

How to Organize a Camporee

Introduction

Why Camporees

Organizing a Camporee

Org Chart

Timeline

Budgets

Checklist

Types and Themes of Camporees

Appendix

Past Camporee Leader's Guides and Staff Guides

Camporee Organization Guides

National Recommendations

Introduction

Let's have a camporee!! What is a camporee, you might ask? Wikipedia defines camporees as follows:

"In the Boy Scouts of America, districts or councils may hold a camporee once or twice a year.

Typically, the camporee involves scout patrol competitions, with events such as: hiking

preparedness, fire building, knot tying, first aid, emergency

preparedness, pioneering, citizenship, patrol mystery event (team building), outdoor

cooking, camping or orienteering. Some camporees also integrate work on merit badges. The

camporee may be centered on a central theme such as living history, horsemanship, aquatics, shooting

sports, a historical trail, a service project, and most recently Geocaching. Camporees often have a

campfire program with awards and presentations, skits and songs. Camporees also may have a service

project that helps the hosting facility. Typical service projects could be pruning trees,

spreading mulch, clearing brush, trail repair, tree planting or trash pickup.

The scouts usually camp, compete and cook by patrol. The patrol will have a patrol name, patrol flag,

patrol cheer or yell and a patrol leader. Patrols are usually made of six to eight scouts, a patrol duty

roster is made and posted so patrol responsibilities are rotated, like: head cook, assistant cook,

cleanup, KP, fire builder, and water duty.

Councils sometime use the term camporall or scoutoree for a council level camporee, or they may use

a unique name. A Scoutorama is a show of scouting activities, when combined with a camporee; it may

be called a camporama. In some southern councils Scoutorama is replaced by "Scout Show". \$2 Tickets

or \$10 discount card are sold by units to promote Scout Show to the public, and to help raise money

for individual units.

The Order of the Arrow is the national honor society of the Boy Scouts of America, which is a

recognized group of scouts that have displayed high enthusiasm and performed at high skill

throughout their scouting careers. The Order of the Arrow often helps hold the event or will be leaders for part of the event, like the campfire or hike in. In doing so this gives older boy scouts new leader opportunities, “

Why Camporees

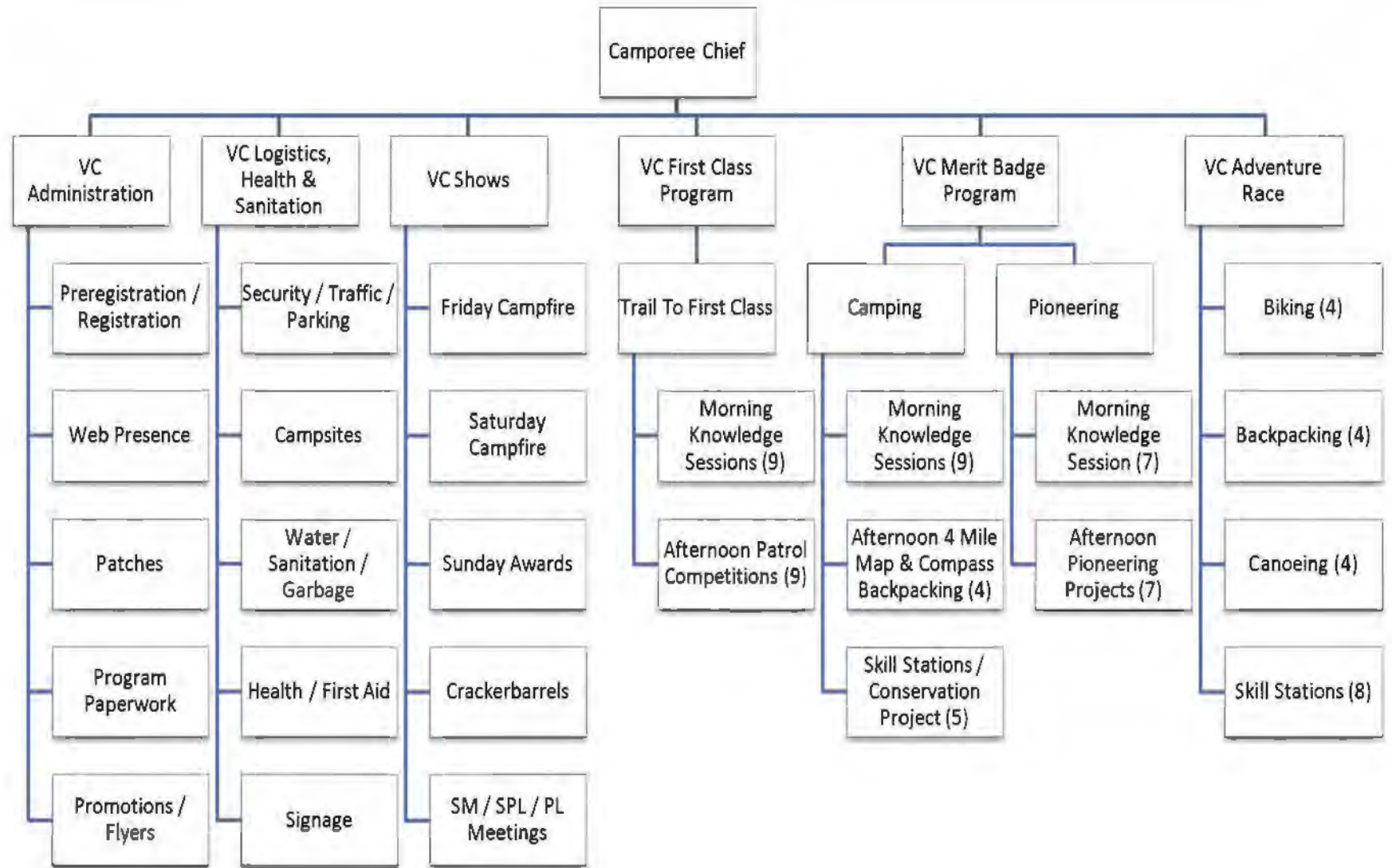
Basically, a camporee is an opportunity for troops to come together and enjoy scouting! Competitions are not mandatory, but are often used as a way for troops to measure how well they meet the standard as set up by the Camporee Committee. Camporees are also a great time for scouts and scouters to mingle with like-minded individuals, and it allows them to see that they are part of an organization that is larger than just their troop. It shows them that scouting is enjoyed by many different people, and helps them to feel that they are part of a larger movement, thereby building teamwork and a sense of belonging. Camporees are also an excellent opportunity for the community to see scouting in action, and therefore can be great publicity tools for the scouting movement.

Organizing a Camporee

Organizing a camporee is usually the job of the District or Council Activities Committee. Sometimes, though, a unit might decide to organize a camporee with a few other troops to promote inter-troop competitions.

Below is an organizational chart that I created for a recent event. You may not need all of these committees for your event, but it isn't a bad idea to think about each of these committees responsibilities to make sure that you haven't left anything off for your event. In the following example, there are 3 different levels of events for the boys. One level was for scouts below First Class rank, one level was for boys First Class or above who wanted to work on one of the two merit badges that were being offered, and the final level was for senior boys to compete in an adventure race consisting of backpacking, canoeing, biking and skill stations. Most camporees will not be this complex, but still, many of the same contingencies will need to be put in place

to assure a successful, well attended, camporee experience. The number in parenthesis after an event was the number of staff that I would need to man each event.



Timeline

One of the primary keys to any successful event is planning. The more planning and preparation that you do ahead of time, the greater the probability of success. One element of planning is the timing of your plan.

Below are three timelines, one as proposed by the National BSA, one by Woods District of Erie Shores Council, and one by the Pee Dee Area Council. You should develop your own timeline, based upon the guidance given from these two sources. Just make sure you start early, and have everything ready in advance of the camporee. I recommend that you and your committee set up all events and have a practice run of each event well in advance of the actual camporee. Once you know for sure that the event will be successful, bundle up all of the event supplies, and place them in a tote for the person who will be running the event. That way, you will be able to place the tote, with instructions and judging sheets inside at each event beforehand, and you will have the peace of mind knowing that each event is covered without having to run around at the last minute looking for supplies. The first example timeline is presented by the National BSA.

CAMPOREE WORK SCHEDULE		
Task	Weeks Before Camporee	Date
Secure location; select chairman; recruit committee; prepare budget; determine fees.	23	
Begin promotion of troop attendance; announce in council newsletter.	17	
Hold meeting of camporee committee; develop program; make assignments.	13	
Order patches, ribbons, certificates, and any other supplies needed.	12	
Make arrangements for water, sanitation, fuel supply, insurance, and permits.	12	
Recruit judging personnel; arrange for religious observance; determine layout for troop sites.	8	
Promote at roundtables, district committee meeting, and district commissioner meeting.	6	
Arrange for traffic control and police protection.	4	
Hold meeting of committee—review all staff assignments; develop special guest list and prepare invitations.	4	
Arrange for first aid and hospital emergency service.	3	
Arrange all physical properties needed for headquarters.	3	
Prepare final program bulletin with all details; mail to all units.	3	
Personally contact any unit without a reservation.	3	
Plan evening program; make assignments.	2	
Pick up all materials; take to site.		
Set up.	0	
Hold camporee.	0	
Complete all followup reports, insurance, and evaluations.	+1	

Camporee Timeline

For a basic district camporee (100 - 500 people)

At least 1 year before:

- Choose date
- Choose location (reserve facilities for date)
- Choose theme/title

10 months before:

- Select Camporee chair
- Camporee chair selects 2 or 3 other principal positions
- 1st meeting of camporee planning team
- Brainstorm ideas & other folks to recruit.

9 months before:

- 2nd meeting of camporee planning team
- Rough draft of program
- Begin designing patch

7 months before:

- Patch design complete (so it can be used on flyers, etc.)
- 3rd meeting of camporee planning team
- 1st draft of schedule
- 1st draft of registration sheet.
- Decide on cost & registration deadlines.

6 months before:

- Most Key positions filled
- Begin publicity! Send out flyers to units, post item on website
- Make sure cost & deadlines are obvious.

4 months before:

- All Key positions filled
- 4th meeting of camporee planning team
- Final draft of activity program
- Final draft of schedule
- Program chair starts recruiting volunteers to help with activities
- Order patches

2 months before:

- Visit location, scout out spots for activities
- 5th meeting of camporee planning team

1 month before:

- 6th meeting of camporee planning team
- Go over weekend program, item by item

Event Planning Guide

Planning is the key to any successful event, from a Wolf den meeting to a national Jamboree. Never forget that old adage of the 6 P's: **Proper Prior Planning Prevents Poor Performance**. Below you will find a list of the many things that need to be considered when planning an activity. Don't assume that this list covers every eventuality, every event and location offers its own challenges and dangers.

6 to 12 Months in Advance

- **What is the event going to be** – Sounds simple but important. For example, is your campout going to be just Webelos or all Cubs in the pack. If the district camporee is going to have a water-sports theme, then it must be near water and lifeguards will be needed. A troop weekend outing with river canoeing means that Webelos cannot be invited. They can only canoe on flat water (lakes, ponds).
- **Who will be participating** – A pack event should include activities for all age groups. For a camporee, do you want to invite Venturers? If so, then you must consider the fact that young ladies will probably be involved.
- **Date** – you should set the date for an event at least 6 months in advance. For district or council events, it should be even earlier. Many troops and packs plan their program calendars a year in advance. If you schedule something when they already have plans, you will lose their participation. Don't forget to check other conflicts such as school dates and holidays. If you plan on using a park or even Camp Coker, their facilities and equipment are leased on a first come, first served basis.
- **Announcement** – Let people know what you are doing so they can write it into their calendars early.
- **Reserve location** – Make sure you have the right location and reserve it early. Consider the following: does it have the facilities for the activities planned, is it in a safe location for Scouts (not near a busy highway, swamp full of mosquitoes, etc), does it have adequate bathroom facilities and fresh water, is a quiet place for sleeping and to enjoy nature (not in the partying section of the campgrounds or near a 24 hour shopping center). Most locations are reserved on a first come, first served basis. Don't let someone beat you to it. Ask for written confirmation of your reservation.

6 to 9 Months in Advance

- **Recruit help** – Don't try to do everything yourself. Put together a committee or team of volunteers who will share the workload. The more people there are, the less each one has to do.
- **Plan activities** – Decide now what you want to do at the event. This will help you determine if you need to recruit more help for the day of the event and if you need people with special skills (i.e. shooting sports director, lifeguard). You may also need to find

special equipment or supplies that will need to be ordered. Don't forget inclement weather. What will you do if it rains?

- **Develop a budget** – When you know what you are doing, you can now begin to determine the costs. Cost that should be considered are:
 - *food
 - *paying for specially trained people
 - *camp or park usage fees
 - *event patches or T-shirts
 - *recognition items and awards
 - *portable toilet rental
 - *a 10% to 15% contingent fee to cover unexpected expenses (they always pop up)
 - *program supplies and equipment
 - *transportation costs
 - *extra insurance
 - *administrative costs (mailings, copying)
 - *entry fees to private events or facilities
- Once you have the total, divide that amount by the estimated number of paying participants (be honest) to calculate how much each person needs to pay. People will want to know this. Also it will help you decide if you will have to cut back somewhere. If the cost is too high, you may have a hard time getting people to attend. A council budget form and instructions are attached. This form can be used for unit events but it does not require council approval.
- **Check on support services** – Where is the nearest hospital, where is the nearest shelter in case of severe weather, is there cell phone coverage in case an ambulance, police, or fire service call must be placed.
 - **Marketing** – Start putting the word out through roundtables and council newsletters for council and district events. For unit events, use unit newsletters, e-mails, and word of mouth.

3 Months in Advance

- **Mailing** – Now is the time to send a detailed mailing to unit leaders for a council or district event, or to families for a unit event. The mailing must include:
 - *dates
 - *location with directions
 - *cost
 - *medical questionnaire if needed
 - *equipment/supplies to be brought
 - *if extra cash must be brought
 - *contact person with phone number and email address
 - *if units will be participating in a campfire program
 - *a registration form
 - ***pre-registration deadline (mandatory for council and district events; critical for planning and supply purchasing)**
 - *where to send registration forms and money (send to council service center for all council and district events; payment should be required with registration)
 - *refund policy if someone doesn't attend
 - *if camping, will fires be allowed and will firewood be available
 - *check-in and departure times
 - *who can attend
 - *agenda/schedule
 - *activities planned
 - *meals that will be provided
 - *permission slips if needed

*leadership policy, is a certain number of adults required to attend with each unit or family?

*rules such as: no alcohol, drugs, smoking, or gambling, buddy system in affect at all times, no vehicles to be driven into camp, no tag-a-long siblings

- **Registration Form** – A registration form should go out with the mailing. For an event where participants will register as a group (district or council events), the form should at least ask for a count of attendees. In many cases asking for a list of attendees is preferable. This will encourage unit leaders to work with families to get firm commitments. **Requiring a payment with the registration and giving a deadline for registration is critical, otherwise you will not have accurate attendance numbers for purchases and budgeting.** The registration form should include:

*name	*address
*phone	*email address
*number of people and/or names	*amount of payment enclosed
*registration deadline date	*name and date of the event
*unit type and number (for council and district events)	
*where to mail the form and payment (always the council service center for council and district events)	

- **Marketing** - Keep putting the word out through roundtables and council newsletters for council and district events. For unit events, use unit newsletters, e-mails, and word of mouth.

2 Months in Advance

- **Visit site** – Verify that the facilities can accommodate the planned activities. Layout where activities and campsites will be set-up. Ensure adequate bathroom facilities are available. Do you need to rent portable toilets?
- **Order patches and/or T-shirts** - For council or district events, orders must go through the council service center so work with the event's staff advisor. The normal turn-around time for custom patches is 6 weeks.
- **Develop a shopping list** – Make a list of supplies and food that will be needed. Items that must be ordered in advance should be ordered now. For items that can be purchased locally, wait until after the pre-registration deadline to purchase these items. That will eliminate buying too much or too little and wasting money.
- **Confirm staffing** – Confirm how many helpers are needed and that they are recruited. Contact them again to be sure they are still willing to help.
- **Confirm location** – Make sure you are still on the books to use the facilities.
- **Marketing** – Start calling unit leaders or families to find out if they are attending. If not, find out why and see if a solution can be found. Don't assume that people are coming. Keep putting the word out through roundtables and council newsletters for council and district events. For unit events, use unit newsletters, e-mails, and word of mouth.

- Submit Event Information Sheet to the Service Center (council and district events)

1 Month in Advance

- **Verify who is bringing what** – Make lists of what everyone is bringing. You don't want to arrive at a camporee and find out that no one brought the firewood for the campfire program.
- **Verify assignments** – Make sure that everyone knows their job. Things to consider: who will handle check-in, who will assign campsites, who will collect permission slips or health forms, who will talk during the leaders meeting that first evening, who will lead the flag ceremony in the morning, who is organizing the campfire program, who will handle medical emergencies, who is checking campsites on Sunday before everyone leaves, who do people go to with complaints or problems.
- **Petty cash** – Bring extra cash to cover unexpected expenses. For council or district events, submit a check request for petty cash from the council service center.

After Pre-Registration Deadline

- **Purchase supplies** – Buy the rest of what you will need now that you have a count of attendees. Wait until a day or two before to purchase perishables.
- **Printing** – Print schedules, maps, and other forms that will be needed at the event.

1-2 Day Before the Event

- **Check-in supplies** – For council and district events, get copies of the registration forms and amounts paid. Also needed at check-in is a receipt book in case someone has money to pay there. Don't forget pens and a calculator.

Day of the Event

- **Arrive early** – Be there early to set-up the check-in station. Everyone must check-in there prior to going to their campsite or to activity areas. Keep an accurate list of everyone attending and where they are camping in case of an emergency or if they need to be found at night. Things to have at the check-in table include:
 - *copies of all registration forms with amount paid
 - *pens
 - *change and money box or bag
 - *calculator
 - *copies of daily schedules and maps
 - *numbered receipt book
 - *portable radio to track weather
 - *tablet or note pad
 - *someone who can answer questions about the event
- **Collect fees** – If anyone owes money, collect it at check-in and give them a receipt. It will be hard to find them and collect later. After check-in keep any cash in a safe location, such as in a car trunk. For council or district events, turn in any money to the staff advisor. He is bonded (insured) in case it is lost.

Afterward

- **Turn in money and registration list** – For council and district events, all money, receipts, and the list of attendees must be turned over to the staff advisor before leaving at the end of the event. This includes petty cash.
- **Thank you** – Don't forget to thank everyone who helped.
- **After action meeting** – Get the planning committee/staff together afterwards to evaluate how the event went. Be honest. Make notes of what was right and wrong and what to do different next time. Keep these notes for the next planning committee to use.
- **Satisfaction Survey** – Ask some of the participants, youth and adult, how they liked it. Ask for specifics. "It was OK" doesn't help you make it better, but "had a hard time finding parking" helps you decide what needs work.

Budgeting

Budgeting may seem like a daunting task at first, but actually, it isn't all that difficult. Budgeting can be started at any time, and should be done very early in the organization process. Budgeting cannot be completed until after several things have been completed: 1. What events will the camporee have, and what supplies will be needed for each event? 2. Will the camporee have stores or food vending? If so, what supplies will be needed for each of these? 3. How much money will be needed to be set aside for printing of event materials and signage? 4. How much will the patches and memorabilia cost? 5. Are there camping fees associated with the event? 6. Will sanitation solutions need to be outsourced? If so, at what expense? 7. Will First Aid supplies need to be purchased for the event? Will First Aid personnel need to be hired? 8. Will there be fees for entertainment, such as for the campfire shows? 9. Will there be food expenses, either for meals, or for cracker barrels, such as for SM and SPL meetings, or for all participants? 10. Are there any equipment purchases or rentals that need to be made? 11. How much will your awards cost? 12. Will funds need to be set aside for recruitment or for information booths? These are just a few suggestions. There may be many more expenses that need to be considered. Be sure to list all of your expenses on your budget. It is very important that you do not leave any out when preparing your budget. If items are left out of the budget, they may not be able to be purchased later, unless other items that were in the budget are reduced or eliminated to make way for the items that were not included in the budget.

Once you have itemized all of the expected expenses of the camporee, find the subtotal and multiply that number by 1.15. That will be your expense base. You will now need to estimate what revenues you will receive from sales of memorabilia and goods. Subtract these revenues from your expense base. The difference between revenues minus your expense base will equal the base which needs to be covered by registration fees. You will now need to determine how many people you expect to attend the event. Once you know that number, then you can divide the base by the number of participants expected for the event. The result will give you the cost per participant. Make sure to be conservative on your expected attendance.

If you overshoot this number, you will fall short on your revenues from registrations, and will end up with a negative financial outcome for the event. It is very important that the event is self-sustaining, meaning that the event ends with a gain, rather than a loss. I have attached several actual budgets which have been used for past camporees. Please use them as a guide when you create a budget for your camporee. Remember, budgets must be approved by your staff advisor (professional) before you can publish any flyers for the event. You cannot randomly pick a price for the camporee. Your price will be set by how great your expenses will be, offset by how great your revenues from sales will be. If you want a low cost camporee, then make sure that your revenues closely resemble your expenses before the registration cost are determined. Following the sample budgets, I have attached a copy of the Pee Dee Area Council's Budgeting Policy. Please familiarize yourself with the policy before proceeding to plan the camporee.

ACTIVITY BUDGETING AND ACCOUNTING SHEET

Council Event _____ District Event XXX District Name CHICORA Event Date 11/09-11/12

Type Activity CAMPOREE Estimate Participants 150

Place Water Tower Rd, North Myrtle Beach, SC

Prepared By Mike Mentel Date 07/27/12

Staff Advisor Karl Strominger Date 07/27/12

Asst Scout Exec _____ Date _____

150 People

EXPENSE		BUDGET	ACTUAL	NOTES	
EVENT MATERIALS		\$2.50	\$375.00		\$0.00
PATCHES 300		\$1.80	\$270.00		\$0.00
T-SHIRTS 75		\$8.00	\$600.00		\$0.00
YOUTH AWARDS (Patches)		\$1.00	\$150.00	60 patches (20-1st, 20-2nd, 20-3rd)	\$0.00
FOOD		\$1.50	\$225.00		\$0.00
INSURANCE		\$1.00	\$150.00		\$0.00
PORT-O-LET		\$1.50	\$225.00		\$0.00
WATER		\$0.70	\$105.00		
SUBTOTAL		\$2,100.00			\$0.00
15% CONTINGENCY		\$315.00			\$0.00
TOTAL EXPENSE		\$2,415.00			\$0.00

Expense \$2,415.00 # participants 150 cost/participant \$16.10
Expense \$0.00 # participants 0 cost/participant #DIV/0!

INCOME		BUDGET	ACTUAL	NOTES	BUDGET
Participant Fee		\$10.00	\$1,500.00		\$0.00
T-SHIRT SALES 75		\$10.00	\$750.00		
PATCH SALES 55		\$3.00	\$165.00		
TOTAL INCOME		\$2,415.00			\$0.00
TOTAL EXPENSE		\$2,415.00			\$0.00
PROFIT / <LOSS>		\$0.00			\$0.00

Activities Budget & Accounting Form

Pee Dee Area Council	Cost Center #	Responsible Staff:		Chris Britton
Activity Name: Chicora District Fall Boy Scout Camporee 2014				
Activity Date:	11/14/2014	Location:	FFA Camp North Myrtle Beach, SC	
Activity Budget	Budget	Actual	Variance	Explanation
REVENUES				
Fees	3,520.00	3,200.00	320.00	\$960 collected at event
Resale Items	300.00	-	300.00	100 patches X \$3
Less: Cost of Goods	(752.00)	(268.64)	(483.36)	Patches (\$2) and bandanas (\$4)
Net Trading Post	(452.00)	(268.64)	(183.36)	
Less: Refunds			-	
TOTAL REVENUES	3,068.00	2,931.36	136.64	
EXPENSES				
Lodging	528.00	480.00	48.00	\$3 per night / per person
Food	1,232.00	900.00	332.00	\$14 per person for all meals
Materials	352.00	255.77	96.23	\$4 per person
Rentals			-	
Entertainment			-	
Recognitions	150.48	136.80	13.68	\$1.71 per person
Printing		36.00	(36.00)	
Postage			-	
Travel			-	
Insurance - Campers	176.00	160.00	16.00	
Insurance - Liability	176.00	160.00	16.00	
Overhead (20%)	452.50	425.71	26.78	
TOTAL EXPENSES	3,066.98	2,554.28	512.69	
Net of Revenue/Expenses	1.02	377.08	(376.05)	
	Participants	Staff	Guests	Total
Projected Attendance:	64	24	0	88
Actual Attendance:	57	23	9	89
Fees:	2,560.00	960	0	
Preparer of the Budget:	Neal Sarvis		Date:	10-Oct-2014
Approved by:			Date:	
Accounting by:			Date:	
Approved by:			Date:	
NOTES:				

Youth 57 32

Adults

80
40
80
40
200
480
40
960

Pee Dee Area Council Budget Worksheet

Chicora/PDAC
District/Council
Church Camp-Marion
Event Location

Spring Camporee
Event
March 11-13, 2016
Event Date

Chris Britton
District Executive
Neal Sarvis
Event Chair

INCOME	BUDGET						ACTUAL		PAST YEAR ACTUAL	
Youth Attend.	80	@	\$ 23.00	FEE	=	\$ 1,840.00				
Adult Attend.	20	@	\$ 15.00	FEE	=	\$ 300.00				
					=					
6801 ACT FEES						\$ 2,140.00		\$ -		\$ -
EXPENSES	BUDGET						ACTUAL		PAST YEAR ACTUAL	
8101 Health/Safety				=	\$	-				
8105 Port a potties				=	\$	-				
8103 Program Sup	80		\$ 1.00	=	\$	80.00				
8104 Food	1		366	=	\$	366.00				
8301 Postage				=	\$	-				
8303 Freight				=	\$	-				
8402 Site Rental	100		3	=	\$	300.00				
8601 Printing				=	\$	-				
8832 Camp School				=	\$	-				
T-Shirts	100		8	=	\$	800.00				
9153 Patches - Yth	100		1.8	=	\$	180.00				
9322 Insurance	100		2	=	\$	200.00				
				=	\$	-				
Contingency Fee 10%				=	\$	214.00		\$ -		\$ -
TOTAL						\$ 2,140.00		\$ -		\$ -
Summary	BUDGET						ACTUAL		PAST YEAR ACTUAL	
	Income		\$ 2,140.00				Income	\$ -	Income	\$ -
	Expense		\$ 2,140.00				Expense	\$ -	Expense	\$ -
	Surplus (Deficit)		\$ -				Surplus (Deficit)	\$ -	Surplus (Deficit)	\$ -

Checklist

Often times, the only way that you will assure yourself that you haven't forgotten any important details in the planning of your camporee is to use checklist. Below, I have included a series of checklist. One is a Safety Checklist prepared by National BSA. Others are a series of checklist that I made for my committees for a past Expo. Please use these checklist as a guide in preparing your own checklist for your camporee.



Event Safety Checklist

Boy Scouts of America

Event Name: _____ Event Date(s): _____

Event Location: _____ Event Organizer: _____

Event Health and Safety Officer: _____

The following checklist provides guidance on safety issues that you may encounter at a Scouting event. This is a tool, not a list of mandatory guidelines. The intent of the checklist is to create conversations among event organizers around risks and ways to mitigate or eliminate them.

Event Risks	Yes	No	N/A	Mitigation/Comments
Planning				
1. Has the event organizer contacted the event venue and met with venue owners in advance?				
2. Have the venue owners conveyed their requirements for the BSA to follow at the event?				
3. Will the event organizer or a designee be at the event? Has contact information been conveyed to the venue and vice versa?				
4. Has an event map been created that shows structures, important areas, and equipment (e.g., port-a-cans, tents, first-aid stations)?				
5. Has the health and safety officer reviewed and accepted the event plan and safety checklist?				
6. Has the <i>Guide to Safe Scouting</i> been reviewed for any applicable requirements for the event?				
7. Has communication been sent to event attendees outlining event logistics and safety requirements well in advance?				
8. Have trained or certified individuals been recruited to run program areas?				
9. Have the health and safety officer and event organizer walked the site prior to the event?				
10. Has a safety team been established to help plan and attend the event?				
11. Does the event team have a means to communicate at the event (e.g., cellphone list, radios)?				
12. Is a command center needed for the event?				
Setup/Teardown				
1. Has adequate time been set aside for event setup and teardown?				
2. Are proper safety equipment and tools available (e.g., ladders, barricade tape)?				
3. Will a safety talk prior to setup and teardown be conducted?				
4. Are tools and equipment in good condition?				
5. Will storage locations be needed and identified prior to the event?				



Event Safety Checklist

Boy Scouts of America

Event Risks	Yes	No	N/A	Mitigation/Comments
Safety				
1. Will a safety discussion for attendees be conducted before the event (e.g., emergency evacuations, rally points, first-aid stations, etc.)?				
2. Have slip, trip, and fall hazards been identified and mitigations established?				
3. Has personal protective equipment (PPE) or proper attire been evaluated and communicated (e.g., safety vest, gloves, etc.)?				
4. Have grassy areas been treated for pests, including ants?				
5. Do certain areas need to be barricaded off?				
6. Have high-risk areas undergone a program hazard analysis (e.g., shooting sports, climbing/COPE)?				
Fire				
1. Are fire extinguisher(s) present and in working order (should be field verified)?				
2. Has an emergency muster location been established and communicated? Where?				
3. Will any program areas generate heat or sparks (e.g., metal working, welding)? Have protective measures been identified?				
4. Will there be open-flame heating sources (e.g., fires, Sterno, etc.) at the event? Have protective measures been identified?				
5. Will there be propane at the event for any reason? (Note that some cities require a permit for use.)				
Medical				
1. Will water be readily available for all participants?				
2. Does the event health and safety officer have current CPR and first-aid certification (e.g., American Red Cross)?				
3. Is a first-aid kit present and adequately stocked (should be field verified)?				
4. Is an AED present and in working order (should be field verified)?				
5. Is a medical lodge or EMT needed?				
6. Has the closest emergency room or hospital been identified and informed about the event?				
Utilities/Equipment				
1. Have utilities needed for the event (power, water, etc.) been identified, discussed, and communicated to the venue owner?				
2. Can the event location handle all electrical loads of equipment (most breakers can handle 20 amps)?				
3. Will tents larger than 1,000 square feet be needed? (If yes, a permit from the city may be needed.)				
4. Has equipment requiring 15 amps or more been identified and placed on event map?				
5. Will compressed gases be needed at the event (e.g., helium, propane)? (Must be approved by the venue.)				
6. Are compressed gases stored properly and positioned away from participants?				



Event Safety Checklist

Boy Scouts of America

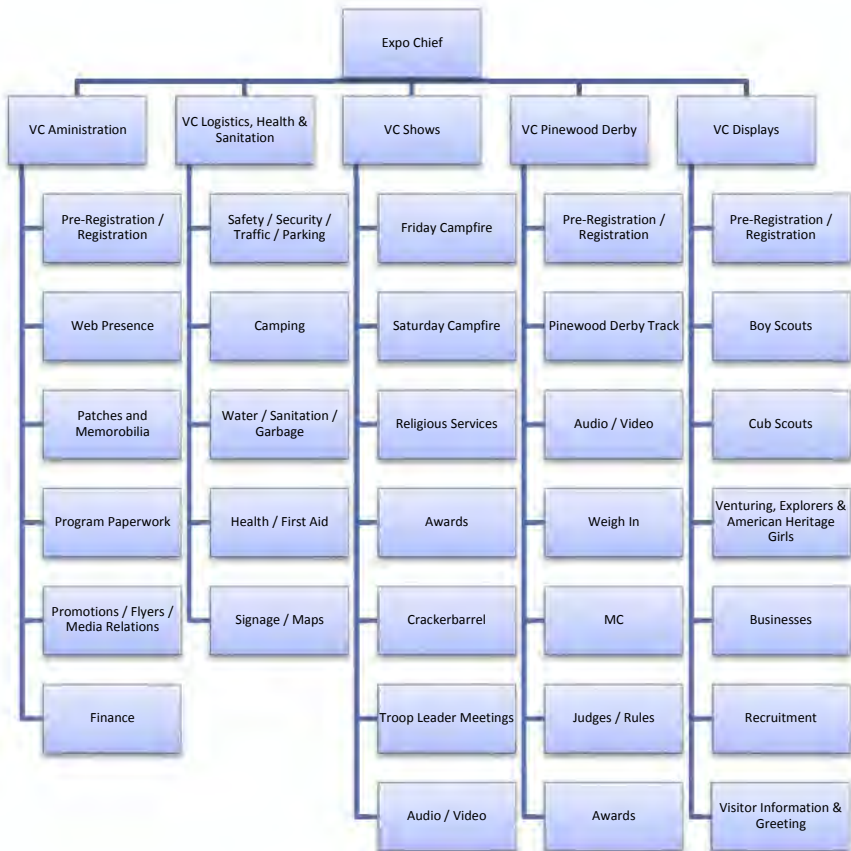
Event Risks	Yes	No	N/A	Mitigation/Comments
Hygiene and Sanitation				
1. Will portable toilets be needed (~1 per every 300 people)?				
2. Are handwashing facilities needed?				
3. Will janitorial staff be needed for the event?				
4. Has a trash disposal plan been established?				
Food				
1. Will outside catering be utilized? If so:				
a. Is the company licensed by the city/county?				
b. Is the company aware of and will it agree to follow all applicable city, state, and federal regulations?				
2. Will outside food serving lines be covered by a canopy or tent?				
3. Is food covered when not being served?				
4. Will food servers wear appropriate attire and gloves?				
5. Is serving equipment in good repair?				
6. Will cold food be kept < 40 degrees F?				
7. Will hot food be kept > 140 degrees F?				
Security/Traffic/Parking				
1. Have plans been discussed and established for possible security incidents (e.g., armed intruder, missing Scout, etc.)?				
2. Are check-in and check-out procedures needed for Scouts?				
3. Are security guards needed?				
4. Are uniformed police officers needed (may be required for traffic control in public streets or events with cash)?				
5. Have parking areas and road closures been established and communicated?				
6. Have rules been established to limit or eliminate vehicles in activity or camping areas?				
Severe Weather				
1. Has an internal emergency muster location (shelter-in-place) been established and placed on the event map?				
2. Has it been communicated that the event may be called off due to inclement weather?				
3. Have protocols been established on how to handle likely severe weather scenarios (e.g., lightning, rain, snow, etc.)?				
Miscellaneous				
1. Will there be live animals at the event? Have protective measures been identified?				
Other				



Event Safety Checklist

Boy Scouts of America

Risk Assessment Approval			
I am satisfied that the safeguards put in place will reduce the level of risk to an acceptable level and the task/action is permitted to proceed.			
Signatures	Date	Signatures	Date
<i>Event Organizer</i>		<i>Event Owner</i>	
<i>Health and Safety Officer</i>		<i>Venue Owner</i>	



Home Page

Registration

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and make recommendations for future events to the Finance committee.

Pre-Registration

Pre-registration is vital to the success of the expo. We must have foreknowledge as to how many people to expect to attend the expo so that we can properly prepare the events for the traffic ahead. All of our preparations will be based upon the knowledge that we receive from pre-registrations. Cracker-barrels, t-shirts, patches, program information sheets, amount of materials and supplies, # of campsites, and a slew of other factors will be based upon pre-registrations. The importance of this step cannot be stressed enough.

Check

- ☐ Create a pre-registration sheet that will fulfill the foreknowledge needs of each of the program areas (Displays, Pinewood Derby, Crackerbarrel, Age Levels).
- ☐ Have the pre-registration sheet published on the expo webpage, in the expo flyers, in the district newsletter, in the district email blast, in the council email blast, and announced at district roundtables.
- ☐ Create a database to handle the inflow of pre-registration information as it comes in from the different preregistration feeds.
- ☐ Have monies from pre-registrations accounted for and turned into the council in a timely manner. Some monies will go directly to council. Those monies should also be accounted for, for budgetary purposes. Report all monies to the Expo Finance committee.
- ☐ Publish the results of the data attained to the expo program areas at least two weeks prior to the expo.

Registration

Registration is the first impression of the actual expo experience that the troops and crews will experience, and often, sets the tone for the expo. The registration process should be a well organized, upbeat, and enjoyable experience. Aside from being a time to settle unit accounts, the registration process should be a time to disseminate schedules, campsite assignments, patches, t-shirts, and information that is pertinent to make the participants expo experience one that is rewarding and enjoyable.

Check

- ☐ Gather all of the information and memorabilia items from all of the program areas that need to be handed out at registration.
- ☐ Organize all registration items into well organized registration packets that can be easily handed to the units at check in.
- ☐ Train all registration staff with the knowledge of all the expo areas, so that when asked a question regarding expo activities and locations, answers will be easy to come by.
- ☐ Have a registration table at the Expo to account for all the participants that are actually in attendance. Reconcile differences between pre-registrations and registrations.
- ☐ Report actual registration numbers and the reconcile those numbers to the pre-registration numbers that were provided by the pre-registration committee. Report any reimbursements that need to be made. Note any discrepancies and report them to the expo finance committee.
- ☐ Have monies from registrations accounted for and turned into the expo finance committee in a timely manner.

Home Page

Web Presence

A strong web presence will be a key element to quickly get expo information to expo participants. A full web presence would consist of a comprehensive expo webpage, links to the website on both the district and council websites, email blast from both the district and council sites, and online preregistration.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.

Develop a web page that will include the following:

- ☐ Description of expo activities.
- ☐ Minutes from the meetings of expo committee meetings.
- ☐ Maps to the expo.
- ☐ Map of the expo location, including: campsite assignments, event locations and parking.
- ☐ Links to PSA's on news agencies websites.
- ☐ Link to Council and National website.
- ☐ Health Form
- ☐ Link to Youth Protection Training.
- ☐ Registration Form
- ☐ Patch design
- ☐ T-Shirt design
- ☐ Memorabilia order forms
- ☐ Flyers
- ☐ Contact information for chair persons and for the council.
- ☐ Recruitment information
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and make recommendations for future events to the Finance committee.

Memorabilia

Memorabilia for the exposition should be exciting and alluring, not only for the scouts, but for the public as well. The expo memorabilia should be a showpiece to highlight the scouting program, but at the same time, should be appealing enough to be worn by the general public.

Check

- ☐ Along with the promotions committee, come up with a expo brand that will be used throughout all memorabilia pieces.
- ☐ Determine what memorabilia items will be made.
- ☐ Create designs for each memorabilia item.
- ☐ Preferably, get 3 different quotes for each memorabilia item. 2 minimum.
- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Report a memorabilia budget to the expo finance committee.
- ☐ Obtain PO's and order memorabilia production 6 weeks in advance of the expo.
- ☐ Work with vendors to assure the delivery of memorabilia ahead of the expo.
- ☐ Work with the registration committee to create pre-order forms for memorabilia.
- ☐ Work with the Promotions committee to promote the memorabilia items to boost sales.
- ☐ Work with the registration committee to create the registration packets that will include the pre-ordered memorabilia for the units attending the expo.
- ☐ Oversee shipments of memorabilia orders to general public.
- ☐ Handle sale of memorabilia items at the expo.
- ☐ Create a reconciliation report accounting for disbursement of memorabilia items, and left-over items, as well as monies collected from sales. Report the reconciliation to the expo finance committee.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and make recommendations for future events to the Finance committee.

Program Paperwork

Although it may not often be highlighted, the program paperwork committee is a crucial part of any event. The paperwork committee is often the primary communication liason between the event staff and the participants before the event. It is the duty of the paperwork committee to pull all of the guidelines together from all the different committees of an event, into a cohesive guide that is easy to understand.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Develop a thorough understanding of all aspects of the expo by building a working relationship with each of the committee chairs.
- ☐ Assist each committee in developing their operation guidelines, participant guidelines and judging guidelines as needed.
- ☐ Create handbooks and include each committee's guidelines in the appropriate handbook and disseminate those handbooks to the appropriate audience as needed. Handbooks may include the staff guidebook, the participant guidebook and the judging guidebook.
- ☐ Publish each handbook both in print and in electronic form via handouts at roundtables, the expo webpage and email notifications as needed.
- ☐ Have printed copies of each publication and judging sheets available at the expo.
- ☐ Gather all judging sheets and consolidate the results. Assist the Awards Committee in creating finished awards to be handed out at the show on Saturday night. Publish the results via printed publications to be made available at the expo and to the expo website.
- ☐ Create a diary, journaling the successes and weaknesses of the expo. Publish the stop, start, continue analysis of each program area to this diary. Include budgets, press releases and any other pertinent publications produced by the expo staff in the diary for use by future expo staffs.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Promotions / Flyers / Media Relations

Promotions are essential in order to draw the maximum number of participants to the event. The Expo is an event designed to maximize the exposure of scouting to the general public. Key to this, is getting the word out to the general public so that they can come out to the event, and enjoy what scouting has to offer. A further element of success will be communicating to the scouting units who will be attending the expo and manning booths at the event. Promotions / Flyers / Media Relations committee will promote a central theme to all involved, making the effort cohesive, and giving it a greater purpose.

Check

- ☐ Along with the memorabilia committee, develop a brand for the expo that will be used in all communications.
- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Develop flyers and PSA's for the public, promoting attendance at the Expo. Describe the activities that will be present that the public can participate in. Encourage youth to sign up for scouting. Use the Expo brand in creative ways to spark the public's interest in the event.
- ☐ Deliver the expo promotional materials to the news media at least 8 weeks prior to the expo.
- ☐ Deliver the expo promotional materials to the district roundtables at least 90 days in advance of the expo to encourage units to pre-register, and to facilitate booth creations.
- ☐ Follow up with the news media and district roundtable staff to ensure that the promotion devices are being used, and if any materials need to be changed, or new materials created to further promote the event.
- ☐ Work with the signage committee, the display committee, and the campfire committee to ensure that the expo brand is prevalent throughout the expo.
- ☐ Prepare a follow up report analysing the performance of the Promotions committee, making suggestions for improvement for the next event. Include contact information for media and district sources for future information dissemination. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

It is the goal of every scouting event to be financially self sustaining. It is the goal of the finance committee to assist the subcommittees for the event to create budgets for their areas. Once the subcommittee budgets are created, it is the duty of the finance committee to consolidate those budgets into a master budget and have that approved by the district camping committee at least 120 days before the event. After the budget is approved, it is then the duty of the finance committee to monitor registrations and expenditures throughout the event to make sure that budgets are adjusted as needed and that the budgets remain in balance. It is also the duty of the finance committee to obtain purchase orders (PO's) from Council, make a petty cash request, arrange for DE's to purchase items via credit card, account for out of pocket expenses and back up all purchases with receipts. At the end of the event, all expenses need to be turned in to the Council for payment or reimbursement, and the actual income and expenses reconciled and variances explained from the original budget. Ideally, a small profit should be realized, and deficits should be avoided. In the end, a final report should be submitted to the expo chair, the district camping committee, the district executive, and the Council, along with recommendations for future events.

Check

- ☐ Gather budgetary information (financial needs) from all of the Expo committees 150 days before the event.
- ☐ Create a master expo budget based on estimates given by committees.
- ☐ Have budget approved by the district camping committee.
- ☐ Inform promotions and registrations committee the registration fees for participants at least 120 days before the event based upon the approved budget.
- ☐ Make a petty cash request at least 90 days before the event. Use the petty cash to make change at the event if necessary, and to reimburse out of pocket expenses that could not be arranged for alternative purchase payment in advance.
- ☐ Monitor registrations and expenditures to assure that the event is falling within budgetary guidelines. Make adjustments to the budget as needed for shortfalls to assure that the budget remains balanced.
- ☐ Work with committees and with the council to get PO's for purchases that will be paid on credit.
- ☐ Arrange for the District Executive to make credit card purchases as needed.
- ☐ Collect all financial records from all committees throughout the event. Back up all purchases with receipts.
- ☐ Important!! Assure that all personal expenditures are reimbursed, and all bills are forwarded to the council service center for payment.
- ☐ Reconcile differences between actual numbers and budgetary numbers.

- ☐ Create a final financial report for the expo and submit it to the expo chair, the district camping committee, the district executive, and the Council, along with recommendations for future events.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.

No doubt, safety is of utmost importance in any scouting event. This committee will focus on the safety of all event participants during activities, and while in attendance during the weekend outing. The committee should assure that volunteers are in place who are trained in the principles that are outlined in the Guide to Safe Scouting who can make sound judgement calls in reference to the safety of displays and events that the scouts and the public will be participating in. If need be, the safety committee may be called upon to make the determination to close events if necessary if the event or display are found to be unsafe. Further, youth protection will be paramount during the event. The safety committee should assure that youth protection guidelines are adhered to at all times. As this event will be held in a public venue, security will be necessary to assure that personal safety and property safety is assured. Security persons may also be called upon to control traffic flow, to direct parking, and to handle any dangers or threats until the proper authorities are able to arrive.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Visit the expo site, and determine safety, security, traffic, and parking needs. Map out those needs, and submit the map to the signage committee at least 120 days before the event.
- ☐ Review the Guide to Safe Scouting and the principles of Youth Protection Training to assure that all of the guidelines are adhered to during the event.
- ☐ Review all booth applications to assure that they fall within the guidelines of the Guide to Safe Scouting and Youth Protection Guidelines.
- ☐ Develop a parking and traffic plan for event participants.
- ☐ Train a security staff for the event. Explain to them the importance of being courteous to all visitors and participants. Assure that they understand their limits as volunteers, and that they know when outside authorities would need to be called in for assistance.
- ☐ Develop plans for inclement weather and fire. Set up guidelines for making the call to postpone or cancel the event in case of either. Develop evacuation plans in case of unforeseen dangers during the event.
- ☐ In advance of the event, notify the police, fire and rescue of the event, giving them estimated numbers of visitors and campers in case they need to make provisions.
- ☐ Discuss security needs with the venue personell to determine any rules that they may require be followed.
- ☐ Gather any materials that may be needed to mark parking areas and traffic patterns. Determine if security will need safety vests, flash lights, or radios, and secure all items as needed.



Patrol the event proactively looking for safety issues throughout the entire event, day and night. Assure that events and participants are safe. Monitor the area for outside threats and dangers. Assure that drivers are following safety rules, and are parking their vehicles in designated parking areas. Assure that no property damage occurs.



Monitor weather conditions and make recommendations as needed.



Create a display outlining the importance of Youth Protection and following the principles in the Guide to Safe Scouting. Have resources available for individuals to complete Youth Protection Training. Highten public awareness of the steps that Scouting has taken to assure the safety of all participants. Have a volunteer staff the booth to field any questions, and to assist in training.



Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.



Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Camping

The camping committee will be responsible for the comfort and safety of individuals camping during the event. Planning for campers should consider basic camping needs such as water and sanitation, as well as Guide to Safe Scouting and Youth Protection considerations. Throughout the weekend, campers will have needs, and those needs should be met by this committee's hospitality tent.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Visit the expo site, and determine camping needs. Keep in mind the various types of units and individuals that will be in attendance. Segregate age groups and sexes as needed as outlined in the Guide to Safe Scouting and in Youth Protection Training. Map out those needs. Include water points and toilet facilities. Submit the map to the signage committee at least 120 days before the event.
- ☐ Mark out the camping areas and assign units to those areas ahead of their arrival to the event. Report those assignments to the Registration committee a week before the event.
- ☐ Communicate with the registration committee to assure that all unit registrations are accounted for and camping locations are allocated for each.
- ☐ Acquire any necessary materials needed to mark out the camping areas.
- ☐ Have volunteers available to direct campers to their camping sites during registration.
- ☐ Have a hospitality tent near the camping areas to assist campers needs during the weekend.
- ☐ If fires are permitted, assure that they are used within the guidelines. If they are not permitted, make sure that units are not using them.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Water / Sanitation / Garbage

Often overlooked, these subjects are important for camping experiences, especially larger events. If these necessities are not considered, then personal health can be compromised. Luckily, this venue has provided much of these needs for us. It is the responsibility of this committee to assure that campers and visitors do their part in keeping the grounds clean.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Determine the number of port-o-johns that will be needed to supplement the existing restroom facilities. Get quotes for port-o-johns. Go through the Finance Committee to get a PO number, and work with the vendor to assure delivery of the units before the event, and pick up of the units after the event.
- ☐ Inform units of where the dumpsters are located, and assure that all trash is either packed out, or placed in the proper receptacles.
- ☐ Establish a policy of what units should do with food waste. (grease, scraps)
- ☐ Establish a policy of what units should do with gray water. (dirty dish water)
- ☐ Map out water, sanitation and garbage locations. Submit maps to the signage committee 120 days before the event.
- ☐ Assure that the grounds are cleaned up after the event.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

This is one area where preparedness is key, but of course the hope is that its services are not needed. Of course, when needed, the importance of these volunteers services cannot be stressed enough. This committee should be made up of experienced medical professionals who understand the medical needs of a large gathering. Plans should be formulated to care for any medical emergencies that may arise.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Identify volunteers to serve on the medical staff.
- ☐ Determine the location of a first aid station to be used during the event. Mark its location on a map, and submit the map to the signage committee at least 120 days prior to the event.
- ☐ Set up a first aid station to be manned throughout the event, stocked with basic first aid supplies.
- ☐ Contact the local EMS services and the local hospital and notify them of the dates of the event, with an estimate of how many persons will be in attendance, so that they can make preparations if necessary.
- ☐ Review medical forms of participants to prepare yourself for any special needs that may be present.
- ☐ Develop protocols to follow for the most common medical emergencies.
- ☐ Maintain a written medical log of first aid rendered in case it needs to be reviewed at a later date.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Signage

Signs, often times, set the tone for an event. Signs control the flow of activity. Vibrant, clear signs, often lead to a thriving event that participants enjoy. It is the duty of the sign committee to develop professional signs for the expo that will present an organized and impressive impression on the participants of the expo. The intended audience of the sign committee should be a complete stranger off the streets that have no idea what an expo, or even what scouting is at all. If a stranger to the event can feel informed by the signs at the expo, then surely, all the scouting participants will also feel informed, and will have a pleasant event.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Work with other committee chairs to determine any signs that each committee may need in order to direct participants to have a safe and fun expo experience.
- ☐ Develop a uniform sign format that keeps with the expo theme. Create the artwork for all signs, assuring that each sign conveys the needed message in the shortest amount of text possible. Remember, signs with lots of words and long messages are likely to not be read.
- ☐ Create signs to promote the event, to direct traffic to the event, to map out the event, to convey the title of each booth and event to the participants, and any other signs that may be needed to promote a rich environment throughout the event.
- ☐ Get all signs printed ahead of the expo. Post all signs at the expo prior to the arrival of the public. Monitor the signs throughout the event, and make repairs and adjustments as needed. Collect the signs after the event.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Campfire programs - Friday and Saturday nights

Campfire programs serve a dual purpose. They provide entertainment for participants, and they allow event planners an opportunity to convey information to the whole crowd at once. Campfire planners should assure that campfire gatherings are presented in a professional and timely manner. The program should be planned in advance, rather than thrown together on the cusp. Showmanship and attention to detail are paramount.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Determine whether professional entertainers will be brought in, or if talent within the scouting community will be utilized during the campfire program.
- ☐ Have a group of volunteers take pictures and short videos throughout the event, and then present them as a slide show during the campfire program that evening.
- ☐ Post an album of photos to the event website after the event so the public who could not attend will have an opportunity to view the scouts in action.
- ☐ Develop a schedule of events for the campfire program.
- ☐
- ☐ If you are using scouting talent, make sure that they are well rehearsed for the program.
- ☐ Have a run through of the program in advance so participants are aware of their cues, and the timing and order of the acts.
- ☐ Approve the plays, skits and songs in advance to assure that they are appropriate for scouting audiences.
- ☐ If awards are to be given out during the campfire program, assure that all awards are in place, in the correct order, and ready to be handed out before the campfire program begins.
- ☐
- ☐ Inform the audio / video committee of your a/v needs 30 days in advance of the program so that they will have the necessary equipment on hand and set up for the program.
- ☐ If written brochures are desired for the campfire program, have a completed design given to the paperwork committee 30 days in advance of the event so that copies can be made.
- ☐ Determine where the campfire program will be held. Mark it on a map, and deliver it to the signage committee 120 days in advance of the event.
- ☐
- ☐ Utilize the campfire planning sheet and checklist found in the Troop Program Features to assure that nothing is overlooked in your plans for the campfire program.

- └ If an actual campfire is to be used, gather ample fuel for the fire, prepare the fire ring, and build the fire the afternoon before. Assure that it can be easily lit, and try out lighting devices if they are to be used. Cover the fire to keep it dry in case of inclement weather. Have fire suppression devices on hand to extinguish the fire. File a fire plan with the fire department in advance of the event. Assure that the fire is out cold after the campfire program.
- └ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- └ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Religious Services

A scout is Reverent. Duty to God is one of the core principles of the scouting movement. Since most scouts and scouters will not be able to attend worship services at home, due to being in attendance at the Expo, an opportunity to worship should be provided for them at the event. Because there will be many different denominations represented by those in attendance, it is usually standard protocol that a non-denominational service be held that will satisfy most people's needs. In a larger event, different services would be held for different denominations. In our case, a single service is usually sufficient.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Familiarize yourself with the Boy Scouts of America's policy regarding inter-denominational services
- ☐ Find a dynamic religious leader who is willing to deliver the message with the interdenominational guidelines in mind.
- ☐ Find a backup religious leader who can step in and deliver the message in case the primary leader cannot attend. Keep them informed of the message, and have them practice it in case they are needed.
- ☐ Try to incorporate the expo theme into the message.
- ☐ Develop an outline for the service, including hymns, responsive message, and any other elements that are necessary for the service, and submit a finished bulletin to the paperwork committee for printing 30 days before the event.
- ☐ Report your audio/video needs to the a/v committee at least 30 days prior to the event so they can have the proper equipment in place and set up in advance.
- ☐ Determine where the worship service will be held, and mark it on a map. Deliver it to the signage committee 120 days before the event.
- ☐ Consider taking up a donation for the World Friendship Fund or other worthy cause. Assure that it is delivered to them after the event.
- ☐ Promote the religious service before and during the event to elevate the number of participants that attend the service.
- ☐ Encourage scouts and scouters to earn the religious emblem award for their faith by having a display during the expo with materials and information about how to learn more about the award for their faith.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Awards

Everyone appreciates a pat on the back for a job well done. Awards allow us to give those deserving people the accolades that they deserve. Awards can be given to participants for their performance, or for volunteers for their service. Everyone likes to get an award, so the more opportunities you allow people to earn awards the better. The awards should be impressive to show your sincere thanks or admiration. The awards should be specific to the event when possible. Attention should be taken to assure that names are spelled correctly, and that those deserving are not overlooked. This may be your only chance to publicly thank those individuals that worked hard to make the event a success, so be sure to take the opportunity. Often times, this public award will be the lasting impression that will bring that volunteer or participant back again for the next event.

Check

- ☐ Talk with each committee and determine each committee's award needs for both participants and volunteers. Do not forget to recognize the deserving volunteers of the awards committee. Consider getting a few extra awards for those persons who may have been overlooked, or for ties.
- ☐ Develop impressive awards that incorporate the events theme. If awards are to be outsourced, get at least 2 bids for the making of the awards.
- ☐ Develop a special award for the Expo Chair. Highlight the chair's hard work to make the event a success. Make a special presentation to the chair during the awards ceremony. Develop a second, smaller award to be presented at the Annual District Awards Banquet. Be sure to include both awards in your budget.
- ☐ Develop a supply list. Price the list and include it in your budget. Do not forget the cost of printing.
- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Determine when and where the awards ceremony will be. If it is to be during the campfire, be sure and coordinate with the campfire committee. Report to the signage committee where the ceremony will be held. Report to the paperwork committee when the ceremony will be held, so it can be included on the agenda.
- ☐ Determine if an awards brochure should be developed. If so, develop it, and furnish a finished product to the paperwork committee for printing at least 30 days in advance of the event.
- ☐ Determine your committees audio / visual needs and report them to the a/v committee 30 days in advance of the event so that they can have them set up for you before the ceremony.
- ☐ On the day of the event, work closely with the judging and the paperwork committees to determine who the winners of the events are. Make sure that you have awards ready for the winners.

- └ Prepare the awards for presentation. Those awardees whose names are known in advance, should have their awards prepared with their names on them. The awardees who will not be known until the day of the event, should have awards prepared for them with the specific event name and placement on the award. The committee should be prepared to add the winners' names to the awards before handing them out if possible. Prepare a table with the awards laid out in order so they will be easy to present at the ceremony.
- Develop an impressive awards presentation. Work with the a/v committee to get pictures of the events in action for the presentation, when possible. Use them as an aid in your presentation. Hype up everyone's performance. Make the event sound like the huge success that it was. Thank everyone for their participation. Invite everyone to come out again for the next event.
- If persons could not be present for the awards ceremony, be prepared to present their awards at the next roundtable. If they are unable to attend the roundtable, see that they get their awards in another manner.
- Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Crackerbarrel

Crackerbarrels are a time for fellowship among friends over some light finger foods and beverages. Often, there are two crackerbarrels during an event. The first is usually held on Friday night, and is held solely for the adult and youth troop leaders. It is usually held in conjunction with the leaders meeting, and gives the camporee staff an opportunity to welcome the units to the event, and to convey important scheduling and volunteer information. This crackerbarrel is usually very light, with only maybe some cookies, cheese, crackers, coffee and a cool beverage for those who do not drink coffee. The second crackerbarrel, if the staff chooses to have one, is usually held on Saturday night, and everyone in camp attends. Often it is held after campfire, and the food is much heavier than the previous nights crackerbarrel. This crackerbarrel, although it will often incorporate the same foods as the previous night, often goes well beyond those staples, and includes finger foods such as pizza, chicken wings, fruit and whatever else the kitchen staff can find to throw together. During this gathering, fellowship is at the forefront, as most announcements have been made earlier in the day, or during campfire. This crackerbarrel is used as a winding down of the event and is often a jovial reflection of the fun that was had during the activities of the day.

Check

- ☐ Make a determination as to how many crackerbarrels you plan on having, and estimate how many people will be attending each.
- ☐ Create menus for each crackerbarrel. Be sure to take into consideration food preparation challenges based on the kitchen facilities that you will have on hand. Do not overlook paper goods, spices, and serving dishes when making your purchase list.
- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Get estimates from the wholesale food vendors that the Council has contracts with. 90 days in advance, place an order with the food vendor that makes the best fiscal sense to use and obtain a Purchase Order through the Finance Committee for the order.
- ☐ Make follow up contacts with the wholesale food vendor to assure timely delivery of the food, and to the correct location.
- ☐ Determine which needs could not be met by the wholesale vendor, and arrange a time to meet the District Executive at Sam's or Cosco to purchase the remaining items using a Council credit card.
- ☐ Assure safe food handling practices of the food through training your kitchen staff in the subject, and assuring that the proper safety and sanitation devices are ready for use at the time of the event.

- ☐ Check the schedule of events, and determine the time and location of the crackerbarrels. Prepare the food in a timely manner so it is ready at the appropriate time. Serve the food to the participants.
- ☐ Clean up after the crackerbarrel.
- ☐ Inventory the left over food. Any unopened food can often be returned to the vendor or store where it was purchased. Food that cannot be returned, should be reported to the Event chairman for instructions as to how to handle it.
- ☐ Reconcile any budgetary difference from the actual expenses. Be sure to include any refunds that you may have gotten for the unopened food that you were able to return. Attach receipts to your reconciled financial report, along with explanations for discrepancies, as well as recommendations for future events to the Finance committee.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.

Leader's Meetings

Meetings are a necessary evil when you are trying to coordinate the movement of a large group of people. Meetings are the best way to disseminate information to a large group at once. The most effective and efficient meetings are well organized, with ample planning done in advance. This committee's goal is to create professional, organized, effective meetings that will bring the group into sync, thereby, making the entire expo a success.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Work with committee chairs to create agendas for meetings. Some hot topics that always need to be included in each meeting will be upcoming events and safety.
- ☐ Create supply list for meetings.
- ☐ Procure all supplies needed for meetings, including photocopies that may need to be handed out.
- ☐ Set up the meeting area, organizing all materials, seating, etc. as needed to assure a smooth meeting.
- ☐ Direct the flow of all meetings to assure that agendas are followed and that all topics have been addressed.
- ☐ Work with the audio/video committee to assure that all messages can be easily conveyed to the audience.
- ☐ Clean up after the meeting.
- ☐
- ☐
- ☐
- ☐
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Often times, the single barrier preventing a presenter to get their message across to the audience is poor sound or video quality. It will be the responsibility of the audio / video committee to plan ahead to assure that a stunning audio and visual experience is had by those in attendance at the expo.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Develop a plan to deliver a stunning audio and visual experience to the participants of the expo.
- ☐ Develop a supply list of materials and equipment that will be needed to deliver a top quality program to the participants. Secure the materials and equipment needed, including electricity to run the equipment.
- ☐ Set up and test all equipment prior to shows and meetings, including hardware and software.
- ☐
- ☐ Work with committee chairs to develop appealing presentations to the participants. Secure all necessary graphics and audio files prior to any presentations. Develop a presentation agenda, and stage all files ahead of time as necessary to present shows that appear professional and seamless. If necessary, create a powerpoint or other similar presentation to assist presenters in conveying thier presentations in a professional manner.
- ☐ Clean up after the shows and meetings.
- ☐ Return all equipment that was borrowed in its original condition.
- ☐
- ☐
- ☐
- ☐ Make a written report as to how your committee's process went this year, and make recomendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Pinewood Derby Track

This committee will be responsible for acquiring the use of one or more tracks as needed for the pinewood derby. Preferably, tracks would have sensors to determine the winner of the race. Considerations for track needs would be groupings by age and or class. The committee would be responsible for the transportation of the track to and from the site, as well as setting up the track before the race, and taking it down after the completion of the race.

Check

- ☐ Determine the number of tracks needed for the race and the amount of space needed for racing.
- ☐ Report space needed to the committee in charge of maps.
- ☐ Acquire the use of the desired number of tracks, along with tables, chairs, computers and wires needed to hook up the computers to the track, if needed.
- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Transport the track(s) to the racing site.
- ☐ Set up the tracks before the race and assure that it is in working order.
- ☐ Set up a perimeter around the track to assure that youth do not bump into the track accidentally.
- ☐ Be on hand to do repairs as needed.
- ☐ Take the track down after the race.
- ☐ Return the track to its owner.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Weigh In

In order to assure that the playing field is level, the weigh in / inspection is a crucial step of the race day activities. It will be up to the Weigh In committee to present a fair and balanced authority to all involved, giving racers the assurance that their cars are being treated in a fair manner to all other racers, and that all cars are being judged according to the same criteria to assure that the race will be fair.

Check

- ___ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ___ Based upon the Pinewood Derby rules, develop a set of weigh in protocols that will be followed when judging the acceptability of each car entering the race.
- ___ Create a supply and material list of what will be needed to complete the weigh in process.
- ___ Secure all supplies and materials. Set up the weigh in station prior to the race registration time. Be sure to remember to secure electricity if needed.
- ___ Train weigh in judges on the protocol to follow to conduct a fair and balanced weigh in process for all racers. Develop a set of rules to follow in case discrepancies occur, or appeals are made.
- ___ In case of a disqualification, assure that the disqualified car is not allowed to enter the race and disturb the event for other racers.
- ___ Treat all racers and parents with respect. Avoid major blow ups.
- ___ Assist in other areas of the pinewood derby event as needed.
- ___ Clean up the pinewood derby event when all is completed.
- ___ Return all borrowed equipment in its original condition to its owner.
- ___ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ___ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Traditionally, one will think of a Master of Ceremony as a single person who has a dynamic personality that can keep the crowd entertained and focused. In reality, there is usually a team of individuals preparing the MOC so that he can do his job effectively. In order to be a good MOC, the individual must be well prepared and well informed of the overall expo experience.

Check

- ___ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ___ Familiarize the MOC committee with how the overall Expo is organized. Learn how each piece of the organization flows together, supports each other, and the intricacies and nuances of each element.
- ___ Work closely with the Campfire Committee to organize the program agenda.
- ___ Work closely with the Awards Committee to assure that the awards are present, organized and listed in a written agenda that the MOC can easily follow during the program. Have a member of the Awards committee present to hand the awards out, so the MOC can focus on reading the names off, rather than fumbling with finding the correct award.
- ___ Work closely with all other committees which may have announcements or campfire program areas that need to be incorporated into the campfire program. Assure that all those elements are organized and well laid out for presentation during the campfire program.
- ___ Work with professional vendors to incorporate them into the program.
- ___ Work with the Audio/Video committee so that your needs are met in that area.
- ___ Practice the program ahead of time so that everyone involved will be on the same schedule and cues are not missed.
- ___ Work with the Paperwork committee and the signage committee to produce a written program to support your shows.
- ___ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ___ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Judges Rules

Boys deserve to get recognized for their achievements. The only way to determine who has achieved the most is to create a standard to measure them against. This is where the judging rules come in to play. Rules also allow for an even playing field to all involved. Rules assure that everyone is treated equally, and measured by the same standards. Rules also eliminate many arguments that may occur during competitive events. As you can see, judging is actually a very important element of the whole expo experience.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Take a survey of all events that will be held during the expo and determine which events are competitive. Work with each of these events to create a simple set of rules for each event.
- ☐ Create judging sheets for the events.
- ☐ Report which events are competitive to the awards committee, and work with them to determine which awards will be needed for these events.
- ☐ Create a set of rules for the display booths. Create a set of standards for the display booths to be judged by.
- ☐ Create judging sheets for the displays.
- ☐ Report to the Awards committee any awards that may be needed for the displays.
- ☐ Work with the Paperwork committee to determine an easy way for results to be tallied, so that the achievements can be recognized by the Awards committee.
- ☐ If possible, create a simple app for smartphones to allow results to be easily reported.
- ☐ If possible, create a bar code system or QR code system that can identify each youth attending the expo that can be scanned by the smartphone, thereby, speeding up the reporting process.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Displays

The Displays will be the guage that the public will use to measure the scouting program in this area. This may be the only time that many people will get to see how healthy and robust the scouting program is in our district. It will be this committees job to present the best face for the scouting program possible. Further, and just as important, the displays may be the very tool that will be used to recruit and maintain our current membership. Robust displays will excite our current members and promote the scouting program to possible future scouts. The Display committee will have a daunting task.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ Contact possible commercial and nonprofit vendors for the expo.
- ☐ Create a set of booth guidelines for all booths to follow.
- ☐ Map out the booth area, and report to the signage committee your findings.
- ☐ Have trained staff present on Friday and Saturday to assist everyone in setting up their booths, and providing directions as to where the booths will be located.
- ☐ Contact units and encourage every unit to be present at the expo and to provide a booth.
- ☐ Assist units in coming up with booth ideas, and implementing those ideas.
- ☐ Assure that there are plenty of acitivities for the public and the scouts to participate in.
- ☐ Work closely with the Judging/Awards/Signage/Paperwork committees.
- ☐ Encourage units to create booths that are not only educational, but interactive for both the public and for scouts.
- ☐ Make a written report as to how your committee's process went this year, and make recomendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Recruitment

You are putting on your best show for the public, so this is the chance for your Recruitment committee to invite them to join the Scouting Movement by placing an application in their hands and giving them information as to which units meet near them. An impressive recruiting booth which is warm and receptive and will go a long distance in getting those persons who may not have otherwise thought of joining scouting to join.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐
- ☐ 90 days before the event, assure that BeAScout.org is updated with the current information for all the units within the council, including meeting time, location and contact information.
- ☐ 90 days before the event, have the committee meet to design a Recruiting Booth. Create a list of all the needed elements of a successful recruiting booth, and assign task for each member of the committee to complete.
- ☐ Assure that your booth will represent all areas of scouting. Cub Scouting, Boy Scouting, Venturing, Exploring and Learning for Life if these programs are available in your area.
- ☐
- ☐ Gather, and have on hand, flyers, magazines and other hand outs to give to potential recruits.
- ☐ Have exciting recruiting videos playing at the booth that highlight fun activities that scouts can expect to enjoy when they join the scouting program.
- ☐ Have an internet connection ready so that potential recruits can enter their address and quickly find troops in their area.
- ☐ Have scouts on hand from the different program areas that can talk to prospects about the recent fun that they have had in their units.
- ☐ Educate adult prospects on the wealth of trainings that are offered by the BSA to assist them in bringing the program to the youth within their units that they will be leading.
- ☐ 30 days out, completely build your booth so that any needs can be identified. Assign committee members to specific task in reference to finishing the booth and having all necessary items on hand at the date of the event.
- ☐ Create a work chart for all members who will be maning the booth during the event.
- ☐ Contact all members of the committee to assure that all members will attend the event, and assist with the booth.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.
- ☐ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Visitor Information

The Visitor Information booth should be strategically placed at the front of your event to welcome all visitors to the event. As this may be the first impression that visitors will get of the scouting program, a warm, inviting tent is very important, with smiling, courteous staff eager to assist anyone who comes by the booth. Often, even scouts may need information as to where events are being held. This booth will have all that information readily available. Souvenirs and other items for purchase should be available at this booth as well to catch those persons entering the event, as well as those leaving the event.

Check

- ☐ Develop your committee's budgetary needs and report your needs to the Finance committee 150 days before the event.
- ☐ 90 days before the event, have the committee meet to design a Visitor Information Booth. Create a list of all the needed elements of a successful recruiting booth, and assign task for each member of the committee to complete.
- ☐ Coordinate with the signage / maps committee to have plenty of maps on hand to hand out to visitors.
- ☐ Train your booth volunteers so that they will all be knowledgeable about all of the events that will be held during the event.
- ☐ Train your booth volunteers to know where all events will be held so that they can direct visitors to where they want to go.
- ☐ Coordinate with the camping committee to have camping maps on hand so that visitors who wish to visit a troop will be able to find those troops.
- ☐ Train your booth volunteers to be friendly with all visitors. Make sure that they understand how important that it is to make a good impression on visitors.
- ☐ After giving assistance and information to visitors, try to upsell them into buying some memorabilia before leaving the event. Assure that some items are available at your booth for them to purchase.
- ☐ Direct visitors to visit the Recruitment booth before leaving.
- ☐ Assist event security by directing visitors away from areas that may be closed or temporarily unavailable.
- ☐ 30 days out, completely build your booth so that any needs can be identified. Assign committee members to specific task in reference to finishing the booth and having all necessary items on hand at the date of the event.
- ☐ Create a work chart for all members who will be manning the booth during the event.
- ☐ Contact all members of the committee to assure that all members will attend the event, and assist with the booth.
- ☐ Make a written report as to how your committee's process went this year, and make recommendations for future years. Include the Start, Stop, Continue Analysis in your report.

- └ Reconcile any budgetary difference from the actual expenses. Attach receipts to your reconciled financial report, explanations for discrepancies, and recommendations for future events to the Finance committee.

Types and Themes of Camporees

There are many types of camporees. The types are only limited to your imagination. Traditionally, camporees are thought of as an opportunity for troops to come together to test their patrols against one another and against the standard established by the camporee committee to determine if the scouts have mastered certain outdoor skill sets. That type of competition camporee is not the only type. Scout shows, such as expos, and circuses are also viable types of camporees. These types of camporees exhibit skills to the public, as well as allowing scouts to try their mettle at skills and fun activities either in a patrol setting, or individually. Other camporees may be instructional or demonstrations, teaching scouts outdoor skills or leadership skills in a group setting. Some camporees are staffed by non-scouters, having displays that scouts may find of interest. These displays may demonstrate the newest camping equipment, or high tech gadgets to use in the outdoors. Still, other camporees may be a combination of these different types combined in one. Often, in order to increase the appeal to scouts for camporees, themes are employed. Themes can be as varied as you desire, often invoking time periods or locations to spark the scout's imaginations. Below, I have listed several themes for camporees. I have also included a sample Camporee Theme Voting Sheet for you to view.

Traditional Competition

First Aid or Search and Rescue

Exposition, Scout Show or Circus

Careers

Leadership Development

Automotive Repair

Klondike

Aquatics

Survival

Animal Care

Race

Cooking

Pioneering

Merit Badge Midway

Mountain Man

Disabilities Awareness

Troop Number: _____

Please have the boys of your troop choose their 10 favorite camporee themes for future fall and spring camporees. Rank them from 1 to 10 with 1 being their first choice. They may include their own ideas in the provided spaces below in their rankings.

- _____ **The Amazing Race Camporee** - Based on the Amazing Race television series
- _____ **Are You Tougher Than a Boy Scout Camporee** - Based on the National Geographic show
- _____ **Automotive Camporee** - This Camporee celebrates Auto Racing. It involves push car races and opportunities to work on the Automotive Maintenance Merit Badge.
- _____ **Backpacking/High Adventure Camporee** - Learn backcountry skills
- _____ **Chills and Thrills Winter Camporee** – Winter themed events.
- _____ **Cooking/Iron Chef Camporee** - Involves camp kitchen skills and cooking competitions
- _____ **CSI - Crime Scout Investigator Camporee** - Scouts will gather and analyze evidence to solve a mystery
- _____ **Duck Dynasty Camporee** - The events will reflect the Duck Dynasty TV show
- _____ **Engineering Camporee** - Activities and challenges will focus on engineering
- _____ **Geocaching Camporee** - Will fulfill most of the requirements for the Geocaching Merit Badge
- _____ **Gladiator's Challenge Camporee** - Gladiator competitions will test physical fitness, sportsmanship, team work, creativity, and each gladiator's determination to succeed.
- _____ **Highlander Games Camporee** – Competing in traditional Scottish Highlander games.
- _____ **Hunger Games Camporee** - Based on the movie "Hunger Games"
- _____ **Leave No Trace Camporee** - Explore ways to work with the environment and enjoy the outdoors while following the principles of "Leave No Trace".
- _____ **Medieval Camporee** – Scouts compete in medieval games.
- _____ **Mission Impossible Camporee** - Secret agents doing their best to accomplish challenging "Night Missions".
- _____ **Monster Garage Camporee** - Involves the design, construction, and racing of downhill and push cars.
- _____ **Monster Mash Camporee** – Halloween themed camporee
- _____ **Orienteering Camporee** - Will fulfill most of the requirements for the Orienteering Merit Badge
- _____ **Pioneering Camporee** - Tournament of Events that will test scouts abilities in knots and lashings
- _____ **Punkin Chunkin Camporee** - The Camporee will involve hurling a pumpkin as far as you can.
- _____ **Scout Olympics Camporee** - Events are a mixture of scout-skills and contests related to Olympic events
- _____ **Search and Rescue Camporee** - Will fulfill most of the requirements for the Search and Rescue Merit Badge
- _____ **Spy vs. Spy Camporee** – Carrying out secret missions, James Bond Style.
- _____ **Surviving World War II Camporee** - All events are dedicated to remembering the training and service of World War II veterans.
- _____ **Survivor Camporee** - Based on the Survivor television series
- _____ **Teamwork Camporee** - Competitions will be patrol based and the key to success is teamwork
- _____ **Top Shot Camporee** - Shooting competition both on and off the range interspersed with scout skills
- _____ **Water Camporee** - A summer event with only water type activities
- _____ **When Pigs Fly Camporee** - Scouts will put their Scout skills to use while having a fun-filled, pig- themed day.
- _____ **Wilderness Survival Camporee** - Focused on wilderness survival and will require scouts to demonstrate their ability to remain safe in challenging conditions.
- _____ **Zombie Camporee** – Events allow scouts to navigate the post apocalyptic zombie world.

Appendix

Past Camporee Leader's Guides and Staff Guides

Camporee Organization Guides

National Recommendations

Wilderness Survival & First Class Weekend

Scoutmaster's Guide

March 11 – 13, 2016

Fees: Youth - \$25, includes all food, t-shirt, patch, insurance, camping fees and supplies.

Adults - \$10, includes all food, t-shirt, patch, insurance, camping fees and supplies.

Overview: All camping will be located in and around the primitive camping area of Little Pee Dee State Park. We would like to begin setting the wilderness survival scouts out in their campsites beginning at 8PM. Please do your best to be on time. Participants of both weekends are expected to be on their best scouting behaviors, to live by the Scout Oath and Law, and to adhere to the principles of the Outdoor Code, including not cutting any live trees. Scoutmasters will need to determine which of their scouts will need to go through which program.

Wilderness Survival Weekend: Boys will camp with their patrols, set off by themselves in the woods with nothing but their survival kits. Boys will be put out in the woods on Friday night. They will be put into a campsite with a pre-lit fire. Boys will have to build their shelter before bedding down for the night. On Saturday morning, guides will come get the boys from their campsites. The guide will extinguish the fires out cold before leaving the campsite. The boys will then experience 9 different survival classes each lasting no more than 15 minutes. Boys will then return to their campsites. They will have 4 hours to improve upon their campsites, build a fire from the materials given in their survival kits, and purify water before judges will be around to do campsite inspections. Boys will be tested in 8 different skill areas when the judges come visit their campsite. Boys will stay in their campsites overnight. On Sunday morning, the boys will be brought back to the main camp by their guides. Awaiting them will be a nice feast, and awards ceremony, and a morning worship service. Scouts will be dismissed around 10:30 AM to return home with their troops.

First Class Weekend: Boys will camp at the main base camp. All food will be provided for the scouts. Scouts will be responsible for their own bedding and tents. On Saturday morning, scouts will go on a map and compass hike, and participate in a service project. After eating lunch back at the base camp, scouts will experience a round robin of training courses, all dealing with different skills ranging from Scout through First Class. A campfire and a nighttime camp game will be planned for the scouts. The boys will then participate in the morning feast on Sunday, the awards ceremony and the morning worship service on Sunday, before being dismissed around 10:30 AM to return home with their troops.

Details: The following skills will be taught and tested during the weekend for each event, respectively.

- Wilderness Survival Skills:**
1. Purifying Water
 2. Fire Building Without Matches
 3. Snares and Pits
 4. Edible Plants
 5. Cooking without Utensils

6. Wilderness First Aid
7. Finding Directions Without A Compass
8. Shelter Building
9. Signaling for Help

Wilderness Survival Skills on which Patrols will be Judged:

1. Team Cooperation
2. Campsite Improvements
3. Fire Building
4. Finding Directions Without a Compass
5. Food finding and Preparation
6. Preparing Signals
7. Wilderness First Aid
8. Purifying Water

First Class Weekend Skills (2016 requirements)

Scout – 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 3a, 4a, 4b, 5

Tenderfoot – 1a, 1b, 1c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 7a, 7b, 8

Second Class – 1b, 2b, 2c, 2f, 2g, 3a, 3b, 3c, 3d, 4, 5a, 6a, 6b, 6c, 6d, 6e, 8a, 8b, 9a, 9b,

First Class – 1b, 3a, 3b, 3c, 3d, 4a, 5a, 5b, 5c, 5d, 7a, 7b, 7c, 7f, 9c,

Items for Scouts to bring for the Wilderness Survival Weekend Experience:

1 Sleeping Bag per scout

Items that will be supplied for each scout and patrol for the Wilderness Survival Weekend Experience:

<u>Scout</u>	<u>Patrol</u>
Water Bottle	10' snare wire
10'X10' piece of plastic	1 knife
1 orange	1 backpack
1 raw egg	3 matches
1 slice bread	1 hot spark kit

1 raw potato

20' rope

1 pot

5 gal of pond water (needs to be purified)

6 cotton balls

1 whistle

1 neckerchief

Wilderness Survival / First Class Skills

Staff Guide

Schedule

Friday Night

6PM – 8PM	Check In
6PM – 8PM	Meet with Patrol Guides, show them where their patrols will be camping for the night.
8PM	Wilderness Survival Scouts meet to go over guidelines and safety briefing
8:30PM	Guides take patrols to their campsites for the night
9PM	Leader's meeting to prepare for next day's events

Saturday

8AM	Breakfast
8:45AM	Guides bring their patrols back to basecamp for classes
9AM	First Class Scouts leave for Map & Compass hike and service project
9AM	Wilderness Survival Classes begin (classes last approximately 15 minutes each)
10AM	First Class Service Project begins
11AM	First Class Service Project ends. First Class Scouts begin hike back to camp.
11:30AM	Wilderness Survival Scouts are returned to their campsites. Guides present them with their challenges for the afternoon.
Noon	Lunch for First Class scouts and adults
1PM	First Class Classes begin
4PM	First Class Classes end
4PM	Wilderness Survival Campsite Inspections begin. First Aid scenarios are presented.
6PM	Supper
7:30PM	Campfire program
9PM	First Class nighttime game
10:30PM	First Class Scouts settle down for the evening

Sunday

8AM	Guides retrieve the Wilderness Survival Scouts, bring them back to base camp
8:30	Big Breakfast Feast
9:30AM	Vespers
10:30AM	Campsite Breakdown
11AM	Leave for home

Purifying Water – Purifying water is an essential survival skill. For this weekend, the emphasis needs to be on the proper technique of boiling water to purification. Patrols will also be given a small bottle of chlorine bleach as well. As we will not be near a moving water source, we will be providing each patrol with a 5 gallon bucket of water. The water will come straight from a water hose, but we will add a little food coloring to the water to make it look dirty. We want the boys to think that it is dirty so that they will use their purification techniques to clean the water. I would like for you to introduce the boys to several other methods of finding drinkable water, but keep in mind that they may not have the opportunity to use these techniques this weekend. See the attached articles.

Fire Building Without Matches – The idea of this class isn't to teach the boys primitive fire making techniques, but rather, how to build a fire using the best fire making materials that they have available (i.e., tinder and kindling). Each patrol will be given 3 matches, a flint and steel kit and six cotton balls. The boys need to be taught the importance of developing a quality tinder bundle, and having great kindling handy to develop their fire with once the tinder bundle is lit. It is only later that scouts should consider worry about the various types of fire lays that are handy for different task, such as cooking, light, or warmth. See the attached articles.

Snares, Traps and Pits – Adding protein to your diet when in a wilderness survival situation will give you added energy and an important boost in your morale. Please see the attached articles explaining different snares. Along with snares, fish traps can be built and small pits can be dug to catch small mammals, amphibians and insects. Larger pits can also be dug for large game, but it can be a very time consuming prospect. Please make sure to inform the boys to be sure not to use these techniques in a non-survival situation without checking the hunting laws in their area. Also stress to the boys that no animals should be killed for any reason other than food, and that animals should never be wasted. Always eat what you kill. Please see the attached articles.

Edible Plants – An easy way to supplement your diet while in the wilderness is by scavenging for edible wild plants. Berries, nuts, fruits, flowers, leaves, and grasses can all be found in abundance. Since spring is rushing towards us, many of these edibles are readily found. Please see the attached articles with numerous edible plants that can be found in the area. Please go out and harvest several examples that the boys can see and taste. Don't forget to remind the boys about scavenging for bugs and grubs as well!

Cooking Without Utensils – Cooking without utensils should be a skill that is used often on all campouts, as it is an easy way to cook with little to no cleanup involved. Simple recipes like bread on a stick, or grilling over an open fire should be staples of any scouting experience, and are fun ways to introduce scouts to learn how to cook. This weekend, the boys are given a raw egg and a raw potato. Certainly, demonstrations on how to cook these items would be beneficial. Please see the attached articles, and this website for some great resources on cooking without utensils. <http://www.bestcamprecipes.com/no-utensil-cooking/>

Wilderness First Aid – An essential skill that every scout should be familiar with is First Aid. Not only is it essential in the wilderness, but also at home and at work. In this course, we will focus on stabilizing patients, and dealing with life threatening injuries before help can arrive. The hurry cases are a must, as well as shock! Later, the boy will be tested on these skills back at their base camp. Please see the attached articles.

Finding Directions Without A Compass – Being familiar with one's environment is often the key to not getting into trouble in the first place. Occasionally though, scouts may find themselves lost in the wilderness without a map and compass. If they had looked at a map of the area before coming to their current location, the scouts may know a general direction in which walk, say that a town is to the southwest. By using the skills of finding directions without a compass, scouts will now know which direction the town lies. Please see the attached articles as well as your Boy Scout Handbook to see various techniques for the scouts to use.

Shelter Building – Shelter is one of the essential skills to survival. Often times, it can be more important than food. This weekend, the scouts will be given a 10'X10' sheet of plastic per scout. Certainly, some great suggestions could be given the scouts as to how to maximize their plastic when building a shelter. Other shelters, without the use of plastic could also be demonstrated. See the attached articles for some ideas.

Signaling For Help - An important skill for any scout if he is lost or needs help is learning how to signal for help. This weekend, each patrol will be given a whistle. Be sure to instruct the scouts that if they find themselves in immediate need, to blow their whistle in burst of 3, and adults will come to their aid. Please see the attached articles for other signaling techniques.

First Class Skills – Please use the scout handbook as your resource for teaching the First Class skills.



PEE DEE AREA COUNCIL FALL CAMPOREE

October 7 – 9, 2016

TEAM BUILDING CHALLENGE

Patrols will participate in team building exercises throughout the weekend, and will learn how to run a robust troop meeting program.

Camp Coker

Society Hill, SC

Leader's Guide

A. GENERAL INFORMATION:

The Pee Dee Area Council Fall 2016 Camporee will be held at Camp Coker in Society Hill, SC. (See map included with this guide.) This Camporee requires pre-registration due by October 1st. If your unit can pay the entire registration fee in advance, please do so. This helps give us more accurate numbers when we purchase program supplies and put the schedule together. If your unit is planning to attend but cannot provide the registration fees up front, please pre-register online, and call the Camporee Chairman for alternative arrangements. Every Scout and Venturer is welcome and should attend this event.

A1. THEME: The theme of the Camporee is “**Team Building Challenge**”. The camporee will consist of Patrol Team Building exercises, as well as personal growth instruction to help units build a more robust meeting. The Camporee will follow the principle set out by Baden Powell of learning while having fun.

A2. PRE-REGISTRATION: Pre-registration is requested by October 1st to firm up troop participants and anticipated numbers for final layout of camping/activity areas. Please register as early as possible. Please be sure to include all information requested on the registration form. **Please register in advance!**

A3. REGISTRATION & FEES: The cost for the Camporee is \$30.00 per participant. This includes the Camporee fee, Scout insurance, Camporee patch, Camporee supplies and materials, and all meals. The fee applies to Boy Scouts and adult scouters alike. Please finalize your head count and fully register by October 1st. The full fee must be paid no later than the Friday night Camporee sign-in and registration period.

Things you MUST know about Registration

- Pre-registrations must be turned in prior to October 1st, 2016.
- The total cost for the Camporee is \$30/participant.
- Camporee fees must be paid in full **no later than** Friday, October 7, 2014.
- You can send the pre-registration forms and payments to:

Pee Dee Area Council

Boy Scouts of America

PO Box 268

Florence, SC 29503

ATTN: Pee Dee Area Council 2016 Fall Camporee

Checks or money orders should be made out to “Pee Dee Area Council”.

Credit Card payments can be faxed to the council office. (843) 669-4284, or you can pay online, at <http://www.peedeescouts.us>. If you are going to pay at the camporee, please pay with cash.

A4. EMERGENCY CONTACTS:

For all major emergencies during the camporee, Dial 911, and then notify the camporee staff.

For all other emergencies, please contact the camporee staff immediately.

A5. TWO DEEP LEADERSHIP AND YOUTH PROTECTION:

For this event, scouts will be camping with the patrol assigned to them once they get to the camporee; not with their troops. Therefore, scouts can register individually if their units are not able to attend the event. Two Deep Leadership will be provided by the camporee staff.

A6. CONDUCT/DISCIPLINE: All Scouts and adults are expected to live the principles of the Scout Oath, Scout Law, and the Outdoor Code. If serious misbehavior occurs, individuals will be asked to leave the Camporee if the situation warrants. The Camporee Staff will take precautions to ensure there is no vandalism of vehicles or property. The rules for scouting activities as set forth in the Guide for Safe Scouting will apply.

A7. PROHIBITED: The Boy Scouts of America and the Chicora District Camporee Staff strictly prohibit the following items or activity. Violation may cause ejection from the Camporee and/or notification of the proper authorities.

No Alcohol

No Illegal Drugs

No Firearms (other than by qualified range officials)

No Sheath Knives or Double Bladed Knives

No Ground Fires

No Open Flames in Tents

No Fireworks

No Vandalism

No Entering Other's Campsites Without Permission

No Pets or Animals

No Electronic Equipment (e.g. phones, music players, televisions, games, etc.)

No Entering Off Limit Areas

Thank you for your cheerful cooperation!

A8. MEDICAL INFORMATION FORMS: Each adult and youth Camporee participant must provide a properly filled out Annual BSA Health and Medical Record, parts A & B, upon registration, **NO EXCEPTIONS**. An actual physical examination by a doctor is not required - just the completion of parts A & B. An approved copy of an Annual BSA Health and Medical Record is included with this guide. Units may duplicate this form locally. An existing Annual BSA Health and Medical Record, or copy, is acceptable as long as it is not older than 1 year old, (youth and adult). Each Unit is responsible to maintaining their own medical records for the members in their unit. Camporee staff may ask to verify with each unit leader that this information is available. Annual BSA Health and Medical Record forms can also be found at http://www.scouting.org/filestore/HealthSafety/pdf/680-001_AB.pdf

B. PROGRAM:

B1. Overview: Upon arrival, campers will be assigned to a patrol made up of people from other troops, their guide (an adult staff member), and to a campsite where their patrol will be camping for the weekend. From there, the scouts will spend the weekend learning how to work as a team member of their new patrol. The patrol will face many team building challenges along the way (Activity Sessions), and will receive instructions on how to use these activities to create a more robust troop program back in their home units (Guided Sessions). In the evening, the patrols will be challenged to work in a troop setting when four patrols come together to run a model troop meeting. Each patrol will play an integral part of the troop meeting. On Saturday evening, the patrols will compete in inter-patrol competitions and will find themselves becoming a more cohesive unit as they compete in the Marathon to finish off the event on Sunday morning. Each member of the patrol will find themselves thrust into leadership positions throughout the course of the weekend, and their leadership skills will be improved and tested in a team building environment that will surely fortify their leadership skills in the end.

B2. Activity Sessions:

- 1 Blind tarp pitch: All patrol members are blindfolded, except one. The one patrol member with sight must guide his blindfolded members to set up the tarp correctly in as little time as possible.
- 2 Lizzie gator: Using a piece of plywood, 4 spar poles and 4 – 50 gallon drums, the patrol must make their way across the alligator infested pit.
- 3 Trust fall: Trust that your patrol members will catch you when you fall backwards into their arms.
- 4 Ball game with ropes: Using ropes as gutters to guide balls, work as a team to see how many balls you can get into the buckets in a timed event.

- 5 Hot isotope: Working together as a team, transport a bucket of balls from zone A to Zone B to Zone C in a specified amount of time.
- 6 The maze: Work as a team to get your entire group through a maze containing land mines.
- 7 Five Pointed Star / Blind Polygon: While blindfolded, work as a team to figure out how to get yourself into certain shapes while never releasing your grip from a rope.
- 8 Jenga: Compete against other patrols to determine which team can build their Jenga tower the highest without knocking over any blocks.

B3. Guided Sessions:

- 1 Menu Planning: Learn to work together as a patrol to plan menus properly.
- 2 Duty Rosters: Learn the importance of duty rosters in daily camp life.
- 3 Leadership Styles: Learn how different types of leadership styles are needed for different activities.
- 4 Advancement: Learn how to maximize your patrols advancement.
- 5 Patrol Meetings: Learn how to have effective patrol meetings and what to accomplish during them.
- 6 Program Resources: Learn where to find the best program resources for your unit.
- 7 Planning: Learn the importance of planning when running an effective troop program.
- 8 Delegating: You cannot do it all yourself, so learn which task are best to delegate.

B4. Inter-patrol Activities:

- 1 Tank: Half of your patrol is blindfolded and are tanks. Your tanks are in a ring with all the tanks from the other patrols. On the ground is your ammunition. Guide your tank to his ammunition and destroy the other tanks before you are destroyed yourself.
- 2 British Bulldog: Take out members of other teams by picking them up off the ground for a count of 1, 2, 3 British Bulldog. Last team standing wins.
- 3 8 way Tug of War: Ropes are tied to a ring in 8 different directions. All teams pull their hardest to find out which team will be victorious. Often times, strategy wins over strength.
- 4 Super Dodge Ball: All teams try to avoid getting hit by the balls. Individuals are knocked out if they are hit with a ball without catching it. If a ball is caught, then the thrower is knocked out. Last man standing wins it for his team.

B5. Marathon:

- 1 Kim's Checkerboard Game (Individual)
- 2 Corn Hole Toss (Individual)
- 3 Log raise (Individual)
- 4 Long distance run (Individual)
- 5 Knots (Individual)
- 6 Plant / Animal ID (Individual)
- 7 Outdoor Code Puzzle (Individual)
- 8 Fire Building (Individual)
- 9 Obstacle Course (Patrol)
- Cross the Moat
- Tangram Puzzle
- Caterpillar Walk
- All Aboard
- Run, Spin and Fall Down Relay

B6. Schedule of Events

Friday (Eat before arriving)

7:30	Form Patrols
8:00	Patrol Meetings
	Meet patrol members / guide
	Ice Breakers
	Patrol Name
	Patrol Flag
	Elect patrol leadership positions
8:45	PLC Meeting
9:00	Patrol Meeting
	Troop Meeting Assignments
	Discuss Individual Tickets
10:00	Bed

Saturday

6:30	Reveille
7:00	Breakfast
7:30	PLC Meeting
	Hand out day's schedule
	Hand out map
	Discuss Marathon
7:45	Patrol Meeting
	Talk about schedule
8:00	First Guide Session
8:15	First Activity Session
8:45	Second Guide Session
9:00	Second Activity
9:30	Third Guide Session
9:45	Third Activity
10:15	Fourth Guide Session
10:30	Fourth Activity
11:00	Patrol Meeting
	Troop Meeting Plan
	Ticket Item Discussions

12:00	Lunch
12:30	Free Time
1:30	Fifth Guide Session
1:45	Fifth Activity
2:15	Sixth Guide Session
2:30	Sixth Activity
3:00	Seventh Guide Session
3:15	Seventh Activity
3:45	Eighth Guide Session
4:00	Eighth Activity
4:30	PLC Meeting
	Finalize Troop Meeting Plan
4:45	Patrol Meeting
	Finalize Troop Meeting Plan
	Finalize Ticket Items
5:15	Free Time
6:00	Supper
6:50	Troop Meetings
8:45	Troop Meetings End
9:00	Wide Game
10:30	Game Ends
11:00	Taps
	<u>Sunday</u>
7:30	Reveille
8:00	Breakfast
8:15	Patrol Meeting
	Discuss Strategies for Marathon
	Finalize Tickets
8:45	Marathon Preparations
9:00	Marathon Begins
9:45	Award Ceremony / Vespers
10:30	Camp Cleanup
11:00	Campers Dismissed



PEE DEE AREA COUNCIL FALL CAMPOREE

October 7 – 9, 2016

TEAM BUILDING CHALLENGE

Patrols will participate in team building exercises throughout the weekend, and will learn how to run a robust troop meeting program.

