### ***When to Wear the Uniform***

- Boy Scouts and Scout leaders proudly wear the full uniform for all ceremonial activities including boards of review, courts of honor, patriotic events, parades, and special occasions at troop meetings and summer camp.
- During physically active outdoor events and more informal troop meetings, Scouts may wear the activity uniform—troop or camp T-shirts with Scout pants or shorts.
- Scouts participating in conservation projects, other service work, or backcountry camping may wear work pants or jeans with their troop or camp T-shirts.

### ***When Not to Wear the Uniform***

- Do not wear the uniform while selling a commercial product or service, even for Scout money-raising purposes.
- Do not wear the uniform in situations that might mistakenly imply an endorsement by the BSA of a product, service, political candidate, or philosophy. Scouts and Scouters are encouraged to take part in political matters as private individuals but not while wearing the uniform.
- Do not wear the uniform while engaged in any activity that could dishonor or discredit the Boy Scouts of America, the uniform, or the person wearing it.

### ***Summary***

The Boy Scout uniform has long served as an expression of a Scout's friendliness to all other Scouts regardless of who they are or where they are from. The uniform represents Scouting's spirit of equality and democracy, and identifies a boy as a brother to every other Scout.

While the uniform is one of the eight methods of Scouting, attention to it should be kept in perspective. Ultimately, the boy inside the uniform, rather than the uniform itself, is what is important. The uniform is of value to the extent that it encourages boys to grow as Scouts, leaders, and young men.

For more on the uniform, participants can refer to *The Scoutmaster Handbook*, Chapter 15, "The Uniform and Insignia," and to the *Boy Scout/Varsity Scout Uniform Inspection Sheet*.

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## Session Three

# Other Training Opportunities

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### Time Allowed

5 minutes

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### Teaching Objectives

The intent of this presentation is to encourage participants to pursue further opportunities for learning. Among the most important points to consider are these:

- The BSA offers adult leaders a continuum of training opportunities and encourages lifelong learning.
  - A wide spectrum of supplemental training experiences can provide adult leaders with specialized skills and broader general knowledge that will help them better deliver the promise of Scouting.
- 

### Materials Needed

- Dates and locations of district and council training opportunities for adult leaders
  - PowerPoint® slides or overheads from CD, if desired
  - Flip chart or other means of writing discussion notes
- 

### Recommended Facility Layout

Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.

---

### Delivery Method

- Instructor-led discussion
-

## Presentation Procedure

Remind the Scoutmaster and Assistant Scoutmaster Leader Specific Training participants of that sequence of training and point out that they have nearly completed the position-specific portion of the continuum. The remainder of this presentation will highlight other training opportunities available to Scouting's adult leaders, and the great value there is for leaders to seek out and take part in these learning experiences.

### Training Continuum for Adult Leaders

Fast  
Start → Basic Leader Training  
(This Is Scouting,  
Position Specific Training,  
and Introduction to  
Outdoor Leader Skills) → Wood Badge

### ***Learning Opportunities for BSA's Adult Leaders***

Discuss each of the following learning opportunities. Whenever possible, note dates and locations of upcoming sessions of each training.

Session 3, slide 15



#### **YOUTH PROTECTION TRAINING**

Every new leader is encouraged to attend the Youth Protection training offered by the district and council—a 90-minute videotaped session that prepares them to conduct Scouting activities in accordance with Youth Protection guidelines. Your council may require this training.

Session 3, slide 16

#### **INTRODUCTION TO OUTDOOR LEADER SKILLS**

This important and enjoyable part of Scoutmaster training covers the outdoor skills expected of a First Class Scout. Adult leaders who already have knowledge of some of the skills may pass that section of the course by demonstrating their abilities to an instructor. Adult leaders who have already completed Introduction to Outdoor Leader Skills will not need to repeat the training.