Camp Camp

Society Hill, SC

Staff Guide

Guided Sessions:

Each Guided Session will last about 10 minutes. Please release your scouts about 5 minutes before their next session.

- **1. Menu Planning:** Learn to work together as a patrol to plan menus properly.
 - A. Balanced diet. Introduce the concept of food groups using the plate diagram that is shown in the BSA handbook.
 - B. Discuss dietary concerns as it pertains to food allergies. Explain that some members of the patrol may have dietary limitations, and special considerations need to be taken.
 - C. Discuss creating a shopping list for the menu. Don't just say we are having sandwiches and chips for lunch. Go the extra step and list everything that you will need to make sandwiches and the type of chips to buy. (Ex. We have 6 patrols members so we need 1 loaf of bread, 2 lbs. of ham, mayo, mustard, lettuce, tomatoes, plates, knives, 1 large bag of BBQ chips, napkins, cups, fruit punch cool aid). Create a shopping list for each meal, then consolidate duplicate items, so that hamburger meat isn't down twice, or plates isn't on the list 3 times. Consult with the Quartermaster before buying the food so that items that are already in the chuck boxes are not unnecessarily purchased again.
 - D. Discuss staying within the food budget for the trip. Explain that the Grubmaster may need to make substitutes on the fly while at the store to assure that the food falls within the budget. Remind them that condiments and utensils and the like should be included in the food budget.
- **2. Duty Rosters:** Learn the importance of duty rosters in daily camp life.
 - A. Talk about how creating a duty roster before a campout is actually creating a plan as to how everyone will come together as a team to accomplish tasks faced by the patrol.
 - B. Explain that duty rosters are very important to keep duties evenly distributed throughout the patrol so that everyone feels included in executing the patrol's goals, and also to assure that no one feels overburdened.
 - C. Explain that duty rosters are a guide, but that teamwork comes first. No one should be left to do all the work because they are the only one assigned to do a certain job. If work needs to get done, everyone should pitch in to get the work done as quickly as possible.
 - D. Talk about how to lead by example. Remind everyone that leaders are not exempt from work, and should be the first to step up to help out their fellow patrol

members when they need a hand to finish their chores. Remind everyone that the patrol stays together as a team during the good times and the bad. The patrol should enjoy their time together, and should also pull together during the times when there is work to be done.

- E. Show an example of a simple duty roster. Duty rosters do not have to be extravagant to be effective. It should only take a few minutes to create a duty roster for the patrol. Most importantly, make sure that duty rosters are fair to all involved. Make sure that duties are evenly spaced throughout the patrol members. Recognize that some jobs are tougher and will take more time than others. Be sure to assign extra help to those jobs. Remember to rotate jobs from one campout to the next.

Wood, Water & Tents	Gather wood for the fire. Fill the water jugs. Police the area around the tents for trash. Check the tent stakes and shore up any tents that need attention.				
Cook	Prepare the food for the meal. Put away the cooking supplies after cooking. Set the table for the meal.				
Cleanup	Clean up all the trash from the cooking and the meal. Wipe the tables down. Clean up the totes. Stack up the dishes for the dishwashers.				
Dishwashers	Boil the water. Scrape all the excess food from the dishes before washing. Wash all the dishes. Dry the dishes. Put the dishes away.				
		Patrol Name			
Scout Names	Friday Night	Saturday Morning	Saturday Lunch	Saturday Supper	Sunday Breakfast
	W, W & T	Dishwashers	Cleanup	Cook	W, W & T
	Cook	W, W & T	Dishwashers	Cleanup	Cook
	Cleanup	Cook	W, W & T	Dishwashers	Cleanup
	Dishwashers	Cleanup	Cook	W, W & T	Dishwashers
	W, W & T	Dishwashers	Cleanup	Cook	W, W & T
	Cook	W, W & T	Dishwashers	Cleanup	Cook
	Cleanup	Cook	W, W & T	Dishwashers	Cleanup
	Dishwashers	Cleanup	Cook	W, W & T	Dishwashers

- 3. Leadership Styles:** Learn how different types of leadership styles are needed for different activities.
 - A. Lead By Example – Inspire others to follow you by living out the example for them to follow. Use the EDGE method to teach others how to do for themselves. This is the method most preferred in scouting.
 - i. Explain

- ii. **Demonstrate**
 - iii. **Guide**
 - iv. **Enable**
- B. Lead as a Friend – Counsel your patrol members one on one when necessary. Show them that you have their best interest at heart, while you are also looking out for the best for everyone involved. Connect with them as individuals. Show them that you are their friend, then Lead by Example.
- C. Consensus – Since you represent your group at the PLC meetings, you must know what it is that your patrol wants. The only way that you are going to know is by asking them. Vote on interest and goals. Let your patrol members know that their voices have been heard. After you know what your goals are, dig in and learn all that you can about how to achieve your goal. Then, Lead by Example in order to get your patrol to victory!
- D. Big Boss – There will be times when your patrol finds itself in a pinch, facing a large task where there can only be one leader, or in an emergency situation. It is during these times that it will fall upon your shoulders to step up and be the authority that your patrol will look to for guidance. There will not be time to ask what everyone wants to do. It is during these types of situations where your true character will shine through. The patrol will place its trust in you that you will have their best interest in heart as you make your decisions. If you have learned the wants and needs of your patrol before now, then you will excel as their leader. If you do not know your patrol members, then you may find yourself facing a mutiny in short order. Lead by Example by staying true to your morals, goals and objectives. Show your patrol members that even during tough situations that you still have their best interest at heart.
- **4. Advancement:** Learn how to maximize your patrols advancement.
 - Advancement is a 4 step process that must be repeated over and over again in order to maximize results.
 - Step 1 – Determine your advancement needs. Learn what the advancement needs are of each patrol member. Determine what the greatest advancement need is for the patrol, collectively. The greatest need often is the requirement that is needed by the most people, but remember that sometimes, the need to get one individual to advance may be more important than everyone earning an advancement requirement. Look at the big picture, and identify your greatest needs.
 - Step 2 – Plan to advance. Build your program around your advancement needs. Commit to writing a program plan that will encompass your patrols advancement needs.
 - Step 3 – Work your plan. You've determined your needs, and you have developed a plan, now go work your plan. Earn those requirements. Enjoy a robust program and have fun while achieving your goals.

- Step 4 – Record your achievements. Make sure that everyone gets recognized for their achievements. Do not assume that this step will occur.
- Step 5 – Repeat. Your advancement needs are constantly changing. Your advancement plan is short term at best. Constantly analyze your advancement needs.
- **5. Patrol Meetings:** Learn how to have effective patrol meetings and what to accomplish during them.
 - The patrol leader is in charge, but a patrol meeting should never become a one-man show. Every member of the patrol needs to be involved in some way. Make assignments in advance of the meeting. That way patrol members will have time to get ready to present portions of the meeting. Patrol members can also play an active role in the discussion of patrol business matters, the mastery of skills, and the setup of games. Create an agenda in advance and distribute it to everyone, so that everyone will be prepared for the meeting.
 - The activities of a patrol usually follow the lead of the troop's annual program plan. A patrol that will take part in a troop hike, campout, or other big event can use meeting time to plan menus, develop equipment lists, and review essential skills that will allow members to make the most of the upcoming activity.
 - Now and then a patrol may wish to plan activities of its own—bicycling, hiking, visiting a museum, getting together to learn more about computers, or whatever else captures the patrol members' attention. As patrol leader, keep your ears open to hear what interests the members of your patrol. Ask them if they have suggestions for ways to build those interests into activities that can be enjoyed by everyone. During a patrol meeting you may want to engage members in some creative brainstorming, listing the patrol's ideas, and perhaps calling for a vote to determine where the greatest enthusiasm lies. That's democracy in action, an important principle of the patrol method.
 - The Patrol Meeting Agenda
 - A written agenda can help you plan a meeting and can guide you as the meeting unfolds. The agenda you prepare will include these key items:
 - 1. Opening - This can be a call to order or a simple ceremony.
 - • Scribe takes roll. Scribe reads the log of the last meeting.
 - • Patrol leader announces the purpose of the current meeting.
 - • Assistant patrol leader reviews advancement by patrol members.
 - 2. Business - Items of business may include one or more of the following:
 - • Plan for upcoming activities and make assignments.
 - • Address new business.

- • Present the patrol leader's report on the patrol leaders' council meeting (once a month).
 - • Check and repair camping equipment.
 - • Vote on issues that need to be decided.
 - • Build patrol spirit (yell, song, flag, logo).
- 3. Skill activity - Practice a Scouting skill that will be needed in the future.
- 4. Game - Play a Scouting game. It may be selected from the troop's program resources.
- 5. Closing - Use a brief closing thought by the patrol leader or another member of the patrol to end the meeting and remind Scouts of the importance of what they are doing.
- **6. Program Resources:** Learn where to find the best program resources for your unit.
 - Literature
 - BSA Handbook
 - Fieldbook
 - Patrol Leaders Handbook
 - Troop Program Resources
 - Boy's Life Magazine
 - Boy Scout Requirements Book
 - Copy of Troop Rules and Policies
 - Calendar
 - Internet
 - Official Boy Scout Websites, such as: Scouting.org, Boyslife.org, Scouting.org
 - Unofficial Boy Scout Websites, such as: Scoutwiki, Meritbadge.org, USSSP.org, Council, District and Troop websites, Social websites such as Facebook, and individual Scouter websites
 - Search Tools, such as: Google, Yahoo, Bing, MSN
 - People
 - Professionals
 - Hobbyist
 - Troop Leaders and other Advisors

- Other Patrol Leaders
 - Patrol Members
 - Parents
- Leadership Trainings
 - Introduction to Leadership
 - Troop Leadership Training
 - National Youth Leadership Training
 - National Advanced Youth Leadership Training
 - Kodiak
 - Order of the Arrow
- Past Experiences
 - Past Meetings
 - Past Camping Trips
 - Past Camporees
 - Past Summer Camps
 - Past Hikes and other Day Activities
 - Past Activities outside of Scouting
- **7. Planning:** Learn the importance of planning when running an effective troop program.
 - Planning and then executing your plan is the key that makes the difference between an amazing program, and a ho-hum program.
 - Some things you should plan for:
 - Fun
 - Variety
 - Advancement
 - Opportunity
 - New Experiences
 - Success
 - The best program you can deliver

- Planning allows your unit to work collectively as a team to accomplish a common goal. By planning in advance, each person can be clear of what the end goal is, and assigned a task to aid the troop in meeting that goal.
- The Process of Planning
 - Create a Vision for Success
 - Outline Goals that will need to be accomplished to reach the vision.
 - Put your goals in priority order, and plan to accomplish them as needed.
 - Goals should be SMART
 - Specific
 - Specific goals will have a clear objective.
 - Example: We will travel out west, vs. We will travel to Los Angeles.
 - Measurable
 - You need to be able to measure your level of success.
 - Example: We are going on a hike, vs. We are going on a 5 mile hike.
 - Attainable
 - Your goal needs to be achievable. You need to be able to control the outcome without having to rely on others to determine the outcome.
 - Example: Johnny will learn how to tie a knot, vs. I will provide Johnny with opportunities to learn how to tie a knot.
 - Relevant
 - Is your goal relevant to achieving your vision?
 - Ex. The vision is to raise money to purchase a new scout trailer for the troop. A relevant goal would be to bake cookies for a bake sale. An irrelevant goal would be to take everyone out for ice cream. While fun, it does not get you closer to your vision.
 - Timely
 - Your vision and goals should have a completion date in mind. Your vision completion date allows you to set up your goals on a timetable in order to

complete your vision on time. Ex. We will take a hiking trip to Jones Gap, vs. We will take a hiking trip to Jones Gap on October 15th.

- Plan for the steps which are needed to be taken in order to achieve each goal. Without a plan, your goals, and ultimately your vision will not be completed.
- **8. Delegating:** You cannot do it all yourself, so learn which task are best to delegate.
 - Do not announce that delegating is the subject of this session.
 - Begin the talk by doing the balloon juggling demonstration.
 - Choose one scout to be a volunteer, someone other than the patrol leader.
 - Have the volunteer stand in front of the group and announce that he has just been elected Patrol Leader. Put a name tag on the volunteer that says "Patrol Leader."
 - Recruit four other scouts to be assistant patrol leader, secretary, and quartermaster.
 - Place the prepared name tags on each as they come forward. It doesn't matter what their real position is in this exercise. Have the three new recruits stand next to the president in front of the group.
 - Describe the important functions of a patrol's leadership to this newly elected person by removing the prepared, inflated balloons from a large bag or sack, and giving them to the patrol leader one at a time.
 - Write the following important functions of a crew on the balloons with the marker:
 - ♦ Maintain the patrol's gear
 - ♦ Recruit new members
 - ♦ Handle finances
 - ♦ Keep minutes
 - ♦ Develop patrol calendar
 - ♦ Program planning
 - ♦ Handle patrol publicity and communications
 - ♦ Represent the patrol at the PLC meetings of the troop.
 - Challenge the leader to keep each balloon in the air as you hand them to him one at a time.

- The balloons cannot touch the ground. The balloons cannot be held; they must be kept airborne (give no other directions).
 - Give the leader time to fail. The leader may sense the purpose of the activity and ask other scouts to help juggle the balloons.
- Reflect upon the demonstration by asking the scouts how many balloons they are keeping in the air.
- Ask the scouts about which tasks should be delegated, versus which tasks they should do themselves.
- List some key elements which tend to make a task delegate-able versus self-completed.
 - Some examples of delegate-able task:
 - Task not as important as others.
 - Task seems like busy work.
 - Task does not need to be done right away.
- The truth is, all tasks can be delegated. Even the most important and pressing of tasks. You just need to be able to trust those who you delegate tasks to.
- Characteristics of people who you want to delegate tasks to:
 - Does not procrastinate.
 - Gets things done.
 - Trustworthy
 - Reliable
 - Competent
 - Capable (they have the ability to complete the task)
 - Expertise
 - Responsible
- People do not have to possess all of these qualities in order for you to delegate responsibilities to them.
- How many of these qualities do you have? You should strive to possess all of them!
- Be sure that you match up the right jobs to the right people, and you will see fantastic results. In order to do so, you have to know your fellow patrol members. You have to know their strengths and weaknesses. You have to know how to best distribute the weight of the tasks at hand in order to balance the workload so that the team works the best together. Remember, that it is a team, and that you should not do it all yourself. You must accept the risk of delegating so that the

team can be all that it can be. Rest assured, that a well-functioning team works much better than a one man, do it all himself show.

Activity Sessions:

Each Activity Session will last 20 minutes. There will then be a 5 minute Reflection Session for you to guide the scouts through. Then release the scouts 5 minutes before their next session.

- **1 Blind tarp pitch:** All patrol members are blindfolded, except one. The one patrol member with sight must guide his blindfolded members to set up the tarp correctly in as little time as possible.
 - Materials:
 - Tarp with grommets approximately 8'x10'.
 - 2 tall ridge poles
 - 6 guide wires
 - 6 stakes
 - Hammer
 - Stopwatch
 - Instructions: Begin with the tarp fully erected so the patrol can see what their end goal should be. Then, have the patrol take down the tarp, remove the ropes, and lay all materials in a pile. The tarp should be folded. Have the six ropes, unattached, lying on or near the tarp. Have the two ridge poles lying beside the tarp. Have the stakes and the hammer lying on or near the tarp. Have all patrol members stand behind the starting line. Have all patrol members, except one blindfold themselves. Make sure that they cannot see. On the cue, begin the time, and have the blindfolded members of the patrol begin assembling the tarp. The sighted member cannot assist in assembling the tarp, other than to give verbal commands. When the tarp is up to your satisfaction, stop the time.
 - Reflection: Ask the patrol members how they think the patrol performed. Ask the patrol how they could improve on their performance. Ask the patrol members how they felt when the patrol leader kept shouting commands at them, especially since their ability to see was limited. Ask how this activity relates to real life situations. Ask the scouts if they can think of a time when a leader stood by and watched as they struggled to perform a task. Ask how the leader could have made the task easier.
- **2 Lizzie gator:** Using a piece of plywood, 4 spar poles and 4 – 50 gallon drums, the patrol must make their way across the alligator infested pit.

- Materials:
 - 4'x8' piece of plywood
 - 4 spar poles, thick enough to not break when a lot of force is placed on them when the boys "paddle" with them.
 - 4 - 50 gallon drums
 - Start and finish line, could be a line drawn in the sand, or orange cones or ropes laid across the ground.
 - Stopwatch
- Instructions: Build a raft by placing the four 50 gallon drums on their side, laying one beside the other, with their sides touching. Then, place the sheet of plywood on top of the barrels. The idea is that the drums will act as wheels for the raft as the patrol pushes it across the ground using the spar poles. Tell the patrol that the patrol must all board the raft and make their way across an alligator infested river. No patrol member can fall off the raft during the traverse, otherwise the crossing was a failure, and the patrol must restart from the beginning. Give the patrol a few minutes to form a strategy. Have the patrol begin behind a starting point, off the raft, and then on the count of three, begin the time, and let them begin. Look at the video, found here, <https://www.youtube.com/watch?v=8e8ZXjqBoqE>, to see the activity in action.
- Reflection: Ask the patrol how they felt that they performed at the activity. Ask the patrol how they felt like they could improve on their performance. Ask the patrol how they felt they performed as a team. Was this an activity that could be completed by just one person, or was the patrol forced to work together? Was there a leader that emerged, or were there many? How important was communication? How can you relate this activity to a real world activity that your patrol back in your troop has faced before?
- **3 Trust fall:** Trust that your patrol members will catch you when you fall backwards into their arms.
 - Materials: Platform for scouts to stand on and fall from about 3' high.
 - Instructions: Look at the video found here for a general idea how to run the event: <http://youtu.be/cqjsPL8Mm1o>. Line group members up across from each other in two lines, facing each other. Have the members of a line stand shoulder to shoulder, and have the two lines stand about 2' apart from each other. Have scouts extend their arms out towards the opposing line. Do not have the scouts lock arms with those scouts across from them. Rather, just extend their arms out, preparing to catch the scout who will be falling into their arms. The scout's arms should alternate as you look down the alleyway between the scouts. (Ex. Scout A's left arm then scout B's left arm, then scout A's right arm, then scout B's right arm, then scout C's left arm and so on.) Have the faller scout climb up onto the platform and turn his back to the scout's that will be catching him. Make sure that he is lined up perfectly to fall directly into the waiting arms of his patrol

members. Instruct the faller scout to cross his arms across his chest. Tell him to make sure that he does not bend at the knees when he falls, but rather to fall straight back with his back straight. Remind him to not throw out his arms when he falls, but rather to keep his arms crossed across his chest so that he does not hit anyone when he falls. Give all the scouts the falling commands so they will be prepared when the scout is beginning to fall. The commands are as falling:

- Catcher scouts in unison – Are you ready to fall?
- Faller scout – Ready to fall.
- Catcher scouts in unison – Fall when ready.
- Faller Scout – Falling.
- Do not force anyone to fall. Do not allow other scouts to make anyone feel bad for not wanting to fall.
- Reflection: Ask the scout's what their thoughts were about the activity. Ask them about the trust aspect of the activity. Ask the scouts their thoughts on how important trust is in their relationships within the patrol on a normal basis outside of the game. Ask the scouts how it felt to fall into the arms of scouts whom they only had met this weekend. Ask them, "Is trust earned, or is it lost?" Discuss that a level of trust is expected in everyone you meet, and does not have to be earned. Ask them how difficult is it for them to forgive people who have lost their trust for whatever reason. Make the scouts understand how important it is that they keep the trust that others have in them, and do not lose that trust.
- **4 Ball game with ropes:** Using ropes as gutters to guide balls, work as a team to see how many balls you can get into the buckets in a timed event.
 - Materials:
 - 4 ropes 25' long.
 - 12 tennis balls
 - 8 buckets
 - Stopwatch
 - Instructions: Look at the video found here for a general idea of how to run the event: https://www.youtube.com/watch?v=nWna2iugA_s. Make a circle 10' in diameter. Place the 8 buckets inside the circle at random locations. Tie the ends of each of the 25' long ropes into loops. Have scouts pair up into teams. Have team members stand on opposite sides of the circle, having all 4 teams standing around the same circle. Give each team one of the ropes. Have each member of the team hold onto the rope, pulling it tight, forming a narrow loop. Give each team a tennis ball. Explain to the teams that they must place the tennis ball on the rope, and use the ropes as a gutter, directing the balls over the buckets. The ropes should then be spread apart so the ball will drop into the bucket. This will be a timed event, and will be scored by counting the number of successful drops

into the buckets by the patrol. All four teams will be playing at once around the same circle. Variations to challenge the scouts: Once the ball touches the ropes, it cannot stop on the ropes, have the scouts stand closer or farther back from each other, make the scouts hold their ropes higher above the buckets, move the buckets closer to the center of the ring, use two balls and buckets simultaneously per team.

- Reflection: Use this exercise to review the elements of planning. The vision would be to get balls into each bucket. The plan, or strategy, would be to maybe assign different buckets to different patrol members. Ask the patrol how their plan changed throughout the game. Reflect on how plans often must be flexible in real life situations, but how the vision remains the same. Ask how teamwork was essential to achieving their vision in this exercise. Ask if the game was more fun when it was easy, or when the difficulty was increased. Talk with the scouts about how, often, when we challenge ourselves in life, it is during those times that we achieve the greatest satisfaction. Challenge the scouts to always strive for achievements above their norm so as to always achieve that level of satisfaction.
- **5 Hot isotope:** Working together as a team, transport a bucket of balls from zone A to Zone B to Zone C in a specified amount of time.
 - Materials:
 - 8 ropes 5' long
 - 1 inner-tube or bungee cord to fit around bucket
 - 3 - 5 gal buckets
 - 12 balls
 - 3 large hula hoops
 - Instructions: Look at the video found here for a general idea of how to run the event: <http://youtu.be/2pH7uMCdKGk> Create 3 danger zones using the hula hoops about 15 feet apart in a straight line. Place a bucket within each of the hula hoops. Create a transporter by tying a bungee cord into a circle. Then, tie the eight ropes at equal intervals around the bungee cord. Explain to the scouts that the hula hoops and the bucket are considered danger zones, and that they cannot cross over into the danger zones, or touch the danger zones. If any scout does accidentally enter or touch the danger zones, then he will be considered dead, and must sit out the rest of the activity. Explain to the scouts that the object of the activity is to transport the balls that are within the bucket to the last bucket, but the only way to do so is to pour the balls into the 2nd bucket, and from there, take the 2nd bucket of balls and pour them into the 3rd bucket. Tell the scouts that the only locations that the buckets are allowed to touch the ground is in their original danger zone. Hence, once the balls have been poured out of one bucket, the now empty bucket must be returned to its original danger zone, and released from the transporter and standing upright before the time stops. Tell the scouts that this event will be timed, and that 20 seconds will be added for each

dropped ball. Variation: Tell the scouts the # of balls in the first bucket, and that they must evenly distribute the balls to all 3 buckets.

- Reflection: Ask the scouts about the styles of leadership that were displayed in this game. Was there only one leader, or were there several. Ask if different scouts had different jobs. Ask if the task could have been completed without everyone's help. Relate the activity to preparing to go on a campout as a patrol. Talk about the different roles that members of a patrol must perform when preparing to go on a campout. Conclude that everyone in the patrol must play a part in the activities of a patrol, and that each member is important in a well-functioning patrol.
- **6 The maze:** Work as a team to get your entire group through a maze containing land mines.
 - Materials:
 - 18 – 16' ropes
 - 32 nails
 - Hammer
 - Instructions: Look at the video found here for a general idea of how to run the event: <https://www.youtube.com/watch?v=VeoQ9weTWPw> Using the materials provided, create an 8 x 8 square grid containing 64 blocks 1'x1' each. Create a similar grid on a piece of paper. On the paper, draw a path through the grid. This will be the path that the scout's must take in order to travel through the grid. Be sure to wind the path, going forward, side to side and backwards to make the travel difficult for the scout's to guess which way to go next. Fill the rest of the grid with imaginary land mines. Instruct the scouts that they are not allowed to talk during this exercise. Each scout will take turns trying to make their way through the maze. Explain that the need to walk one block at a time, and that if they hear you say boom, that means that they have hit a land mine, and must go to the back of the line, and wait for their next turn. The object of the game is to get all the scouts in the patrol through the maze. The event will be timed, and a tally sheet should be kept recording how many attempts were made at getting through the maze before everyone in the patrol made it out safely.
 - Reflection: Ask the patrol members about how much easier this game could have been had they been able to talk. Center your reflection around communications. Ask about different types of communication. Verbal, physical, visual, written, etc. Ask about which types of communication were used during the event. Ask the scouts what types of communications are used within their patrol. Ask about what some of the communication barriers scouts faced playing the game. Inability to speak, scouts not looking at them when they tried to give directions, forgetting complicated directions. Ask what types of communication barriers they have faced communicating with other patrol members. Ask if the scouts feel that it is important to use more than one type of communication. Encourage the scouts to always use more than one type of communication, to be

aware of communication barriers, and to always be sure that the message has been received correctly.

- **7 Five Pointed Star / Blind Polygon:** While blindfolded, work as a team to figure out how to get yourself into certain shapes while never releasing your grip from a rope.
 - Materials:
 - 1 rope approx. 32' long
 - Instructions: Look at the video found here for a general idea of how to run the event: <http://youtu.be/AydyIrxujuw>. Tie the ends of the rope together to form a circle. Lay the rope on the ground in a circle. Have the scouts stand around the rope spaced out. Have the scouts put on their blindfolds and assure that no one can see. Have all the scouts bend down and pick up the rope. Tell the scouts that from here on out, they cannot let go of the rope. They can slide their hands along the rope, but both of their hands must remain touching the rope at all times. Instruct the scouts to all picture an equilateral triangle in their minds. Tell them that they need to work together to form the rope into the shape of a triangle. Allow them to take off their blindfolds to see how they did. Now have them place the blindfolds on again, and this time to form a five sided pentagon. Again, let them see how they did. Now, ask them to form a five pointed star, complete with the lines crossing the center of the star. Time the scouts on this last task.
 - Reflection: Center your reflection on the process of trying a task, assessing your progress, changing tactics and trying again, each time, being able to complete harder and harder task through team work. As the scouts, if the first shape that they needed to make was a star, if they would have found it difficult to complete. Ask them about some of the strategies that they tried throughout the game, and why they changed their strategy during the game. Relate this game to a task which seem very difficult to achieve at first glance, but, upon breaking the task down into small manageable goals, was then achievable. A good example would be achieving the rank of Eagle Scout. As a Scout, the rank of Eagle seemed huge, but as you achieve each rank and get closer and closer to the final goal of Eagle, the end goal seems achievable. Encourage the scouts to always set their visions high, but to focus on the smaller goals which will lead them to their vision. Remind the scouts that advancement in scouting, and in life will only occur by trying, assessing your progress, changing your tactics and then trying again. Never give up, but rather continue pushing forward.
- **8 Jenga:** Compete against other patrols to determine which team can build their Jenga tower the highest without knocking over any blocks.
 - Materials:
 - 6 – 2"x4"x8' boards cut into 54 - 10.5" blocks for Jenga
 - Instructions: Look at the video found here for a general idea of how to run the event: <http://youtu.be/sW0OAMY6CT8> The game is played just like the home version of the game. Jenga is played with 54 wooden blocks. To set up the game, stack the initial tower which has eighteen levels of three blocks placed

adjacent to each other along their long side and perpendicular to the previous level (so, for example, if the blocks in the first level lie lengthwise north-south, the second level blocks will lie east-west). Once the tower is built, the person who built the tower gets the first move. Moving in Jenga consists of taking one and only one block from any level (except the one below the incomplete top level) of the tower, and placing it on the topmost level to complete it. Only one hand should be used at a time when taking blocks from the tower. Blocks may be bumped to find a loose block that will not disturb the rest of the tower. Any block that is moved out of place must be returned to its original location before removing another block. The turn ends when the next person to move touches the tower or after ten seconds, whichever occurs first. The game ends when the tower falls. The game will be timed, and a tally should be kept as to how many blocks were successfully moved from inside the tower and placed on the top level. The objective for the patrol is to work together to move as many blocks successfully, as possible in the allotted time. Variation: Have each scout take turns putting on their blind fold, and trying to remove the blocks based on the verbal instructions from the other scouts in the patrol.

- **Reflection:** Ask the scouts if they enjoyed the game. Ask what some of the frustrations may have been from the game. Ask if some of the scouts struggled with the game. Ask if scouts who excelled at the game wanted to come to the aid of the scouts who were struggling. Relate this experience to other experiences that the scouts have had in scouting. Explain to the scouts that as a team, working together; frustrations can be avoided if they help each other out. Explain to them that the team is stronger as a cohesive unit because everyone has different strengths and weaknesses, but together, they can overcome their individual weaknesses and play on each other's strengths. Make the group understand that everyone has strengths and it is up to them as a team to determine what those strengths are, and then to utilize those strengths to the patrol's advantage. Likewise, it is also the patrol's responsibility to know each other's weaknesses and to support each other so those weaknesses do not bring individuals, or the group down.

Inter-patrol Activities:

- **1 Tank:** Half of your patrol is blindfolded and are tanks. Your tanks are in a ring with all the tanks from the other patrols. On the ground is your ammunition. Guide your tank to his ammunition and destroy the other tanks before you are destroyed yourself.
 - **Materials:**
 - 32 tennis balls
 - 32 blindfolds
 - **Instructions:** In this event, balls are scattered on the ground inside a large circle. The balls will be used as ammunition for the tanks, and will be thrown at other tanks to knock them out of the game. The patrol is split in half. Half the patrol will be tanks, and are blind folded. The other half of the patrol are drivers, and are

assigned to one of the tanks. The tanks will enter the circle with all the other tanks, and the drivers must stay outside the circle. On the command to begin the event, the drivers will drive their tank by shouting out commands to their tank. Example commands may be turn to your left, bend down, feel to your right for the ball. Stand up. Turn to your left half a turn. Fire your ball at the tank directly in front of you. If a tank is hit by a ball flying through the air, they are considered destroyed and must be removed from the game. The driver is also considered destroyed, and is also removed from the game. The last tank and driver standing wins the event for their patrol!

- **2 British Bulldog:** Take out members of other teams by picking them up off the ground for a count of 1, 2, 3 British Bulldog. Last team standing wins.
 - Materials:
 - None
 - Instructions: In this variation of the classic game, patrols face off against each other in an effort to stay in the game. At the command to begin, patrols will try to eliminate members of other patrols by lifting them off the ground for a count of “1, 2, 3 British Bulldog.” If someone is lifted off the ground for the entire count, then they must sit out for the rest of the game. Some strategy notes: people from a single patrol, or from differing patrols can combine together to lift someone off the ground for the count. Patrol members from a single patrol can link together, up to 3 people. Upon doing so, all three people must be lifted up in unison and held in the air for the full count before they can be eliminated. Safety must be stressed in this game. If someone drops another player in an unsafe manner, then they are eliminated from the game play. People should not be tackled or hurt in any way. Players do not need to be lifted high. An inch is enough to eliminate the player. Players being lifted can squirm, but cannot hit or try to hurt their lifters in order to escape.
- **3 8 way Tug of War:** Ropes are tied to a ring in 8 different directions. All teams pull their hardest to find out which team will be victorious. Often times, strategy wins over strength.
 - Materials:
 - 8 sturdy ropes 16’ long
 - 1 sturdy ring to attach the ropes to the center
 - If played in the evening, a light attached to the center ring, pointed towards the ground will help to identify if the ring is over the flag.
 - 8 bandanas representing each team
 - Survey flags.
 - Instructions: Set up the field so that there is a center flag. Then draw a circle around the center flag with a radius 10 feet out from the center. Now cut the circle into 8 sections. Place a survey flag with one teams color at each section

divider along the circumference of the circle that you drew. The object of the game is for one team to pull the center ring over their flag, thereby becoming the winners. It will be difficult at best to get the ring over a flag as the other teams will be trying to foil the plan. Pulling other teams beyond your flag will not gain a win. For a moment, the circle must hover over flag.

- **4 Super Dodge Ball:** All teams try to avoid getting hit by the balls. Individuals are knocked out if they are hit with a ball without catching it. If a ball is caught, then the thrower is knocked out. Last man standing wins it for his team.
 - Materials:
 - 8 rubber kick balls
 - Instructions: This game is played similar to traditional dodgeball, except everyone can be a thrower. Set up a boundary. More often than not, an enclosed space works best as to keep the balls from flying way out of the bounds and scouts having to run after the balls. Have everyone stand inside the boundary. Give each team one ball to begin the game. Upon the "Begin" command, players try to knock out players from opposing teams by hitting them with the ball. Players can catch the ball being thrown by opposing teams to knock the thrower out of the game. Team mates cannot knock their own team mates out of the game. This will allow team mates to throw the ball to each other in moves of strategy to confuse other teams as to where the ball will be thrown from. Safety is important. Players should not target people's heads when throwing the ball. If this occurs, then the thrower is eliminated. Judges have the final ruling. Last team standing, wins!

Marathon:

- **1 Kim's Game Checkerboard**
 - Materials:
 - 17 large cardboard checkerboards 4X3 grids
 - 4 photos of the correct grid layout for the judges
 - 17 count of 12 different objects to place in the grids
 - Instructions: Have one checkerboard set up correctly with all the objects in the correct spots. Have 16 blank checkerboards set up on the ground approximately 10 yards away from the correct board in a circle around the correct board. Have the 12 objects placed in a bucket beside each blank checkerboard. Each scout representing his patrol will run to the center table with the correct checkerboard layout positioned in the center. He will then run to his checkerboard and place from memory the objects onto his checkerboard in the correct order. Scouts may run back and forth to the center checkerboard until he has all the objects correctly placed on his checkerboard. Each scout must have all of his pieces

correctly placed before he is able to run to the scout at the next event and tag him to start the next event.

- **2 Corn Hole Toss (Individual)**

- Materials:

- 16 Balls or Bean Bags

- Instructions: Each scout representing his patrol must make one shot into the container before he is able to run to the scout at the next event and tag him to start the next event.

- **3 Log raise (Individual)**

- Materials:

- 8 ropes 20' long
- 8 short logs
- 8 wooden stakes
- 1 hammer

- Instructions: Starting from behind the designated start line, each scout must toss one end of his rope over the high bar. Once the rope is over the high bar, the scout then runs up to the dangling rope and pulls the rope down to his awaiting log on the ground. He must then tie a timber hitch to the log. Once tied, the scout runs back to the starting line, and pulls the log up into the air, using the other end of the rope. Once in the air, the scout must then tie a clove hitch to the stake. The scout will then release the rope. If the log stays in the air, then the scout can run to the scout at the next event and tag him to start the next event. If the log falls to the ground, the scout must re-tie the clove hitch until it holds the log in the air.

- **4 Long distance run (Individual)**

- Materials:

- 2 orange cones for start and turn around point

- The designated scout from each patrol must run the full length of the course before he tags the scout at the next event in order to start the next event.

- **5 Knots (Individual)**

- Materials:

- 8 knot length ropes

- Instructions: The scout representing his patrol must run up to the judge and tie the bowline, the square knot, and the taut-line hitch correctly. Once he has tied them correctly, the scout can then run to the next event and tag the next scout to start the next event.

- **6 Plant / Animal ID (Individual)**

- Materials:
 - 8 sets of plant / animal id sets
- Instructions: The scout representing his patrol must run up to the table and correctly match up the correct name tag to each picture before he can run to the next event and tag the next scout to start the next event.

- **7 Outdoor Code Puzzle (Individual)**

- Materials:
 - 8 sets of outdoor code puzzles
- Instructions: The scout representing his patrol must run up to the table and correctly place the words to the outdoor code in order before he can run to the next event and tag the next scout to start the next event.

- **8 Fire Building (Individual)**

- Materials:
 - 9 wooden stakes
 - Ball of twine
 - Shovel
 - Hammer
- Instructions: The seven previous patrol members must bring fire building materials to the scout representing his patrol for this event. The scout representing his patrol must then build the fire lay before starting the fire beneath the bottom string. The fire must burn through both the bottom and the top strings. Once that occurs, the whole patrol will move on to the team building exercises.

- **9 Obstacle Course (Patrol)**

- **Cross the Moat**

- Materials:
 - 16 – 2"x8"x8'
 - 24 blocks
- Instructions: Each team will be given 2 – 2"x8"x8' boards. Using the boards, the team must lay the first board down across the first 2 blocks to create a bridge. The whole team must then stand on the bridge before the second board can be laid down to connect the first bridge to the second. The whole team must then move onto the second bridge, and the first bridge must be taken up in order to build the third bridge. The

catch is that the third block is greater than 8 feet away, making the scouts figure out how to work together in order to get to the third block successfully. Once the scouts have all traversed over the three bridges without falling off, then they as a patrol can progress to the next event. In the case of someone falling off of a bridge, the whole team must begin again from the start.

- **Tangram Puzzle**

- Materials:

- 8 sets of Tangram puzzle pieces
- 8 copies of Tangram puzzle

- Each team will have a stack of Tangram pieces waiting for them. Each team is given a picture, and must then construct the picture using the Tangram pieces that they have in their possession. Once the picture is completed successfully, the patrol may move on to the next event.

- **Caterpillar Walk**

- Materials:

- Ball of Twine

- Patrol members should begin by forming a single file line. You will then ask the patrol members to do an about face, so that they are all now standing shoulder to shoulder, still in a straight line, but now, all scouts are facing out towards you. The scouts must now tie their legs to the person next to them. One leg to the person on their right, and one leg to the person on their left. The patrol must now walk sideways, in a caterpillar like fashion, following the path that you have already laid out for them. Once all scouts have crossed over the finish line, the patrol may move on to the next event.

- **All Aboard**

- Materials:

- 8 – 2'x2' platforms

- Instructions: In this event the patrol of 8 boys must figure out how to all stand on a small, 2'x2' platform at the same time. No one can be touching the ground. The scouts must maintain their balance on the platform for 10 seconds before they move on to the next event.

- **Run, Spin and Fall Down Relay**

- Materials:

- Can of line chalk
- 8 bats or sticks

- This event is also known as the Dizzy Bat relay. The scouts should line up in a single file line behind the start / finish line. Then, each scout in the patrol must one by one run up to the bat, place their forehead on the bat, and spin around the bat 10 times without lifting their head. After successfully doing this, they must then run back to the start line and tag the next team member. All team members must complete the run and spin. Once the last team member crosses the finish line, their race is completed!

Patrol Guides:

The Patrol Guides will play a very important part of the camporee experience. The Patrol Guide will be the direct adult contact that the boys in the patrol will have with the camporee staff. The Patrol Guide will guide the individual scout's in creating a ticket item to take back to their individual troops. The Patrol Guide will guide the patrol in their responsibilities during the Troop Meeting Portion of the camporee. The Patrol Guide will monitor, and help facilitate the boys as they come together as a patrol unit. The Patrol Guide will direct the boys during the ice breaker activities, and during the initial Patrol Formation. The Patrol Guide will assist the new patrol leaders throughout the weekend.

- **1 The Patrol Formation – 7:30 Friday night** – On Friday night, the boys will be introduced to their patrols members for the weekend. It will be the guide's responsibility to run the ice breaker activities, to help the patrol members get to know each other, and to unify into a cohesive patrol unit. During the Patrol Formation period, the Patrol Guide will direct the patrol to elect its first Patrol Leader, who will represent the patrol at the first PLC meeting of the weekend.
 - **Icebreaker Games: 7:45 Friday night** - Choose one, two, or all of the icebreaker games to play with the patrol. Just make sure that you leave time to elect the first patrol leader, and come up with a patrol name and chant. Have the scouts decorate their patrol flag, and attach it to their flag pole.
 - **Patrol Scrabble**
 - http://www.teampedia.net/wiki/index.php?title=Group_Scrabble
 - **Materials**
 - - Index cards with letters of the alphabet on them - a hat
 - **Set Up**
 - Each person picks a letter card out of the hat (if you have a big group, you will need more letter cards, and it is probably good to include a few extra vowels (A,E,I,O,U) and consider removing the X, Q and Z from the hat.
 - **Directions**
 - Tell the group their task is to arrange themselves into complete words given the cards they select from the hat. The group can come up with several small words or just a few long words, but every letter needs to be included. Once they are done, you can have everyone put their cards back in and re-draw, or move on to a new activity.
 - Once they are in their word groups, have participants do mini get to know you activities e.g. share your hobbies, the last book you

read or movie you saw, your first memories as a child, plans for an upcoming holiday or summer vacation, etc.

- **Debrief**
 - Talk about communication, whose ideas were heard, what challenges were there, etc. You can also ask them initially how hard they expect it to be and at the end ask why it was harder/easier than expected.
- **Alternatives**
 - Do not allow members to talk while forming words.
 - Designate 2 leaders who are the only ones who can talk when arranging into words.
- **The Helium Stick**
 - **Equipment**
 - 1 thin, light-weight, Helium Stick (dowels can be purchased at a home improvement store). For our event, we will be using a very thin wire, 10' long.
 - **Summary**
 - Deceptively simple teamwork activity. Form two lines facing each other. Lay a long, thin rod on the group's index fingers. Goal: Lower to ground. Reality: It goes up!
 - Line up in two rows which face each other.
 - Introduce the Helium Stick- a long, thin, lightweight rod.
 - Ask participants to point their index fingers and hold their arms out.
 - Lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.
 - Explain that the challenge is to lower the Helium Stick to the ground.
 - The catch: Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole is not allowed – it must rest on top of fingers.
 - Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin....
 - Warning: Particularly in the early stages, the Helium Stick has a habit of mysteriously 'floating' up rather than coming down, causing much laughter. A bit of clever humoring can help - e.g., act surprised and ask what are they doing raising the Helium Stick instead of lowering it! For added drama, jump up and pull it down!
 - Participants may be confused initially about the paradoxical behavior of the Helium Stick.
 - Some groups or individuals (most often larger size groups) after 5 to 10 minutes of trying may be inclined to give up, believing it not to be possible or that it is too hard.
 - The facilitator can offer direct suggestions or suggest the group stops the task, discusses their strategy, and then has another go.
 - Less often, a group may appear to be succeeding too fast. In response, be particularly vigilant about fingers not touching the pole. Also make sure participants lower the pole all the way onto the ground. You can add further difficulty by adding a large washer to each end of the stick and explain that the washers should not fall off during the exercise, otherwise it's a restart.

- Eventually the group needs to calm down, concentrate, and very slowly, patiently lower the Helium Stick - easier said than done.
- **How Does it Work?**
 - The stick does not contain helium. The secret (keep it to yourself) is that the collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. As a result, the more a group tries, the more the stick tends to 'float' upwards.
- **Warp Speed**
 - http://www.teampedia.net/wiki/index.php?title=Warp_Speed
 - **Directions**
 - Start by asking the group to stand in a circle and throw the ball back and forth from person to person so that everyone in the group gets it at least once, and it ends up back at the first person. Without telling the group, time the activity. Once the activity is complete, tell the group the time in which they completed it.
 - Then explain: "We are now going to see how quickly we can send this one ball from start to finish through the system. The only rule is that the ball must pass through the system in the same order that we have already established.(IMPORTANT: how you frame this rule will define the boundaries for how this task can be accomplished.) I will start time as soon as the ball leaves the first person, and I will stop time when it returns to him/her. You may begin when ready." Time their first attempt. Applaud their attempt, whatever it is (one second per participant or longer is quite normal). And prompt them with "you can do better." Allow for planning, additional attempts and more planning. At some point the group will ask you how fast this can be done or how fast you've seen it done or what the ultimate goal is. Answer for most groups of 20 people or less - less than one second. Continue until the group attains the elusive "warp speed" or ceases to be actively engaged in trying to reach it.
 - **Facilitator Notes**
 - Once the group learns of the goal (of less than 1 second), expect responses like "no way" and "are you kidding?" This will however alert them to the fact that the whole system needs to fundamentally change. Don't reveal this goal too early.
 - Fundamental changes that the group might progress through include movement (e.g. moving closer together, changing the position of the participants in the circle, moving out of a circle to a line or some other shape), changing how the ball moves through the system (e.g. from a toss to a hand off to a roll across hands or along the ground).
 - How creatively you allow the group to interpret its objective and the stipulation is a function of your assessment of the group and your learning goals. Groups sometimes ask if they can just put the ball on the ground and then touch it in succession, does this satisfy the objective? [Does it? Pause here and reflect ...] A good response in this case is usually to ask the group to answer its own question. Does the ball actually pass through the system in the correct order? Most groups usually choose to continue to

seek another solution, and it is good to encourage their creative thinking even if it didn't exactly provide the solution - it shows movement in the right direction.