#### **WOOD BADGE FOR THE 21ST CENTURY**

Wood Badge for the 21st Century, the BSA's premier advanced training in leadership theory and team development, brings together Scouters from all walks of life and from all BSA programs—Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing—as well as district and council leaders. By pooling their ideas, sharing meaningful

experiences, and learning from highly qualified instructors, participants will return to their home units with new skills and resources, greater confidence, and deeper dedication to deliver the values of Scouting.

### **ROUNDTABLES**

The monthly roundtable, conducted by a roundtable commissioner, brings together Scout leaders from a number of troops to share ideas and teach skills. Each meeting is also an opportunity for enjoying fellowship, fun, and food with others who are committed to Scouting's aims and ideals.

### **ADVANCED CAMPING SKILLS**

Many councils offer training in advanced outdoor skills. Instructors can note those opportunities and the dates upcoming training will be offered. If appropriate, include Outdoor Skills Instructor training and Scout Skills showando events.

### **CLIMB ON SAFELY**

Climb On Safely is the Boy Scouts of America's recommended procedure for conducting BSA climbing/rappelling activities at a natural site or a specifically designed facility such as a climbing wall or tower. It is an orientation only and does not constitute instruction on how to climb or rappel. For any adult interested in involving members of a Scout unit in climbing/rappelling activities, Climb On Safely training is an important introduction to BSA guidelines and procedures.

### **PROJECT COPE**

Project COPE (Challenging Outdoor Personal Experience) is a national program of the Boy Scouts of America. Composed of group initiative games, low-course events, and high-course events, the events of COPE courses involve participants in group challenges and individual initiatives. The underlying goals of Project COPE are consistent with the objectives of the Boy Scouts of America. The group activities are ideal for enhancing the leadership and teamwork of Scout units, and activities challenging individuals can be used to bolster self-esteem and promote personal growth.

Adult leaders may have opportunities to go through COPE courses with their Scouts at summer camp or at other times of the year. Those who are interested can pursue a deeper understanding of challenge course management through BSA training to become certified COPE course instructors or managers.

### **PASSPORT TO HIGH ADVENTURE TRAINING**

Passport to High Adventure Training is a supplemental training course to assist Scout leaders in planning high adventure outings for their Scout units. Based on the BSA's manual *Passport to High Adventure*, the training focuses on appropriate skills needed to conduct a successful high adventure trek.

### **OTHER LOCAL TRAINING**

(Instructors can list and discuss other training opportunities available to Scout leaders through their district and council.)

### **PHILMONT TRAINING CENTER**

The Philmont Training Center in New Mexico offers a number of courses each summer for Scout leaders. Courses focus on everything from teaching outdoor skills and First Class basics to seminars on troop program planning, merit badge counselor orientation, working with troop committees, and encouraging advancement.

### **YOUTH LEADERSHIP TRAINING**

Much of Scoutmaster and Assistant Scoutmaster Leader Specific Training has focused on the Scoutmaster's role in providing the boy leaders of a troop with the tools they need to run a boy-led troop operating by the patrol method. This is at the heart of a successful troop.

Chapter 7 of *The Scoutmaster Handbook*, "Troop Leadership Training," gives an overview of how Scoutmasters can train the boy leaders of a troop. The three TLT sessions have been developed to help the Scout overcome limitations and provide him with a foundation for successfully executing his leadership responsibilities. The three sessions should be conducted consecutively, either individually as stand-alone sessions or all three in one day.

### **TROOP ANNUAL PROGRAM PLANNING CONFERENCE**

Using material found in *The Scoutmaster Handbook* chapter on "Program Planning" and the video *Troop Annual Program Planning Conference*, Scoutmasters can create their own supplemental training to ensure that the boy leaders of their troops can plan effective year-round programs.

## **VIDEO SUPPORT**

The BSA has developed a number of videos to support various aspects of Scout leader training.

- *Troop Program Planning*, No. AV-02V010
- *Youth Protection Guidelines*, No. AV-09V001A
- *A Time to Tell*, No. AV-09V004

### ***Summary***

If the world around us were constant, we wouldn't need to change. Everything would stay the same, and so could we. Of course we live in a world swirling with change. To take full advantage of the changes that are occurring, each of us needs to be learning all the time. We need to be inquisitive and eager to try out new ideas, master new skills, and look for new solutions to old problems.

The Boy Scouts of America encourages adult leaders to pursue opportunities for life-long learning. It increases the abilities of its adult leaders to deliver the promise of Scouting. It improves the quality of the BSA as an organization. Last but not least, it helps keep people lively, alert, and eager to do their best, often while having a very good time.

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## Session Three

# Summary and Closing

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### Time Allowed

20 minutes

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### Teaching Objectives

- Review the eight methods of Scouting in light of what participants have learned during Scoutmaster and Assistant Scoutmaster Leader Specific Training.
  - Model an appropriate recognition ceremony and use it to acknowledge the accomplishment of participants completing Scoutmaster and Assistant Scoutmaster Leader Specific Training.
  - Bring Scoutmaster and Assistant Scoutmaster Leader Specific Training to a meaningful conclusion.
- 

### Materials Needed

- *The Scoutmaster Handbook*, No. 33009C
  - Materials for a recognition ceremony:
    - Twelve candles representing the points of the Scout Law, set in a small log or in other candle holders
    - Three candles to represent the three parts of the Scout Oath
- 

### Recommended Facility Layout

Session meeting area. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of tables, each accommodating six to eight participants forming a patrol, and enough chairs for all participants.

To set the scene for the recognition ceremony, arrange the candles on a table at the front of the room. The American flag can be moved to the side of the table. If possible, lower the lights at the beginning of the ceremony.

---

## Delivery Method

- Instructor-led discussion, recognition ceremony, and training session conclusion
- 

## Presentation Procedure

Remind participants that Scoutmaster and Assistant Scoutmaster Leader Specific Training has explored many aspects of the eight methods of Scouting. As you write the methods on a flip chart or chalkboard, invite participants to suggest the most important messages that Scoutmaster and Assistant Scoutmaster Leader Specific Training has presented about each method. Include those on the flip chart, along with any other points you feel should be highlighted as the training comes to a close.

### The Methods of Scouting

1. The Ideals
2. The Patrol Method
3. The Outdoors
4. Advancement
5. Association With Adults
6. Personal Growth
7. Leadership Development
8. The Uniform

Session 3, slide 17



### *Discussion of Recognition Ceremonies*

Lead a discussion of the importance of recognition ceremonies in the Boy Scouts of America. Touch on these important points:

- Courts of honor recognizing advancement may be the most common recognition ceremony, taking place when boys have completed the requirements for badges of rank. Ceremonies can also honor Scouts for other achievements—completion of significant Scouting challenges, the acceptance of leadership roles in the troop, the successful finish of training programs (including Scoutmaster and Assistant Scoutmaster Leader Specific Training).

- An effective recognition ceremony provides a tremendous amount of positive reinforcement, acknowledging the importance of a Scout's achievement and encouraging him to continue his quest to become the best possible Scout he can be.
- To gain the most from a ceremony, plan it as carefully as you would any other aspect of a troop program. Involve boy leaders in planning and in carrying out the ceremony; it is important for boys being acknowledged to receive recognition both from adult leaders and from the boy leaders of the troop. Among the elements of a ceremony that should be included in the planning stage are the ways in which those conducting the ceremony will:
  - Set the scene.
  - Make the ceremony meaningful.
  - Keep it simple.
  - Involve the boy leaders of the troop.

Keeping that in mind, invite participants to join in a Scout ceremony typical of those that troops can use. Explain that the ceremony that is about to begin will serve several purposes:

- It will present participants with a model of an appropriate recognition ceremony. Based on this model, they can help the boy leaders of their own troops develop worthwhile ceremonies.
- This ceremony will acknowledge the accomplishment of participants completing Scoutmaster and Assistant Scoutmaster Leader Specific Training. By receiving positive reinforcement for a job well done, they will better understand why it is important to provide that kind of reinforcement to the Scouts in their troops. They will also have a sense of achievement and confidence as they embark on their own journeys as Scout leaders.