- **Debrief Questions**
 - What went well? How did communication and planning impact the process? What major changes did you make in how you processed the ball through the system?
- **Patrol Name, Flag and Chant – 8:30 Friday night**
 - Once you feel that the patrol members have gotten to know each other a little, and have started to come together as a group, then it will be time to take a few minutes for the patrol to think of themselves as a group, and to give their patrol a name, to create a flag for themselves, and to create a chant.
- **Patrol Leader Election – 8:40 Friday night**
 - The first PLC meeting will be taking place in 5 minutes. It is time for the patrol to elect their first patrol leader to represent the group. Make sure that the patrol doesn't worry about this too much, as the patrol leader will be changed frequently throughout the weekend, and everyone will act as patrol leader at least once during the weekend.
- **PLC Meeting – 8:45 Friday night**
 - During this short PLC meeting, the new patrol members will be given instructions about tomorrow's schedule of events.
 - The patrols will learn which patrols are part of their troop.
 - The patrols will be assigned their duties for tomorrow's troop meeting.
 - The scouts will learn of their homework assignment in the form of a ticket item, or goal, that they will have to try and complete when they get home.
 - The patrol leader must then come back to the patrol and relay this information to the patrol. Before he does so, pull him off to the side, and review the information with him. Remind the patrol leader of information that he needs to relay to the patrol if he did not get it all during the PLC meeting.
 - During the patrol meeting, as the patrol leader relays the information to the boys, listen, and only quietly remind the patrol leader of important information to relay to the boys if needed. Do not overpower the meeting. You are the patrols guide. The patrol leader is the patrol's leader. It is your job to help the patrol leader succeed, not to do his work for him. Intercede only if necessary. Later, if members come up to you directly with questions, answer them to the side.
 - Have the boys elect a new patrol leader for tomorrow morning's PLC meeting which will occur right after breakfast.
- **Bed – 10:00 Friday night**
 - This may seem early, but the boys will have an early start in the morning. Try and encourage the boys to get some rest.
- **2. Wake Up - 6:30 Saturday morning**
- **3. Breakfast – 7:00 Saturday morning**
 - Remind the patrol leaders that they have a PLC meeting at 7:30, and that they need to have finished eating breakfast by that time.
- **4. PLC Meeting – 7:30 Saturday morning**
 - At this meeting, the day's schedule will be discussed.
 - The patrols will receive their schedule rotation assignments.
 - The patrols will be introduced to the Sunday morning marathon, and the assignments that will need to be made to each station. There are 8 stations. Some patrols may have more

than 8 boys in their patrols. The patrols will need to figure out how to handle the assignments. The assignments should not be made now. The patrol only needs to be made aware of the assignments that will need to be made later in the day, so that as they go through the day's events, they can be looking out for which event suits each scout the best. Scouts cannot compete in more than one event, unless there are not enough scout's to cover all of the events. All scouts will participate in the team building portion of the marathon.

- Again, when the patrol leader returns from the PLC meeting, meet with him first. Review the information with him. Guide him just as you did the patrol member last night. Allow him to lead the patrol meeting.
- **5. Patrol Meeting – 7:45 Saturday morning**
 - Discuss day's schedule. Make sure the patrol is aware of the rotation schedule. Make sure patrol is aware of where the stations will be.
 - Discuss patrol's assignment for tonight's troop meeting. Make sure patrol members are beginning to prepare for their duties in tonight's program.
 - Discuss the marathon. Discuss the individual assignments that will need to be made later concerning the marathon.
 - Discuss tickets. Remind scout's that they will need to come up with one leadership service project to complete back in their home troop.
 - Create a simple rotational schedule for a new patrol member to lead each Activity Session. Could be as simple as having them count off, and then having # 1 take the first session, #2 take the second, etc.
 - Elect a new patrol member for the late morning Patrol Meeting.
- **6. Guided Sessions and Activity Sessions – 8:00 Saturday morning**
 - Guides should accompany their patrols to the Guided Sessions and to the Activity Sessions. A new scout should be assigned to be the leader for each Activity Session. Observe your patrol members throughout the day, and learn their habits and leadership styles so that it will be easier for you to guide them in creating their tickets later in the day. Assist Guided Session and Activity Session Leaders as needed.
 - Assist in the reflection sessions after each activity.
- **7. Late morning Patrol Meeting – 11:00 Saturday morning**
 - Meet with the Patrol Leader a few minutes before the patrol meeting to create a quick agenda for the meeting.
 - Lead a reflection of the mornings Guided Sessions and Activity Sessions.
 - Discuss the patrol's responsibilities in tonight's troop meeting.
 - Discuss some possible assignments for tomorrow's marathon.
 - Remind scouts to be thinking about their leadership project that they will need to commit to for their home troop.
 - Elect a new patrol member for this afternoon's PLC meeting.
- **8. After the Patrol Meeting – 11:30 Saturday morning**
 - Begin meeting with individual patrol members about their tickets. Ideally, try to get half of the patrol members to commit to ticket items.
 - Follow up with the patrol members to assure that they are preparing for tonight's troop meeting.
- **9. Lunch – 12:00 Saturday**
- **10. Free Time – 12:30 Saturday thru 1:30**
 - Use this time any way you see fit. If you really need a break, take it. Otherwise, you may find the time to counsel more patrol members on their ticket items or troop meeting responsibilities. Take a few moments to review with the afternoon's patrol leader where the patrol stands on its responsibilities in the troop meeting. Have the patrol leader prepared to inform the PLC the patrol's status.

- **11. Guided Sessions and Activity Sessions Resume – 1:30 Saturday**
- **12. PLC Meeting – 4:30 Saturday**
 - Finalize Troop Meeting Plan
 - Patrol Leaders will report on their patrol's progress towards their responsibilities in tonight's troop meeting.
 - Introduce tonight's wide game activities.
- **13. Patrol Meeting – 4:45 Saturday**
 - Reflect upon the afternoon's Guided Sessions and Activity Sessions
 - Finalize Troop Meeting Plan
 - Finalize Marathon Assignments
 - Discuss tonight's wide game activities.
 - Finalize Ticket Items
 - Elect Patrol Leader to lead the patrol during the Troop Meeting.
- **14. Free Time – 5:15 Saturday**
 - Use this time to finalize ticket items for those last few patrol members.
 - Review with the new Patrol Leader his responsibilities for tonight's Troop Meeting.
 - If there are any unfinished duties which need to be finished up before tonight's meeting, make sure that he knows that he needs to lead that patrol in finishing those up, and that he needs to delegate those responsibilities out to his patrol members.
- **15. Supper – 6:00 Saturday**
- **16. Troop Meeting – 6:50 Saturday**
 - Work with the other Guides to assure that the troop meeting plan comes together. Cue your patrol leader to be prepared to lead his patrol at the appropriate time during the meeting.
 - During the patrol meeting portion of the troop meeting, have the patrol elect a new patrol leader for tomorrow mornings patrol meeting.
- **17. Wide Games (Inter-Patrol Activities) – 9:00 Saturday**
 - For a description of these activities, see the Staff Guide.
 - Assist all staff members in judging these activities and keeping all scouts safe!
- **18. Cracker Barrel – 10:30 Saturday**
- **19. Bed – 11:00 Saturday**
- **20. Wake Up – 7:30 Sunday**
- **21. Breakfast – 8:00 Sunday**
 - After breakfast, meet with the Patrol Leader a few minutes before the patrol meeting to create a quick agenda for the meeting.
- **22. Patrol Meetings – 8:15 Sunday**
 - Discuss strategies for the marathon.
 - Finalize any outstanding ticket items. Make 4 copies of the ticket items. Give one copy to the scout, one to his scoutmaster, one to Neal, and keep one for yourself.
 - Create a contact list for your patrol. Make sure each scout in the patrol has everyone's information. Give a copy to Neal. Keep a copy for yourself.
 - Elect a permanent patrol leader. This will be the patrol leader after the event is over. This can be someone who has already been patrol leader during the weekend. Being elected the permanent patrol leader is an honor, as it show respect for this person by the other patrol members. It will be this person's responsibility to keep the patrol members in touch with each other after they have all gone back to their troops. Possibly, a patrol reunion could be held at a later date. The permanent patrol leader should be given the patrol flag for safe keeping. The patrol flag will need to be removed from the flag pole.
 - Try to contact each scout from your patrol at least once after the event to see how they are progressing since the camporee. Encourage them to complete their ticket. Encourage them to stay in contact with the other patrol members.

- **23. Marathon Preparations – 8:45 Sunday**
- **24. Marathon Begins – 9:00 Sunday**
- **25. Awards Ceremony / Vespers – 9:45 Sunday**
- **26. Camp Cleanup – 10:30 Sunday**
 - Make sure that your patrol cleans its dorm and restroom.
- **27. Campers Dismissed – 11:00 Sunday**
 - Thank you so much for your service as a Guide! Job well done!

Fall 2016 Camporee Schedule of Events With Staff Assignments

Friday (Eat before arriving)

		12:00	Lunch
7:30	Form Patrols - Guides	12:30	Free Time
8:00	Patrol Meetings - Guides	1:30	Fifth Guide Session - Instructors
	Meet patrol members / guide	1:45	Fifth Activity – Activity Leaders
	Ice Breakers	2:15	Sixth Guide Session - Instructors
	Patrol Name	2:30	Sixth Activity- Activity Leaders
	Patrol Flag	3:00	Seventh Guide Session - Instructors
	Elect patrol leadership positions	3:15	Seventh Activity – Activity Leaders
8:45	PLC Meeting - SPL	3:45	Eighth Guide Session - Instructors
9:00	Patrol Meeting – Guides	4:00	Eighth Activity – Activity Leaders
	Troop Meeting Assignments	4:30	PLC Meeting - SPL
	Discuss Individual Tickets		Finalize Troop Meeting Plan
10:00	Bed	4:45	Patrol Meeting - Guides

Saturday

			Finalize Troop Meeting Plan
6:30	Reveille		Finalize Ticket Items
7:00	Breakfast	5:15	Free Time
7:30	PLC Meeting - SPL	6:00	Supper
	Hand out day's schedule	6:50	Troop Meetings – SPL and Guides
	Hand out map	8:45	Troop Meetings End
	Discuss Marathon	9:00	Wide Game – All Staff Members
7:45	Patrol Meeting - Guides	10:30	Game Ends
	Talk about schedule	11:00	Taps

Sunday

8:00	First Guide Session - Instructors		
8:15	First Activity Session – Activity Leaders	7:30	Reveille
8:45	Second Guide Session - Instructors	8:00	Breakfast
9:00	Second Activity – Activity Leaders	8:15	Patrol Meeting - Guides
9:30	Third Guide Session - Instructors		Discuss Strategies for Marathon
9:45	Third Activity – Activity Leaders		Finalize Tickets
10:15	Fourth Guide Session - Instructors	8:45	Marathon Preparations
10:30	Fourth Activity –Activity Leaders	9:00	Marathon Begins – All Staff Members
11:00	Patrol Meeting - Guide	9:45	Award Ceremony / Vespers – Chaplain
	Troop Meeting Plan	10:30	Camp Cleanup – All Staff Members
	Ticket Item Discussions	11:00	Campers Dismissed

Staff Assignments:

Neal Sarvis	Scout Master
	Guide
	Guide
	Guide
	Guide
	Guide
	Guide
	Guide
	Menu Planning
	Duty Rosters
	Leadership Styles
	Advancement
	Patrol Meetings
	Program Resources
	Planning
	Delegating
	Blind Tarp Pitch
	Lizzie Gator
	Trust Fall
	Ball Game with Ropes
	Hot Isotope
	Maze
	Five Pointed Star / Blind Polygon
	Jenga
	Cook



The Amazing Race.

Teams

The Amazing Race will consist of teams of 5-9 Scouts. Each team will be a patrol within a troop in attendance at the camporee.

Skills You Should Review/Practice with your Scouts before attending the Camporee

1. Orienteering – Scouts will need to be able to set a compass to a bearing and then follow that bearing using pacing to measure distance.
2. Knot Tying - Scout will need to be able to tie a square knot, two half hitches, taut-line hitch, clove hitch, and bowline.
3. Lashing – Scouts will need to be able to lash a sheer, square, diagonal, and round lashing.
4. Estimating Height – Scouts will need to be able to estimate the height of a tree, flagpole, etc.
5. Fire Building – Basic fire building skills. Scouts will need to have the ability to liberate dry wood from wet.
6. Tree Identification – Scouts should be able to identify local trees.
7. First Aid – Tenderfoot, 2nd Class, and 1st Class first aid skills.
8. Other events will include problem solving requiring the entire patrol to be successful.

The Amazing Race



Amazing Race Map and Continents

The events will be taking place in different countries on different continents. The Camporee map will be redesigned to show these locations. The challenges will be taking place at important locations on those continents. For instance, in South America, teams might be required to visit Machu Picchu. Instead of being told where to go, teams will be given clues telling them where to go to next. They will need to reference their map and use their knowledge of those locations to decide where to go. If they travel to the wrong location, they will be told when they arrive at that challenge that they are at the wrong location and that they will need to make additional travel arrangements.



Passport

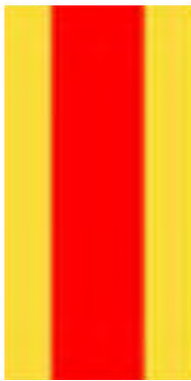
Each team will be given a passport. Like a traditional passport, this will be stamped every time the team arrives in a new country. The patrol will also need their passport to purchase travel tickets by airplane, boat, or train to travel to distant locations. We will also be using this passport as the event routing card and to keep track of time penalties and scores.



Fanny Pack

At the beginning of the race, each team will be given a fanny pack which will contain their passport, (fake) credit card for making travel purchases, redesigned the Camporee Map, and any other items necessary for the Amazing Race. Teams must keep track of their fanny pack at all times. When arriving at a challenge (event), the team must present their passport. If they do not have their passport, they will need to go and find it before completing the challenge. When moving to

challenges in different countries or continents, the team will be required to purchase train, boat, or plane tickets. The teams must have their passport and credit card to make such purchases.



Route Markers

Route Markers are uniquely-colored flags that mark the places where teams must go. The route markers will be placed next to the greeter. The patrol must check in with the greeter before beginning the event and must check out with the greeter after the event to get their clue.



Route Information Clues

Patrols will be told where to go for their first event. At the completion of that event, they will receive a letter-sized tear-away envelope that contains their next clue. After retrieving the clue, teams open the envelope and read aloud the instructions given on the clue sheet and then follow those instructions. Route Information clues will provide cryptic clues about the next location, leaving teams to figure out where they must go. Route Information clues may specify how the teams have to travel and instruct teams what type of location to travel to (such as a specific location in another city or country, another location within the team's present city, the Pit Stop of the leg, or the Finish Line of the race). For example, teams have been given a small country flag and told to travel to that country

three-legged race style. If a team goes to the next destination using the wrong type of transport, they will get a 15-minute penalty at the check-in mat.



Detour

A Detour presents the team with a decision between two tasks, each with its own pros and cons. Teams are given several details about both tasks, but may need to travel a short distance by foot or car to the different task locations. Typically, one task is less physically demanding than the other but is tedious or requires some amount of time or thinking to complete, while the other is usually a more physically demanding or frightening option that, depending on the team's ability, may take less time to complete. The decision as to which task to attempt lies solely with the team. A team may choose to switch tasks as many times as they wish with no penalty other than the time lost in attempting the tasks and traveling between task locations. Once a team has completed one of the

tasks, they are given the clue to their next location. If a team does not complete a detour, they will get a 15 minute penalty.



Roadblock

The patrol will be stopped on the road and challenged with a Roadblock Challenge. This will require one member of the patrol to demonstrate a basic Scouting skill such as tying a particular knot. The person from the patrol who will be asked to perform the task will be chosen randomly. If that person is able to successfully demonstrate this skill, they may move on without penalty. However, if the chosen member of the patrol is unable to demonstrate the skill, then the patrol must complete the Roadblock Task. This task will be a fun, challenging activity that will involve the entire patrol. The only penalty associated with the Roadblock Challenge is the time lost while completing the activity. If a

team does not complete a roadblock, they will get a 15 minute penalty.



Intersection

The Intersection requires each team to pair up with one other team and perform all tasks and make decisions together until further notice. Should there be no team present when a given team arrives at the Intersection Route Marker, they must wait there until another team arrives. Teams are not warned when an Intersection is coming.

Race Legs

Structure

Each leg of The Amazing Race generally consists of teams leaving from the previous Pit Stop and traveling to a different location (often in a different country), where they perform two or more tasks, generally including one Detour and one Roadblock, before being given instructions to the next Pit Stop. When teams are otherwise not performing tasks or traveling during a leg, they are free to use their time as they see fit, although they will often resort to eating cheaply or sleeping outside a location to save their Race money.

Start Line Task

The start line task is a task that takes place at the starting line. Teams usually have to find the name of the first location in a puzzle or find an item related to the first location (i.e. a number plate).



Check-in Mat

After a team has completed all 12 events, they will be given a final clue as to how to find the Check-in Mat. Team must then proceed to the Check-in mat to complete the competition. Team will be awarded points based on what order that they check in at the Check-in Mat. All team members must be on the mat to be checked in, which can allow one team to bypass another in the leg final placement if one team member

is slow arriving at the mat. If the team has failed to do a task that they can correct, the host will tell them they must complete that before they can check in. In other cases, if the failure cannot be easily rectified, or the team has already accumulated penalties, they will be asked to wait out the penalty time to the side, which may allow other teams to check-in before them.

Pit Stops

Pit Stops are the final destination in each leg of the race. Each Pit Stop is a mandatory rest period which allows teams to "eat, sleep, and mingle" with each other. There will be a pit stop after the morning leg of the race and another one after the afternoon leg. Teams are expected to eat lunch during the first pit stop and dinner during the second pit stop. During the Pit Stop, teams are also interviewed to provide commentary and voiceovers for the completed leg. While teams are restricted to where they can go, teams are free to use the remaining time for any purpose as they see fit. Teams are responsible for being ready to leave when their Pit Stop time is over, and no time credit is given should a team miss their time to leave.

Rules and penalties

All teams must abide by the rules set at the beginning of the race. Failure to do so can result in time penalties, which can negatively affect finishing position in that leg of the race. In a non-elimination leg, if the last team to arrive at the mat is checked in before a previous team has completed its penalty, then the remainder of the penalty time will be waited out at the start of the next leg of the race, beginning at the departure time of the next-to-last team.

Rules

- Teams are forbidden from bringing their own maps, guidebooks, cell phones, personal digital assistants and other similar aids at the start of the Race.
- Teams are expected to keep the Race fanny pack containing their cash, passports and other documents with them at all times. Teams that do not have these upon check-in at a Pit Stop are required to go back and get the fanny pack and/or any missing mandatory contents (e.g., passports) before being checked in. However, not having other non-mandatory items while checking in at the pit stop is not penalized, but the team would have to continue the race without these belongings.
- Teams must complete each challenge as specified by the various clues given to them throughout the Race. Should a team fail to properly complete a challenge, violate any provisions made in a clue or task description, or miss a clue altogether, they must either go back to the location of the challenge and complete the challenge, or incur a penalty when they check-in (see Penalties and time credits below).

The teams are often given additional rules that apply specifically to a given leg or to a task supplied with one of the clues.

Penalties and time credits

Normally the standard penalty for rule infractions is 30 minutes plus the time gained (if any) by breaking the rule. Other penalty times include but are not limited to up to 20 minutes for not completing any or all parts of an event, 45 minutes for not completing a Roadblock, and 45 minutes for not completing either Detour option. Penalty times are cumulative. If a player is unable to complete the Roadblock, the team is assessed a 30 minute penalty starting from the time of the arrival of the next team at the Roadblock, after which they are given their next clue to proceed unless they are the last team, in which case their 30 minute penalty begins the moment that team gave up on the Roadblock. If the penalty is known before the racers arrive at the check-in mat, they are forced to wait out that time before they can be checked in.

Amazing Race Templates can be found on the following pages.

Detour



Detour



[Task 1 or Task 2]

A Detour is a choice between two tasks. Read each task and choose the ONE you think your team can complete quicker. If you cannot complete the chosen detour, you can switch and complete the other.

[Insert clue instructions here]

[Option 1
instructions] OR [Option 2
instructions]

Picture Required: [Insert picture info]

[Task 1 or Task 2]

A Detour is a choice between two tasks. Read each task and choose the ONE you think your team can complete quicker. If you cannot complete the chosen detour, you can switch and complete the other.

[Insert clue instructions here]

[Option 1
instructions] OR [Option 2
instructions]

Picture Required: [Insert picture info]

Roadblock



[Task Name]

*A roadblock is a task that only **ONE** team member must perform. Choose a member of your team to complete the following task.*

[Insert roadblock instructions here]

Picture Required: [Picture info here]

Roadblock



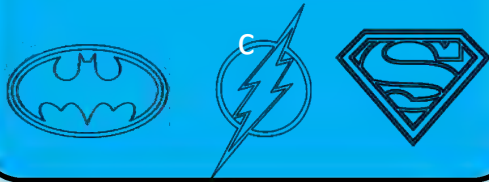
[Task Name]

*A roadblock is a task that only **ONE** team member must perform. Choose a member of your team to complete the following task.*

[Insert roadblock instructions here]

Picture Required: [Picture info here]

Route Info

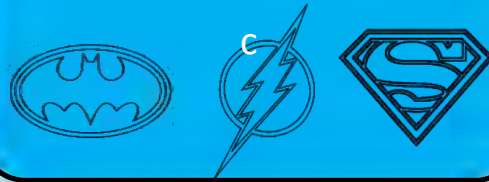


*Your entire team must
work together to
complete the following
task before opening your
next clue.*

[Insert clue instructions here]

Picture Required: [Picture info here].

Route Info



*Your entire team must
work together to
complete the following
task before opening your
next clue.*

[Insert clue instructions here]

Picture Required: [Picture info here].

Pit Stop



*[Insert instructions for pit
stop here]*

Pit Stop



*[Insert instructions for pit
stop here]*

WOOD DISTRICT SURVIVING THE ICE AGE WINTER WEEKEND LEADERS GUIDE



**FEBRUARY 5-7, 2016
CAMP MIAKONDA**

Winter Weekend is a chance to join in one of the oldest traditions in Boy Scout history – Coming together as a District for Scouting competition. District gatherings provide an opportunity to match skills against others within our district. There will be fun, friendship, and fellowship. This guide is intended to help your unit prepare for the fun and excitement of this year's Winter Weekend extravaganza.

The Scout oath and law will govern the behavior of all participants during this weekend. The principles of leave no trace should be practiced at all times. Coffee and hot cocoa will be provided during the Saturday morning and afternoon activities to any Scout or Scouter that has their own mug (no cups will be provided).

All events for Winter Weekend will be based on basic Scouting skills and concepts as taught and used in the Scout to First Class rank advancement section of the handbook or will be fun type challenge events that will need no prior instruction. Passports will be given to each patrol listing activities to visit. The score for each event will be recorded on the passport. Each patrol must turn in their passport to the Wood District Staff as they finish in order to be eligible for any awards.

All participating units must sponsor one event and provide the necessary adult supervision and materials required to run the event.

Webelos Scouts are invited to participate in the Winter Weekend events. Two adults should accompany their Webelos patrol around the course and provide guidance as necessary. The adults may aid but not compete in any event. Other parents are encouraged to also go out on the course but maintain a reasonable distance from their patrol and not to interfere with any patrol or event. All Webelos electing to stay overnight must be associated with a Troop. Sleds are required to compete in the events.



SURVIVING THE ICE AGE SCHEDULE

Friday:

6:00 PM to 9:00 PM – Registration and Check-in.

9:30 PM – Scoutmaster/SPL Meeting and Crackerbarrel

11:00 PM – Taps/Lights Out

Saturday:

8:00 AM – Flag Raising, Sled Inspection, Final Instructions.

8:15 AM – Morning Round-Up Event

8:30 AM to 11:45 AM Sessions

11:45 AM to 1:15 PM Common Lunch (Menu to be determined). If a troop has a Scout with dietary restrictions that cannot eat the provided lunch, please prepare them an appropriate substitute sack lunch.

1:20 PM – Afternoon Round-Up Event

1:35 PM to 3:50 PM Sessions

3:50 PM to 5:00 PM Conclusion of Broomball Tournament

3:50 PM to 5:00 PM Conclusion of Volleyball Tournament

5:00 PM – Flag Lowering

5:05 PM to 8:00 PM – Dinner/Clean-up

8:00 PM to 9:15 PM – Non-Denominational Service and Campfire Program

9:15 PM – Scoutmaster/SPL Meeting/Camporee Evaluation and Crackerbarrel

11:00 PM – Taps/Lights Out

Sunday:

8:30 AM to 10:00 AM – “Leave No Trace” Check-out.

SURVIVING THE ICE AGE EVENTS

Sled Inspection

Sled is inspected for all required equipment and for proper packing; nothing should fall out when the sled is turned over. Every Scout must be wearing appropriate clothing and footwear for the conditions. This is the first event and will be conducted by the Mounties of the Wood District Territory. It will be run like a highway weigh station. Patrols will line up in two single file lines and pass through three stops. The first will check for appropriate winter clothing, the second for required equipment, and the third will determine if the gear is secured. This will be a scored event.

Sled Races

The race course distance will be somewhere between $\frac{1}{4}$ and $\frac{1}{2}$ mile long and established by district staff. The patrol will start with an empty sled to which they must add the provided weight. There will be two age divisions: 13 and under and 14 and older. Scoring will be based on time.

Snow Snakes

A game where Scouts take a carved piece of wood, generally in the shape of a ski, and hurl it across the snow to see whose will slide the furthest. The piece of wood must six feet long. More detailed directions on making the snake and the history of snow snakes is available at the end of this document. There will be two snow snake areas, the distance competition area and the accuracy competition area. Practice throws are not allowed in the competition troughs. You will have to go elsewhere to practice.

1. All decisions by the judges are final
2. Each Scout's best of two throws in the competition trough will count towards the patrol score. Scoring will be based on the total average distance for a patrol. The longest average patrol throw will win the distance competition.
3. Each Scout will get two attempts on the accuracy competition trough. The Scout in the patrol that comes closest to the accuracy line but not touching or going past will be used to determine who wins the accuracy competition.

Snow Volleyball (Run by the SPL's)

Two walls out of snow will separate each patrol so that they cannot see the ball until it comes back over the wall at them. Other than that it is just a normal game of volleyball. This will be run as a tournament. Each patrol will be given a time to show up at this event. Patrols more than ten minutes late will forfeit their match. Winners of each match will be paired up against each other after the afternoon sessions to determine the overall camporee winner.

Some tips on building the walls:

1. Bring some plywood to use as forms (as in concrete forms) and then lots of boys with shovels.
2. Using several spray bottles have the boys constantly spraying down the snow as layers are added. This turns the wall into ice and you will have no problems with it dissolving under the hammering of the games. A tarp may be used if enough snow is not available.

Crosscut Saw Relay

Saws will be provided by the Camporee staff. An eight inch (8") log will be resting on support along with a saw. On the starting signal, time begins. The first two Scouts will run to log and saw for 30 seconds. When finished, Scouts will return to starting line where they will be replaced by the next two Scouts who will repeat the process. Patrols will continue tag teaming until a log has been cut through twice. Scoring will be based on time.

Roundup

The aim is to herd all team members, who are scattered along the entire perimeter of a large area (not grouped), into the designated ring. All patrol members will be blindfolded except for one who will stand at a distance and guide his patrol members into the ring. Half of the patrols will compete after sled check in and the other half will go right after lunch. If necessary, patrols may be combined to get a minimum number of members. Hugely entertaining with several groups participating at a time! Scores will be determined by taking the total time to complete the task and dividing by the number of patrol members.

Biathlon

Target shooting combined with a snow shoe relay. Each patrol will have one set of snowshoes for use in a relay race. Each lap will be a total of 50 yards. Half way through a lap a scout will arrive at the target range where he will be provided with a marshmallow gun and marshmallows. Targets will be boxes with different sizes of holes. After the first Scout finishes a lap, he will remove the snowshoes and pass them on to the second Scout who puts them on and completes a lap, etc. scores will be based on average time and target shooting score. Snowshoes will be made of 1" x 10" x 24" boards or similar size plywood with ropes fastened to the board to provide the bindings for a Scout's boots (see binding example). A demonstration example will be available beginning at the November Roundtable. Scoring will be based on an average of the total patrol time and average shooting score.



Broomball

Broomball is played with an inflated ball between 18 and 20 inches in circumference and six players with brooms on the ice/snow court from each patrol. The rules are similar to hockey without icing or offsides. The rink should be as close as possible to 200 feet long and 85 feet wide. The net is 6 feet high and 8 feet wide. Penalties may be assessed for high sticking or checking. Typically a high stick is anything above the waist. A patrol must have at least six players. There will be a maximum of 8 players from each patrol on the court at a time including a goalie. If patrols are of unequal size, the number of players on the court from each patrol will equal the smaller patrol's number of players. Patrols may be asked to combine to meet minimum team numbers. When making substitutions, the player coming off the ice must hand his broom to the substitute before he enters the playing area. Substitutions may occur at any time and may be required by the referees at two minute intervals to ensure all members get a chance to play. Games will be 10 minutes long. Ties will be broken by shoot-out from half court with no goalie in the net. The shoot-out will alternate patrols with the first patrol that scores when the other does not being declared the winner. This will be run as a tournament. Each patrol will be given a time to show up at this event. Patrols more than ten minutes late will forfeit their match. Winners of each match will be paired up against each other after the afternoon sessions to determine the overall camporee winner.

Gully Crossing

Each member of the patrol must cross a "gully" on a thick rope (provided by the District) which will be stretched between two trees. Extra points will be awarded if the patrol is able to transport its sled across the rope as well. No riders may be in the sled as it is being transported. An adult must test the installed ropes with their full weight before Scouts can cross. Height of ropes must be such that the feet of a Scout hanging by both hands and about to fall will be close to the ground. Ground beneath the ropes must be free of sticks, stumps, rocks, etc. Event with 3 ropes in operation needs 6 Scouters. A Scouter should coach and spot each Scout traversing on a rope. Total average time along with sled transport points will be used for scoring.

Staking a Claim

Each patrol will be given eight coordinates and distances to pace off. A different Scout must complete each leg of the course. Patrols with less than 8 members may use members a second time after all other members have participated. They will be required to complete the course to see how close they get to their actual “claim”. Upon completing the course, one patrol member must retrieve the cement block from their sled. The Patrol must then stake their claim by placing their patrol flag in the cement block located where they think their claim is. There will be several different courses to help eliminate copying of other patrols. Scores will be determined by the distance of the placement of the patrol’s flag from the actual location of the “claim”. Total time to complete the task will be used as a tie breaker.

Rope Toss, Log Lift Challenge

This is a timed event. The patrols begin the challenge with a 50 foot length of rope, coiled and ready to throw. The rope is thrown over a cross spar. If the throw misses the mark, the Scout recoils the rope and throws again (after 3 unsuccessful attempts, another patrol mate may assist). If the throw is good, he uses the end of the rope he is holding to tie a *Clove Hitch* on the stake next to where he is standing. Next, the Scout moves to the end of the rope that was thrown over the crossing spar and uses it to tie a *Timber Hitch* around a short length of log (about 4”-6” in diameter and 4’ long). The Scout then ties a *Half Hitch* around one end of the log. To complete the challenge, he moves to the part of the rope between the stake and the upright structure and ties a *Sheep Shank* to shorten the rope enough to suspend the log above the ground. The Scout then claps his hands five times. The log must stay suspended for five claps of the hand at which time the clock is stopped and the time recorded. This is a timed event with the individual Scout times being added together and averaged for a total average time per scout (total patrol time / no. of scouts in patrol = average time per scout or “patrol time”).



Additional Activities:

Winter Theater

Every Troop is encouraged to have a skit at the campfire on Saturday night. Most importantly...**EVERY** skit must contain something about snow or the winter time! It’s time to get creative with a new skit or by reworking some of those old skits that we see every Camporee. Costumes are encouraged. **Skits will be included as part of the final score to determine the Wood District Surviving the Ice Age Patrol Camporee Champions.** Only one skit per troop will be allowed. All patrols competing from that troop will receive the score from their troop skit. An award will be given for the best and most original skit.

Awards:

- Surviving the Ice Age Snow Snake Champions
- Surviving the Ice Age Snow Volleyball Champions
- Surviving the Ice Age Crosscut Saw Relay Champions
- Surviving the Ice Age Biathlon Champions
- Surviving the Ice Age Roundup Champions
- Surviving the Ice Age Sled Race Champions (Two divisions: 13 and under and 14 and older)
- Surviving the Ice Age Broomball Champions
- Surviving the Ice Age Rope Toss, Log Lift Challenge
- Surviving the Ice Age Gully Crossing Champions
- Surviving the Ice Age Staking a Claim Champions
- Surviving the Ice Age Patrol Champion – Top combined events points
- Surviving the Ice Age Theater Award – Best winter themed skit
- Surviving the Ice Age Participation Plaque

Essential Sled Items for Each Patrol:

- | | |
|---------------------------------------|---|
| • Passport | • 1 log 4”-6” in diameter and 4’ long |
| • Ziploc bag for storing Passport | • 8-12 foot ropes (4) |
| • 1 cement block | • Compass |
| • Snow Snake | • Energy snacks for morning and afternoon |
| • Snow Shoes | • Mug or cup for each patrol member |
| • 1 bag of mini-marshmallows | • 5 gallon bucket with lid for storage |
| • Scout Book | • Patrol flag mounted on a stick or stave |
| • Patrol first aid kit | • Means of securing all equipment |
| • Blindfold for each member of patrol | |
| • 50 foot rope (1) | |

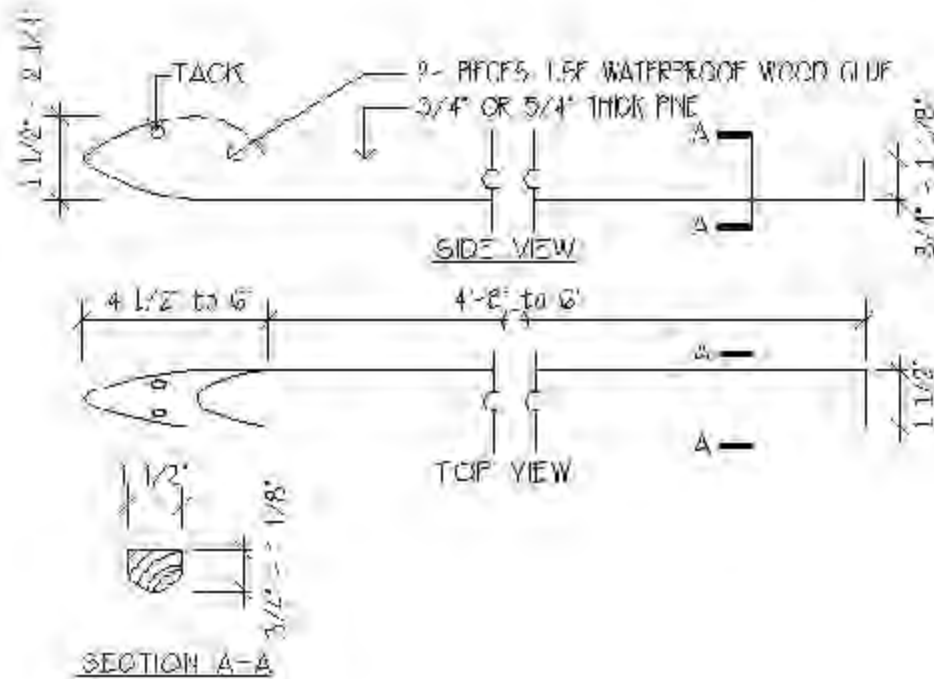
Snow Snake Construction

History: Snow snakes were a Seneca Indian sport of strength and skill. The game was simple. Slide a long smooth stick along a trough in the snow the farthest. This required not just strength, but an accurate eye and great skill at placing the snake properly in the trough to enable it to travel the maximum distance.

Snow snakes were between 5 and 9 feet long and were made of hickory, maple or walnut wood. They were superbly designed for speed and, if skillfully handled, traveled with the velocity of a loosed arrow. To give the stick sufficient weight, its conical head was enlarged and beveled up in the shape of a snake's head.

The trough was made by dragging a smooth debarked log lengthwise through the snow several times until the trench was about 1500 feet long and at least 10 inches deep. Any number could play the game individually or as team members. In addition to active participants, each side also had snake "doctors" who cared for the sticks, rubbing them with "medicine" (beeswax or animal oils) to reduce their friction. Contests were judged by umpires who made certain the rules of the game were strictly observed.

Materials Needed: 3/4" to 5/4" thick hardwood or pine board 6' 6" long and 1 1/2" wide, wood glue, brad nails



Construction: The snake is six foot long and about 1 1/2 inches high at the 4 to 6 inch long head. There is a smooth notch for a finger at the end of the stick. The head of this stick is carved in the shape of a snake, with eyes and a mouth. The underside of the head should curve up like a ski. The eyes of the snake were often weighted. The rounded head allows the snake to pass easily over the snow. The bottom is rounded and the top behind the head is flat. Decorations and carvings should be done on the non-sliding surfaces. To construct, cut a 6" piece off one end of

the stick and attach to the top as shown above. Shape the head of the snake with a wood rasp and sand paper. Be careful not to make it top heavy! Paint and decorate the "snake". Carve or shape the snake with a wood rasp and sand paper. Be careful not to make the top too heavy. Paint and decorate the snake. Polyurethane, gloss alkyd or latex paints all work well. Use several coats of auto wax for a highly polished surface.

The Trough is made by dragging a smoothbarked 10 inch diameter log lengthwise through the snow packing it firmly and removing any protruding objects. The track should be 100 to 150 yards long. Setup wooden stakes at 100' intervals along one side of trough and label distances from start line. Use a 100' vinyl measuring tape to measure between stakes. If sub freezing conditions exist then the trough can be hand sprayed with water an hour before competition.

The Game: Scouts throw a six foot long hand crafted stick from a starting line into a hard packed snow or ice trough. Javelin thrown snakes and snakes not gliding in trough are disqualified. Practice throws are not allowed in the competition trough. You will have to go elsewhere to practice. Each Scout's best of TWO throws in the competition troughs will count towards the patrol score. If you chose not to make a snow snake, you may still compete with a Scout stave. But do not expect much of a score for distance, as they tend to "dig-in".

Throwing a snow snake effectively requires both strength and accuracy. The arm movement is a cross between a baseball side-arm pitch and a bowling delivery. With one finger on the tail of the snake and the other hand balancing the forward portion of the stick, the player leans toward the ground (see illustration) before taking a few steps toward the prepared track. With a flick of the arm and wrist, the player sends the stick down the track.



WOOD DISTRICT SURVIVING THE ICE AGE WINTER WEEKEND REGISTRATION FORM

Troop Number and Town: _____

Scoutmaster: _____

Senior Patrol Leader: _____

Patrol Rosters:

Patrol Name	Patrol Name	Patrol Name
Patrol Leader	Patrol Leader	Patrol Leader
Patrol Members	Patrol Members	Patrol Members
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8

Adult Participants:

1	4	7
2	5	8
3	6	9

Registration Fees:

Total Youth Participation _____ X \$10.00 = _____

Total Adult Participation _____ X \$10.00 = _____

Total Fees Due: _____

ACTIVITIES AND CIVIC SERVICE COMMITTEE GUIDE



BOY SCOUTS OF AMERICA®

Activities and Civic Service Committee Guide



BOY SCOUTS OF AMERICA®

**Activities and civic service are important responsibilities of the program function—one of the four major functions that every district and council must fulfill in order to provide successful Scouting within its boundaries. These four functions are described more fully in two basic references:
The Council, No. 33071, and *The District*, No. 33070.**

Contents

The Program Function of Activities and Civic Service	2	District Committees	15
The Council Activities and Civic Service Committee	3	Personal Visits	15
The District Activities and Civic Service Committee	6	Theme Activities	15
Committee Responsibilities	6	Unit Program Planning Conferences.....	16
Committee Operation	6	The Event Committee	17
Your Chair.....	8	Preliminary Planning.....	17
How the Council and Districts Work Together	9	Work Plan	17
Balancing Activities.....	9	Organizing the Committee.....	17
Competitive Skill Events	9	Program	17
Civic Service Activities	9	Promotion	17
Display Events.....	10	Staging	17
Scouting Anniversary Week.....	10	Judging and Awards.....	19
Special Note on Competition	10	Physical Arrangements.....	19
Be Creative.....	11	Health and Safety	19
How to Plan an Activity Program.....	12	Finance.....	19
Planning in Detail.....	12	Ticket Sales	19
Unit Leaders' Activities Poll	13	Public Relations	19
Using National Programs.....	14	On-the-Spot Leadership	19
Getting Unit Participation	14	Follow-up.....	19
Printed District Calendars.....	14	Events Involving Units from More Than One Council	20
Activity Summary Sheets.....	14	Civic Service Activities.....	21
Council and District Bulletins.....	14	Why Community Service Is Important	21
Special Releases and Instructions	14	Criteria for Selecting a Project	22
Unit Program Planning Charts.....	14	An Idea Bank of Community Service Projects.....	22
Program Notebooks	15	How to Be Sure a Project Teaches Citizenship	23
Roundtables.....	15	Project Ideas.....	25-30
Special Rallies	15	Reminders for District/ Council Scouters.....	30
Commissioners.....	15		

The Program Function of Activities and Civic Service

Scouting means doing.

Scouting means doing. Everything in Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing is designed to have boys and young men and women doing things. And so, Scouting is activities.

But most activities are kept within a single pack, troop, team, crew, or ship. You are not directly concerned with these.

Your role is with the big activities that involve more than one Cub Scout pack, Boy Scout troop, Varsity team, or Venturing crew. It may be a district event such as a camporee; a council event such as an arena show or exposition; or a nationwide event in which your council and its districts take part.

In such events, your leadership is essential. When the word “activities” is used in this booklet, it refers to the type of Scouting event that involves two or more Scouting units, usually the entire district or council.

The Council Activities and Civic Service Committee



The council activities and civic service committee, like the other council committees, has the primary responsibility of helping units succeed. If your committee does its job well, youth will have happier experiences in Scouting. The council activities and civic service committee responsibilities are:

Four members of the committee should be selected to handle four basic categories of council activities:

- Display events (Scouting shows, shopping mall shows).
The more visible, the better.
- Competitive skill events
- Civic service projects
- Scouting Anniversary Week celebration

Each of these Scouters should recruit enough people to help with his or her particular kind of big activity. (See Figure 1 on page 5.)

1. Set policies and procedures for activities.
2. Set goals for activities.
3. Plan and run councilwide activities.
4. Submit a budget to the council finance committee.
5. Promote activities and civic service events in and for units.
6. Establish guidelines for coordinated district activities such as camporees, recognition dinners, etc.

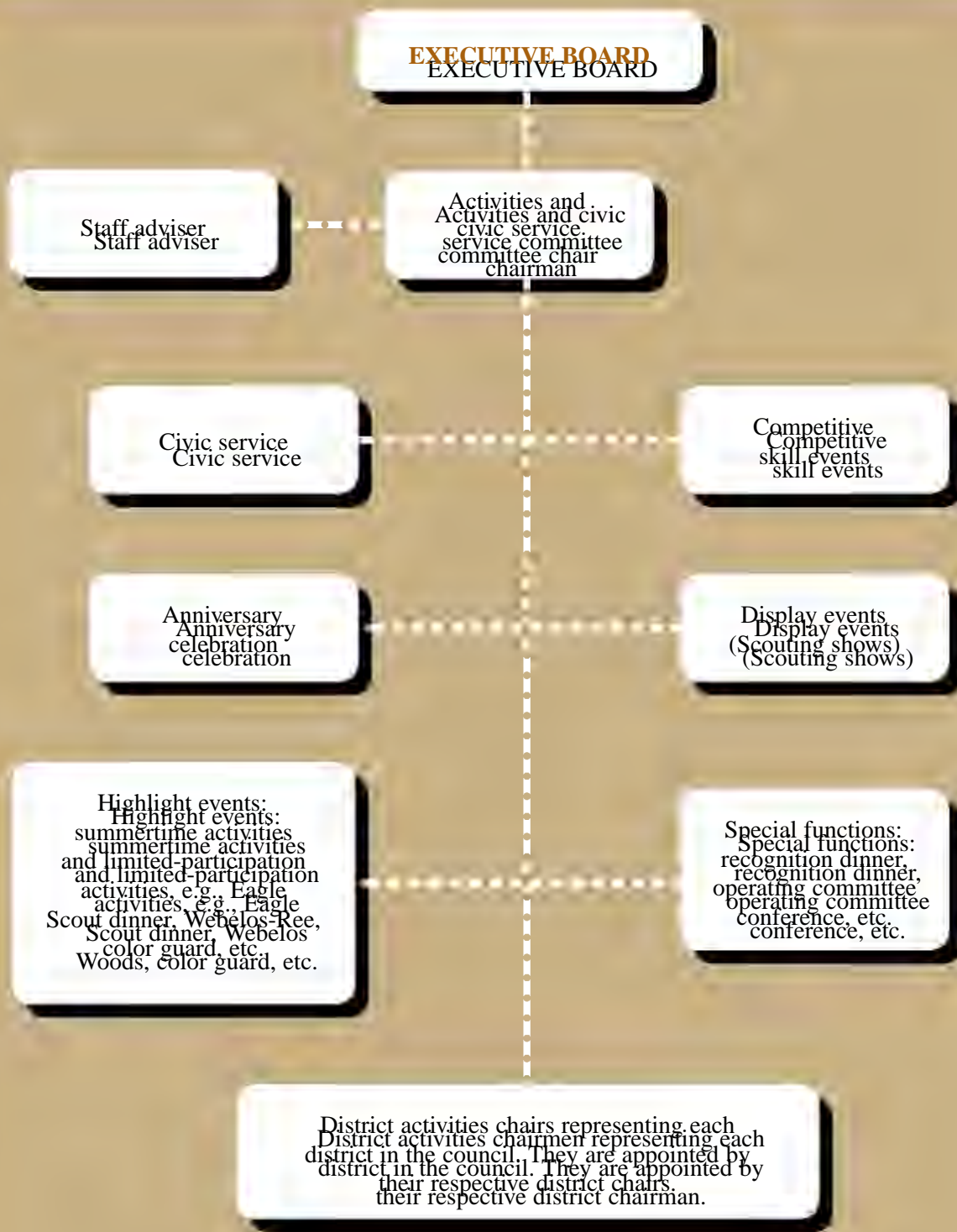
The council activities and civic service committee, then, has two different kinds of jobs: (1) It must make broad outlines of program plans, costs, and goals; and (2) it must carry out these plans down to all the details for each activity that is councilwide or requires council coordination.

Your committee membership should reflect two kinds of responsibilities: (1) It should be headed by community leaders with a keen appreciation of the value of Scouting and much experience in Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing; and (2) it should include people with specialized talents—display artists, entertainers, radio and TV program people, conservationists, sports players, etc.

Since your committee is responsible for a balanced annual program in the council, it not only schedules councilwide events but also gives leadership to the district activities committees or program teams as they schedule district events around the council schedule. Make sure districts don't plan an event so close to a council event that they will compete for youths' interest. **Also make sure that districts don't schedule so many activities that they will supplant the normal programs of units.**

In such events, your
leadership is essential.

Council and district activities should support and enhance
unit programs, not replace them.



The Council Activities and Civic Service Committee

Figure 1.

The District Activities and Civic Service Committee



A council is no stronger than the districts that make it up. The district activities and civic service committee or program team has two major objectives:

1. To carry out its part in councilwide activities. (The best-planned council activity will be a flop unless districts do their part in promoting it and making it a success.)
2. To supplement council activities with other activities on a district basis.

Committee Responsibilities

It is the responsibility of the activities and civic service committee to support units through the plan, promotion, and operation of multi unit events that supplement, but do not supplant, unit program.

A district activities committee does the following:

1. Plans and promotes a well-balanced schedule of district events, and recruits teams to carry them out.
2. Decides how Scouting can become involved in selected needs and interests of communities in the district. Helps Scouting units take part in community service projects in such a manner that youth members learn qualities of good citizenship.