#### **Instructors' Note**

*Instructors are welcome to incorporate a few of their own favorite elements to enrich the ceremony. However, keep the focus on having a simple, effective ceremony that participants can easily recreate in their own troop settings.*

The ceremony can best be conducted by two instructors. (If a training course has had a single instructor, it may be possible to involve an additional adult—another experienced Scoutmaster, for example—for the sake of the ceremony.) During the ceremony, one instructor serves as Scoutmaster; the second instructor takes the role of the troop's senior patrol leader.

**Senior patrol leader:** “I’m pleased to welcome you all to this Scoutmaster and Assistant Scoutmaster Leader Specific Training recognition ceremony. Would all candidates for this training please stand?”

#### **Instructors’ Note**

*If a group is small, participants can be invited to form a semicircle in front of the table, or directed to arrange themselves in some other formation appropriate to the event. If a group is sufficiently large that such arrangements would be unwieldy, each patrol can send a representative to join the formation at the table. In that case, the formation should be situated so that those remaining in their seats (as would be the case with parents at a court of honor) have an unobstructed view of the proceedings.*

**Senior patrol leader:** “We are honored to have this opportunity to recognize your achievement in completing Scoutmaster and Assistant Scoutmaster Leader Specific Training. You have done well, learning much about what it means to be a Scoutmaster and how you can provide your troop with effective leadership.”

**Scoutmaster:** “I also want to congratulate you on a job well done. At moments like this, when one phase of your Scouting life is coming to a close and a new phase is about to begin, it is important to remember what Scouting is all about.

“These candles represent the twelve points of the Scout Law. As I light them, would you please join me in reciting the Scout Law?”

#### **Instructors’ Note**

*As the group recites each point of the Scout Law, the Scoutmaster lights one of the candles. If time allows, the Scoutmaster may also explain the meaning of each point of the Scout Law, referring to the descriptions provided in The Boy Scout Handbook.*

**Scoutmaster:** “The other great foundation of our organization is the Scout Oath. These three candles represent the three parts of the Oath—duty to God and country, duty to others, and duty to self. As I light these candles, please join me in reciting the Scout Oath.”

**Senior patrol leader:** (At the conclusion of the Oath.) “We welcome each one of you to the ranks of Scoutmasters serving the Boy Scouts of America. You are joining a tradition that goes back many generations and has included millions of dedicated adults before you. We celebrate your achievement and look forward to sharing in your many future successes.”

### **Instructors’ Note**

*The Scoutmaster and senior patrol leader can shake the hand of each participant and give them heartfelt word of congratulations and encouragement. If there have been other instructors involved in the course, they can join in at this point to give their congratulations as well. If the group is large, each instructor can go to a different part of the group to offer congratulations.*

### **Debriefing of the Recognition Ceremony**

After participants have returned to their seats, briefly summarize the most important aspects of the ceremony they have just experienced. Two points to emphasize are these:

- Scout ceremonies can touch on all eight methods of Scouting:
  1. The Ideals (the Scout Oath and Law; a Scoutmaster Minute)
  2. The Patrol Method (Scouts are recognized by members of their patrol, often for accomplishments that are outgrowths of patrol activities.)
  3. The Outdoors (Many of the awards Scouts receive involve outdoor activities.)
  4. Advancement (Recognition is one of the four steps of Scout advancement.)
  5. Association With Adults (Positive reinforcement from adults has tremendous value in giving young people confidence and self-assurance.)
  6. Personal Growth (Ceremonies recognize small and large stages of personal growth in the lives of Scouts.)
  7. Leadership Development (The skills, experiences, and advancement honored in Scout ceremonies help boys become better leaders.)
  8. The Uniform (Emblems of achievement presented during ceremonies are often in the form of badges that can be worn on the Scout uniform.)