3. Plans and promotes service projects at a district and unit level.
4. Promotes and assists with the planning of council events (such as the council show or Eagle Scout or Silver Award dinner).
5. Promotes and carries out the district's share of national events (such as Scouting Anniversary Week or a national jamboree).
6. Conducts an annual poll of unit leaders to determine unit needs and interests for district activities.

Be sure the committee includes people familiar with Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.

Committee Operation

Council and district activities should complement one another. Each provides organized activities which are adventurous for Scouts.

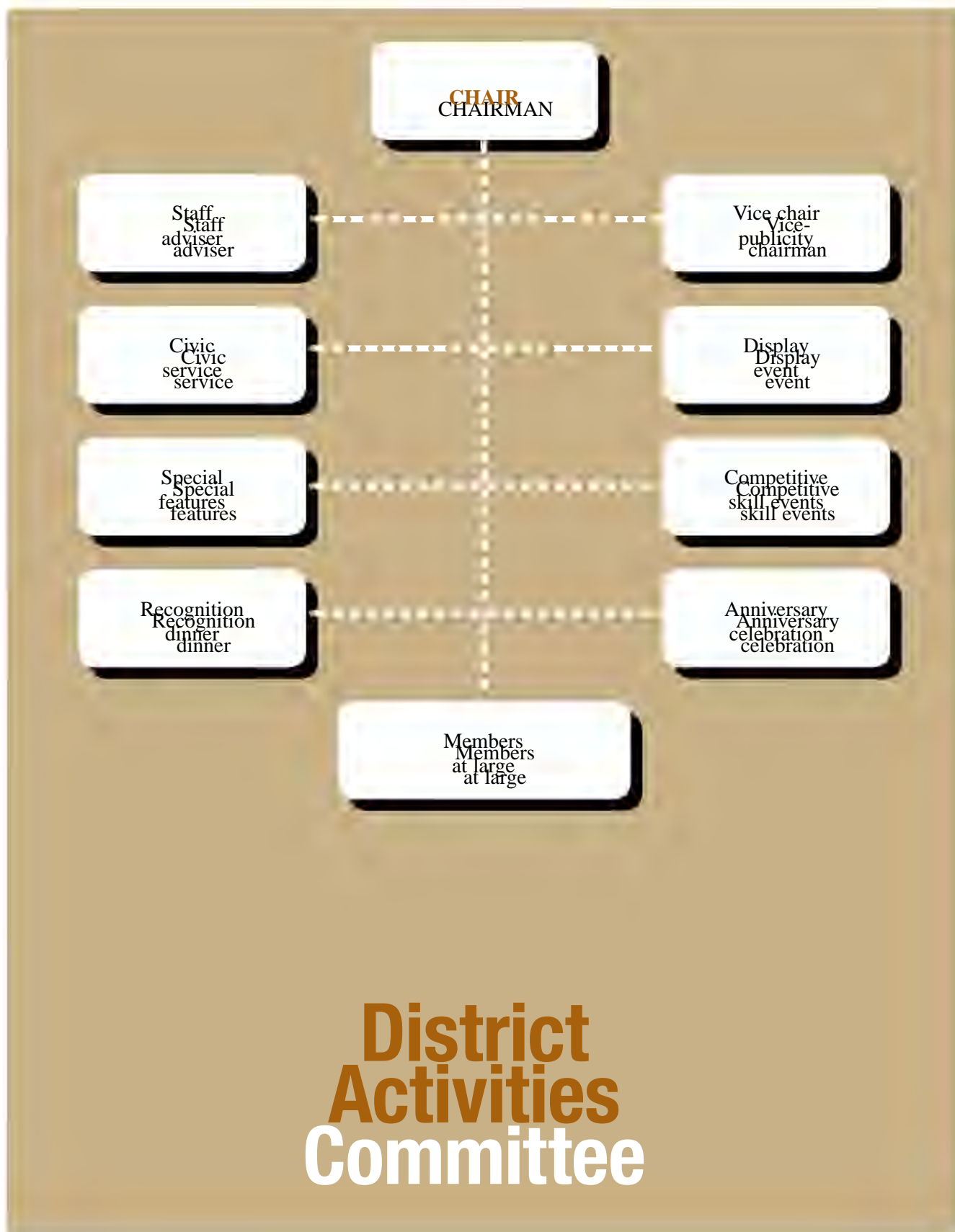


Figure 2.

In planning and conducting districtwide activities, you interpret and dramatize Scouting for the public. In a sense, activities are public relations devices as well as special events for Scouting units. Knowing this, you can make activities not only serve Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing, but also promote community support for Scouting.

As you get involved in planning and running an activity, you'll find that you need support from district or council professional Scouters, other district Scouters, and unit volunteers. Don't expect to do everything. Scouting is a network of cooperating volunteers and professionals. Ask for cooperation and use the network.

In the fall, probably November, your committee must plan the coming year's district activities. In addition, the committee should check on the schedule for upcoming council activities.

Overall coordination is the duty of the committee chair. Other committee members are responsible for specific district activities or your district's part in the council recognition dinner, the anniversary celebration, the councilwide Scoutorama, etc.

Specific event chairs and committee chairs are recruited with a starting date and an ending date specified for each event. The organization chart, Figure 2, shows the makeup of the district activities and civic service committee in most councils.

Your Chair

The chair gives leadership to the district activities and civic service committee and moderates committee meetings during the committee breakout sessions of the monthly coordinated district committee meeting. Moreover, the chair is responsible for recruiting, organizing, and training enough committee members to carry out the activities function of the district. (See Figure 2 on page 7.)

The chair helps the council plan its activities. He or she is the link between your committee and the council, and represents you on the council activities committee. This Scouter meets at least once a month with the district executive for a briefing and to review plans for current and future activities.

The four basic categories of activities:

- Competitive skill events
- Civic service activities
 - Display events
- Scouting Anniversary Week

How the Council and Districts Work Together

To ensure a coordinated, well-balanced program, the council activities committee must draw up a master plan for a year of activities. Each district makes its input into the master plan through its chair. Unit leaders also have a voice in the master plan through the annual activity poll.

When the master plan is completed, each district activities committee plans for its part in the council plan and, also, supplements it with district activities.

The master plan system benefits the council, its districts, and units. From the council and district point of view, this plan:

- Avoids last-minute announcements of council and district activities—an irritant to unit leaders.
- Gets more participation from youth, parents, and leaders because the units are given plenty of time to incorporate council and district events in unit plans.
- Permits good timing of big activities, with less likelihood of scheduling too many or too few.
- Improves the quality of council and district activities because project or task force members can be assigned well in advance and there is more time to recruit experts whose special skills may be needed.

From the unit point of view, the master plan system:

- Lets the unit incorporate council and district activities into its annual plan.
- Suggests challenging unit programs leading up to each council or district event.
- Avoids clashes between unit plans made long in advance and spur-of-the-moment plans for council and district activities.
- Helps units give their Scouts a well-rounded, adventurous program.

Balancing Activities

There are four basic categories of council and district activities that potentially can involve all units. In addition, there are smaller events that involve selective participation, such as recognition dinners, conferences, Webelos-Ree, and Eagle Scout and Silver Beaver Award dinners. Each has well-defined purposes. The council master plan should

provide for one activity per year in each of the **four categories**—**competitive skill events, civic service, display events, and anniversary celebrations.**

COMPETITIVE SKILL EVENTS

These are activities designed to help boys improve their skills. They also prepare boys to strive for continual self-improvement in adult life. In this category are events such as a camporee, rally, bike rodeo, first-aid contest, klondike derby, advancement hike, Quest sports event, swim meet, or whatever else you can think of that meets the aims and purposes of Scouting.



CIVIC SERVICE ACTIVITIES

Service projects are often coordinated to include more than one unit. The important objective is to help youth learn specific qualities of citizenship through service to others.

You might choose a project to serve in any of these areas: children, Scouting for Food, senior citizens, safety, conservation, emergency service, recreation, hospitals,



improving the community physically, helping community government, taking part in celebrations, or emphasizing historical, patriotic, or international heritage.

Any activity you select or create must have a definition and purpose, be real to the Scouts, involve them through democratic processes, require some kind of preparation from them, become a significant action, and be compatible with the objectives of the Scouting movement.

The committee should monitor all unit and district service projects and make sure that the results are entered into the Journey to Excellence service hours website so that proper points can be earned in the Journey to Excellence program.

DISPLAY EVENTS

This type of activity shows the community what Scouts can do and helps youth to develop poise before an audience. Scouting skills become polished for such demonstrations, too. It interprets the current council, district, and unit program.



Plan these in the most public places possible so the general public can see the value of Scouting.

Here you might choose a booth show where the public walks from booth to booth, an arena show where the show is performed before a seated audience, a combination of the two, a camporee-show combination, a Scout parade that develops a theme or story as the parade passes, a shopping mall show, and so on. Make generous use of the Display Award, No. 7119.

SCOUTING ANNIVERSARY WEEK

This annual activity marks the birth of and focuses attention on the Boy Scouts of America. You can capitalize on the national news and publicity that runs during February. Project a good Scouting image and explain its purpose. This also sets the climate for the annual Friends of Scouting campaign.

SPECIAL NOTE ON COMPETITION

It is a long-standing policy of the BSA that competition, reward, and recognition in Scouting are based on youth reaching a standard of excellence and not on a championship/winner-takes-all system. This youth development practice in Scouting is based on the doctrine "On my honor, I will do my best," not "We will beat the other team at all costs." This Scouting principle motivates youth to reach their maximum potential, to help others to reach their personal best, and to expand the sense of Scouting fellowship.

Competition at national jamborees, council events, district activities, and in unit program and individual youth member achievement is that in which all who can match an established standard can be declared winners. (This is not to discount patrol competition in the troop where the Scoutmaster can observe week-to-week progress of patrols and adjust interpatrol activity for all to benefit.)

District and council activity committee members should help others throughout the council to understand this important Scouting tenet.



You might have rededication ceremonies, a Scout parade, a Scouter recognition dinner, a Scouting community leadership day, Uniform Day, window display contest, a Boy Scouts of America rally, pilgrimages, shopping center demonstrations, Scout “courtesy” recognitions, report-to-the-community ceremonies, or non-Scouting community programs. Encourage religious service attendance in uniform, speakers at service clubs, etc.

Remember, each year hold one event chosen from each of the four categories. Get a seasonal spread and have an event each quarter. Never hold two major events closer together than seven weeks.

This balanced activities approach is a good way to measure your plans. If you have proposed too many events, the excess ought to be cut from the events that duplicate one category. If you have too few, suggestions ought to fill the categories left out.

Remember, the council activities and civic service committee is responsible for all council activities; the district activities and civic service committees are responsible for the district programs; and unit leaders have a voice in both.



Be Creative

When you’re planning a public performance, include people whose jobs demand imagination and creativity—public relations counselors, display managers, writers, drama teachers, radio and TV programmers, and people whose hobbies reflect creativity—service club program chairs, amateur theater group members, and so on. Challenge them to come up with as many different program ideas as they can. You can later select the best ones for final consideration. Remember to think big and involve specialists. Pay particular attention to the following specific points:

- Ceremonies at the beginning or end.
- Use of flags (each unit has two; dens and patrols have their own).
- Scripts and rehearsals for smoothness.
- Scenery and equipment, if needed.
- Make your own stage if you have to, but be sure the entire audience can see clearly.
- Adequate lighting, if the event is indoors or at night.
- Audio (install it if you have none already set up). Slides, videos, or PowerPoint, using rear-screen projection, if possible.
- Music or background effects.
- Build what’s needed to carry out the staging.

The larger the event, the harder youth members and unit leaders will try to improve their parts. Large events also attract a large audience and make Scouting exciting and colorful. **Whatever size the program, though, it helps bring Scouting out from behind the meeting doors and away from the secluded campsite into the public eye.**

Remember to think big.

How to Plan an Activity Program



Completed annual council and district activities programs are due in the hands of pack, troop, team, and crew leaders before May 1. To meet these deadlines, follow the schedule below:

October: Executive staff drafts pencil copy.

November: Council activities and civic service committee develops tentative schedule; district activities and civic service committee conducts Unit Leaders' Activities Poll.

December: Council activities and civic service committee refines tentative schedule; districts plan their programs around this tentative schedule.

January: Council activities and civic service committee sets up the complete council activities program.

February: The executive staff fits this program with the other council dates on the calendar.

March: Council executive board reviews and approves the council calendar; calendars with both council dates and district dates are published.

April: Pack, troop, team, and crew leaders get the calendars.

Planning in Detail

The calendar obviously represents a lot of work. You must be wondering exactly what you must do. This elaboration should help you.

The pencil draft is a plan proposed by the professional staff of the council. It is a suggestion from which volunteers make the final decision. The pencil draft gives you something concrete to work on and saves you some time.

At the planning conference in November, the council activities committee lists traditional activities, reviews the pencil drafts, lists other possible events under the balanced activities categories, eliminates those that don't measure up, determines whether events will be councilwide or held by district, selects two or three in each type from those left, and lists them for consideration by unit leaders.

At the roundtable in November, the district activities committees or program teams get the unit leaders' opinions. Usually, there is an introductory presentation, after which the Unit Leaders' Activities Poll sheets are handed out. (See Figure 3 on page 13.) These are the sheets formulated by the council activities committee. Discuss the possibilities, let leaders complete the poll sheets, collect them, and turn them over to the council activities committee for tabulation and study. This roundtable might also be a good time for a short training topic on the six criteria for using unit civic service projects to help youth learn qualities of good citizenship.

In December, the council activities committee sets the final council events and dates.

Working from the list you made in November and from the Unit Leaders' Activities poll sheets, select one display event involving all Scouting programs, one competitive skill event for Scout troops/Varsity teams and one for Cub Scout packs, one service project for Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers, and a Scouting Anniversary Week celebration emphasis.

The December meeting in the district sets up district activities revolving around the council calendar and what

Unit Leaders' Activities Poll for the Coming Year

Check your preference in each of the following categories:



Cub Scout



Boy Scout



Venturing

• DISPLAY •

- ☐ Exposition booth show
- ☐ Arena show
- ☐ Combined booth and arena show
- ☐ Combined booth show and camporee
- ☐ Parades

- ☐ Exposition booth show
- ☐ Arena show
- ☐ Combined booth and arena show
- ☐ Combined booth show and camporee
- ☐ Combined arena show and Boy Scout encampment
- ☐ Parades

- ☐ Exposition booth show
- ☐ Arena show
- ☐ Combined booth and arena show
- ☐ Combined booth show and camporee
- ☐ Executive board demonstration or display
- ☐ Parades

• COMPETITIVE SKILLS •

- ☐ Pinewood derby
- ☐ Space derby
- ☐ Raingutter regatta
- ☐ Kite fly
- ☐ Bike rodeo
- ☐ Cub Scout field day
- ☐ Cubmobile derby
- ☐ Other

- ☐ Camporee
- ☐ First-aid contest
- ☐ California gold rush
- ☐ Klondike derby
- ☐ Roundup rally
- ☐ Swim meet
- ☐ "Operation Deep Freeze"
- ☐ Other

- ☐ Safe driving road rally
- ☐ First-aid skills meet
- ☐ Ironman competition
- ☐ Quest sports day
- ☐ Ranger day
- ☐ Sailing regatta

• CIVIC SERVICE •

- ☐ Book collection
- ☐ Chartered organization Good Turn
- ☐ Scouting for Food
- ☐ Toy collection
- ☐ Clothing collection
- ☐ Conservation project
- ☐ Bike safety event
- ☐ Other

- ☐ Chartered organization Good Turn
- ☐ Conservation project
- ☐ Scouting for Food
- ☐ Clothing collection
- ☐ Flag ceremonies
- ☐ Youth obesity prevention
- ☐ Not-for-profit shelters
- ☐ Other

- ☐ Chartered organization Good Turn
- ☐ Conservation project
- ☐ Scouting for Food
- ☐ Habitat for Humanity home build
- ☐ Violence-prevention forum
- ☐ Public fitness assessments and counseling
- ☐ Children's hospital service

• ANNIVERSARY •

- ☐ Shopping mall show
- ☐ Display contest
- ☐ Rededication

- ☐ Shopping mall show
- ☐ Display contest
- ☐ Rededication

- ☐ Shopping mall show
- ☐ Display contest
- ☐ Rededication ceremony
- ☐ Report to the mayor, governor, etc.

• OTHER •

- ☐ Other

- ☐ Other

- ☐ Other

Figure 3.

the unit leaders in each district requested on their poll sheets. Set all this information against the specific needs of your district.

In January, February, and March, the council activities committee's job is coordination and promotion. At the February meeting you have a chance to work with other council committees on major projects, and will be able to work out the details of sharing responsibility. When the council calendar is published in March, it should be divided by districts, so that each district gets a calendar showing its events and the council events.

Finally, at the April round-table, distribute calendars to leaders and take the opportunity to create excitement and enthusiasm for the coming program year. Try to help individual units plan their first meetings to take advantage of that enthusiasm.



Using National Programs

Frequently, there will be a national theme or Good Turn that you will want to incorporate into your council and district activities plans.

The Scouting Anniversary Week celebration of the Boy Scouts of America each February is nationally coordinated. It occurs annually in the week containing February 8. It includes special ceremonies with national youth representatives, members of Congress, and officials of the federal government. Councils, districts, and units have special programs in which Scouts and Scouters rededicate themselves to Scouting.

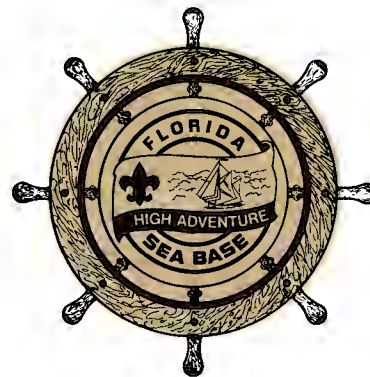
The national high-adventure bases for older Scouts are to be used by council or unit groups. They are:

- **Northern Tier National High Adventure Programs, Minnesota**
- **Florida National High Adventure Sea Base, Florida**
- **Philmont Scout Ranch, New Mexico**



In addition, a national jamboree is held every four years, and the Boy Scouts of America participates in world jamborees.

Promote special ceremonies for February 8, Anniversary Day. Encourage units to plan their programs around the national theme, particularly in February. Let a public-speaking contest uncover talent; you'll want speakers for service clubs, ceremonies, and so on. Plan your program to lead up to the national/world jamboree.



Getting Unit Participation

You want to involve every Cub Scout, Boy Scout, Varsity Scout, and Venturer in the district or council, depending on the scope of the event. That requires good promotion on your part.

Start to work with unit leaders when you hand out the district calendars. Follow-up bulletins, emails, council websites, special releases, signing up units for the events (if possible), and personal contact with the unit leader all lead to full participation. Following is a list of promotional tools and channels with brief comments on each:

Printed District Calendars. Calendars quickly and easily list the year's program and enable units to plan in advance. Comment on this when you distribute the calendars to unit leaders.

Activity Summary Sheets. On a separate sheet of paper for each event, distributed with the calendars, briefly describe the purpose, general program, benefits, attendance requirements, and so on. Use these to help you sell events to unit leaders.

Council and District Bulletins. These can be used to announce an upcoming event early. Continue using the bulletins to keep people aware of the plans and goals until the event is over and, later, of the contributions of those who planned and ran the activity.

Special Releases and Instructions. These allow you to get more specific than you have earlier. You might include signup sheets for units to complete and return.

Unit Program Planning Charts. Charts make it easier for units to list council and district events and see the year's program spread out.

Program Notebooks. Available when the calendars are released, notebooks give units ideas and information for preparing for some activities. Encourage units to use these to build up to the activities; it's a great way to get them involved in activities.

Roundtables. These meetings permit face-to-face talk with people you want to involve. Tell them why the event is exciting. Get them to ask questions about it, for that gets them involved in the program. They may see new ways in which it can help them.

Special Rallies. Rallies give you more time to present the plans, benefits, programs, and so on. They let the unit leaders give their full attention, and they may make the event seem more important.

Commissioners. When commissioners are briefed on the plans, they can pep up unit leaders at their regular visits. They also can point out how the activity will benefit the unit.

District Committees. District committees can get more people involved and get whole committees helping out on those events in which they have special interests.

Personal Visits. The commissioner will be in regular contact, but you should also visit personally with unit leaders. Assign activities personnel and special event participation committee members to visit selected units. Assign one member for every five units.

Theme Activities

An innovative theme, with the promise of fascinating adventures, sparks a Scout's curiosity and imagination. A theme can help increase unit participation in camporees and other district activities.



Unit Program Planning Conferences

Some councils and districts hold annual conferences to help unit leaders plan their unit programs. Such conferences are, naturally, ideal times for explaining council and district activities and for boosting unit support for them.

The prime purpose of these planning conferences is to show unit leaders how to plan their unit programs and to get them started on actual planning for the next 12 months. The secondary purpose is to explain the council services (leadership training, activities, advancement, camping, roundup, etc.).

Leaders from each unit are invited to attend. At the conference, various district Scouters discuss the council and district services and the activities planned for the next year. Then the commissioner staff takes over. Commissioners (preferably one per unit) meet with unit leadership to help plan their unit's program.

Careful planning and preparation, beginning three months before the conference, are necessary to ensure maximum attendance and effectiveness.

The following schedule is recommended for a council that holds a conference in each of its districts over a two-week period:

3 months before first conference date Formalize plans.

8 weeks before Visit district commissioner staff meetings to interpret programs and make assignments. Commissioners begin calling on units to promote attendance at the conference.

3 weeks before First-reply postcards due back from units, reporting probable attendance at conferences. Send reminder emails.

2 weeks before Recruit "presiders" (one per unit, if possible) for individual planning sessions at the conferences. Presiders are unit commissioners.

1 week before Second-reply postcards due from units. Send reminder emails.

2 days before Training for presiders.

Conferences May be spread over two weeks. Commissioners should follow up on units not represented and arrange to help them plan.

The commissioner's role is crucial to the success of the council or district conference on unit program planning. He or she is responsible for:

- Recruiting leaders from each unit to attend the conference
- Reporting on the number and names of unit leaders who will attend
- Attending presider training
- Presiding at a unit planning session during the conference

The Event Committee

Each activity, whether for the council or a district, should be run by a committee that is solely responsible for the particular activity. If the event is councilwide, an executive staff member will be assigned to work as adviser to the committee; if it is districtwide, the district executive will act as adviser.

The staff adviser and event committee chair, who is assigned from either the council or the district activities committee or program team, are the core of the event committee. The event chair sets up the rest of the committee and is responsible for seeing that everything gets done. (See Figure 4 on page 18.)

Preliminary Planning

The first thing you do as an event committee chair is get all the information you can about the kind of activity you are planning. At this point, you will be working with only the staff adviser.

If a similar event was held last year, study the file on it. Review the council's file of activities ideas. Take advantage of the resources of your staff adviser. When you have completed your preliminary planning, prepare a new description of the event, including its purpose. You may want to start from the activity summary sheet that was handed out with the calendar, but this version should take into consideration anything you learned from your research.

Work Plan

You should next secure a work schedule of all the preparatory steps that need to be taken before the activity can be held. This can be developed from the professional's work schedule. Tools are available for the process of backdating.

Schedules spark efficient planning and keep others aware of how plans are progressing. By helping the event chair and adviser budget their time, you help them keep enthusiasm that might be lost planning a project that seemed unmanageable. Keeping district Scouters aware of the deadlines and target dates increases interest in the program.

Organizing the Committee

Now you need to get help with the job:

- **Get a few district activities Scouters.**
- **Use the help of other related organizations, if their talents and activities are appropriate.**

- **Recruit people with the talent and skills you need.**
- **Be sure you have enough help.**

It's your job to be sure that your committee is doing its job; failure by one person can ruin the entire activity. Have a written job description for each member. You may need only to keep in touch with these people, or you may need to convene the whole committee to keep things going. Be prepared to replace people if their job is not being done. In short, recruit the best people you can.

Generally, the committee is composed of subcommittees, each with its own chair. However, not every subcommittee is needed for any one event.

Program. This subcommittee establishes the theme on which the event, its preparation, and promotion, centers. It develops a story line that is appropriate, working in ideas that units have submitted. It then details the program into events or acts, the number of units to take part, where and how they are to be arranged, what facilities and equipment will be needed, who is in charge of each portion of the activity, and what the timing of each part will be.

Promotion. The responsibility for getting every unit involved belongs to the promotion subcommittee. How the members contact the units is up to them, but they certainly should use the promotion experts of the district activities committee or program team and the commissioner staff to get participation by unit leaders.

They should keep a running record of units signed up and keep after those who aren't. Getting information and applications to the leaders, handling the applications which come in, and keeping the program committee aware of the participation figures are their responsibilities.

Staging. For arena shows and recognition dinners, you'll need a staging subcommittee to prepare the final script, recruit the cast, and arrange the stage traffic. They take the story line and add narration (as little as possible) and sound and lighting (as much as can be well-handled). To select the cast, assign program segments to Scouting units that will select the individual youth. Give key units the most difficult parts. Special groups like Order of the Arrow dancers or crews that do living history may be needed. Except for special parts, hold rehearsals by units. Have a walk-through for the key people on the show site before the show opens.

Arranging the stage traffic involves setting up the stage or performance area, having it clearly marked, having a large, well-identified crew, allowing for the flow of actors on and off the performing area, and providing adequate backstage space and entertainment for actors awaiting their cues.

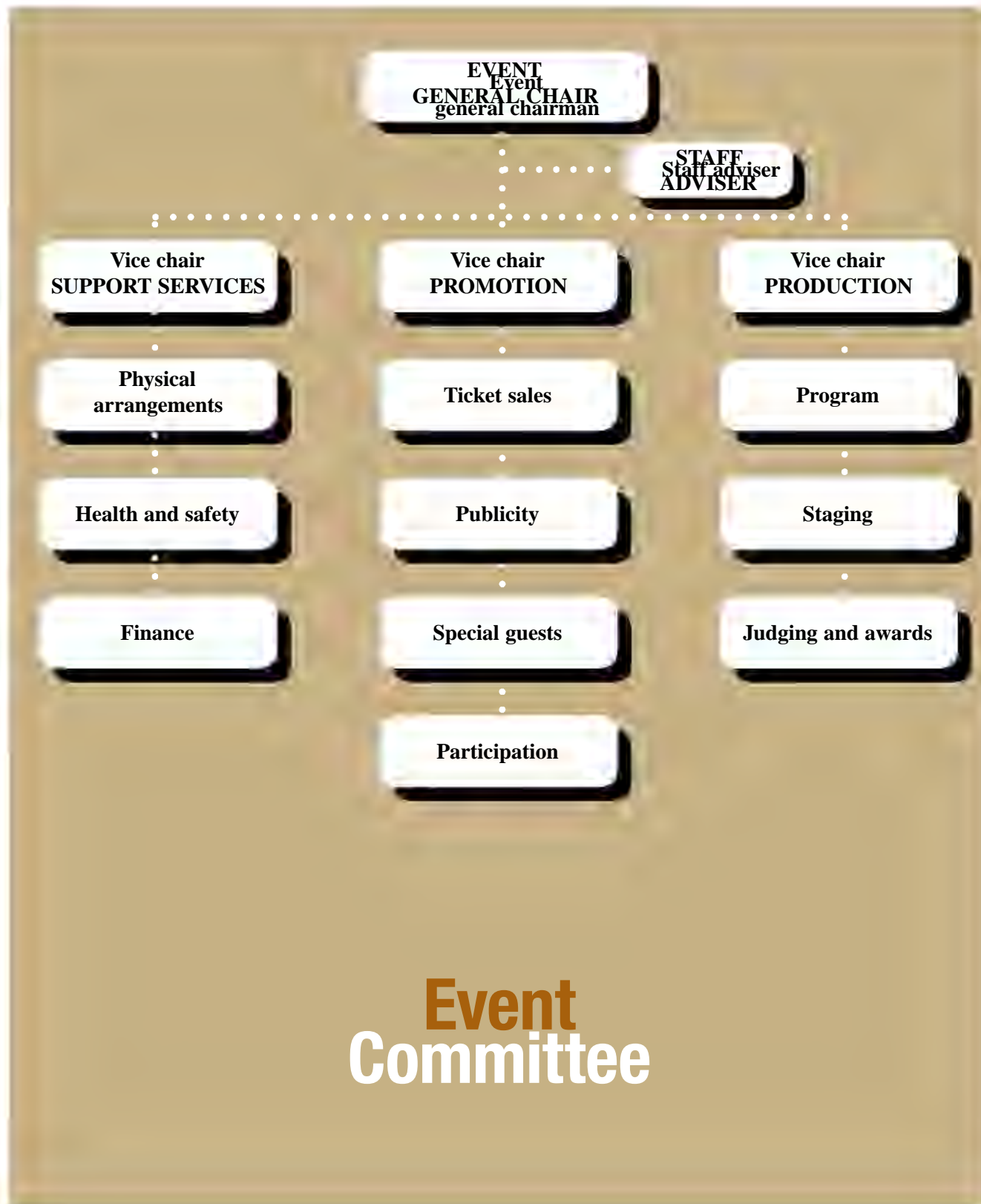


Figure 4.

Judging and Awards. This subcommittee, which might involve an outside group such as a service club or veterans' organization, follows a rating system that is widely publicized to recognize all participating units.

Physical Arrangements. This subcommittee is responsible for the event facility and all the physical properties needed. If needed, 24-hour guard duty is your responsibility. Lighting, loading and unloading of equipment, and distribution of printed programs are also your responsibility.

Health and Safety. This subcommittee must clear fire-control measures with the fire department or any other regulatory agency; clear traffic control with police; arrange for parking; run a first-aid station; arrange for safety control in all areas; and provide and supervise a service corps to handle crowd control, lost children, and so on. This job requires both clear thinking and an ability to work with authorities on meeting the regulations. The importance of this job cannot be stressed too much.

Finance. Setting the budget is a critical responsibility. Rallies, camporees, and other types of events should not produce much profit, but they should be budgeted to control expenses. Any income earned should be used to expand the program services of the council and to increase youth membership, although this decision is up to the executive board.

Income probably will come from participation fees, profit from concessions, and ticket sales. Expenses might include rent for facilities, printing, postage, PA system or sound or music, equipment rental, stationery and supplies, awards and prizes, commissions (if tickets are sold), and support services. Be sure you have arranged for adequate insurance coverage. Be sure you exercise budgetary control and audit the final statement.

Ticket Sales. Such a subcommittee is involved only for income-producing activities. You must develop a sales organization on council, district, and unit levels using youth as salespeople. This means printing tickets and sales material; providing incentive to the youth, unit leaders, and district ticket sales committee; setting up a system for accounting for unit returns so they can get their cash commissions; following the progress of unit sales; and encouraging sales through emails, notices, and the commissioner staff visits with units.

Public Relations. This subcommittee is responsible for inviting, through letters and personal contacts, the special guests of the activity. Arrange for their reception and provide Eagle Scouts, Arrowmen, or similar guides to escort them.

You must publicize the event ahead of time if the public is to attend, and while it is going on and afterward, whether it is open to the public or not. Remember that Scouting

activities help sell the Scouting program to the community. It's up to the public relations subcommittee to make the public aware of the event. You might use newspaper stories, photos, or editorials; radio spots or interviews; TV spots, interviews, demonstrations, panels; posters in windows or cars; billboards; signs at the site; announcements or talks by youth for service clubs and other organizations; the Internet; parade or motorcade; and windows and in-store displays at local Scouting distributors.

Give local units guidelines on running their own campaigns. Prepare copy for all releases. Arrange for photographs of preparations and for photos or videos of the actual event. Arrange for media coverage and set up a reception area for the press at the event.

The printed program for the event is also your responsibility. Programs in which you sell advertising space should be carefully considered. Many are so complicated and expensive that they will probably only cost money in the end and may hurt other council finance efforts.

On-the-Spot Leadership

The activity may be directed by the chair of the event committee or by someone recruited because of his or her special talent. For a large activity such as a Scouting show, an executive staff member may be a director. In any event, such a staff member should be there during the entire activity.

Follow-up

Prepare thank-you letters ahead of time and mail them the day after the activity. Hold a critique of the activity and make recommendations for next time. Compile a workbook of all materials you developed and used. File all this post-event information in the council files for reference next time around.

Events Involving Units From More Than One Council



There are occasions when units conduct activities or events that involve other units.

Units that wish to host events involving other units must have the approval as outlined below. This includes events for packs, troops, teams, crews, and ships from the same council; neighboring councils; the same region; or other regions.

1. The proposed unit event must contribute directly or indirectly to the strengthening of participating units' program.
2. The proposal, including a written statement of the objectives of the event, must be submitted to the local council Scout executive for approval.
3. If units from councils within the same region will be involved, the Scout executive must then forward the proposal to the region for its approval.
4. If units from other regions will be involved, the proposal must be forwarded to the appropriate division of the national office for review and approval.



Civic Service Activities



From its congressional charter in 1916 to its present vision statement, the Boy Scouts of America has embraced training young people in citizenship as one of its primary purposes.

Many Scouting units, however, may not regularly plan community service projects as part of their program. They need prompting; they need guidance; and they need recognition—and that's a job of the activities and civic service committee. **The district activities and civic service committee is literally the conscience of the district for practical citizenship training projects for youth members.**

Why Community Service Is Important

Scouting has a unique opportunity and responsibility to teach better citizenship to American youth.

1. Community service projects are the most important way to teach good citizenship because they are an active involvement in which most all of a youth's senses are engaged, not a passive condition of only listening.

2. Many youth are finding it increasingly difficult to find meaning and satisfaction in life. Young people are seen as a liability on the family budget instead of an economic asset as in the early part of the 20th century. Youth may see the world as a place that is already shaped, is beyond their influence, and where they are, for the most part, not needed.

One of the great contributions of Scouting service projects is to provide youth with major areas of life which they can shape and where their ideas are listened to and valued. Service projects are activities that make youth feel competent and capable.

The district activities and civic service committee is literally the conscience of the district for practical citizenship training projects for youth members.

Journey to Excellence provides a super framework for council, district, and unit service projects. Make sure that all service projects are entered on the service hours website.

3. Amid an atmosphere of cynicism for public life and government office, Scouting service projects can help youth have a more positive experience in civic participation.
4. More than any past generation, today's youth need good adult role models outside of the home. Scouting provides additional role models of law-abiding citizens involved in their communities. Scouting members learn to take responsibility in the civic arena by working side by side with these role models.
5. In a cultural environment that places heavy emphasis on material things, Scouting service projects place emphasis on the value of human individuals and "helping other people at all times."
6. One of the most important functions of a good Scout unit is giving youth a much-needed sense of belonging. Unit service projects deepen this function by giving not only youth members, but the entire unit a greater sense of belonging to their communities.
7. Service projects help foster community pride.

Criteria for Selecting a Project

Youth and adult leaders should be guided by the following considerations as they select civic service projects for units, districts, and the council:

**Be Real
Be Clearly Defined
Know Your Purpose
Be Democratic
Be Informed
Be Action-Oriented**

1. The potential of a project for teaching youth about the responsibilities of good citizenship is the most important factor in project selection. It is the prime end result of our efforts.
2. Some degree of existing interest in the project by unit adults or Scouts is important for a project.
3. Strong consideration should be given to projects that can impact needs and problems in the communities where unit members live. District Scouters can help units be alert to things of local public concern.
4. Youth interest is a factor but can best be stated as a project in which youth interest can be aroused by skillful leadership. Encourage Scouts to keep their eyes open for opportunities to be of service to their neighbors, communities, organizations, and the environment.
5. Good projects are often ones that can be carried out in collaboration with other organizations in the community or that can be linked to some existing effort.
6. Selecting projects with a realistic expectation for completion is important for achieving the learning outcomes for youth.
7. The opportunities for fun, group fellowship, and the use of Scouting skills are other factors to consider.

An Idea Bank of Community Service Projects

Ideas should be kept in a bank based on their popularity and further potential for teaching qualities of good citizenship.



How to Be Sure a Project Teaches Citizenship

How a community service project is carried out is far more important than the nature of the project itself in determining whether young people learn citizenship.

The following six criteria will help ensure that a project actually teaches qualities of good citizenship:

1.

BE REAL—THE PROJECT MUST BE REAL FOR YOUTH MEMBERS.

It must deal with situations that youth can see, that they understand, or in which they can easily become interested.

Real problems that need attention by people acting as citizens either of their group or their community provide the best project ideas. A civic service project is not real if youth regard it as a “make work” kind of project, if it involves doing something artificial, or if it does not really need to be done. One of the things that can make projects real is the actual evidence of people in need of help or problems needing solutions.

2.

BE CLEARLY DEFINED—YOUTH AND THEIR LEADERS MUST KNOW WHAT THEY ARE GOING TO DO.

A project must have a clear beginning and ending with logical steps in between. This kind of focus enhances the reality of the project for youth and makes it more manageable for them. A project is not well defined if youth are not clearly aware of what steps will be taken, who is to take the steps, and when the steps are to happen.

3.

KNOW YOUR PURPOSE—YOUTH MUST KNOW WHY THEY ARE DOING THE PROJECT.

Leaders should know what specific citizenship knowledge or attitudes youth will get from the project. They should have in mind how they will relate the purpose and how the project will be carried out so their youth will grow from the experience.

4.

**BE DEMOCRATIC—
YOUTH MEMBERS
MUST BE DIRECTLY
INVOLVED IN
SELECTING,
PLANNING, AND
CARRYING OUT
THE PROJECT.**

If there are changes in plans during the course of the project, youth should be allowed to express their thinking about the changes before they are carried out. Certainly adult leaders should offer direction and coaching, but as much as possible, they should allow youth to put together and complete the project.

5.

**BE INFORMED—
YOUTH SHOULD
BE INVOLVED
IN GATHERING
FIRST-HAND
INFORMATION
RELATED TO
THE PROJECT.**

Leaders help youth discover where to get information: key people to talk with, organizations to contact, things to read, surveys to take, places to visit, and observations to make. Help leaders and youth realize that without becoming well-informed about a community need or problem, their project might easily fail or even make the problem worse.

6.

**BE ACTION-
ORIENTED—YOUTH
MUST TAKE SOME
MEANINGFUL AC-
TION AS A RESULT
OF THE PROJECT
AND BE ABLE TO
UNDERSTAND
THE RESULTS.**

If citizenship training is to take place, youth must be able to see, hear, or feel how their personal involvement results in some positive results. Thus, they gradually learn to know that in our society, individuals and groups can and do make a difference.

Leaders must set aside short periods of positive reflection to assess the project experience, what the project accomplished, and how the Scouting ideals served as guidelines as they planned and carried out the project.

Leaders also need to plan some form of recognition for a successful project conclusion. It may include some public notice or commendation as well as generous informal comments of a “great job,” or “you really helped make a difference.”

Emergency Service Projects

SET UP FACILITIES FOR

DISASTER CONTROL

In cooperation with the American Red Cross and local authorities, Venturers or older Scouts make a survey of public buildings and develop a plan for their use during a disaster. They help distribute lists of needed equipment and collect supplies and equipment that the community is willing to donate. They may help publicize the location of disaster facilities.

SNOW SHOVELING GOOD TURN

After a heavy snowfall, troops can provide a much-needed clear of drifts. Keeping fire hydrants every patrol A troop could assign every hydrant, a certain number of fire hydrants, or appoint each Scout one or two hydrants near his home. Assignments could also be made to clear snow from the sidewalks and house steps of senior citizens and shut-ins.

LOST-PERSON SEARCHES AND BACKCOUNTRY RESCUES

Some troops, teams, and Venturing crews have become expert at finding lost people and participating in back-country rescues. Excellent training is a must and should be undertaken with the cooperation of local search-and-rescue authorities.

CONDUCTING CLOTHING DRIVES

A fire, flood, or other disaster can leave many people without sufficient clothing. In conjunction with local authorities, units can take part in campaigns to collect used clothing in good condition for distribution to those who need it. Collection, repair, and distribution of furniture and household items might also be done.

Trees in some communities are damaged by disaster or severe weather conditions. Units taking part in a cleanup day can reduce the danger from broken branches by pruning limbs and gathering them for disposal. Careful planning with an authorized tree expert is essential to determine where and how the work should be done.

PRUNING COMMUNITY TREES

Trees in some communities are damaged by disaster or severe weather conditions. Units taking part in a cleanup day can reduce the danger from broken branches by pruning limbs and gathering them for disposal. Careful planning with an authorized tree expert is essential to determine where and how the work should be done.

Conservation Projects

PLANT SHADE TREES

A municipal shade tree commission or civic beautification group may be able to use Scouting help in planting shade trees on curb lawns and in parks. Consult state forestry experts for the best varieties in your climate. Units may be assigned to care for the seedlings for the first year. In some communities, a unit may run a tree planting campaign or contest.

ADOPT A STREAM, WOODLAND, POND, PARK, OR HIGHWAY

Everyone knows of a piece of land or water that needs help. With the assistance of a conservation agency or group, a survey can be made to determine how the stream, pond, park, or woodland may be improved through proper planning and subsequent conservation practices. Plan a big cleanup day. Improve the area's appearance by removing trash, repairing or marking health hazards, and adding activity interests.

PARTICIPATING IN CONSERVATION WORK

Scouts who enjoy hiking, camping, canoeing, and other outdoor activities can be of great service by taking part in service projects that help protect and restore the environment. From trail repair and streambed enhancement to meadow restoration and erosion control, there are dozens of opportunities for Scouts to roll up their sleeves and do something good for the land.

An essential element in the success of conservation work is to plan it in cooperation with those in charge of the area. No park ranger will be happy to have a troop show up unannounced on a Saturday morning to "do some conservation." However, nearly every land manager will be delighted to engage in the long-term planning of conservation work that is beneficial to the environment and appropriate for Scouts.

Health and Safety Projects



CONDUCT SUBSTANCE ABUSE WORKSHOPS

Organize a series of workshops on drug abuse if other agencies are not providing similar educational programs. It is absolutely essential that only factual information be given. Young people will respond to authorities and to people who have seen the drug scene firsthand. They will be turned off by hand-wringing and emotional pleas about the danger of drugs. Use BSA Drugs: A Deadly Game! resources.

BICYCLE SAFETY EDUCATION

Plan a campaign to teach children and parents about bicycle safety practices. Units may cooperate with local licensing officials in setting up bike checking stations and explaining ordinances related to bikes. As a community service, units could provide reflective tape for all bikes in the community. They could also organize a bike circus or rodeo skills contest for younger boys and girls.

Neighborhood Improvement Projects

PLANT FLOWERS

Build large boxes from heavy lumber, treat them with a preservative, fill them with rich soil, and plant annual flowers in them to beautify the central area of your community. Place boxes at street corners, street dividers, or other public areas. Have a unit assigned to maintain each box during the summer and fall. The unit can take the box in during the winter and be responsible for its storage and repair or arrange for the city to maintain it.

HONOR COMMUNITY LEADERS

Many communities have outstanding leaders in service agencies and fine government officials whose efforts are rarely recognized. Plan a dinner or special observance for them. Each unit might select and "adopt" one person to whom it would pay special honor.

"CLEAN-UP, PAINT-UP, FIX-UP"

Sponsor or assist in a communitywide "clean-up, paint-up, fix-up" campaign day. Consult with city officials to determine where Scout efforts can best be focused. A Scout troop might coordinate the efforts of other Scout troops, too, and enlist the aid of other youth groups and service organizations to make this a truly community wide undertaking. Such an activity may be cooperatively sponsored with a newspaper, sanitation department, urban renewal authority, chamber of commerce, or other group. Awards could be made for the cleanest and most attractive blocks. Youth and adult members might serve as clean-block captains.

BUILD A TOT LOT

Plan, build, maintain, and staff a neighborhood play area or tot lot. Set up a schedule of units or teams of youth to help run it.

SURVEY COMMUNITY NEEDS

Residents in neighborhoods sometimes lack local interest in their community. To stimulate a feeling of kinship with their neighbors and to get them thinking about the welfare of the community, a unit could conduct a survey of community needs. Crews might hold man-on-the-street interviews, using a simple checklist. Record the thinking of residents on priorities of community needs—libraries, more schools, hospitals, parks, playgrounds, etc. From these interviews sum up their needs and concerns and publicize them. The results may bring about group meetings by many residents to consider ways and means of securing new facilities for the community; a side effect will be to create community spirit by bringing people together.



Children's Service Projects

CHILDREN'S HOME PARTY OR OUTING

Many organizations give parties at children's homes during the holiday seasons, but often the children in such institutions are ignored the rest of the year. Plan and conduct parties or plan an outing for these children at other times of the year. A monthly birthday party with all children whose birthdays occur during the month is another idea. Include a member of the home's staff on your planning committee. Entertainment may, at times, be provided by both the unit members and the children in the home.

PUSHCART PLAYGROUND

This consists of an enclosed pushcart, trailer, or other easily movable container that carries sports equipment, crafts, games, flags, and other program supplies from block to block throughout the summer. The pushcart spends a day on each block by arrangement with neighborhood residents and block groups. Whatever open space is available may be used. This activity can best be done jointly by a Scout unit and a community center or other agency.

COLLECTING TOYS

In many communities, new and used toys are collected during the holiday season for distribution to needy children. Units can assist in this effort by making posters to advertise the campaign, helping to stockpile toys, cleaning and repairing used items, and delivering toys to agencies that distribute them in an appropriate manner. On a larger scale, districts and councils sometimes spearhead toy drives, involving many units in the effort.

STUDY CENTER AND TUTORING PROGRAM

A unit can set up a community study center for children who need a place to do homework. This service can meet a real need in preventing illiteracy. English classes for adults might also take place here. The study center may be operated in partnership with another agency and utilize Venturers, college students, high school students, or volunteer adults as tutors.

Historical Projects

LIVING HEROES—HISTORICAL TRAIL

Develop a map for other units with a route that includes museums, libraries, industry, historical points of interest, community services, and the names and addresses of real people. Recruit “living heroes,” including people from a variety of minority groups, to talk for five to 10 minutes with groups of Scouts when they stop along the “trail.” Living heroes might be people who have become successful in their occupations, have become educated in spite of major obstacles, or are making some kind of contribution to their neighborhoods.

RESTORING HISTORICAL SITES

Places of historical significance sometimes fall into disrepair and are gradually forgotten. Reconstructed historical sites and refurbished monuments, on the other hand, are often sources of community pride. Youth can research a site to find out all they can about it and then ask to assist in the restoration effort. Actual restoration work must be done under the supervision of qualified local authorities.

FIXING UP CEMETERIES

Small cemeteries often suffer from neglect. With the assistance of those in charge, Scouts can return a cemetery to a respectable condition—cleaning and straightening grave markers, cutting grass, removing weeds, planting flowers and shrubs, and identifying unmarked graves.

Other Community Projects

GET-OUT-THE-VOTE CAMPAIGNS

A natural follow-up to a voter registration campaign is a nonpartisan effort to get every eligible voter to a polling site. This calls for an educational and promotional push to remind citizens of their right and duty to vote. Before an election, youth members might distribute get-out-the-vote materials. On election day, they could be stationed outside polling sites to babysit young children, assist elderly or disabled people, and hand out “I have voted” badges to voters as they are leaving.

VISITING NURSING HOMES

Residents of nursing homes are community members who might be very appreciative of the services that Scout units can provide. A unit might conduct a one-time project for a nursing home, or adopt the facility as an ongoing part of its service effort. Meet with the administrators of the home to learn how Scouts can be of greatest benefit.

AIDING SHUT-INS

Many elderly or disabled people live alone and might have difficulty dealing with some day-to-day tasks. A unit can “adopt” one or more of these people and visit them regularly to run errands, read to them, help them write letters, take them shopping, or simply visit.

Other Ideas

1. Carry out a Scouting for Food collection for community food banks.
2. Conduct a neighborhood safety hazard inspection.
3. Run an ethnic heritage awareness project (fair, pageant, and/or display).
4. Develop a community service and emergency phone number directory and distribute it to community residents.
5. Provide a county fair service team.
6. Develop crime prevention projects.
7. Promote the community's recycling program.
8. Organize a community rodent control program.
9. Run a safe driving rally.
10. Develop and distribute a "places to go" list for families in the community.
11. Conduct a neighborhood fair or carnival for younger children.
12. Develop, print, and distribute a home safety checklist.
13. Help non-English-speaking residents prepare for U.S. citizenship.
14. Conduct an in-town "health camp" in collaboration with the local public health center/department.
15. Develop and distribute home first-aid guides.
16. Create a video history of the community: people, places, and things.
17. Build trails and/or trail runoff terraces.
18. Assist in disaster cleanup.
19. Conduct a clean-waters campaign to prevent water pollution.
20. Plant food, provide cover, and build nesting devices for wildlife.
21. Help usher; park cars; provide a color guard; or assist in other ways at fairs, festivals, and other community events.
22. Venturers can do fitness screening and exercise/nutrition counseling.
23. Venturers can do mentoring for younger youth who need help.

Reminders for District/Council Scouters

The following guidelines will help district/council activity and civic service committee members carry out the civic service part of their committee mission.

- Civic service/citizenship training projects must be regarded as an integral part of unit and district program, not as an extra task. They should occur at regular recurring intervals.
- Be sure that projects are carried out in cooperation with other community agencies and organizations whenever possible. Collaboration with other organizations not only results in more effective service projects but also helps teach youth about community teamwork.
- Make certain that units carry out the six criteria to ensure that projects actually teach qualities of good citizenship. Help them realize the importance of articulating to youth how the project related to rights and responsibilities of citizenship. (Simply taking part in a project does not ensure a young person will learn citizenship or grow in character.)
- The Boy Scouts of America needs to do a more effective job today of communicating its citizenship ideals to youth because there is less cultural support for these values than there was in 1910, when the BSA was born. As a district or council committee person, you provide other Scouters with the inspiration, the know-how, the methods, and the ideas to impact American youth.



BOY SCOUTS OF AMERICA

1325 West Walnut Hill Lane
P.O. Box 152079
Irving, Texas 75015-2079
<http://www.scouting.org>

SKU 33082



7 33082 30176 34588 1
2011 Printing
©2011 Boy Scouts of America

CAMPOREE GUIDE



BOY SCOUTS OF AMERICA

WHAT IS A CAMPOREE?

A camporee is many things—camping fun for youth, the thumping of hundreds of feet on the way to an evening campfire, and the blue smoke from fires cooking stew or ham and eggs. It's the patter of rain on many tents at night. It's the ripple of wind-blown flags in the morning sun. It's catching the idea of teamwork in a patrol. It's learning to carry out an order to help the team succeed.

A camporee can be a perfect showplace for the Scouting program and, therefore, go far beyond just being a gathering of boys.

A camporee starts with the recognition that a patrol is the basic camping unit. The patrol demonstrates its very best camping techniques and shares its experiences with other patrols. The camporee involves the type of equipment that can be carried in a pack by boys and can be set up entirely by boys, allowing them to be completely self-sufficient for a self-reliant experience over a period of two or three days.

Camporees are held on a council or district basis. They may be held at any time of the year. Camporee programs may include contests and demonstrations of outdoor Scouting skills as well as campfires, games, and field events. These activities can show Scouting at its best.

Camporees can help councils and districts meet part of their goals. They stimulate overnight camping; they help units to attain part of the minimum annual 10 days and nights of camping; and they help prepare units for long-term camping. Camporees help units earn the Centennial Unit Award.

This guide provides the framework for organizing a camporee. Districts and councils should develop innovative themes that will appeal to Scouts.

The responsibility for planning, promoting, and conducting a district or councilwide camporee (all districts having a joint camporee with a coordinated program similar to a national Scout jamboree) will vary according to your council and/or district organization plan. According to the functional plan of operation, the camporee should be the responsibility of the activities committee, but might be handled by the camping committee or an ad hoc committee or task force established specifically to conduct the event. A camporee should never be organized by the commissioner staff, whose primary function is unit service.

ORGANIZING THE CAMPOREE

The council and district activities committees have responsibility of organizing and administering the camporee.

The camporee should be included in the council's annual program. It is an adventure for boys, provides good program ideas for troops, and is a good medium for presenting the Scouting program to the public. The successful camporee requires good planning, organization, and promotion. Organization is especially important in the selection of volunteers, and the assignment of duties can determine the success of the event.

When planning for a council camporee, each district will need the following assistance: (1) a camporee director or chief in charge of the district area; (2) an assistant director in charge of program, who represents the district on the events team; (3) a first-aid officer, who becomes the representative on the health and safety team; (4) a registrar, who becomes a member of the participation team; and (5) a person who represents the district on the awards team.

THE CAMPOREE TASK FORCE

The camporee task force is composed of a general chairman and coordinator; staff adviser; camporee chief; and project chairmen for participation, physical arrangements, publicity, awards, finance, and health and safety. This group becomes an executive or planning task force. They may elect additional members to help put the plan into action. The executive task force has the following responsibilities:

- Confirming dates
- Deciding location
- Establishing time limits
- Agreeing upon a schedule of target dates for completing all arrangements
- Approving the proposed budget and fees
- Approving the general program plan
- Making camporee policy

GENERAL CHAIRMAN AND COORDINATOR

The first step, after the camporee has been approved as an event in the council's program calendar, is the appointment of a general chairman. This is done by the council or district activities subcommittee, depending upon whether the camporee is a council or district event.

Qualifications: The general chairman should be a prominent citizen and a leader in the community who is capable of recruiting top-flight volunteers to serve on the task force. The chairman may or may not be a Scouter, but must have an appreciation of the value of Scouting and camping.

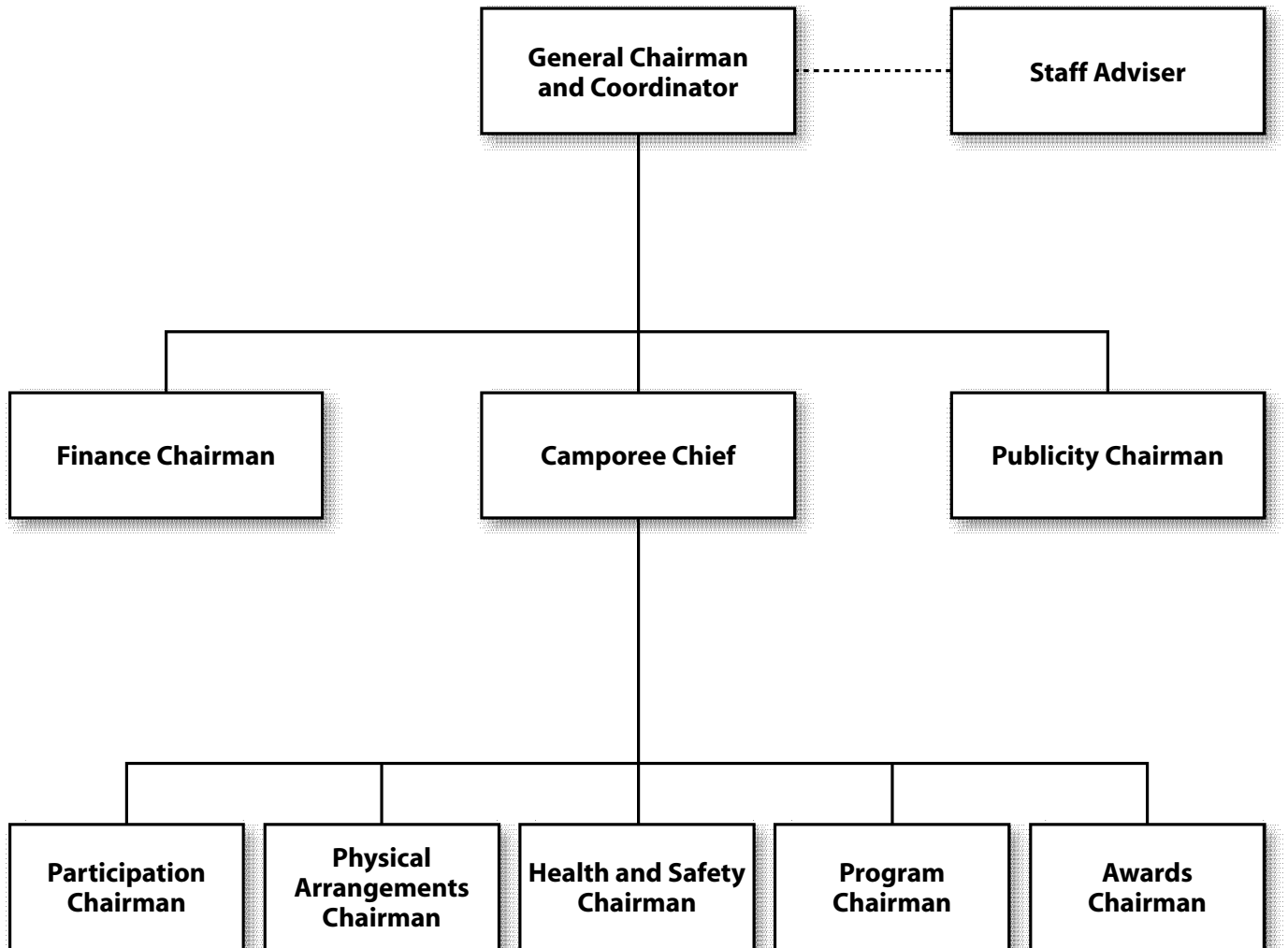
The selection of this person should be made at least nine months in advance of the camporee; this makes recruiting easier and gives the general chairman plenty of time to organize. It is important that the general chairman select the best people available to lead the various project teams. With the help of the staff adviser, he selects and recruits these people at an early date. Again, the earlier they are contacted, the better the chances of their accepting the assignment.

Position description: The general chairman works closely with the staff adviser in giving leadership to this project. Responsibilities include the following:

- Selecting and recruiting the best people for project teams
- Presiding at all camporee task force meetings
- Following up with vice chairmen to see that items on the work schedule are completed
- Coordinating operations at the camporee (may be assigned to the camporee chief, who is the operational director at the site)
- Sending thank-you letters to key persons who helped with the camporee

CAMPOREE ORGANIZATIONAL CHART

(Recommended)



CAMPOREE CHIEF

Qualifications: The camporee chief needs to be an experienced Scouter who can keep events moving on schedule and motivate all personnel on the camporee site.

Position description: This person coordinates the full program, keeps it moving, solves problems, and with staff assistance, checks units out of campsites at the conclusion of the event.

PARTICIPATION CHAIRMAN

Qualifications: The participation chairman should be experienced in the fields of promotion and selling. He or she should be a good organizer and, if the event is a council camporee, must be capable of giving direction to vice chairmen in each of the districts recruited by the district chairmen. The members of this project team need not necessarily be Scouters but must appreciate the value of Scouting to the community.

Position description: This person is responsible for recruiting the members of the participation team. When holding a council camporee, the vice chairmen serve as district representatives on the council task force. The participation team provides Scoutmasters and troop committees with complete camporee information, such as dates, location, types of events, and special features.

The participation team is responsible for the following:

- Promoting participation in the camporee by all troops—the newest troops as well as the veteran troops—by personally contacting all Scoutmasters and troop committees, if necessary
- Seeing that Webelos Scouts are invited to participate in camporee activities with Scout troops
- Maintaining a checklist of advance registrations
- Following up on troops not yet registered
- Planning for and conducting a leaders' information meeting (possibly a regular roundtable)
- Encouraging family participation (visitors' period, campfires, picnics, etc.)
- Aiding troops in preparation for the camporee (leadership, equipment, finances, etc.)
- Planning for and conducting registration of troops
- Maintaining attendance records and providing personnel at headquarters tent for registration

PHYSICAL ARRANGEMENTS CHAIRMAN

Qualifications: The physical arrangements chairman should have the background and experience to visualize the challenges of setting up a tent city. This person should be able to recruit others whose talents and positions make it possible to handle the task. Building contractors, truckers, utility company supervisors, engineers, etc., make good physical arrangements chairmen and committee members. They must appreciate the value of Scouting but do not necessarily have to be Scouters.

Position description: The physical arrangements chairman is responsible for recruiting the team members. They are responsible for the following:

- Securing permission to use the camporee site
- Securing a map of grounds (blueprints)
- Making master layout by districts (if a council camporee)
- Adhering to good conservation practices and the principles of Leave No Trace during use of site and its final condition after the event; consulting with local conservation officials
- Laying out troop sites to meet the needs of each troop (at least 8,100 square feet, or 90 feet by 90 feet, per troop)
- Securing and setting up the headquarters tent or shelter
- Providing needed headquarters equipment
- Arranging for flags and flagpoles at headquarters
- Distributing copies of the layout to district camporee directors (if a council camporee)
- Developing a plan for site assignments
- Providing signs for headquarters, refreshments, first aid, latrines, water supply, approach to camporee site, districts, troop numbers, traffic control, and summer camp information tent
- Arranging for public-address system, including delivery, operation, and return
- Providing water needs—arranging for water wagons, lister bags, and nearby sources (25 gallons of water per person for each 24-hour period; one water outlet for each six to eight troops; locate outlet no farther than 300 to 400 feet from campsites)
- Arranging for necessary latrines (one seat per 15 persons; one urinal per 30 persons)
- Arranging for physical needs requested by other camporee project teams

- Arranging for a trading post when desired; determining location of trading post, securing and setting up the tent or shelter, recruiting personnel to operate, listing items to be sold in an advance bulletin, obtaining prices, placing orders, setting and posting hours to be open, prohibiting outside vendors
- Providing badges or insignia for officials
- Arranging for camporee staff meals

PUBLICITY CHAIRMAN

Qualifications: The publicity chairman should be recruited with the cooperation of the council public relations advisory committee. This person should be familiar with the publicity field and be capable of recruiting others who have relationships with newspapers, radio and TV stations, and other publicity media. Members of this team need not be Scouters but should have an appreciation of the value of the movement in their community.

Position description: The publicity chairman is responsible for recruiting team personnel. The team is responsible for publicizing the event in newspapers, on radio and TV, and after the camporee with talks, slides, and videos to various groups. Specifically, the publicity team is responsible for publicity through the following media:

- Newspapers
 1. Provide advance stories and pictures to all papers (make up a series).
 2. Make sure boys who appear in pictures are properly uniformed.
 3. Arrange for reporters to be present.
 4. Arrange for feature pictures.
 5. Secure full-page congratulatory ads and plugs in other ads from local merchants.
 6. Secure a camporee page in the local paper.
 7. Provide an editorial comment on "young America" to the local press.
 8. Arrange for a cartoon feature on physical fitness or outdoor values of camporee.
- Radio
 1. Provide stations with spot announcements a week in advance to run all week.
 2. Arrange for guest interviews.
 3. Make a tape recording at the camporee and arrange for its use on the air.

- Television (where available)
 1. Provide stations with videos and narrations to run during the week before the camporee.
 2. Arrange for guest interviews.
 3. Arrange for a video to be made on the spot and run later on a news show.
 4. Arrange for followup videos.
 5. Organize and train youth speakers, who will appear properly uniformed.
 6. Arrange for taking videos and slides to be used at service club meetings and similar functions.

AWARDS CHAIRMAN

Qualifications: The awards chairman should be familiar with the Boy Scout advancement program and be experienced in organizing and supervising events and ceremonies. This person must be able to recruit a team and know the basic skills of Scout camping.

Position description: The awards chairman is responsible for recruiting members of the team. They are responsible for the following:

- Developing an evaluation plan
- Developing scorecards or sheets
- Deciding upon and securing awards
- Providing the participation team with the final plan early enough to be included in their instructions to Scoutmasters
- Recruiting and training the necessary number of observers
- Tallying patrol and troop scores
- Arranging for presentation of awards

FINANCE CHAIRMAN

Qualifications: The finance chairman should be a member of the district or council finance committee and thoroughly familiar with the policies and practices of financing Scouting. The finance chairman should be aware of the financial needs and problems of the council and recruit a small team to assist with these duties.

Position description: The finance chairman is responsible for recruiting the finance team members. The team is responsible for the following:

- Developing a camporee budget and estimating the cost of supplies and services
- Estimating income from sources (trading post surplus, registration fees, etc.) other than by council appropriation
- Determining the amount of money (if any) required to balance income and expenditures
- Submitting requests (if any) to the council finance committee for funds from the camping and/or activities appropriation to balance the camporee budget

HEALTH AND SAFETY CHAIRMAN

Qualifications: The health and safety chairman should be selected with the help of the district or council health and safety chairman. Someone from the council health and safety committee could be assigned to handle this responsibility and serve on the camporee task force. Personnel for this team could be recruited from the district or council health and safety committee and from groups with similar interests, such as the Red Cross, industrial safety departments, and local health departments. Members from the latter groups need not be registered Scouters.

Position description: The health and safety chairman is responsible for recruiting members of the team. They are responsible for the following:

- Camporee sanitation: Check the source of the water supply and the number of available outlets, and arrange for additional outlets, if needed. Arrange to have the water tested. Check on drainage, adequate toilet facilities with toilet paper and water for washing hands at the latrines (patrols are responsible if they dig the latrines). Secure a permit for installing latrines if needed. Supply nightlights at the latrines.
- First aid: Secure and set up a first-aid tent or shelter, placing it in a proper location. Secure trained personnel. Make certain that all necessary equipment and materials are on hand. Have an ambulance or station wagon on hand in case of an emergency. Supply a sign or Red Cross flag for the first-aid center. Clear ahead of time with the local hospital for possible emergency treatment.
- Traffic safety: Determine what control will be needed, arranging for police assistance if necessary. Provide parking for visitors and participants.
- Program: When requested by the program chairman, assist in demonstrations for fitness, first aid, emergency preparedness, and safety.

- Fire safety: Establish standards and check on campfires—types and locations—and troop cooking fires. Restrict liquid fuels within policy limitations. Prohibit flame lights in tents.
- Site check: Check the site for all possible hazards.
- Tents: Promote the use of two-person trail tents, checking to be sure that they meet BSA standards. Tents must provide:
 1. Sleeping space for two campers and adequate storage space for their packs and equipment
 2. Reasonable dressing space

PROGRAM CHAIRMAN

Qualifications: The program chairman should be a good motivator. If possible, this volunteer should have had leadership experience in group activity programming and should have sufficient stature in the community to be able to call on others to supply program leadership. Perhaps most importantly, this person should be familiar with the council's camping program and have a keen appreciation for Scouting's values of character development, citizenship training, and physical fitness.

Position description: Besides selecting and recruiting personnel for the team, the program chairman is responsible for scheduling the general program and planning and execution of activities such as judging for ratings, demonstrations, contests, campfires, and special features. This chairman also arranges for religious services, gateways, and public participation at the camporee site. Specific responsibilities are the following:

- Developing the general program
 1. List the events.
 2. Prepare a schedule with time limits.
 3. Locate the events.
 4. Determine which events will be councilwide or districtwide.
 5. Provide participation and publicity teams with advance copies of events.
- Promoting program features
 1. Develop a list of subjects desired.
 2. Develop a recognition plan.
- Providing events
 1. Develop a list of events.
 2. Detail all events, including time allowed, requirements, materials required, scoring.

3. Recruit observers and instructors.
4. Conduct contests.
5. Arrange for presentation of awards.
- Conducting a campfire
 1. Develop the campfire program and secure special entertainment.
 2. Develop ceremonies and secure props and costumes, if needed.
 3. Arrange for Scouts needed in ceremonies.
 4. Arrange for patrol stunts or skits.
 5. Secure a campfire song leader and emcee.
 6. Provide a list of physical requirements for the physical arrangements team.
7. Prepare a final program.
 - Arranging for camporee staff meals
 - Arranging for religious services (in cooperation with religious advisory committees)
 1. Arrange for Jewish services on Friday night, when needed.
 2. List hours of nearby Catholic mass on Sunday or arrange for a field mass, when needed.
 3. Arrange for a Protestant service in camp, when needed.
 4. Arrange for other services as needed.
 5. Set standards for proper uniforming when attending services.

CAMPOREE WORK SCHEDULE

Task	Weeks Before Camporee	Date
Secure location; select chairman; recruit committee; prepare budget; determine fees.	23	
Begin promotion of troop attendance; announce in council newsletter.	17	
Hold meeting of camporee committee; develop program; make assignments.	13	
Order patches, ribbons, certificates, and any other supplies needed.	12	
Make arrangements for water, sanitation, fuel supply, insurance, and permits.	12	
Recruit judging personnel; arrange for religious observance; determine layout for troop sites.	8	
Promote at roundtables, district committee meeting, and district commissioner meeting.	6	
Arrange for traffic control and police protection.	4	
Hold meeting of committee—review all staff assignments; develop special guest list and prepare invitations.	4	
Arrange for first aid and hospital emergency service.	3	
Arrange all physical properties needed for headquarters.	3	
Prepare final program bulletin with all details; mail to all units.	3	
Personally contact any unit without a reservation.	3	
Plan evening program; make assignments.	2	
Pick up all materials; take to site.		
Set up.	0	
Hold camporee.	0	
Complete all followup reports, insurance, and evaluations.	+1	



BOY SCOUTS OF AMERICA

430-001
2009 Printing

Camporee Guide

Boy Scouts of America

Contents

What Is a Camporee?	1
Organizing to Get the Job Done	2
The Camporee Task Force	2
General Chairman	2
Participation Team Chairman	2
Physical Arrangements Team Chairman	3
Program Team Chairman	3
Camporee Chief	4
Publicity Team Chairman	4
Finance Team Chairman	5
Health and Safety Team Chairman	5
Awards Team Chairman	5
Camporee Games and Activities	6
Scouting Values	6
Observation Game	6
Initiative Games	7
Scouting Skill Games	7
Blind Square	8
Weight Pull	9
Minute Measure	9
Diminishing Load	9
Height Alignment	10
Reach for the Sky	10
Bowline Stroll	11
Human Ladder	11
Plutonium Portation	12
Rescue Rope	12
The Venerable String Burn	13
Knot and Lash	13
Log Disassembly	14
Conserve and Observe	14
Rapid Transit	15
My Tree	15
Which Way Do We Go?	15
Blind Tent Pitch	16
Fahrenheit 212	16
Micro-Trails	17
Rescue Rope II	17
Guesstimate	18
Stick It to "Em"	18
Create Your Own Game	1
Special Activities and Specifications	2
Bullwhip Activity Station	2
Tomahawk Throw Activity Station	3
Knife Throw Activity Station	5

What Is a Camporee?

A camporee is many things - camping fun for boys, the thumping of hundreds of feet on the way to an evening campfire, and the blue smoke from fires cooking stew or ham and eggs. It's the patter of rain on many tents at night. It's the ripple of windblown flags in the morning sun. It's catching the idea of teamwork in a patrol. It's learning to carry out an order you don't really like.

A camporee can be a perfect showplace for the Scouting program and, therefore, go far beyond just being a gathering of boys.

A camporee starts with the recognition that a patrol is the basic (camping) unit. The patrol demonstrates its very best camping techniques and shares its experiences with other patrols. The camporee involves the type of equipment that can be carried in a pack by

boys and can be set up entirely by boys. The equipment thus set up enables the boys to be completely self sufficient for a self-reliant experience over a period of 2 or 3 days.

Camporees are held on a council or district basis. They may be held at any time of the year. Camporee programs may include contests and demonstrations of outdoor Scouting skill as well as campfires, games, and field events. These activities can show Scouting at its best.

Camporees can help councils and districts meet part of their goals. They stimulate overnight camping; they help units to attain part of their annual 10 days and nights of camping; and they help prepare units for long-term camping. Camporees thus help units to earn the Quality Unit Award.

The responsibility for planning, promoting, and conducting a district camporee or council camporall (all districts having a joint camporee with a coordinated program similar to a national jamboree) will vary according to your council and/or district organization plan. According to the functional plan of operation, the camporall should be the responsibility of the activities committee, but might be handled by the camping committee or an ad hoc committee or task force established just for that purpose. In no cases should commissioner staff members be given the responsibility for administering this event - their job is "to commiss."

Organizing to Get the Job Done

The council and district activities committees, have responsibility of organization and administration of the camporee.

The camporee should be included in the council's annual program. It is an adventure for boys, provides good program ideas for the troops, and is a good medium for interpreting the Scouting program to the public. The successful camporee requires good planning, organization, and promotion. Organization is especially important for the selection of proper personnel, and the assignment of duties can determine the success of the whole affair.

When planning for a council camporee, each district will need the following personnel: (1) a camporee director or chief in charge of the district area; (2) an assistant director in charge of program, who represents the district on the events team; (3) a first aid officer, who becomes the representative on the health and safety team; (4) a registrar, who becomes a member of the participation team; and (5) a person who represents the district on the awards team.

The Camporee Task Force

This committee is composed of a general chairman and coordinator; staff adviser; camporee chief; and project team chairmen for participation, physical arrangements, publicity, awards, finance, health and safety, events, and special guests. This group (composed mainly of team chairmen) becomes an executive or planning task force. They may elect additional members to help put the plan into action. The executive task force has the following responsibilities:

- ☐ Confirming dates
- ☐ Deciding location
- ☐ Establishing time limits
- ☐ Agreeing upon a schedule of target dates for completing all arrangements
- ☐ Approving proposed budget and fees
- ☐ Approving general program plan
- ☐ Making camporee policy

General Chairman

The first step, after the camporee has been approved as an event in the council's program calendar, is the appointment of a general chairman. This is done by the council or district activities subcommittee, depending upon whether the camporee is a council or district event.

Qualifications: The general chairman should be a prominent citizen and a leader in the community who is capable of recruiting top-flight volunteers to serve on the task force. The chairman may or may not be a Scouter, but must have an appreciation of the value of Scouting and camping.

The selection of this person should be made at least 9 months in advance of the camporee; this makes recruiting easier and gives the general chairman plenty of time to size up his job and organize to get it done. It is important that the general chairman select the best people available to head the various project teams. With the help of the staff adviser, he selects and recruits these people at an early date. Again, the earlier they are contacted, the better the chances of their accepting the assignment.

Job description: The general chairman works closely with the staff adviser in giving leadership to this project. Responsibilities include the following:

- ☐ Selecting and recruiting the best people for project teams
- ☐ Presiding at all camporee task force meetings
- ☐ Following up with vice chairmen to see that items on the work schedule are completed
- ☐ Coordinating operations at the camporee (may be assigned to the camporee chief who is the operational director at the site)
- ☐ Sending thank-you letters to key persons who helped with the camporee

Participation Team Chairman

Qualifications: The participation chairman should be a person experienced in the fields of promotion and selling. He should be a good organizer and, if the event is a council camporee, must be capable of giving direction to vice chairmen in each of the districts recruited by the district chairmen. The members of this project team need not necessarily be Scouters but must appreciate the value of Scouting to the community.

Job description: This person is responsible for recruiting the members of the project team. When holding a council camporee, the vice chairmen serve as district representatives on the council task force. The job of the project team is to provide Scoutmasters and troop committees with complete camporee information, such as dates, location, types of events, special features, etc.

The participation team is responsible for the following:

- ☐ Promoting participation in the camporee by all troops-the newest as well as the veteran troopsby personally contacting all Scoutmasters and troop committees, if necessary
- ☐ Maintaining a checklist of advance registrations
- ☐ Following up on troops not yet registered
- ☐ Planning for and conducting a leaders' information meeting (this might be a regular roundtable)
- ☐ Encouraging family participation (visitors' period, campfires, picnics, etc.)
- ☐ Aiding troops in preparation for the camporee (leadership, equipment, finances, etc.)
- ☐ Planning for and conducting registration of troops
- ☐ Maintaining attendance records and providing personnel at headquarters tent for registration

Physical Arrangements Team Chairman

Qualifications: The physical arrangements chairman should be a person who has the background and experience to be able to visualize the physical problems involved in setting up a tent city. This person should be able to recruit others whose talents and positions make it possible to handle the job. Building contractors, truckers, utility company supervisors, engineers, etc., make good physical arrangements chairmen and committee members. They must appreciate the value of Scouting but do not necessarily have to be Scouters.

Job description: The chairman of this team is responsible for recruiting the team members. They are responsible -for the following:

- ☐ Securing permission to use the camporee site
- ☐ Securing a map of grounds (blueprints)
- ☐ Making master layout by districts (if a council camporee)
- ☐ Adhering to good conservation practices during use of site and its final condition after the event; consulting with local conservation officials

- ☐ Laying out troop sites to meet the needs of each troop (at least 8,100 square feet, or 90' x 90', per troop)
- ☐ Securing and setting up the headquarters tent or shelter
- ☐ Providing needed headquarters equipment
- ☐ Arranging for flags and flagpoles at headquarters
- ☐ Distributing copies of the layout to district camporee directors (if a council camporee)
- ☐ Developing a plan for site assignments
- ☐ Providing signs for headquarters, refreshments, first aid, latrines, water supply, approach to camporee site, districts, troop numbers, traffic control, and summer camp information tent
- ☐ Arranging for public-address system, including delivery, operation, and return
- ☐ Providing water needs-arranging for water wagons, lister bags, and nearby sources (25 gallons of water per person for each 24-hour period; one water outlet for each six to eight troops; locate outlet no farther than 300 to 400 feet from campsites)
- ☐ Arranging for necessary latrines (one seat per 15 persons; one urinal per 30 persons) (These may either be dug by patrols or, if specifically planned, put in by the physical arrangements team.)
- ☐ Arranging for physical needs requested by other camporee project teams
- ☐ Arranging for a trading post when desired; securing and setting up the tent or shelter, determining location of trading post, recruiting personnel to operate, listing items to be sold in an advance bulletin, obtaining prices, placing orders, setting and posting hours to be open, prohibiting outside vendors
- ☐ Providing badges or insignia for officials
- ☐ Arranging for camporee staff meals

Program Team Chairman

Qualifications: The program team chairman should be a person who motivates others well. If possible, this volunteer should have had leadership experience in group activity programming, and should have sufficient stature in the community to be able to call on others to supply program leadership. Finally, and perhaps most important, this person should be familiar with the council's camping program and have a keen appreciation for Scouting's values of character development, citizenship training, and physical fitness.

Job description: Besides being responsible for selecting and recruiting the personnel for the team, the program team chairman is responsible for scheduling

the general program and planning and execution of activities such as judging for ratings, demonstrations, contests, campfires, and special features. This chairman also arranges for religious services, gateways, and public participation at the camporee site. Specific responsibilities are the following:

- Developing the general program
 1. List the events
 2. Prepare a schedule with time limits
 3. Locate the events
 4. Determine which events will be councilwide or districtwide
 5. Provide participation and publicity teams with advance copies of events
- Promoting program features
 1. Develop a list of subjects desired
 2. Develop a recognition plan
- Providing events
 1. Develop list of events
 2. Detail all events, including time allowed, requirements, materials required, scoring
 3. Recruit observers and instructors
 4. Conduct contests
 5. Arrange for presentation of awards
- Conducting a campfire
 1. Develop the campfire program and secure special entertainment
 2. Develop ceremonies and secure props and costumes, if needed
 3. Arrange for Scouts needed in ceremonies
 4. Arrange for patrol stunts or skits
 5. Secure a campfire song leader and emcee
 6. Provide a list of physical requirements for the physical arrangements team
 7. Prepare a final program and script and conduct the campfire
- Arranging for religious services (in cooperation with religious advisory committees)
 1. Arrange for Jewish services on Friday night, when needed
 2. List hours of nearby Catholic mass on Sunday or arrange for a field mass, when needed
 3. Arrange for a Protestant service in camp, when needed
 4. Arrange for other services as needed
 5. Set standards for proper uniforming when attending services

Camporee Chief

Qualifications: The camporee chief needs to be an experienced Scouter who can keep events moving on schedule and motivate all personnel on the camporee site.

Job description: This person coordinates the full program, keeps it moving, solves problems and, with staff assistance, checks units out of campsites at the conclusion of the event.

Publicity Team Chairman

Qualifications: The publicity chairman should be recruited with the cooperation of the council public relations advisory committee. This person should be familiar with the publicity field and be capable of recruiting others who have relationships with newspapers, radio and TV; stations, and other publicity media. Members of this team need not be Scouters but should have an appreciation of the value of the movement in their community.

Job description: The chairman of the publicity team is responsible for recruiting team personnel. The team is responsible for publicizing the event in newspapers, on radio and TV, and after the camporee with talks, slides, and videos to various groups. Specifically, the publicity team is responsible for publicity through the following media:

- Newspapers
 1. Provide advance stories and pictures to all papers (make up a series)
 2. Make sure boys who appear in pictures are properly uniformed
 3. Arrange for reporters to be present
 4. Arrange for feature pictures
 5. Secure full-page congratulatory ads and plugs in other ads from local merchants
 6. Secure a camporee page in the local paper
 7. Provide an editorial comment on "young America" to the local press
 8. Arrange for a cartoon feature on physical fitness or outdoor values of camporee
- Radio
 1. Provide stations with spot announcements a week in advance to run all week
 2. Arrange for guest interviews
 3. Make a tape recording at the camporee and arrange for its use on the air
- Television (where available)
 1. Provide stations with videos and narrations to run during the week before the camporee
 2. Arrange for guest interviews
 3. Arrange for a video to be made on the spot and run later on a news show
 4. Arrange for followup videos
 5. Organize and train boy speakers, who will appear properly uniformed

6. Arrange for taking videos and slides to be used at service club meetings and similar functions

Finance Team Chairman

Qualifications: The finance chairman should be a member of the district or council finance committee and thoroughly familiar with the policies and practices of financing Scouting. The finance chairman should be aware of the financial needs and problems of the council and recruit a small team to assist with these duties.

Job description: The chairman of the finance subcommittee is responsible for recruiting the team personnel. The team is responsible for the following:

- ☐ Developing a camporee budget and estimating the cost of supplies and services
- ☐ Estimating income from sources (trading post surplus, registration fees, etc.) other than by council appropriation
- ☐ Determining the amount of money (if any) required to balance income and expenditures
- ☐ Submitting requests (if any) to the council finance committee for funds from the camping and/or activities appropriation to balance the camporee budget

Health and Safety Team Chairman

Qualifications: The health and safety chairman should be selected with the help of the district or council health and safety chairman. Someone from the council health and safety committee could be assigned to handle this responsibility and serve on the camporee task force. Personnel for this team could be recruited from the district or council health and safety committee and from groups with similar interests, such as the Red Cross, industrial safety departments, and local health departments. Members from the latter groups need not be registered Scouters.

Job description: The chairman for the health and safety team is responsible for recruiting members of the team. They are responsible for the following:

- ☐ Camporee sanitation: Check the source of the water supply and the number of available outlets, and arrange for additional outlets, if needed. Arrange to have the water tested. Check on drainage, adequate toilet facilities with toilet paper and water for washing hands at the latrines (patrols are responsible if they dig the latrines). Secure a permit for installing latrines if needed. Supply nightlights at the latrines.

- ☐ First aid: Secure and set up a first aid tent or shelter, placing it in a proper location. Secure trained personnel. Make certain that all necessary equipment and materials are on hand. Have an ambulance or station wagon on hand in case of an emergency. Supply a sign or Red Cross flag for the first aid center. Clear ahead of time with the local hospital for possible emergency treatment.
- ☐ Traffic safety: Determine what control will be needed, arranging for police assistance if necessary. Provide parking for visitors and participants.
- ☐ Program: When requested by the program chairman, assist in demonstrations for fitness, first aid, emergency preparedness, and safety.
- ☐ Fire safety: Establish standards and check on campfires-types and locations-and troop cooking fires. Restrict liquid fuels within policy limitations. Prohibit flame lights in tents.
- ☐ Site check: Check the site for all possible hazards.
- ☐ Tents: Promote the use of two-person trail tents, checking to be sure that they meet BSA standards. Tents must provide:
 1. Sleeping space for two campers and adequate storage space for their packs and equipment
 2. Reasonable dressing space

Awards Team Chairman

Qualifications: The chairman of the awards team should be familiar with the Boy Scout advancement program and be experienced in organizing and supervising. This person must be able to recruit a team and know the basic skills of Scout camping.

Job description: The chairman of the awards team is responsible for recruiting members of the team. They are responsible for the following:

- ☐ Developing an evaluation plan
- ☐ Developing scorecards or sheets
- ☐ Deciding upon and securing awards
- ☐ Providing the participation team with the final plan early enough to be included in their instructions to Scoutmasters
- ☐ Recruiting and training the necessary number of observers
 - Tallying patrol and troop scores
 - Arranging for presentation of awards

Camporee Games and Activities

With a three-tiered program in Boy Scouting, camporee activity planning becomes a challenge. Activities should be planned to meet the varying levels of program in a troop.

You may want to plan different areas of the camporee to meet the levels of challenge of the Scouts. Venture activities may be developed on one of the Venture programs.

Remember, camporees don't always have to have competitive events. The following pages contain events and activities that combine Scouting activities.

Scouting Values

Boys join Scouting, in part, because of the promise of lots of action. The opportunity to go camping and to learn the associated skills translates into fun for boys.

As a Boy Scout leader, you help boys get the most out of these activities by discussing or reflecting on the experience soon after it is completed. Much of the value and "values" of Scouting lie beneath the surface. It is easy to see the activities that keep young men busy, less easy to see the real purpose and benefit of these activities.

"Sticks and stones will break my bones but words can never hurt me." (old nursery rhyme)

Before describing these activities, we would like you to consider the kind of environment that will best support children's learning and development. Adolescents are particularly subjected to verbal put-downs by their peers and others. They are adept at the cheap shot.' It is the way of being a teenager in America. Unlike the sticks and stones in the nursery rhyme, those words often hurt. No place seems to be immune to this kind of language.

Simply put, Scouting should be a safe haven for boys, in which there is no fear of ridicule or harassment. These activities are conducted within the context of this safe environment, and you, the leader, set the tone and are the role model. Initially you may have to remind the boys: "No put downs or cheap shots in this troop!" After a while, the boys, themselves, will control the behavior and feel good about the difference. It is within this environment that these activities work best.

Observation Game

Your patrol comes to a tree that could be an observation point into the next valley. Some members of your patrol must get up it to see what is going on, but the first limb is at least 10' off the ground, and the trunk is too large to climb. You have no long rope, but each member of the patrol has a short tying rope (48") with him.

Equipment: 4-foot piece of rope for each member of the patrol
Evaluation items: Organization, teamwork, knot-tying skill, ingenuity, and memory

(A note describing what is in the next valley is placed in the tree. The patrol member reads the note, leaves it, and returns to the ground to report.)

While in the tree, the observer saw a signal fire in the city telling the patrol to return. The fire must be answered with a fire that can be seen. The fire must blaze large for a short period, then be extinguished quickly before the enemy can come to it. You have only flint and steel.

Equipment: Flint, steel, charred cloth (no steel wool)
Evaluation items: Organization, teamwork, time, size of flame, extinguishing, and cleanup

While en route back to the city, your patrol is overtaken by severe darkness. One of your patrol members falls and badly twists an ankle. You must take him with you. You do not dare show a light of any kind. (All patrol members are blindfolded.)

1. Bandage the bad ankle.
2. Make a stretcher and load the patient onto the stretcher.
3. Move out and go north for at least 25 yards.

Equipment: Two poles, blankets, neckerchiefs for blindfolding, and one neckerchief for bandage
Evaluation items: Quiet communication, bandage, stretcher, direction, leadership, and ingenuity

In the darkness, you fear the loss of one of your patrol members. You cannot use voice communications to keep track. You remember that each of your patrol members has a length of rope with them. It would work. Using his rope, each patrol member ties a bow-

line around his own waist, leaving enough rope to tie around the belt line of another patrol member's rope. When all patrol members are tied in trail behind the patrol leader, the patrol moves out for at least 25 yards to the east (with all patrol members blindfolded).

Equipment: Neckerchiefs, ropes
Evaluation items: Communications, quietness, knots, organization, direction

Initiative Games

Scouting is a skill-building program. For example, boys learn simple knots like a clove hitch or a square knot. They then build on these skills as they learn to lash. Ultimately, they may participate in building a large structure like a monkey bridge. So, too, are the skills for ethical leadership built in small steps that nurture the development of a boy's sense of responsibility for his choices and their effects on others.

These skills are practiced through initiative games and Scouting skills. The power of these activities is in helping boys make sense out of the game or skill by reflecting on that experience at the conclusion of the activity.

A little more about initiative games. Initiative games and cooperative activities are different from most games we are familiar with. What's different is the way we play them. These games can be very competitive, with lots of strategy and skill without requiring someone to lose. Everyone has fun, and in that sense, wins.

Initiative games are purposeful activities with a specific goal(s) and learning process that is less competitive and less rule-oriented. They can best be described as "action and reflection" experiences. These games:

1. Have specific objectives, such as cooperation, trust, or imagination through physical and verbal group activity
2. Are problem-solving in nature
3. Must be talked about or reflected upon for them to have the maximum impact on the participants
4. Are fun'

The following is from *Parents* magazine, April 1988:
Many studies conducted in various social and cultural settings conclude that competition interferes with people's ability to get along.... These activities (new games) provide an alternative to the mostly competitive games children see and play, and at the least, can open up their minds to the idea

that there are other possibilities in life besides winning and losing.

It's not that competition is unhealthy. It gives us the drive toward excellence or the achievement of goals. Competition can be a learning experience when we test ourselves against a standard.

Scouting can balance the thrill of competition with the personal empowerment that comes from working together to solve a problem or making a difference in your community.

Scouting Skill Games

These events are either adaptations of current activities or designed for BSA skill requirements. All events can be "scored," and all Scouts are eligible to be recognized for skills learned and for their participation. The emphasis at each activity should be on teamwork, effort, and cooperation, as well as excellence in the performance of the skill. After an event is conducted, Scouts reflect on the experience just as in the games. After reflecting, ask the boys if they want to try the event again to improve their score. Inevitably they will.

How To Use These Games and Skill Events

The following outline walks you through the steps you should consider in using the games or Scouting skills with your troop.

Be Prepared!

Familiarize yourself with the activity you have chosen. Know how the game is played, what the objectives are, and how its parts lead to the learning objective.

Plan strategy ahead of time so you can help your Scouts if they get into trouble with the game.

Figure out space and equipment requirements. In planning an activity for a camporee, encourage troops to try it out ahead of time to avoid last-minute snags.

Think about some questions you can use in reflecting following the activity. You may want to jot down some notes. Each activity has a few questions to get you started.

Present the Game

Make the rules clear. Be sure that the Scouts understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be no "put downs" or harassment during the activity.

Stand back. Let the Scouts solve the problem themselves. Even though you may know a better solution, let them figure it out for themselves. They will learn the most from an experience that they've worked through on their own.

Lead the Reflection

Lay the ground rules for discussion. Have Scouts sit so they can see each other and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

Facilitate the discussion. As a leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the Scouts say to avoid criticizing them. Help the discussion get going, then let the Scouts take over with limited guidance from you. If you describe what you saw, be sure that your comments don't stop the boys from adding their own thoughts. Above all, be positive. Have fun with the activity and with the processing session!

Use thought-provoking questions. The following types of questions are useful in reflecting:

- ☐ **Open-ended questions** help avoid "yes" and "no" answers. "What was the purpose of the game?" "What did you learn about yourself?"
- ☐ **Feeling questions** require Scouts to reflect on how they feel about what they did. "How did it feel when you started to pull together?"
- ☐ **Judgment questions** ask Scouts to make decisions about things. "What was the best part?" "Was it a good idea?"
- ☐ **Guiding questions** steer your Scouts toward the purpose of the activity and keep the discussion focused. "What got you all going in the right direction?"
- ☐ **Closing questions** that help Scouts draw conclusions and end the discussion. "What did you learn?" "What would you do differently?"

Reflecting on an activity should take no longer than 10 to 15 minutes. The more you do it, the easier it becomes for both you and your Scouts. Remember that the value and values of Scouting often lie beneath the

surface. Reflection helps you ensure that these values come through to your Scouts.

Blind Square

Objective

Scouts are to form a geometric shape with a 50-foot loop of rope

Procedure

Gather the group into a large circle. Place the loop of rope on the ground inside the circle at the feet of all the participants. Tell the group to blindfold themselves, then pick up the rope. When the group is ready, tell them to form a perfect square with the rope. When they think they have succeeded, have them remove their blindfolds.

Rules

- ☐ Each participant must hold onto the rope with at least one hand at all times.
- ☐ Blindfolds are to remain in place until they feel they have completed the shape.

Variations

- ☐ Have the group form different shapes (e.g. triangle, figure eight, etc.).
- ☐ Have the group form the shapes without speaking, either blindfolded or not.

Concepts

Handicap awareness, teamwork, cooperation, and communication.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What did the group think the purpose of this activity was?
- ☐ How did being blind make you feel?
- ☐ Ask them to describe what happened. How well did they perform? Why?
- ☐ How could they improve?

Give the group the option of trying the activity a second time, then ask:

- ☐ What happened this time that was different?
- ☐ Can you think of specific examples when the group cooperated in completing this activity? Explain.
- ☐ What did you learn from this experience?

Materials

- ☐ Length of rope
- ☐ Blindfolds for everyone (use neckerchiefs)

Weight Pull

Objective

Scouts are to raise and lower a weight as often as possible in a given time using a rope and pulley.

Procedure

A weight is attached to a rope running through a pulley or tackle. Each person in the group must hold the rope behind a set point and then raise and lower the weight as many times as possible in 2 minutes.

Rules

- ☐ The weight may not be dropped from the top of the pulley.
- ☐ A safety area, which no one is allowed to enter, is drawn on the ground 6' around the weight.

Concepts

Teamwork, cooperation, and leadership.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What was the purpose of this activity?
- ☐ Were you doing more or less work than you thought you should?
- ☐ Did the group arrange itself in any particular order?
- ☐ How were they arranged?
- ☐ What was physically hard about this activity?
- ☐ What was mentally hard about this activity?
- ☐ How well did your group do?
- ☐ What could you do to improve?

Give the group the option to try the activity a second time.

Materials

- ☐ Heavy weight (about 200 pounds)
- ☐ Pulley
- ☐ Strong, large-diameter rope
- ☐ Timer

Minute Measure

Objective

Scouts should develop an awareness of the duration of a minute and to practice estimating time spans.