- Scout ceremonies can have a powerful emotional component that may be very important to young people.

Encourage participants to think about how taking part in the Scoutmaster and Assistant Scoutmaster Leader Specific Training recognition ceremony made them feel. They received positive reinforcement, positive association with adults, and a positive connection with the ideals of Scouting. No doubt it was an enjoyable experience for most of them, and a meaningful one for many.

Imagine the impact this kind of recognition and positive reinforcement can have upon young boys, many of them experiencing this sort of achievement and recognition for the first time in their lives. When adults and older boys they look up to treat them with respect, honor them for what they have done, and value them for who they are, the effects can be remarkable.

### ***A Closing Challenge***

#### **Instructors' Note**

*The closing challenge is a way to bring Scoutmaster and Assistant Scoutmaster Leader Specific Training to a conclusion and to send participants home with a specific concept to consider. Instructors can shape the offering of the challenge in whatever form suits their own personalities and presentation styles. The text that follows suggests one way it may be done.*

“We have come to the end of Scoutmaster and Assistant Scoutmaster Leader Specific Training. However, we don’t want you to think of this as the end, but rather as the beginning of many good things to come. To start you on the trail toward success as a Scout leader, we want to offer you a challenge.

“Look back at the first page of the *Boy Scout Handbook*. You may remember that that’s where we began this training—by looking at the promise of Scouting.

“Scouting promises boys a kind of experience they cannot find anywhere else. As troop leaders, you have the opportunity to deliver that promise to Scouts. That is our challenge to you—to do all you can to make the promise of Scouting come alive.

"Here's what Scouting offers boys:

- Scouting promises the great outdoors.
- Scouting promises friendship.
- Scouting promises opportunities to work toward the Eagle rank.
- Scouting promises the tools to make the most of your family, your community, and your nation.
- Scouting promises experiences and duties that will help Scouts mature into a strong, wise adults.

"That's a lot to promise. But for close to a century, Scout leaders all over America have succeeded in delivering on that promise. Millions of boys have had meaningful experiences through Scouting, and millions of adults have had the satisfaction of enriching the lives of young people through the programs of the BSA.

"Now it is your turn. You will no doubt be surprised by some of the situations you encounter. But you also know now where to turn for solutions, for advice, and for assistance in making your troop the best it can possibly be.

"The challenge is yours—to deliver the promise of Scouting to the boys in your troop. We wish you well as you set out on this great journey of being a leader in the Boy Scouts of America."

Session 3, slide 18

### ***Summary Assignment***

Ask participants to take several minutes to write down two of the most important points they have learned during Session Three of Scoutmaster and Assistant Scoutmaster Leader Specific Training, and note how they intend to use these points with their own troops. They are to keep this piece of writing with them, adding to it at the end of each of the three sessions. There will be no follow-up; the information they write down and the guidance it provides is for them alone.

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## Appendix A

# Local Resources Summary

Instructors should complete this form and make copies available to all participants at the beginning of Session One. The intent is to give new Scoutmasters and assistant Scoutmasters an overview of contacts in their areas who can provide valuable assistance in developing programs and carrying out Scouting activities. The summary can also be a source of local knowledge concerning locations for camping, hiking, and other troop events, and information about interacting with land management agencies and private property owners.