Procedure

Ask the group to find a comfortable spot and sit down. Explain that they are going to estimate 3 minutes. Have them close their eyes and keep them closed. They begin timing on a signal from the instructor. At the end of 1 minute, each one should raise their hand with one finger up. At the end of 2 minutes, they should raise another finger. At the end of 3 minutes, they should open their eyes and put down their hands. Everyone should remain silent until all are finished.

Rules

- ☐ Everyone keeps their eyes closed until they finish timing.
- ☐ Everyone remains silent until the end of the activity.

Concepts

Problem-solving and self-esteem.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ How did you estimate the time?
- ☐ For those who finished first, how did you feel?
- ☐ What did you learn about yourself?
- ☐ Are there other ways we tell time?
- ☐ What are ways people use to estimate time?
- ☐ If you did it again, what would you do differently?
- ☐ Did you care if you were close or not?
- ☐ Would you like to do this again to see if you could improve?
- ☐ Did the time you spent waiting seem to take longer?

Give the group the option to try the activity a second time.

Materials

A watch with a secondhand or a stopwatch

Diminishing Load

Objective

To move a group across an open field as quickly as possible

Procedure

Instruct the group that they are to get across an open field as quickly as possible. To get across, a person must be carried.

Rules

- ☐ The first person must return to be carried across.
- ☐ If someone being carried touches the ground, both must return to be carried across.

Concepts

Problem-solving, teamwork, cooperation, and trust

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ How did the group decide to solve the problem?
- ☐ Did anyone become the leader?
- ☐ How did the leader emerge?
- ☐ What things did you have to think about before you started?
- ☐ How did you feel when things didn't go as well as you wanted?
- ☐ How did you deal with the feelings?

Give the group the option to try the activity a second time.

Materials

None

Height Alignment

Objective

The group is to align themselves according to height.

Procedure

Instruct the group to blindfold themselves. When everyone is blindfolded, tell the group to arrange themselves in a line according to height without speaking.

Rules

- ☐ No one may talk during the activity.
- ☐ Blindfolds must remain in place throughout the activity.

Variation

Align according to shoe size, waist measurement, etc.

Concepts

Communication, problem solving, and handicap awareness

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What bothered you about not being able to speak?
- ☐ How did you communicate?
- ☐ Who became a leader?
- ☐ How did you decide to lead or follow?
- ☐ How did you know where to fit into the line?
- ☐ What did you learn from this activity?

Give the group the option to try the activity a second time.

Materials

Blindfolds

Reach for the Sky

Objective

Scouts are to place a marker as high on an object (tree or wall) as possible.

Procedure

Break the larger group into groups of five. Each group is then to place a mark as high as possible on an object.

Rules

The group may not climb for the object, only place a mark on it.

Concepts

Teamwork, cooperation, and communication.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What do you think was the purpose of the activity?
- ☐ What was the best part?
- ☐ What was the hardest part?
- ☐ How did the group decide to proceed?
- ☐ How well did you communicate with one another to solve the problem?
- ☐ Did anything hamper communication?
- ☐ Can you think of specific examples when the group cooperated in completing the activity?
- ☐ How did cooperation lead to success in the activity?
- ☐ What did you like about how the group made decisions?

Give the group the option to try the activity a second time.

Materials

2-inch masking tape or other marking material

Bowline Stroll

Objective

The group, joined together, is to travel over a course as quickly as possible.

Procedure

Everyone in the group ties a bowline around his waist, making sure the rope is snug around his middle. Next, they all tie the free ends of their ropes to one small loop of rope. Each person should be no more than 1 foot from the center loop. The group must then travel from point A to point B as quickly as possible.

Rules

- ☐ Care must be given to proceed safely.
- ☐ No one may be dragged by the group.

Concepts

Communications, teamwork, and cooperation.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What did the group think the purpose of the activity was?
- ☐ How did the group decide the best way to move?
- ☐ Was anybody in the group a leader?
- ☐ How did you feel about that?
- ☐ What was the hardest part of the activity? Why?
- ☐ What was the best part of the activity?
- ☐ Can you think of specific examples when the group cooperated in the activity?
- ☐ What did you learn from the activity?
- ☐ What did you learn about the others?
- ☐ If you were to do this again, how would you do it differently?

Give the group the option to try the activity a second time.

Materials

- ☐ Enough rope for each Scout to have a 4-1/2-foot section
- ☐ One 6-inch diameter loop of rope

Human Ladder

Objective

The group forms a human ladder for one group member to cross.

Procedure

Participants are paired off and each pair is given one hardwood dowel to form a ladder rung. Several pairs standing together form a ladder. The climber starts out at one end and climbs onto the ladder, proceeding from one rung to the next. After the climber passes a rung, that pair moves to the front of the group, extending the ladder. Have the group move from one point to another, 20' to 30' away. Repeat until all members have been climbers.

Rules

- ☐ The rungs must be no higher than the pair's shoulders.
- ☐ A rung must not move while the climber is on it.

Variation

Travel around a set of obstacles.

Concepts

Teamwork, trust, and cooperation.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What was the purpose of this activity?
- ☐ What skills were developed by this activity?
- ☐ What made the climber uncomfortable?
- ☐ What made the climber comfortable?
- ☐ How did you work with your partner?
- ☐ How did your trust increase or decrease as the activity went on?
- ☐ What responsibilities did you feel toward the group?
- ☐ What was the hardest about climbing?
- ☐ How did the group work as a whole?
- ☐ Are there times when one group member relies on the rest of the group in real life? When?

Materials

Five to 10 hardwood dowels, 3' long and 1-1/4" in diameter

Plutonium Portation

Objective

The group is to move "hazardous plutonium" in a safe manner to a safe place.

Procedure

Explain to the group that a paper cup of "plutonium" capable of killing 3.75 million people needs to be moved to a safe place without spilling. The moving must be done wearing protective garments and using the transport device available. The transport device is a rubber band with four to six 3-foot strings that are attached to the main rubber band with smaller rubber bands.

Scouts are paired, and one Scout will be blindfolded (the protective garment). The nonblindfolded Scout leads his partner to a string. Then the entire group moves to the cup. Directed by their sighted partners, the blindfolded Scouts slip the centered rubber band over the cup by pulling their strings to expand the band. Once the rubber band is securely around the cup (which is three fourths full of water), the group must pick the cup up and move it 20' without spilling any water. Once the group has completed the task or failed, the Scouts change roles.

Rules

- ☐ Blindfolds remain on, no peeking.
- ☐ Partners may only speak with each other.

Variation:

All Scouts are blindfolded and only one person directs their action. No one blindfolded may speak during the exercise.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ Did you trust your partner?
- ☐ When you were blindfolded, what other senses did you depend on?
- ☐ What did you like best?
- ☐ What parts were frustrating?
- ☐ Was the communication clear?

- ☐ When something went wrong, who did you want to blame?
- ☐ Were you able to work as a team and how did it feel?
- ☐ Are there any times in real life when something like this could happen?
- ☐ What did you learn?

Materials

- ☐ Water, paper cups, or foam cups
- ☐ Rubber bands and string

Rescue Rope

Objective

Each member of the group throws a rope to a "victim" and coils it as quickly as possible.

Procedure

Select a victim and place him 20' from the throwing line. One at a time, each member of the group throws the rope to the victim, coils the rope and hands it to the next person. They should attempt to do this as quickly as possible.

Rules

- ☐ Each person throws and coils once.
- ☐ Bonus points are awarded for each throw that is within reach of the victim.

Scoring

Time the event after the signal to begin, and record the number of people in the group who throw. Subtract 5 seconds for each throw within reach of the "victim." Calculate the average time.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ How can these skills be applied to life inside and outside of Scouting?
- ☐ What advice would you give to a person trying this event?
- ☐ Did you see anyone do this differently than you?
- ☐ How did you feel about doing your best for the group?
- ☐ What did you like about this? Why?
- ☐ Give the group the option to try the activity a second time.

Materials

- ☐ Length of rope
- ☐ Stopwatch or watch with a secondhand

The Venerable String Burn

Objective

As quickly as possible, the group lights a fire that then burns through a string suspended 18' over it.

Procedure

After a starting signal, tinder and kindling are gathered by the group. They then build, light, and tend a fire until it burns through the string suspended about 18' above the pit.

Rules

- ☐ The group will receive two matches.
- ☐ Fires may not be raised off the ground.
- ☐ Fires may not exceed 12' in height.

Scoring

- ☐ Time the event after the signal to begin. Use a stopwatch or a watch with a secondhand.
- ☐ Subtract 30 seconds for each returned unburned match.
- ☐ Subtract 1 minute if the second attempt is better than the first.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ What job did you do?
- ☐ Did everyone do their fair share?
- ☐ What prevented everyone from taking part?
- ☐ How did the leaders lead?
- ☐ How did your group get organized?
- ☐ What would you do differently if you could do it again?

Give the group the option to try the activity a second time.

Materials

- ☐ String
- ☐ Wooden matches
- ☐ Uprights for string

Knot and Lash

Objective

Scouts will demonstrate tying basic Scout knots and lashes.

Procedure

Each member of the patrol is given the opportunity to demonstrate the following knots: square knot, clove hitch, sheet bend, taut-line hitch, two halfhitches, and bowline.

As a group, they demonstrate square, diagonal and shear lashing.

Rules

- ☐ Each knot and lash must be shown to the judge.
- ☐ Each knot and lash must be done properly.
- ☐ Members of the group may teach one another to tie or lash.
- ☐ There is no time limit.
- ☐ The leader should make sure the skills are taught to all correctly.

Scoring

The group will be scored on the number of tasks completed. For each of the six knots, 5 points are awarded if each group member can tie it, 3 points if some can tie it, and 1 point if no one can tie it.

For each lashing, 10 points are awarded if each member can do it, 5 points if some of the group can do it, and 1 point if no one can do it.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ How can these skills be applied to Scouting?
- ☐ How can these skills be applied to non-scouting activities?
- ☐ Can you give specific examples where one Scout helped another?
- ☐ Did anyone who learned a knot today teach it to another Scout?
- ☐ How could your group have worked better together?
- ☐ Would you like to do this again to see if you could improve?

Give the group the option to try this activity a second time.

Materials

- ☐ Several lengths of rope
- ☐ Two lashing spars

Log Disassembly

Objective

Each participant cuts through a small log.

Procedure

In relay fashion, group members each cut through a small-diameter log. This is to be done as quickly and safely as possible.

Rules

- ☐ Only one person may cut at a time.
- ☐ Sawing safety rules in the *Boy Scout Handbook* must be followed.

Scoring

Record the average time of the group (average = total time divided by number of group members). Add 5 seconds for each unsafe action.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ Did anyone feel like they were not cutting fast enough?
- ☐ How did you feel?
- ☐ Did it bother you if things slowed you down?
- ☐ Did anyone see anything unsafe?
- ☐ Would you like to do this again to see if you could improve?
- ☐ What did you like best about this? Why?
- ☐ What's the purpose of this skill?

Give the group the option to try this activity a second time.

Materials

- ☐ Long log with a 3' to 6' diameter
- ☐ Safety saw
- ☐ Stopwatch or a watch with a secondhand

Conserve and Observe

Objective

This activity increases and improves Scouts' awareness of the environment and their observation skills.

Procedure

The larger group is divided into four groups: **scribes**, **seers**, **hearers**, and **feelers**. There is only one **scribe**. The other three groups should be roughly equal. The **hearers** and the **feelers** are blindfolded. When all this is done, the group is instructed to go out and observe as much as possible in 5 minutes.

- ☐ The **scribe** records all observations on paper.
- ☐ The **seers** observe only what they can see.
- ☐ The **hearers** observe only what they can hear.
- ☐ The **feelers** observe only what they can feel.

Rules

- ☐ The **scribe** and the **seers** must lead those who are blindfolded.
- ☐ Only those observations recorded on paper are scored.
- ☐ The group must think about the safety of everyone.

Scoring

The group is awarded one point for each observation listed.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ In what ways did you trust your guide?
- ☐ How did that affect your participation?
- ☐ What problems did the group have?
- ☐ How did you work around them?
- ☐ What ways did you observe?
- ☐ How may this be different from the way you normally observe?
- ☐ What do you think is the purpose of this activity?
- ☐ How do you think a blind person or a deaf person would do with this activity?

Give the group the option to try the activity a second time.

Materials

- ☐ Watch
- ☐ Paper and pencils
- ☐ Blindfolds

Rapid Transit

Objective

Scouts demonstrate the skills required for transporting people in an emergency situation.

Procedure

Pair off the group. Line pairs along one end of a field or other area. The members of each pair will be transporting one another from one side of the area to the other, using first aid transport techniques.

- ☐ For the first trip across, they demonstrate the walking assist.
- ☐ The second trip is done using single-person carries.
- ☐ The Scouts then divide into groups of three and demonstrates two-person carries for the third leg.
- ☐ Next, the entire group transports one victim, using a group carry.
- ☐ For the last trip, the group must carry a different victim on a stretcher made from scavenged material. This is all done as quickly as possible.

Rules

- ☐ Care must be used in all carries.
- ☐ If someone is dropped, that group must do that trip over.
- ☐ The group may confer on the techniques used.

Scoring

Time the event from the signal to begin until everyone has done the entire schedule of carries satisfactorily.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What was the purpose of this activity?
- ☐ Did the group have problems with any of the carries?
- ☐ When would you use these skills?
- ☐ Which carry did you enjoy the most? Why?
- ☐ What did you like or dislike about this event? How did it feel to be transported?
- ☐ Give the group the option to try the activity a second time.

Materials

Stopwatch or watch with a secondhand

My Tree

Objective

The group learns to identify a tree using senses other than sight.

Procedure

The group pairs off in a central area. One person in each pair is blindfolded and turned around three times. After this, his partner leads him on a roundabout way to a tree. The blindfolded person is allowed to observe the tree using any sense but sight. When he is finished, he is led, still blindfolded, back to the start. The blindfold is then removed, and the Scout tries to find his tree. Repeat the process with roles reversed.

Rules

Blindfolded Scouts must be lead in a safe manner.

Variations

Have them locate a rock, patch of ground, etc.

Scoring

Award 5 points for locating the tree and 5 bonus points for finding it within 2 minutes.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What did you like about this activity?
- ☐ What skills were developed by this activity?
- ☐ Ask each Scout how he found his tree.
- ☐ Did you trust the person leading you? Why or why not?
- ☐ Did you want the other person to find the tree or did you want them not to find it? Why?
- ☐ How is being "handicapped" for a short time different than if you had to deal with something your whole life?
- ☐ Would you like to do this again to see if you can improve?

Give the group the option to try the activity a second time.

Materials

- ☐ Blindfolds
- ☐ Watch

Which Way Do We Go?

Objective

A patrol is to correctly complete the compass course assigned.

Procedure

Divide the patrol into teams of two or three. Place a numbered stake in the ground for the start of each patrol's course. Ask the patrol members to follow the course and to place a numbered stake marked "END" where they end up. To assure that all participants gain experience using a compass, each team should be responsible for one leg of the course.

Course 1. From the start, go 125' on a compass reading of 94degrees; then go 137' on a compass reading of 213 degrees; then go 140' on a compass reading of 340 degrees.

Course 2 From the start, go 95' on a compass reading of 214degrees; then go 80' on a compass reading of 320 degrees; then go 90' on a compass reading of 69 degrees.

Course 3. From the start, go 120' at a reading of 48 degrees; then go 95' at a compass reading of 185 degrees; then go 160' at a compass reading of 280 degrees.

Scoring

The correct finishes to the three courses are as follows:

Course 1. 10' from the start on a compass reading 23 degrees. Permissible error (PE) is 20' 1".

Course 2. 25.5' from the start on a compass reading 309 degrees. PE is 13'3".

Course 3. 78' from the start on a compass reading 280 degrees. PE is 18'9".

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What did the group think the purpose of the activity was?
- ☐ How would the group describe their success at completing a compass course?
- ☐ What difficulties did they encounter?
- ☐ Examine the roles various individuals played and how the patrol functioned.

Give the group the option to try the activity a second time.

Materials

- ☐ Compass
- ☐ Stakes for starting and ending markers

- ☐ Compass course cards
- ☐ Correct answers for each course

Blind Tent Pitch

Objective

Scouts must perform a simple task without sight or talking.

Procedure

The group is given a two-person or similar size tent. They are instructed to pitch the tent properly, but they are blindfolded and told not to speak.

Rules

Use weights instead of stakes.

Scoring

Record the time needed to pitch the tent.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ What frustrated you the most?
- ☐ How did you communicate?
- ☐ If you had to name one thing that helped you the most, what was it?
- ☐ What times in real life might you not be able to hear or see?
- ☐ Would you like to do this again to see if you can improve?
- ☐ What did you like best?
- ☐ How did it feel to not be able to see or talk?

Give the group the option to try the activity a second time.

Materials

- ☐ Blindfolds
- ☐ Weights
- ☐ Two-person tent
- ☐ Stopwatch

Fahrenheit 212

Objective

The group is to light a fire and boil a pint or quart of water as quickly as possible.

Procedure

Tinder and kindling are gathered by the group after the starting signal. They build and start a fire and tend it until a pint or quart of water suspended 6" from the ground comes to a boil.

Rules

The group receives two matches.

Scoring

Record the time it takes to boil the water. Subtract 30 seconds if only one match is used. Subtract 1 minute if the second attempt is better than the first.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ Did anyone lead the group?
- ☐ How did that person lead?
- ☐ Are there other ways of leading?
- ☐ Did anyone get impatient?
- ☐ How did you deal with it?
- ☐ Did anyone see someone doing something they thought they could do better?
- ☐ What did you do?
- ☐ Would you like to do this again to see if you can improve?

Give the group the option to try the activity a second time.

Materials

- ☐ Pot
- ☐ Matches
- ☐ Water
- ☐ Tripod for suspending pot

Micro-Trails

Objective

The group sets up a nature trail on a small scale.

Procedure

The group receives 1 meter of string and 10 to 12 toothpicks. They are to choose an area in a field to set up a "micro-trail." They select a starting point, mark it with a toothpick and tie a string to the toothpick. Then, using the string, they mark a trail, using other toothpicks to mark interesting sites on the trail. When

the group is done, they bring the judge on a "microtrail" hike.

Rules

- ☐ The trail can only be as long as the string.
- ☐ The time limit is 15 minutes.

Scoring

- ☐ 1 to 5 points for knowledge of nature
- ☐ 1 to 5 points for creativity in the trail construction
- ☐ 1 to 5 points for interpretive work on trail hike
- ☐ 1 to 5 points for group involvement and input

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ How did the group decide where to put the trail?
- ☐ Did everyone participate in the decision? Why or why not?
- ☐ What made making a "microtrail" tough?
- ☐ What ways did your observation skills improve?
- ☐ Did you teach anything? What was that?
- ☐ What did anyone learn?
- ☐ What did you like best about this activity?
- ☐ What is important about this activity?

Give the group the option to try the activity a second time.

Materials

- ☐ A string 1 meter long
- ☐ Toothpicks

Rescue Rope II

Objective

The group rescues an "endangered victim."

Procedure

Each member of the patrol is given a 5" to 6" length of rope. Then the "victim" is placed about 30' from the group. On a signal, the patrol must tie the ropes end to end, using square knots. When the rope is completed, the group must coil the rope and throw it from the imaginary shoreline to the victim. The victim must catch the rope and tie a bowline around his waist. If the victim can't reach the rope, the group must recoil and throw the rope until the victim catches it.

Rules

- ☐ Each knot should be done properly.
- ☐ The group must not drag the victim.
- ☐ The group must stay behind the line.
- ☐ The victim must stay in one spot.

Scoring

Record the time of the event and add 15 seconds for each incorrect knot.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ How can these skills be applied to your Scouting?
- ☐ How can these skills be applied to life outside of Scouting?
- ☐ Was everyone able to tie a knot?
- ☐ Who led the group?
- ☐ How did the leader lead?
- ☐ How did the group decide to coil and throw the rope?
- ☐ What problems did the group have?
- ☐ How did you work out the problems?
- ☐ Give the group the option to try the activity a second time.

Materials

- ☐ Stopwatch or timer
- ☐ A 5' to 6' rope for each participant
- ☐ Pot
- ☐ Matches
- ☐ Water
- ☐ Tripod for suspending pot

Guesstimate

Objective

This helps Scouts learn to determine height, distance, temperature, and wind speed, using simple tools.

Procedure

Provide the group with reprints of the following from the *Boy Scout Handbook* (taken from the 1990 edition):

"Measuring Heights"

"Measuring Widths"

"Personal Measurements"

Tell the patrol that they will be asked to estimate certain measurements, using those guides. Give them a

number of things to estimate - a tree, a flagpole, a road, a river, several small objects.

Rules

The group may not use any traditional measuring devices.

Scoring

Exact measurements are established by the leaders using traditional measuring devices and techniques.

- ☐ 10 or 25 points for each measurement within 5 percent of being exact
- ☐ 8 or 20 points for each measurement within 10 percent of being exact
- ☐ 6 or 15 points for each measurement within 25 percent of being exact
- ☐ 4 or 10 points for each measurement within 50 percent of being exact
- ☐ 2 or 5 points for each measurement within 200 percent of being exact

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ When could you use these skills?
- ☐ What new skills did you learn?
- ☐ What was the most challenging part of this activity?
- ☐ Did one person or the entire group work on each problem? How well did that work?
- ☐ In what ways could you improve the way the group worked?
- ☐ Where do you think these skills came from?
- ☐ Which one did you like best? Least? Why?

Materials

- ☐ Handouts from the Boy Scout Handbook
- ☐ Objects which have been measured by the facilitator and are to be measured by the group
- ☐ Paper and pencils

Stick It to "Em"

Objective

Scouts are to assemble and disassemble a shear-lashed pole.

Procedure

Divide the patrol in half and place the two groups on opposite sides of a 20-foot space. On each side, the

groups will find three 7-foot lashing spars and two lengths of lashing rope. On a signal from the judge, each group lashes the spars into a pole, then passes it across the 20-foot space to the other group. Each group must disassemble the pole it receives.

Rules

If the pole touches the ground between the two spaces, the pole has to be brought all the way back and be repassed. Care should be taken to prevent injury.

Scoring

Time the event.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- ☐ What skills were developed by this activity?
- ☐ What was the hardest part of the activity?
- ☐ How did you work it out?
- ☐ Did you think of the two groups as separate or one team?
- ☐ Did you cooperate or compete?
- ☐ How did this come about?
- ☐ If one group was quicker than the other, how did the waiting group feel? How did the working group feel?
- ☐ Give the group the option to try the activity a second time.

Materials

- ☐ Six 7-foot lashing spars
- ☐ Four lengths of lashing rope
- ☐ Stopwatch or timer

Create Your Own Game

Just follow this simple format, and you can design lots of Scouting skill events. The *New Games Book* and *More New Games*, edited by Andrew Fluegelman, *Cowstails and Cobras and Silver Bullets*, by Karl Rohnke, and the *Cooperative Sports and Games Book* and the *Second Cooperative Sports and Games Book*, by Terry Orlick, are great resources for more games. These games should also be put into the following format.

Title - Think up a creative, funny, or intriguing title pertaining to the activity.

Objective - Write a simple one- or two-line description of the objective.

Procedure - Give a straightforward description of how the event should happen, written in a manner that is easy for Scouts to understand. There is no need to be overly detailed concerning the nature of the activity.

Rules - Limit rules as much as possible, so that they are safety guidelines and not restrictions on the activity.

Scoring - Provide a scoring criteria for the Scouting skill events only. Initiative games are not scored. The scoring should encourage participation and provide attainable goals for all participants.

Processing - Provide the leader with a starting point for processing. There should be 6 to 12 specific questions to ask the group.

Materials - To make it easier for the people doing the activity, provide most of what's needed.

Cooperative Activities Format

Title _____

(Enter your own game.)

Objective _____

Procedure _____

Rules _____

Scoring _____

Processing _____

Materials _____

Special Activities and Specifications

Bullwhip Activity Station

Description

The station has two areas, each a square 20 feet on each side. Each area is divided into four squares, each 10 feet on each side. One foot from the center of the area, between the center and the corners, four 5-foot posts have been buried so that they are 3 feet tall. Balloons are fastened to the posts for Scouts to pop with the bullwhips.

Objective

This activity teaches Scouts how to crack a bullwhip and how to use a whip for accuracy. A member of the staff gives instructions to each new group before they are allowed to use the whips.

Rules

1. Before a Scout is allowed into a square, he must be briefed on the safety of the bullwhip.
2. Each boy will be placed in the corner of his square opposite from the post.
3. Each Scout must wear safety goggles while in the area.
4. A staff member with a whistle watches the area from a safe distance. If all rules are not followed, he blows the whistle, and all Scouts must stop cracking the whips until he instructs them to continue.
5. When the time is up, all Scouts remove their goggles, roll their whips, and lay them where they are standing before leaving the area.

Construction

1. Two areas, 20' each, are laid out, with a 10' safety area between them.
2. At the center of each area, four 4' diameter posts, 5' long, buried 2' in the ground at a point 1' from the center point of the area.
3. Two feet in from the side corners, place markers to indicate the Scouts' positions.

Special Requirements

Safety is of utmost importance in this activity. While cracking whips, people have snapped their hats right off their own heads, have caught themselves on the arms and legs, and have wrapped whips around themselves. Therefore, it is important that proper instruction be given to the Scouts before they enter the area, and that they wear safety goggles while in the area.

1. Scouts are to keep their arms extended at full length while cracking the whips.
2. When trying to crack the whip, the arm motion must be away from the body.
3. If two boys get their whips tangled, the staffer on duty will blow the whistle to stop the cracking until they have untangled their whips.
4. Scouts must wear safety goggles while in the area.

Materials

- | | |
|-------|---------------------------------------|
| 24 | 5-foot posts, 4" in diameter |
| 30 | 8-foot bullwhips |
| 33 | pairs of plastic safety goggles |
| 3,000 | balloons, 10' in diameter |
| 300 | upholstery tacks (with rounded heads) |
| 24 | survey stakes for area corner markers |
| 24 | 10" spikes for markers |
| 3 | rolls surveyor's tape for markers |

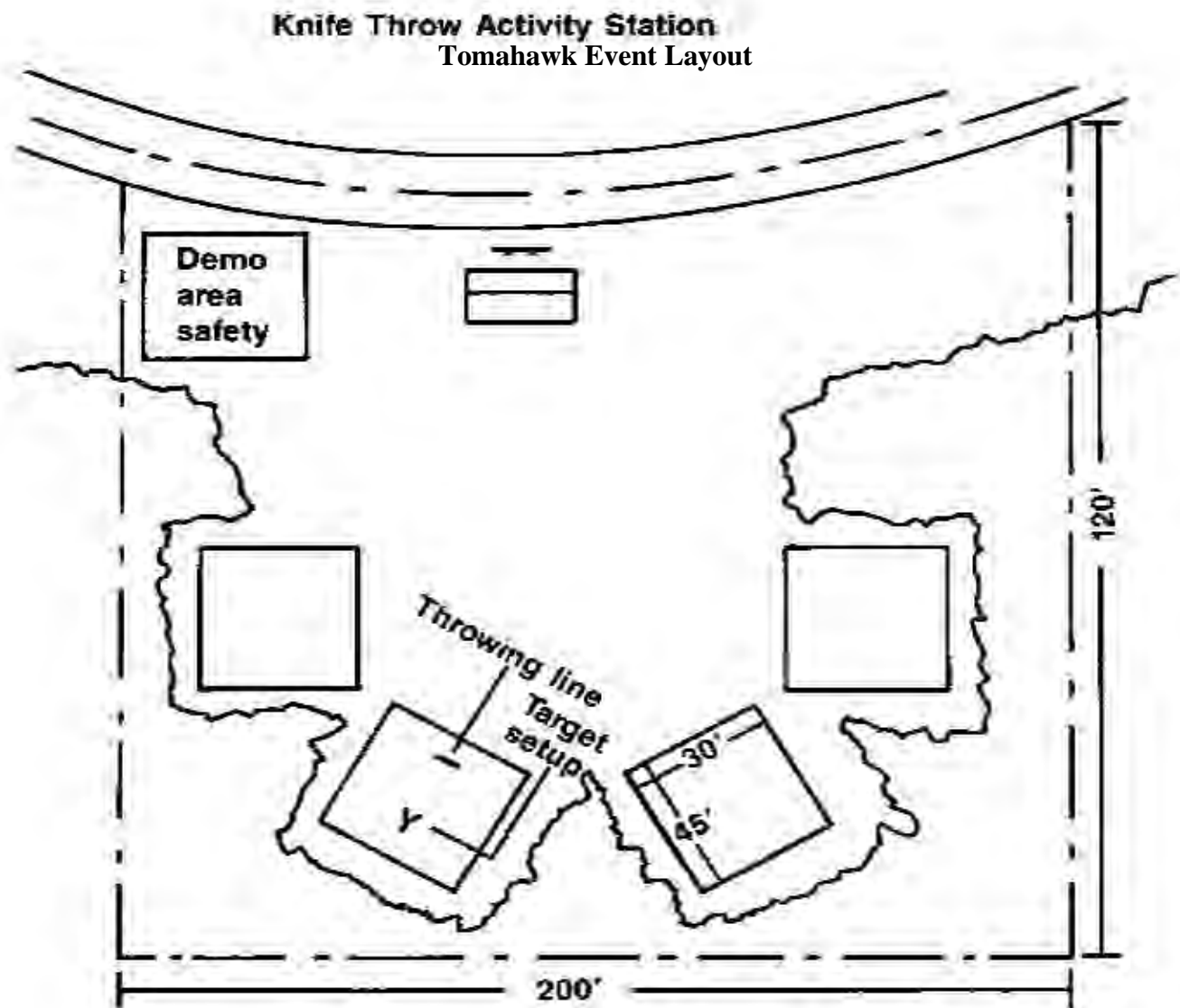
Tomahawk Throw Activity Station

Description

Each Scout will be taught how to throw a tomahawk and given a chance to practice throwing it. After the Scout has had a chance to practice, he will throw three "hawks" for his score. The target is a crosssectional area of a log from 18" to 24" in diameter (as big as the local area is able to provide). The target will be set upon a tripod to help to support the log and to steady the log when the tomahawk hits it.

Objective

Give each Scout an opportunity to learn to throw tomahawks. Allow each Scout a chance to practice throwing the tomahawks (practice throws may be limited by the time available). Each Scout will then be given an opportunity to throw three tomahawks for a score. The scoring will be based on accuracy. A target will be painted in the center of the target, and each Scout will be awarded points for how close to the center of the target he gets and how many hawks he sticks. The patrol champion will be the Scout who scores the highest. The patrol score will be the total sum of the score of each Scout, divided by the number of Scouts in the patrol.



Rules

1. Keep tomahawks secured in safe place when not in use.
2. The activity leader breaks the patrol up into pairs (using the buddy system). He then gives a demonstration of what they are to do and how to do it. He assigns each pair a station.
3. The leader directs throwing so that safety rules are observed.
4. The staff member demonstrates how to throw a "hawk."
5. One Scout throws the "hawks" while the other Scout watches. The staff member points out ways for the Scout to improve after each throw.
6. The Scout who threw the "hawks" retrieves the "hawks."
7. The Scout who does not throw stands at the throwing line while the Scout who threw retrieves the "hawk."
8. The other Scout then takes his turn.
9. Only one set of "hawks" (three "hawks" in a set) is used per throwing space (target).
10. Anyone not observing the safety rules must wait outside the area for his patrol to finish.

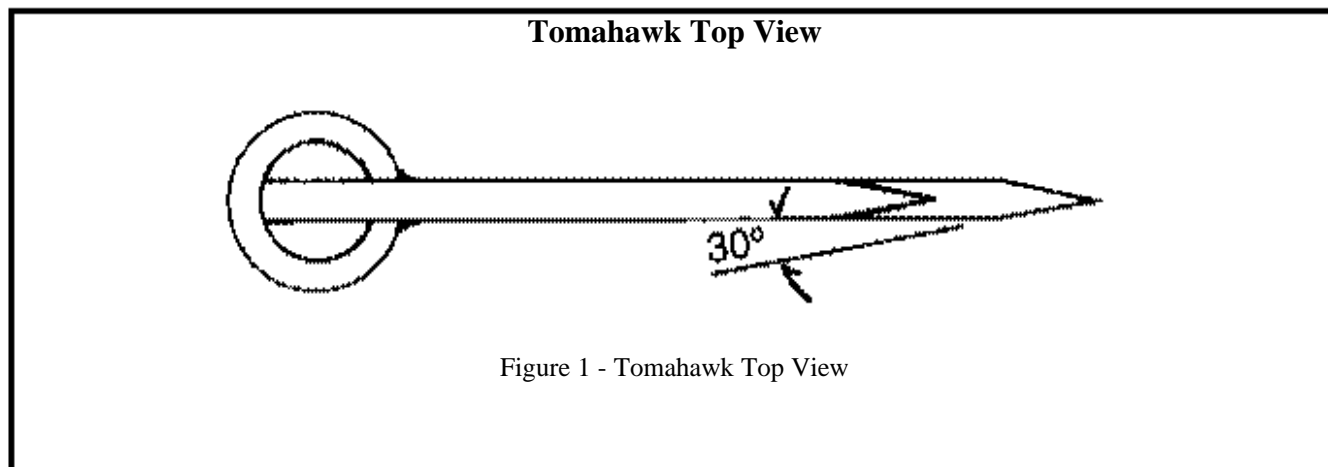
Materials:

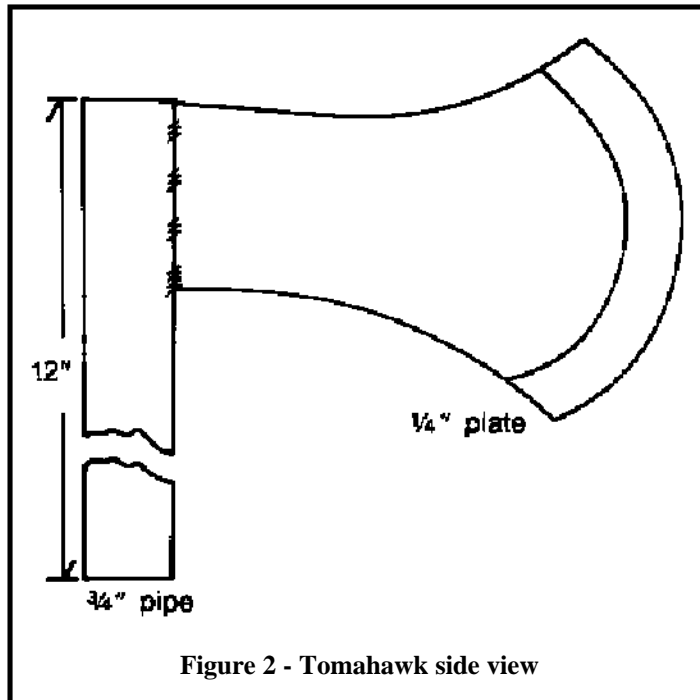
- | | |
|---------|---|
| 15 | Tomahawks |
| 15 | log slabs, 8" thick, 18' to 24" in diameter |
| 1,000' | 1/4" line for flagging |
| 1 spool | orange survey flagging |
| 120 | 5' or 6' survey stakes |
| 3 | 8" bastard files (for repairing the faces of the tomahawks) |
| 4 | tripods |
| 100 | 16d nails |
| 30 | two-by-fours, 2' long |
| 15 | two-by-fours, 2 1/2' long |
| 15 | two-by-fours, 11/2' long |
| 30 | target rests |
| 30 | 5/8" nc by 8" stove bolts |
| 15 | 5/8" nc by 5" stove bolts |
| 45 | 5/8" nuts |
| 90 | 5/8" washers |
| 45' | 1/4" chain |

Special requirements:

Safety is of the utmost concern.

Flag the perimeter of the area with plastic flagging to prevent unauthorized entrance.





Tomahawk Pattern (Original head pattern 3"x2")

Tomahawk Construction

Tomahawks should be made out of 1/4" plate steel cut to the above pattern and welded on to 12" handles. The handles are made of 3/4" black pipe. The edges of the handle and the blade should be slightly rounded. The blade should be sharpened to a 300 edge, beveled on both sides.

Knife Throw Activity Station

This is a skill patterned after the abilities of the frontiersmen and mountainmen to throw a big knife into a log or tree. The Scouts are paired up, and throw the knives at targets of wood. If a Scout has difficulty throwing, he can practice until he gets an understanding of the skill. The challenge is to stick the knife into the bullseye of the target.

Objective

The Scout is given three practice throws, then is scored on the next three throws. The champion is the Scout with the best score.

Rules

The activity leader divides the patrol into pairs (buddies). He gives the patrol a demonstration on how to throw the knife, pointing out safety concerns. The boys move to the target areas and receive their three knives. The boys throw when given the signal, then when both have thrown their practice throws, they retrieve the knives and prepare to throw for points. These safety rules must be followed:

1. No one crosses the throwing line until all six knives have been thrown.
2. No throwing will be allowed unless at a target specified by the activity leader.
3. Knives must be checked out and in with the activity leader.
4. Scores must be verified by the activity leader.

Operation

All knives will be stored in a secure place when not in use. Instructions will be given to all participants, pointing out safety aspects and recommended throwing technique. Permission to throw will be given, then practice throws and scored throws will be made. After the scores are verified, knives will be collected and stored.

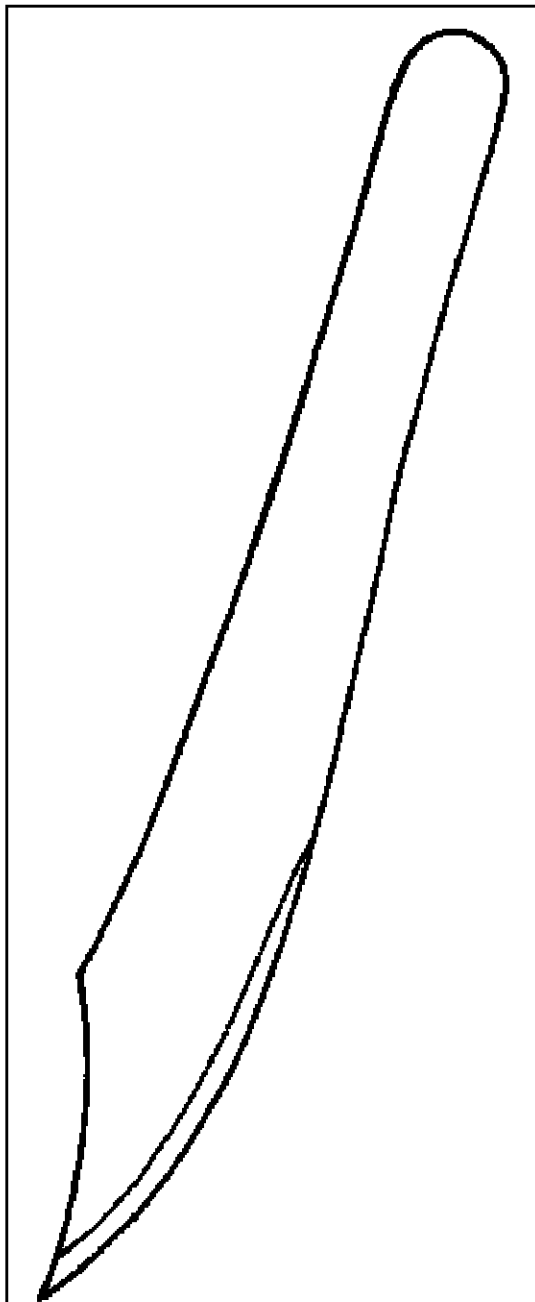


Figure 3 - Knife Pattern

Knife Construction

Use 1/4" boiler plate, with a 300 bevel on both sides. It should be beveled just far enough back to allow knife to stick. (original pattern = 5 1/2" long)

Construction

One area must be cleared at least 45' deep by 30' wide. Place two preconstructed tripods 4' apart centered, 20' from back of clearing and 25' from throwing line.

- 2 tripods (see page 26 for description)
- 2 targets (log wafers 18" to 24" in diameter by 12' deep)
- 12 knives (per area - 24 in use, 24 backup sets; six per target)
- 480' flagging or fence
- 5 8-foot poles, 3" in diameter
- 27 5-foot poles, 3" in diameter
- 9 3-foot poles, 3" in diameter
- 18 metal target rests (see diagram)
- 9 1/8" stove bolts, 8" long
- 18 1/8" stove bolts, 5" long
- 9 log wafers, 18' to 24" in diameter, 12" deep
- 48 knives (see diagram)
- 1 dining fly
- 2 stumps, 18" to 24" in diameter, 24" deep
- 1 sign, 2' by 8'
- 1 sledge hammer (1/4 pound)
- 1 shovel (round nose)
- 20 stakes, 1" by 2' by 16"

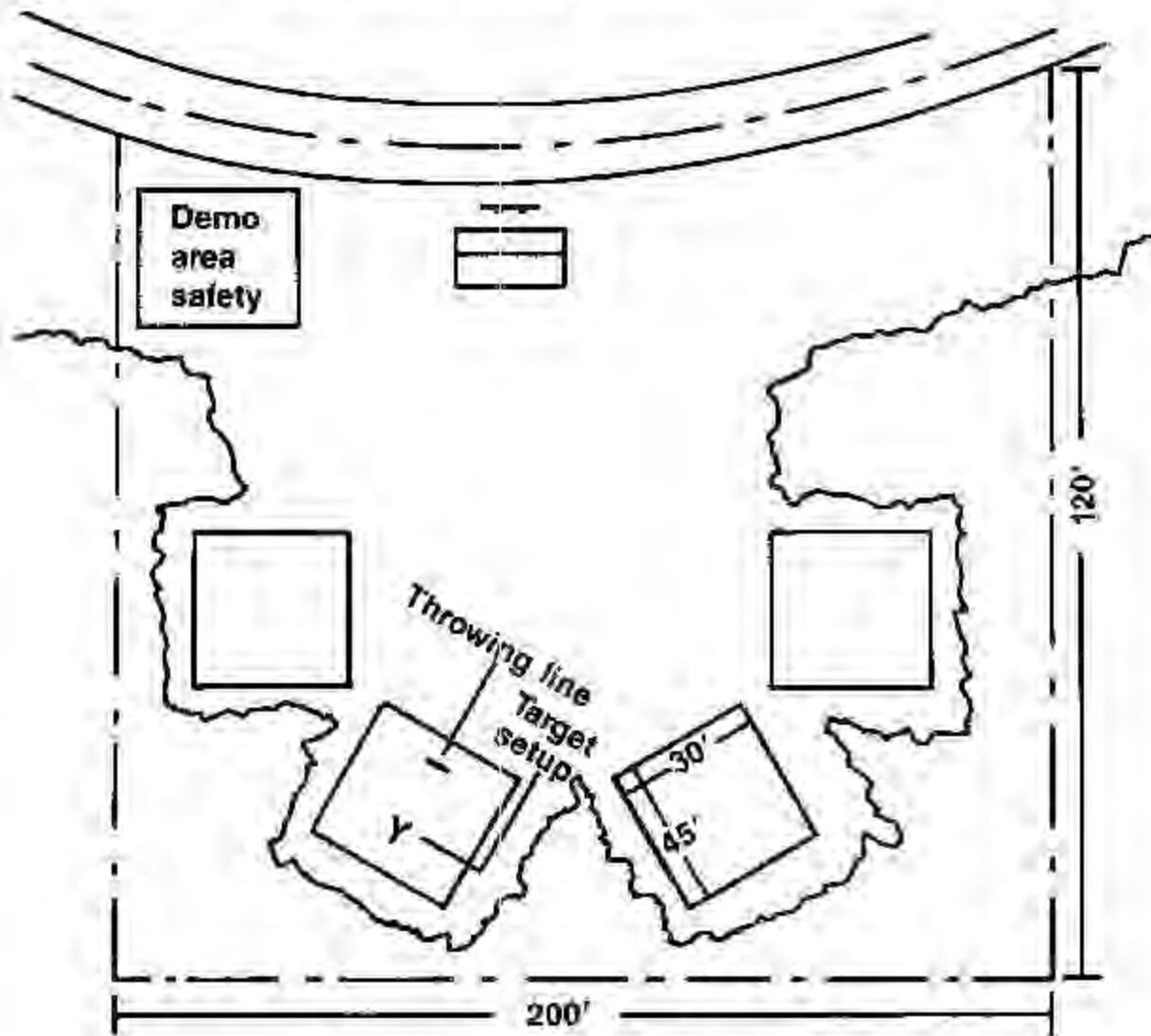
Special Requirements

Safety rules must be followed. A flagged perimeter of 200' by 120' must surround the four throwing areas to prevent unwanted entrance.

Materials

- 6 16d nails
- 2 two-by-fours, 2' long
- 1 two-by-four, 1 1/2' long
- 1 two-by-four, 2 1/2' long
- 2 target rests, made from 1/4" plate
- 2 5/8" by 5" stove bolts
- 1 5/8" by 8" stove bolt
- 3 3/4" nuts
- 6 5/8" washers
- 4' jack chain

Knife Throw Activity Station





Camporee Guide

BOY SCOUTS OF AMERICA

CONTENTS

WHAT IS A CAMPOREE? 1

TYPES OF CAMPOREES 2

- Purpose of the Camporee 2
- Various Types of Camporees 2
- Combining Various Types of Camporees 2
- Themes for Camporees 2
- Campcraft Camporee Field Plan 4
- Show-Type Camporee Field Plan 4
- Pioneer Camporee Field Plan 5

ORGANIZING TO GET THE JOB DONE 5

- The Camporee Committee 5
- District or Council Camporee Committee
Organization Chart 6

DEVELOPING A WORK PLAN 12

- The Camporee Work Schedule in Detail 12

SELECTING THE PROGRAM FEATURES 18

- Demonstrations 18
- Physical Fitness Events 20
- Skill Contests 21
- Campfires 23

SCORING THE CAMPOREE 26

- Competition 26
- Camporee Awards 29

The responsibility for planning, promoting, and conducting a district camporee or council camporall (all districts having a joint camporee with a coordinated program similar to a national jamboree) will vary according to your council and/or district organization plan. According to the functional plan of operation, the camporall should be the responsibility of the activities committee, but might be handled by the camping committee or an ad hoc committee or task force established just for that purpose.

WHAT IS A CAMPOREE?

A camporee is many things—camping fun for boys, the thumping of hundreds of feet on the way to an evening campfire, and the blue smoke from campfires cooking Mulligan stew or spaghetti or ham and eggs or French toast. It's the air-splitting shout of a hundred voices giving a Boy Scout cheer. It's the patter of rain on many tents at night. It's the ripple of wind-blown flags in the morning sun. It's catching the idea of teamwork in a patrol. It's learning to carry out an order you don't really like. It's the spirit that says, "Our gang is as good as anybody else's." It's "Young America" learning self-reliance firsthand.

A camporee can be a perfect showplace for the Scouting program and, therefore, go far beyond just being a gathering of boys. It is a wonderful public relations event.