National Council Web page \_\_\_\_\_

*Scouting* magazine (sent to registered adults six times a year—subscribe through your council)

*Boys' Life* magazine (available monthly by subscription through your council)

Our council's name \_\_\_\_\_

Address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Council Web page (if any) \_\_\_\_\_

Scout Shop address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Hours of operation \_\_\_\_\_

Council newsletter (publication schedule and method of distribution): \_\_\_\_\_

Boy Scout camp(s)

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Our district's name \_\_\_\_\_

District executive \_\_\_\_\_

Telephone No. \_\_\_\_\_

District committee chair \_\_\_\_\_

Telephone No. \_\_\_\_\_

District commissioner \_\_\_\_\_  
Telephone No. \_\_\_\_\_

Roundtable commissioner \_\_\_\_\_  
Telephone No. \_\_\_\_\_

Location of roundtable meetings \_\_\_\_\_  
Dates and times of roundtable meetings: \_\_\_\_\_  
\_\_\_\_\_

Training chair \_\_\_\_\_  
Telephone No. \_\_\_\_\_

*To be filled out by each participant, with the help of Scoutmaster and Assistant Scoutmaster Leader Specific Training instructors:*

My chartered organization \_\_\_\_\_  
Telephone No. \_\_\_\_\_

Contact person for the chartered organization \_\_\_\_\_  
Telephone No. \_\_\_\_\_

Unit leader \_\_\_\_\_  
Telephone No. \_\_\_\_\_

Committee chair \_\_\_\_\_  
Telephone No. \_\_\_\_\_

Affiliated Cub Scout pack \_\_\_\_\_  
Cubmaster \_\_\_\_\_  
Telephone No. \_\_\_\_\_

Webelos leader \_\_\_\_\_  
Telephone No. \_\_\_\_\_

*Contacts and opportunities for troop outdoor activities, conservation projects, and other events:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Include here the listings of local places to hike and camp, opportunities for troops to use district and council facilities (camps, COPE courses, etc.), individuals who can offer guidance on district and council activities (including veteran Scouters, qualified campmasters, merit badge counselors, etc.), and other contact information and inside knowledge that will help inexperienced troop leaders take advantage of nearby people and places to enliven and enhance the Scouting experience for their troop members and for themselves. This is also an appropriate handout for including dates and locations of future training opportunities including Introduction to Outdoor Leader Skills. If necessary, attach additional pages.



## Appendix B

# Session Two

## Pop Quiz

1. The boy-led troop is a valuable tool for planning and conducting the outdoor program.  
*True \_\_\_ False \_\_\_*
2. If a troop has an active, exciting outdoor program, advancement is a natural result.  
*True \_\_\_ False \_\_\_*
3. The primary reference guide for Scoutmasters seeking information about outdoor program skills and safety is *The Scoutmaster Handbook*.  
*True \_\_\_ False \_\_\_*
4. Through Scouting's outdoor program, young people can learn how to camp and hike without leaving a trace and how to take care of the land.  
*True \_\_\_ False \_\_\_*
5. A Scoutmaster and members of a troop can learn outdoor skills together, building on their experience to enjoy adventures of greater duration and difficulty.  
*True \_\_\_ False \_\_\_*
6. The main reason many boys join Scouting is for the opportunity to take part in the outdoor program.  
*True \_\_\_ False \_\_\_*
7. At a minimum, Scouts should be spending 10 days and nights outdoors each year.  
*True \_\_\_ False \_\_\_*
8. An essential resource for Scoutmasters learning how to deliver Scouting's outdoor program is *The Scoutmaster Handbook*.  
*True \_\_\_ False \_\_\_*
9. The outdoor program includes a range of activities from a patrol's afternoon hike to a troop's trek at a BSA national high-adventure area.  
*True \_\_\_ False \_\_\_*
10. The BSA's outdoor program is many things, but very high on the list is the fact that it should be fun.  
*True \_\_\_ False \_\_\_*





## Appendix C

# Patrol Outdoor Program Activity: Session Two Assignment One—Winter Climate

The setting for this outdoor adventure is a large area of private property not far from the hometown of the Scouts in your troop. There are several forested sections of the property and a large lake. The troop is interested in having a winter campout that will allow them to practice building igloos. The event will occur on a weekend in February, two months from now. The weather that time of year is generally below freezing. There will probably be several feet of snow on the ground, though the wind will have blown the snow off the ice on the lake.

1. What opportunities are there in this scenario for a successful Scouting event?

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2. As you consider this event, what are your issues of concern?

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3. What ethical choices are likely to come up during this activity?

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4. What leadership roles can Scouts assume in planning and carrying out this weekend event?

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5. How can the patrol method best be utilized?

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6. What opportunities for advancement can be woven into this event?

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7. Using the resources of *The Scoutmaster Handbook*, write down the names of the checklists you as Scoutmaster will need to consider for this event to be a success, and note the importance of each one. (For example, rather than listing every item of gear that will be needed, simply write down the name of the appropriate gear checklist and then a sentence or two of explanation.) Include in your notes any other gear or supplies that are not covered by the standard checklists.

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8. What portions of the planning and leadership of this event can be delegated to the troop's assistant Scoutmasters? What support should be requested from the troop committee?

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9. Staying warm and dry during this campout will be an interesting challenge for the troop. What ideas do you have for solving this problem? Where can you go to get more information about these issues and other considerations for camping in a frozen environment?

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10. Discuss the importance of the following four points of Trek Safely, especially as they apply to your preparations for this specific activity:

- Qualified Supervision

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- Keep Fit

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- Communicate Clearly and Completely

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- Monitor Conditions

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11. Consider how the troop can conform to the principles of Leave No Trace.

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12. Consider how you would go about discovering the possibilities of an appropriate conservation project for the troop to do and the right way for it to be conducted. (It should be good for the land, meaningful for the Scouts, and planned well in advance with the assistance of appropriate personnel of the state park.)

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## Appendix D

# Patrol Outdoor Program Activity: Session Two Assignment Two—Arid Climate

The setting is a national park several hours' drive from the Scouts' homes. The park is in an arid region of the southwestern United States. The scenery is spectacular and the hiking trails are inviting, and much of the park is a designated wilderness. In September, the month the troop members can make the trip, most of the springs and streams have dried up and water is scarce.

1. What opportunities are there in this scenario for a successful Scouting event?

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2. As you consider this event, what are your issues of concern?

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3. What ethical choices are likely to come up during this activity?

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4. What leadership roles can Scouts assume in planning and carrying out this weekend event?

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5. How can the patrol method best be utilized?

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6. What opportunities for advancement can be woven into this event?

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7. In what ways can the values of Scouting be promoted through this activity?

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8. Using the resources of *The Scoutmaster Handbook*, write down the names of the checklists you as Scoutmaster will need to consider for this event to be a success, and note the importance of each one. (For example, rather than listing every item of gear that will be needed, simply write down the name of the appropriate gear checklist and then a sentence or two of explanation.) Include in your notes any other gear or supplies that are not covered by the standard checklists.

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9. What portions of the planning and leadership of this event can be delegated to the troop's assistant Scoutmasters? What support should be requested from the troop committee?

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10. Providing a sufficient supply of water and protecting everyone from exposure to the sun will be interesting challenges for the troop. What solutions do you have? Where can you go to get more information about these issues and other considerations for camping in an arid environment?

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11. Discuss the importance of the following four points of Trek Safely, especially as they apply to your preparations for this specific activity:

- Gear Up

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- Plan Ahead

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- Communicate Clearly and Completely

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- Keep Fit

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12. Consider how the troop can conform to the principles of Leave No Trace.

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13. Consider how you would go about discovering the possibilities of an appropriate conservation project for the troop to do and the right way for it to be conducted. (It should be good for the land, meaningful for the Scouts, and planned well in advance with the assistance of appropriate personnel of the state park.)

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## Appendix E

# Patrol Outdoor Program Activity: Session Two Assignment Three—Rugged Terrain

The setting is a state park an hour's drive from the Scouts' homes that is famous for its dramatic cliffs. Climbing and rappelling are popular public activities in this area. Troop members have been talking about those sports since the previous summer when they did some introductory climbing and rappelling during their weeklong stay at a council Scout camp. During their annual program planning session, they decided to devote a month of meetings to learning about climbing and rappelling. The highlight of the month will be a weekend campout at the state park. The outing will occur on a weekend in June two months from now.

1. What opportunities are there in this scenario for a successful Scouting event?

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2. As you consider this event, what are your issues of concern?

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3. What ethical choices are likely to come up during this activity?

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4. What leadership roles can Scouts assume in planning and carrying out this weekend event?

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5. How can the patrol method best be utilized?

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6. What opportunities for advancement can be woven into this event?

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7. Using the resources of *The Scoutmaster Handbook*, write down the names of the checklists you as Scoutmaster will need to consider for this event to be a success, and note the importance of each one. (For example, rather than listing every item of gear that will be needed, simply write down the name of the appropriate gear checklist and then a sentence or two of explanation.) Include in your notes any other gear or supplies that are not covered by the standard checklists.

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8. What portions of the planning and leadership of this event can be delegated to the troop's assistant Scoutmasters? What support should be requested from the troop committee?

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9. The BSA has rigorous standards for any Scout unit engaging in climbing and rappelling activities. Find those standards in *The Scoutmaster Handbook* and determine what planning must be done for your troop to enjoy climbing and rappelling during their weekend at the state park.

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10. Discuss the importance of the following four points of Trek Safely, especially as they apply to your preparations for this specific activity.

- Monitor Conditions

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- Plan Ahead

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- Communicate Clearly and Completely

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- Gear Up

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11. Consider how the troop can conform to the principles of Leave No Trace.

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12. Consider how you would go about discovering the possibilities of an appropriate conservation project for the troop to do and the right way for it to be conducted. (It should be good for the land, meaningful for the Scouts, and planned well in advance with the assistance of appropriate personnel of the state park.)

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## Appendix F

# Patrol Outdoor Program Activity: Session Two Assignment Four—Urban Setting

The setting is a privately owned park at the edge of a metropolitan area. The owners of the park are supporters of Scouting and have offered to let the troop use the facilities without charge. The property has a camping area, and there is a lake with a swimming beach but no lifeguards. Canoes are available for use. A trail around the lake leads to a city park with a thriving natural history program for young people. The campout the Scouts are planning is for mid-July, two months from now. The weather that time of year can be hot and humid, and there may be mosquitoes.

1. What opportunities are there in this scenario for a successful Scouting event?

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2. As you consider this event, what are your issues of concern?

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3. What ethical choices are likely to come up during this activity?

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4. What leadership roles can Scouts assume in planning and carrying out this weekend event?

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5. How can the patrol method best be utilized?

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6. What opportunities for advancement can be woven into this event?

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7. Using the resources of *The Scoutmaster Handbook*, write down the names of the checklists you as Scoutmaster will need to consider for this event to be a success, and note the importance of each one. (For example, rather than listing every item of gear that will be needed, simply write down the name of the appropriate gear checklist and then a sentence or two of explanation.) Include in your notes any other gear or supplies that are not covered by the standard checklists.

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8. What portions of the planning and leadership of this event can be delegated to the troop's assistant Scoutmasters? What support should be requested from the troop committee?

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9. Taking advantage of the opportunities for swimming and canoeing poses a challenge for troop leaders. What guidance for these activities can you find in *The Scoutmaster Handbook*? What ideas do you have for solving this problem? Where can you go to get more information about this issue and other considerations for troop activities in an urban setting?

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10. Discuss the importance of the following four points of Trek Safely, especially as they apply to your preparations for this specific activity.

- Qualified Supervision

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- Plan Ahead

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- Keep Fit

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- Discipline

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11. In the activities you plan, consider how the troop can conform to the principles of Leave No Trace.

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12. Give thought to an appropriate conservation project that could be incorporated in the troop's activities. (An important aspect of this consideration is that troop leaders consult local land managers well ahead of time to develop a project that is both appropriate for the environment and meaningful for the Scouts.)

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## Notes

## Notes



## Notes



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