A good program of showcase quality is a prerequisite for building good public relations. Scouts must thoroughly demonstrate the finest in Scouting through behavior, good uniforming, and general appearance. A boy Scout camporee starts with the recognition that a patrol is the basic (camping) unit. The patrol demonstrates its very best camping techniques and shares its experiences with other patrols. The camporee involves the type of equipment that can be carried in a pack by boys and can be set up entirely by boys. The

equipment thus set up would be completely self-sufficient for a self-reliant experience over a period of 2 or 3 days. These concepts should be at the heart and core of every camporee. A camporee then is an inter-troop and patrol camping exhibition. It is a highlight adventure of the yearly camping program for boys in patrols and troops.

Camporees are held on a council, division, district, or neighborhood basis. They may be held at any time of the year. Camporee programs may include contests and demonstrations of outdoor Scout skills as well as campfires, games, and field events. These activities can show Scouting at its best.

In some instances, it might be desirable—from a public relations standpoint—to have a show-type atmosphere at the camporee with flags, demonstrations, contests, and pageants; but all this should not detract from the general practice of the simple skills of camping and self-determined patrol activities.

Boy Scout camporees can help councils and districts meet part of their goals. They stimulate overnight camping; they help units to attain part of their annual 10 days and nights of camping; and they help prepare units for long-term camping. Camporees thus also help units to earn the Honor Unit Award.

TYPES OF CAMPOREES

PURPOSE OF THE CAMPOREE

The camporee as with all council- and district-wide activities has three basic objectives. First, it must provide an adventuresome activity for the boy—an exciting adventure that he would not ordinarily experience camping with his patrol or troop alone. Second, it must motivate the troop to action by stimulating and challenging the adult leaders and the patrol leaders' council to carry out a quality program of camping in preparation for and during the camporee and, when held in the spring, to help the troop prepare for summer camp. Finally, it must interpret the Scouting camping program to the public—using the public in its broadest sense and including the parents and the chartered organization as well as the public outside the ranks of Scouting.

VARIOUS TYPES OF CAMPOREES

There are many types of camporees. Three are more common. First, there is the *campcraft* camporee that stresses camping ability, skills, and campcraft contests. This camporee would be staged in a wilderness or semiwilderness camp setting. The second camporee is the *show* type that is geared to new forms of showmanship and displays featuring arts and science competition, etc. It is geared to a public demonstration of Scout skills and is held in an accessible place close to the community, perhaps in a public park. A third type of camporee is called the *pioneer* camporee, in which all possible self-reliance practices are used, including the use of primitive methods of cooking and camping. Much of the material in this type of camporee would be homemade and improvised. Each council must determine which of these three types of camporees will best meet its needs.

All three types should be backpacking camporees. There have been indications in recent years that Boy Scout camping and hiking have taken the trail of least resistance, that much camping is done within a few feet of the car door and that hiking with a pack has become a lost art. If this is true, we are losing some of the values of the Scouting program; that is, the ability to pack a proper pack, the knowledge of how to hike (walk) in

rough country, the determination to arrive at a goal, the muscle building that portends personal fitness, and the practice of resourcefulness and self-reliance. If these attributes of the outdoor Scouting program have been lacking in the general week-to-week, year-round program of some troops, then the camporee may be the stimulus needed to regain the practice and to begin anew to give boys the full benefits of a rugged, self-reliant outdoor experience.

Many councils have conducted successful combined camporee and Scouting show activities. Separate areas must be set up. Cub Scout packs and Explorer posts move in in time to establish their demonstration area or show-act preparations, but do not camp overnight. Such combined events are not recommended on a yearly basis.

COMBINING VARIOUS TYPES OF CAMPOREES

It is conceivable that some elements of various types of camporees could be combined into a single camporee. For example, a show type could have several troops and patrols that may have elected to try out the pioneer camporee plan, or the campcraft camporee could have some troops following the pioneer plan. This combination of plans must be decided upon by the troops and personnel involved in operating the camporee. It must be done with the full consideration of the needs and desires of the boys, troops, and districts involved. The combination could create problems of judging. It would seem more adequate to rotate the types from year to year.

THEMES FOR CAMPOREES

Each camporee may revolve around a particular subject or theme—this gives added purpose and zest to the enterprise. Such camporee themes might be BSA's program of emphasis for the year, conservation, fitness, the Good Turn, safety, advancement, winter skills, survival, jamboree camporee, litepar, wood lore, historic trail, buried treasure, wilderness trail, and caveman.



CAMPCRAFT CAMPOREE

1. Location of site not important.
2. Setting in a typical camping area, decorations at a minimum.
3. All food and equipment backpacked from check-in point to the camping areas. No cars or trucks beyond the parking area.
4. Adult leaders may or may not do on-the-spot coaching, as decided by the camporee committee.
5. Patrols operate on their own according to plans adopted by the committee.
6. Patrol cooking is a highlight of the camporee. Patrol menus and gadgetry might be featured here.
7. Visitors activity is casual with no elaborate plans.
8. An interpatrol and troop camping demonstration—a variety and abundance of campcraft skill may be employed here.
9. Contests and field events are not staged for visiting audience. All are of a Scoutcraft and woodcraft nature.
10. The patrol camp is a show of woodcraft and campcraft abilities.
11. Major group activity may be in physical fitness, cooking, camp gadgets, Good Turn, or the like.
12. Press, radio, TV coverage desired.
13. Exchange of ideas and camp kinks by patrols and individuals.



SHOW-TYPE CAMPOREE

- Site easily accessible.
- Troop flags, banners, and gateway on display
- All personal gear backpacked in; special demonstration material may be trucked in
- Adult leaders are in charge and on the spot at all times.
- Patrols camp together as a part of the troop.
- Patrol meals are simple and easily prepared. Cooking with aluminum foil may be featured
- A public show of patrol camping skills.
- Patrols camp but also demonstrate outdoor hobbies and Scout skills to visitors in their patrol site or special areas.
- Scout skills events and contests, according to the program schedule; variety, utility value, and proficiency can help here.
- Recognition for top demonstrations
- Emphasis on ceremonies, skits, historic pageants, and Indian shows. Show events as part of the evening campfire.
- Press, radio, TV coverage very important
- Music may be available to add color to the event



PIONEER CAMPOREE

- Held in rugged area
- No decorations at entrance or at campsites—improvised shelter.
- All food and equipment backpacked all the way in; use of improvised packs or packs carried Indian fashion on travois or other imaginative method encouraged.
- Adult leaders do on-the-spot coaching of the patrols.
- Patrols are entirely on their own and will camp separately.
- Cooking done mostly by primitive methods. May use homemade tin-can pots and pans and ovens. Bake all bread and use no canned food
- A test of camping ability and no public show type.
- Demonstrations of woodman's crafts such as palm frond shelters, log benches, bridges, tree houses, Chippewa kitchens, meat drying and smoking, survival foods, and the like.
- Contests in primitive crafts such as fire by friction, tree felling, rail splitting, raft sailing, portaging; contests in field first aid such as carries, transporting victims, snakebite, and use of tourniquet.
- Special credit for all Scout-made or homemade materials.
- Major activity in conservation, survival, physical fitness, emergency preparedness, and the like
- Press coverage slanted to sports editors.
- Fires by flint and steel or friction—no matches or lighters or the like.

References to patrols mean natural patrols.

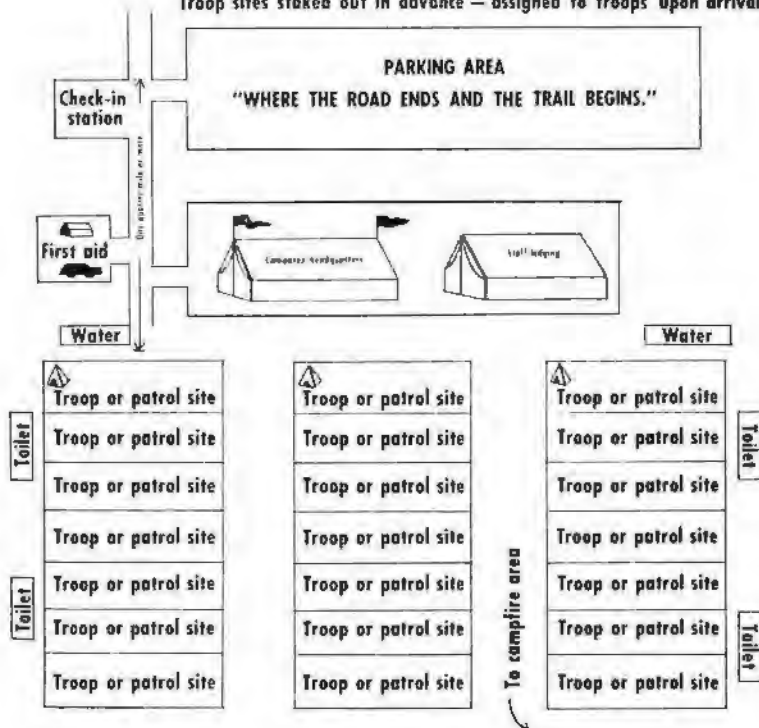
CAMPCRAFT CAMPOREE FIELD PLAN



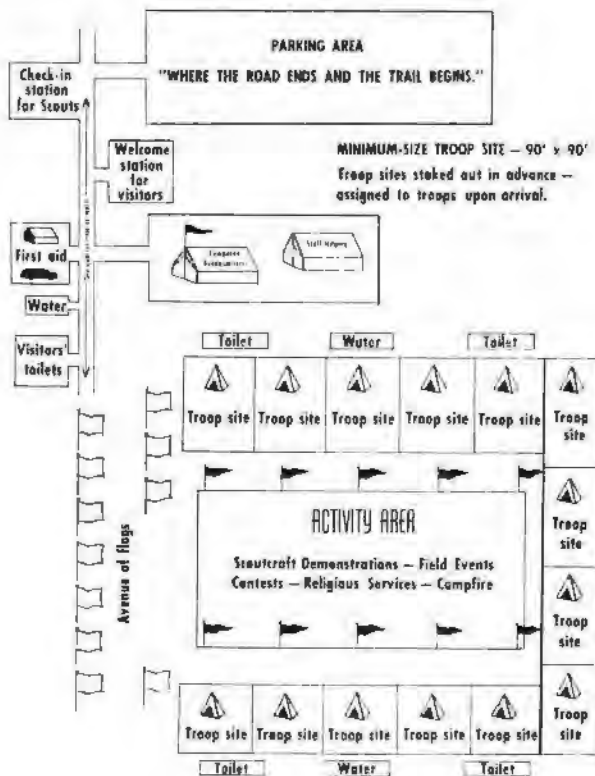
MINIMUM-SIZE TROOP SITE — 90' x 90'

MINIMUM-SIZE PATROL SITE — 40' x 40'

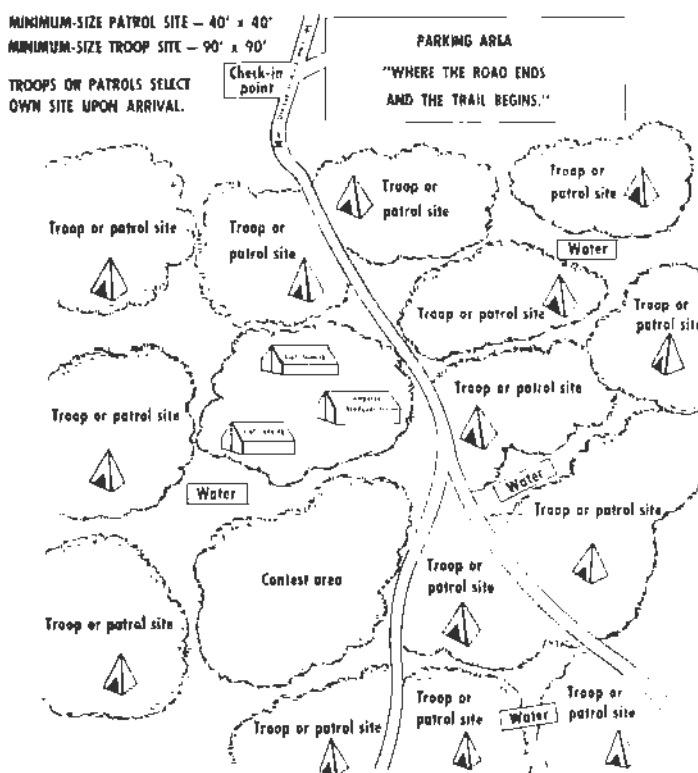
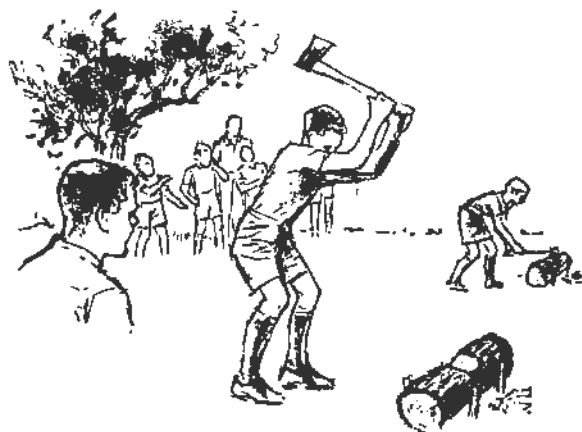
Troop sites staked out in advance — assigned to troops upon arrival.



SHOW-TYPE CAMPOREE FIELD PLAN



PIONEER CAMPOREE FIELD PLAN



ORGANIZING TO GET THE JOB DONE

The responsibility of the organization and the administration of the Boy Scout camporee becomes a part of the program of the council and district activities committees.

The camporee should be included in the council's annual program. It is an adventuresome experience for boys, providing good program ideas for the troops and becoming a good means for interpreting the Scouting program to the public. The successful camporee requires good planning, organization, and promotion. The organization is especially important for the selection of proper personnel, and the assignment of duties can determine the success of the whole affair. When the organization chart on page 6 is followed, it can help to get the job done.

When the chart is used for a council camporee, each district will need the following personnel. (1) a camporee director or chief in charge of his district area; (2) an assistant director in charge of program who represents the district on the events committee; (3) a first aid officer who becomes the representative on the

health and safety committee; (4) a registrar who becomes a member of the participation committee; (5) a chief judge or observer who represents the district on the judging and awards committee.

THE CAMPOREE COMMITTEE

This committee is composed of a general chairman and coordinator; staff adviser; camporee chief; and sub-committee chairmen for participation, physical arrangements, publicity, judging and awards, finance, health and safety, events, and special guests. This group (composed mainly of committee chairmen) becomes an executive or planning committee. They may select additional men to help put the plan into action. The executive committee has the following responsibilities:

- Confirming of dates
- Deciding location
- Establishing time limits

- Agreeing upon a schedule of target dates for completing all arrangements
- Approving proposed budget and fees
- Approving general program plan
- Making camporee policy

General Chairman

The first step, after the camporee has been approved as an event in the council's program calendar, is the appointment of a general chairman. This is done by the council or district activities subcommittee, depending upon whether the camporee is a council or district event.

Qualifications: The general chairman should be a prominent citizen and a leader in the community who is capable of recruiting topflight men to serve on his committee. He may or may not be a Scouter but must have an appreciation of the value of Scouting and camping.

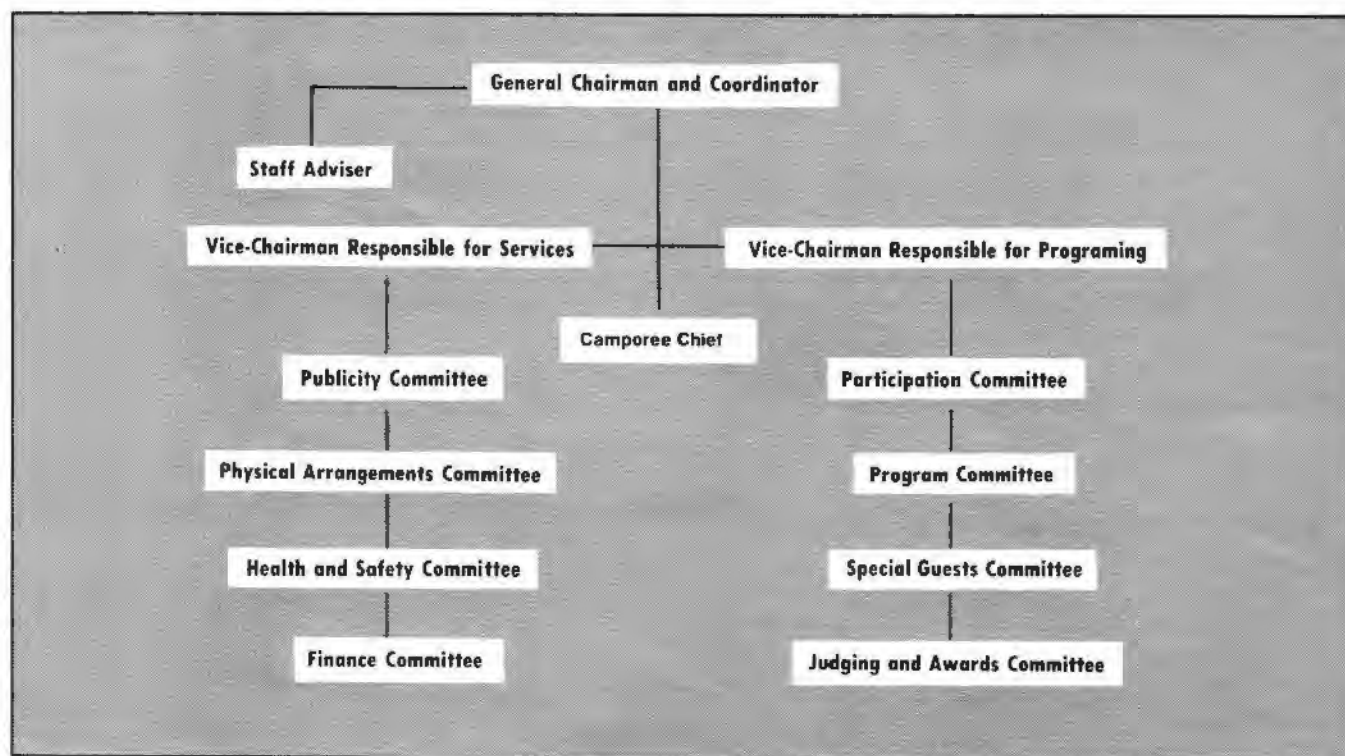
The selection of this man should be made at least 6 months in advance of the camporee; this makes

recruiting easier and gives the general chairman plenty of time to size up his job and organize to get it done. It is important that the general chairman select the best men available to head the various subcommittees. With the help of the staff adviser, he selects and recruits these men at an early date. Again, the earlier they are contacted, the better the chances of their accepting the assignment.

Job description: The general chairman works closely with the staff adviser in giving leadership to this project. His responsibilities include the following:

- Selecting and recruiting the best men for vice-chairmen and men qualified to head the various camporee subcommittees.
- Presiding at all steering committee meetings.
- Following up with vice-chairmen to see that items on the work schedule are completed.
- Coordinating operations at the camporee. (This may be assigned to the camporee chief who is the operational director at the site.)
- Sending thank-you letters to key persons who helped with the camporee.

DISTRICT OR COUNCIL CAMPOREE COMMITTEE ORGANIZATION CHART



Participation Chairman

Qualifications: The participation chairman should be an experienced man in the fields of promotion and selling. He should be a good organizer and, if the event is a council camporee, must be capable of giving direction to vice-chairmen in each of the districts recruited by the district chairmen. He and the members of his committee need not necessarily be Scouters but must appreciate the value of Scouting to the community.

Job description: He is responsible for recruiting the members of his committee. When holding a council camporee, the vice-chairmen serve as district representatives on the council committee. The job of the committee is to provide complete camporee information to Scoutmasters and troop committees such as dates, location, basis for rating, types of contests, special features, etc. The participation committee is responsible for the following:

- Promoting participation in the camporee by all troops—the newest as well as the veterans—by personally contacting all Scoutmasters and troop committees, if necessary.
- Maintaining a checklist of advance registrations.
- Following up on troops not yet registered.
- Planning for and conducting a leaders' information meeting (this might be a regular roundtable).
- Encouraging family participation (visitors' period, campfires, picnics, etc.).
- Aiding troops in preparation for the camporee (leadership, equipment, finances, etc.).
- Planning for and conducting registration of troops.
- Maintaining attendance records and providing personnel at headquarters tent for registration.

Physical Arrangements Chairman

Qualifications: The physical arrangements chairman should be a man whose background and experience help him to visualize the physical problems involved in setting up a tent city. He should be able to recruit those persons whose talents and positions make it possible to handle the job. Building contractors, truckers, utility company supervisors, engineers, etc., make good physical arrangements chairmen and committee members. They must appreciate the value of Scouting but do not necessarily have to be Scouters.

Job description: The chairman of this subcommittee is responsible for recruiting the personnel of his

committee. He and his committee are responsible for the following:

- Securing permission to use the camporee site.
- Securing a map of grounds (blueprints).
- Making master layout by districts (if a council camporee).
- Adhering to good conservation practices on use of site and final condition after the event. Consult with local conservation officials.
- Laying out troop sites to meet the needs of each troop (at least 8,100 square feet per troop).
- Securing and setting up headquarters tent or shelter.
- Providing headquarters equipment needed.
- Arranging for flags and flagpoles at headquarters.
- Distributing copies of layout to district camporee directors (if a council camporee).
- Developing a plan for site assignments.
- Providing signs for headquarters, refreshments, first aid, latrines, water supply, approach to camporee site, districts, troop numbers, traffic control, and summer camp information tent.
- Arranging for public-address system, including delivery, operation, return.
- Providing water needs—arranging for water wagons, lister hags, and nearby sources (25 gallons of water per person for 24-hour period; one water outlet for each six to eight troops; locate outlet no farther than 300 to 400 feet from campsites).
- Arranging for necessary latrines (one seat per 15 persons; one urinal per 30 persons). These may be either dug by patrols or, if specifically planned, put in by the physical arrangements committee.
- Arranging for physical needs requested by other camporee subcommittees.
- Providing wood supply or arranging for the sale of charcoal (if a trading post is established at the camporee).
- Arranging for trading post when desired. Securing and setting up tent or shelter, determining location of trading post, recruiting personnel to operate, listing items to be sold in an advance bulletin, obtaining prices, placing orders, setting and posting hours to open, prohibiting outside vendors.
- Providing badges or insignia for officials.
- Arranging for camporee staff feeding.

Program Chairman

Qualifications: The program chairman should be a man who is "motivation" conscious. If possible, he should have had leadership experience in group activity programming. He should have sufficient stature in the community so that he can call on others to supply program leadership. Finally and perhaps most important, he should be familiar with the Boy Scout camping program and have a keen appreciation for its character development, citizenship training, and physical fitness values.

Job description: The chairman of the program subcommittee is responsible for selecting and recruiting the personnel for his committee. They are responsible for the scheduling of the general program and the planning and execution of activities such as judging for ratings, demonstrations, contests, campfires, and special features. They also arrange for religious services, gateways, and public participation at the camporee site. They are responsible for the following:

- Developing the general program.
 1. Listing the events.
 2. Preparing a schedule with time limits.
 3. Locating the events.
 4. Determining which events will be councilwide and/or districtwide.
 5. Providing participation and publicity subcommittees with advance copies of events.
- Promoting program features.
 1. Developing a list of subjects desired.
 2. Farming out subjects to selected troops to put on demonstrations or inviting all troops to put on campsite demonstrations.
 3. Developing a recognition plan and providing judging and awards presentation.
 4. Listing troop demonstrations for publicity purposes.
 5. Assisting with troop demonstrations.
- Providing contests.
 1. Developing list of contest events.
 2. Detailing all events, including time allowed, requirements, materials required, scoring, judges, instructions, etc.
 3. Recruiting judges and instructors.
 4. Conducting contests.
 5. Arranging for presentation of awards.
- Conducting campfire.
 1. Developing campfire program and securing special entertainment.
 2. Developing ceremonies and securing props and costumes, if needed.

3. Arranging for Scouts in ceremonies.
4. Arranging for patrol stunts or skits.
5. Securing campfire songs leader and emcee.
6. Providing list of physical requirements for the physical arrangements committee.
7. Preparing a final program and script and conducting the campfire using the campfire booklet *Light the Night*.
 - Arranging for religious services (in cooperation with religious advisory committees).
 1. Arranging for Jewish services Friday night, when applicable.
 2. Listing hours of nearby Catholic Mass on Sunday or arranging field mass, when applicable.
 3. Arranging Protestant service in camp, when applicable.
 4. Arranging for other services as needed.
 5. Setting standards for proper uniforming when attending services.
 - Providing for public participation.
 1. Securing decision from steering committee on time for public attendance.
 2. Arranging for public participation—traffic control, parking, reception, seating at campfire, picnicking, closing ceremony, etc.

Camporee Chief

Qualifications: Experienced Scouter who can keep events moving on schedule and motivate all personnel on the camporee site.

Job description: Coordinates full program, keeps it moving, solves problems, and with staff assistance checks units out of campsites at conclusion of event.

Publicity Chairman

Qualifications: The publicity chairman should be recruited with the cooperation of the council public relations advisory committee. He should be a person familiar with the publicity field and capable of recruiting others with relationships to the newspapers, radio and TV stations, and other publicity media. Members of this committee need not be Scouters but should have an appreciation of the value of the movement in the community.

Job description: The chairman of the publicity subcommittee is responsible for recruiting his own committee personnel. They are responsible for publicizing the event in newspapers, on radio and TV, and after the camporee with talks, slides, and movies to various

groups. Specifically, they are responsible for publicity through the following:

- Newspapers

1. Providing advance stories and pictures to all papers (make up series).
2. Making sure boys who appear in pictures are properly uniformed.
3. Arranging for reporters to be present.
4. Arranging for feature pictures.
5. Securing full-page congratulatory ads and plugs in other ads from local merchants.
6. Securing camporee page in local paper.
7. Providing suggested editorial comment on "Young America" to press.
8. Arranging cartoon feature on physical fitness or outdoor values of camporee.

- Radio

1. Providing stations with spot announcements a week in advance to run all week.
2. Arranging for guest interviews.
3. Making a tape recording at camporee and arranging for its use on the air.

- Television (where available)

1. Providing stations with slides and narrations for week before camporee.
2. Arranging guest interviews.
3. Arranging for movie made on the spot to be run later on news show.
4. Arranging follow-up slides, and movies.
5. Organizing and training boy speakers to appear properly uniformed.
6. Arranging for taking movies and slides to be used at service club meetings, etc.

SUGGESTED PUBLICITY CHECKLIST

Daily and weekly newspapers. Prepare stories to appear before, during, and after the camporee. They should have adventure appeal and be directed to the boy reader. Many papers will welcome material for editorials and editorial cartoons.

School and industrial publications. These may consist of newspapers, bulletins, and magazines. The stories used here should have an adventure appeal and names and information relating to their specific units.

Bulletin boards. Use clever and attractive posters that have boy appeal on school and institutional bulletin boards.

Radio and TV. Supply radio and TV stations with news stories and, where possible, arrange for remote broadcasts or telecasts or both.

Photography. Camporees create good opportunities for securing good activities pictures. Encourage amateur photographers to take movies and slides that may be used in their own units to tell the story of Scouting.

Photo contest. An amateur photo contest can enliven interest and supply pictures for the promotion of future Scouting activities.

Proclamations. Mayors of cities and towns are often willing to make proclamations relating to Scouting and other youth activities.

Publicity headquarters. In a large event it may be advisable to set up a headquarters area for press, radio, and TV personnel. This can be a good relationships gesture.

Strengthened relationships. Special invitations to a camporee meal extended to the families of newspaper, radio, and TV personnel can strengthen these relationships.

Camporee parade. For a large event like a council camporee, the assembling and parading of troops by districts into the camporee grounds creates additional publicity possibilities.

Finance Chairman

Qualifications: The finance chairman should be a member of the district or council finance committee. He should be familiar with the policies and practices of financing Scouting. He should be aware of the financial needs and problems of his council and recruit a small committee to assist him with the duties of this committee.

Job description: The chairman of the finance subcommittee is responsible for recruiting his committee personnel. They are responsible for the following:

- Developing a camporee budget and estimating the cost of supplies and services.
- Estimating income from sources (trading post surplus, registration fees, etc.) other than by council appropriation.
- Determining the amount of money (if any) required to balance income and expenditures.
- Submitting request (if any) to council finance committee for funds from camping and/or activities appropriation to balance camporee budget.

Health and Safety Chairman

Qualifications: The health and safety chairman should be selected with the help of the district or council health and safety chairman. Someone from the council health and safety committee could be assigned to handle this responsibility and serve on the camporee committee. Personnel for this committee could be recruited from the district or council health and safety committee and from like-interest groups such as Red Cross, industrial safety, and health departments. Persons from the latter groups need not be registered Scouters.

Job description: The chairman for the health and safety committee is responsible for recruiting his committee. They are responsible for the following:

- Sanitation at the camporee—Checking the source of the water supply and the number of available outlets; arranging for additional outlets if needed; arranging to have the water tested; checking on drainage, adequate toilet facilities with toilet paper and water for washing hands at the latrines (patrols responsible if they are digging latrines); securing permit for installing latrines if more are needed; supplying nightlights at the latrines.
- First aid—Securing and setting up tent or shelter; placing it in a proper location; securing trained personnel; making certain that all necessary equipment and materials are on hand; having ambulance or station wagon on hand in case of an emergency; supplying a sign or Red Cross flag for the first aid center; clearing ahead of time with local hospital for possible emergency treatment.
- Traffic safety—Determining what control will be needed; arranging for police assistance, if necessary; providing parking for visitors and participants; arranging for Explorers, leadership corps, or Alpha Phi Omega members for traffic or parking crews.
- Service crew—Recruiting Explorers, leadership corps, or Alpha Phi Omega members for special services such as traffic, messenger aides, observers, and the like.
- Program—When requested by program chairman, assisting in demonstrations where fitness, first aid, emergency preparedness, safety, and aquatics are included.
- Firesafety—Establishing standards and checking on campfires—types and locations—and troop cooking fires. Restricting liquid fuels within policy limitations. Prohibiting flame lights in tents.
- Check site for all possible hazards.

- Promote use of two-man trail tents—checking to be sure that they meet the standards of Scouting. Tents must provide:

1. Sleeping space for two campers and adequate storage space for packs and equipment for each.
2. Reasonable dressing space.

All two-man tents sold by the Supply Division meet these standards.

Special Guests Chairman

Qualifications: The chairman of the special guests committee should be a member of the district committee or the executive board. He should be able to recruit committee members who know leaders in business, industry, government, and chartered organizations. These committee members need not be registered Scouters but should appreciate the value of the movement. It is important they have the ability to act as hosts and, with the help of Eagle Scouts, Alpha Phi Omega, Order of the Arrow, National Eagle Scout Association, leadership corps, or other older Scouts, properly receive these guests at the camporee.

Job description: The chairman of the special guests subcommittee is responsible for recruiting his committee. They are responsible for the following:

- Preparing a special guests list.
- Sending invitations to persons to attend and suggesting time when some highlight event will be in progress.
- Transporting special guests to the camporee.
- Arranging for the reception of special guests and tours of the camporee.

SUGGESTED SPECIAL GUESTS CHECKLIST

Organize group visits for special guests under the direction of trained guides who can inform them of the values of Scouting.

Organize group visits for parents under the leadership of guides who can explain the parents' part in the Scout program, the council's services, and the value of Scouting.

Extend invitations to the financial donors.

Invite Webelos dens to attend the camporee.

Send special invitations to non-Scouts in schools. Arrange for fellow student Scouts to meet them, welcome them, and introduce them to the proper units.

Promote general attendance through distributor's displays and advertising.

Hold a district committee meeting at the camporee and get a Scout to tell them how important they are to Scouting.

Invite the wives of Scoutmasters attending the camporee to a dinner prepared by the College Scouter Reserve or volunteer men at the camporee. This gets them to the camporee and also affords the opportunity for a council Scouter to say "Thanks."

List opinion leaders in government, industry, labor, business, and religion and assign district committee members to invite them.

Extend invitations to service club members and get good Scouters or committee members to bring them to the camporee.

Escort fund drive officials to and through the camporee and tell them of the importance of the outdoor program in Scout training.

Invite the leaders of potential chartered partners to attend and get good Scouters to tell them about Scouting.

Be alert to the selling value of a camporee. It can bring more members into the program.

Judging and Awards Chairman

Qualifications: The chairman of the judging and awards committee should be familiar with the Boy Scout advancement program and be experienced in organizing and supervising. He must be able to recruit a committee and a staff of judges. He should know the basic skills of Scout camping.

Job description: The chairman of the judging and awards subcommittee is responsible for recruiting members of his committee. They are responsible for the following:

- Developing a rating plan with such rigid specifications that there can be no doubt as to scores in items such as attendance, patrol equipment, personal equipment, commissary, kitchen safety and sanitation, campsite, layout, patrol organization, personal cleanliness, conduct, and checkout. (See suggested scoring and rating plan on page 27.)

- Developing scorecards or sheets, final tabulation forms, and judges' instruction sheets and arranging for production and delivery of these items to the camporee grounds.
- Deciding upon and securing awards.
- Providing participation committee with final plan early enough to include in their instructions to Scoutmasters.
- Recruiting and training the necessary number of judges or observers.
- Making inspections as scheduled.
- Tallying patrol and troop scores.
- Arranging for presentation of awards.

District Camporee Directors (Chiefs) (for council camporees)

Qualifications: District camporee directors should be selected from within the districts with help from district activities chairman, district commissioner, and district executive. He should be a good camper and administrator, capable of recruiting good program men.

Job description: The district camporee directors are responsible for recruiting their own administrative staff except those persons who are working on a camporee committee and are specifically assigned to every district; i.e., district participation chairman, district health and safety or first aid man, judge, etc. They are responsible to the general chairman for the following:

- Carrying out the council camporee program in their district area.
- Mobilizing and moving Scouts to councilwide activities—campfire, religious services, etc.
- Conducting district events and projects.
- Administering all troops in the district area, including registration, first aid, supervision, conduct, and morale.

NOTE: Due to the very nature of a camporee, with its attendant potential dangers, the general chairman and/or camporee chief and staff adviser **must** remain on the site throughout the event.

DEVELOPING A WORK PLAN

Camporee planning starts well in advance at the council's annual planning conference when the event is first suggested. Approval of the event to be included in the council's program follows. Specific dates are set and the camporee becomes an activity in the calendar.

After decisions regarding policy, plans, and program have been made, a detailed work schedule should then be drawn up. This schedule should serve as a guide for all members of the camporee committee, and it will do much to ensure the success of the activity.

On this and the following pages are samples of program schedules, lists of details, director's checklist, and suggested target dates. Obviously, they are not applicable to every camporee but are intended to be suggested aids in working out your camporee plans. We believe that no committee or individual should be asked to do a job on the camporee without such a plan or outline. The target dates will provide the time when a given assignment should be completed. It will give the general chairman definite items upon which to check the progress of the camporee preparations.

THE CAMPOREE WORK

TIME TO BE DONE

THINGS TO BE DONE

At planning conference

Decisions to be made: on a council or district basis: type, such as campcraft, pioneer, or show-type camporee; date and number of days and nights. Decisions may be made from the results of a poll of district unit leaders.

6 months before

If a district camporee, where will it be held? Close in, a central area, or far out? After the location is determined, secure a permit and prepare a map and layout of the site. Check on water and wood supply and other desired facilities.

The camporee chairman is appointed and his committee recruited.

Estimate the expenses and possible income and prepare a budget. Expendable items may be postage, publicity pictures, movies, printed matter, signs, and awards.

3 to 5 months before

Promote troop participation and registration. Plan the unit leaders' meeting. Help troops lacking leadership, equipment, finances, etc. Prepare for records and registrations to be used at the camporee. Prepare the camporee bulletin.

Use the filmstrip "How To Select a Tent" at the leaders' precamporee meeting.

3 months before

Plan the complete camporee program. List all events such as contests, demonstrations, and projects in detail. Determine the time and place where they will be held and whether on a troop or patrol basis. List all materials and equipment needed and by whom furnished.

Supply all troop leaders with copies of the activities program along with the first bulletin.

Decide whether there will be an exhibits section. If planned, give information and suggestions for kinds desired. If awards are to be given, this information should be in the bulletin. Prepare a scoresheet with rating instructions and make arrangements for the judging.



SCHEDULE IN DETAIL

SPECIAL SUGGESTIONS AND EXPLANATIONS	WHOSE RESPONSIBILITY?
A spring camporee held at the close of school is the most popular. Some councils hold them in early fall or in both spring and fall. Most are held from Friday afternoon to Sunday morning, but some may be from Friday afternoon to Saturday night.	Council activities committee
In a large rural council or district, do not confine to the same area year after year. Give different communities an opportunity to play host. This plan has good publicity value. The area should be large enough to prevent crowding. If the purpose of the camporee is to promote camp, then the council camp may be the best site for use here.	District or council activities committee or both
Practices vary with councils; some may carry all of the expense and legally so in the council budget. Some may pay the costs through a nominal entry fee or by profits from the trading post. Some have been sponsored by a service club.	Camporee finance committee. With budget approved by council finance committee
The participation committee and the commissioner staff should keep the unit leaders informed. They can help the units get properly organized for the activities and, where needed, may help them secure the needed supplies and finances.	Camporee participation committee and district commissioner staff
Program events and projects may be selected by a council committee to be used by all districts in the council or they may be selected by a district camporee committee. Do not overwork the program and send the boys home exhausted. Give them some time to relax.	Council or district camporee committee
The first camporee bulletin should contain all essential information that will help the troops prepare for the event.	Camporee participation committee
Exhibits should be of interest to visitors and the Scouts. The troops may display craftwork, collections, gadgets, conservation, nature, etc. This may be a program item that units may use during the year. The awards should be on a patrol or troop basis. Here the judges should consider the exhibit for its program contribution value and not on a "best" exhibit basis.	Camporee program committee

TIME TO BE DONE

THINGS TO BE DONE

3 months before

Webelos Scouts and their dads—or a male adult substitute—may be invited to attend the camporee at the time nearest to their graduation from Cub Scouting.

Camping standards should include some or all of the following items: attendance, organization and administration, discipline and morale, equipment, camp layout (use of site), commissary, sanitation, program participation, exhibits, personal appearance (uniforming). Suggestions for these items should be given in the bulletin.

Check sanitation facilities such as proper location and adequate numbers of latrines. They should be properly equipped with paper and washing facilities and lights, if needed (usually a kerosene lantern). Secure permits for latrine facilities, if needed.

Regarding water supply, check source, purity, and number and locations of outlets as related to campsites. Also check for drainage problems.

When considering wood or fuel supply, determine if charcoal will be used and whether these items will be furnished by the council or the unit. Will charcoal, if needed, be sold at the trading post? Check the supply of poles and materials needed for rustic construction.

When planning for awards and judging, determine the method to be used in judging, the type of scorecard or sheet to use, and the method and forms for final tabulations. The number of judges or observers, their means of identification, and their sheets of instruction must be determined. Types of awards and the basis for judging such as attendance, individual, patrol, or troop must be decided.

2 months before

Make arrangements for religious observance either at the camporee area or nearby, usually a Protestant service in camp and a Catholic service in a nearby church. The latter, if facilities are not available, can be a field mass. The Jewish service is held on Friday evening.

Judging personnel: Who will serve as a judge or observer? Secure them, prepare scoresheets and instructions, and arrange for a briefing session.

Lay out the troop sites to meet the needs of each troop. Develop a plan for site assignments.

6 weeks before

When planning for newspaper publicity, consider advance stories and pictures for all papers in the area. Have papers prepare a feature story with pictures. Sometimes full-page welcomes from local merchants can be arranged. Also a special camporee page and an editorial comment on "Young America" are possibilities.

SPECIAL SUGGESTIONS AND EXPLANATIONS

WHOSE RESPONSIBILITY?

The invitation should come from the troop with which the Webelos den is working on the Webelos-to-Scout transition plan. The Webelos Scout and his dad would be assigned to a specific patrol for tentage, cooking, and participation in the camporee program. The troop Webelos resource person serves as coordinator for this experience.

Webelos-to-Scout transition committee

One of the major purposes of a camporee is to show patrols, Scouts, and leaders the fun and joy of camping. When the standards are set up, they should include those things essential to good camping. The requirements should be so regulated that they will not hamper initiative and individuality. All suggestions should be constructive and provide wide latitude in performance.

Camporee judging and awards committee

Maintain approved Scout health and safety standards. Set a good example and leave no room for criticism. Poison oak and poison ivy should be posted. Meet with chairman regarding fire safety—fire out at night, no open flames in tents, and no use of liquid fuels by Scouts.

Camporee health and safety committee

Insist on a water supply that has been properly tested and approved and make sure that bubblers or an adequate supply of paper cups are provided. When checking the drainage, eliminate the possibility of mudholes.

Camporee health and safety committee

Consider local conditions. Encourage the use of wood for fuel where it is available. In some instances, units may be required to furnish their own.

Camporee physical arrangements committee

Commissioners, Explorers, or district committee members may be secured for judging the events. They should be briefed on how to observe, counsel, score, and inspire the boys and their patrols.

Camporee judging and awards committee

In selecting the camporee awards, a pocket patch, slide, or neckerchief may be used for the individual and a certificate or ribbon for the patrol. The latter may be attached to the patrol flagstaff. For the troop, a streamer or citation is appropriate. Awards may be given to all three.

If this becomes a serious problem, a Friday evening and Saturday camporee is recommended.

Camporee program committee

In the briefing session the judges should be informed that our purpose is to help each patrol and troop to be a better unit. Their comments should be constructive and helpful to the unit.

Camporee judging and awards committee

The average troop needs a 90' x 90' site as a minimum. The patrol site should be at least 40' x 40'. Insist on the patrols camping as patrols, remembering that the camporee can strengthen the patrol system. When additional space is needed by a troop, make every effort to grant that space and avoid crowding. Make up a troop assignment sheet giving the entire layout and provide each unit with copy.

Camporee physical arrangements committee

The camporee is a natural for news stories. Give copy and mats or pictures of troops preparing for the camporee to the local papers. Have papers cover the event. The camporee also becomes a good subject for an editorial comment and such titles as "Resourceful Young America," "America's Future Is In Good Hands," or "Building for Tomorrow" may be suggested.

Camporee publicity committee

TIME TO BE DONE

THINGS TO BE DONE

6 weeks before

It is also well to make arrangements with a local photographer to take still and motion pictures of camporee activities. These may be used for future camporee promotion for council follow-up showings.

4 weeks before

Arrange for traffic control and police protection, if needed. Define the parking area and get Explorer personnel or Alpha Phi Omega or leadership corps members to handle it.

Prepare signs for appropriate spots along the route to the camporee as well as those marking headquarters, first aid, trading post, latrines, water supply, parking, troop numbers, and perhaps a special one pertaining to summer camp.

Prepare a special guests list of council and district key people. These people should be invited and, in some instances, picked up and taken to the camporee by members of a special guests committee.

2 weeks before

Arrange for a tent or shelter along with materials, equipment, and trained personnel for first aid purposes. Make arrangements for an ambulance service and have letter of agreement with a nearby hospital.

Secure a tent or shelter for headquarters. Decide who will be in charge and provide for any special equipment needed in the headquarters area. One special item here might be the flag and flagpole.

Secure a tent or shelter for a trading post and supplies. Assign personnel to manage it and arrange for securing the materials to be sold. A list of the available items should be included in the camporee bulletin.

If needed, arrange for a PA system and an announcer.

Arrange for radio spot announcements to start a week in advance of the camporee date and to run all week.

Make up a tentative schedule of all camporee activities and incorporate in the bulletin.

Plan the evening program and assign responsibilities.

0 day

CAMPOREE DAY

1 day after

Write thank-you letters.

SPECIAL SUGGESTIONS AND EXPLANATIONS

WHOSE RESPONSIBILITY?

Good publicity pictures may be secured at the camporee. These can help promote camp and future camporees. Some councils have sponsored a contest for the best pictures of camporee events by Scouts.

Camporee publicity committee

If the camporee area is near a public highway, it is well to have police aid for traffic control. When Alpha Phi Omega or leadership corps members or Explorers are recruited for this project, they should be well organized and informed about their job.

Camporee physical arrangements committee

Everything should be well marked. Signs should be in place well in advance of the first arrivals at the camporee area.

Camporee physical arrangements committee

This can do much in selling influential people on Scouting and Scout camping. The escort idea on the part of the guests committee works especially well in getting leaders of chartered partners to attend the camporee.

Camporee special guests committee

The first aid tent should be separated from all others. It should be well marked and properly manned. Keep accurate records giving name, address, unit number, nature of the accident, treatment, and by whom treated for every case. Have an ambulance or private car ready for any emergency. Use standard BSA *Camp First Aid Log*, No. 3678.

Camporee health and safety committee

All central and administrative personnel and equipment should be at the headquarters tent. Use only for this purpose.

Camporee physical arrangements committee

This may be managed by a committee. You may carry such items as milk, bread, ice cream, candy and soft drinks, special slides, and emblems. Be alert to the possibility of outside vendors.

Camporee physical arrangements committee

Only necessary when you have a large gathering.

Camporee physical arrangements committee

Some phases of the camporee may be suitable for a direct telecast or broadcast from camp.

Camporee publicity committee

Avoid a tight schedule. Keep it flexible and allow plenty of time for intertroop visiting.

Camporee program committee

If a 2-night affair, use the first night for troop programs and the second for a camp-wide activity.

Camporee program committee

EVENT IS HELD

ALL PERSONNEL

Thank-you letters should be sent to all key personnel who helped to make the camporee a success.

Camporee chairman and district executive

SELECTING THE PROGRAM FEATURES

The principal program at the camporee is the patrol's activity in setting up camp, preparing meals, sleeping, and living in camp. In addition, it is well to include program features related to the skill awards and some activities that really sparkle. At least some of these special activities should follow the theme selected for the camporee. Listed here, in some detail, are several types of activities suitable for camporees. (Do not attempt to use all of these suggestions at one camporee. See section of this guide on scheduling for recommended balanced programming.)

DEMONSTRATIONS

The selection of subjects for demonstrations will vary depending upon the theme of the camporee. A conservation camporee could be highlighted by demonstrations in soil erosion control, forest-fire prevention, wildlife management, etc. A survival camporee could include demonstrations in orienteering, construction of improvised shelters, edible plants and wildlife, etc. A missing airman camporee would probably feature demonstrations in search methods, first aid, and map reading. Whenever it is possible, the demonstrations should tie in with the camporee theme.

Demonstrations should be boy planned and operated. Although professional talent may be available, the district or council that motivates troops to put on the demonstrations is getting more mileage out of its camporee; not only will the demonstrations appeal more to the spectators, but additional programming will result in the chosen troops in advance of the camporee.

To make these demonstrations successful, care must be exercised to include audience participation. Since there is no "magnetic" attraction as in an exciting game or compelling force as in a good patrol contest, the demonstrations must be top quality with a little showmanship thrown in for good measure. Some suggestions are listed here for consideration. They should be carefully selected and then assigned to troops early enough so specific demonstrations can be properly prepared. Here are a few samples:

Cooking

Aluminum foil one-package meals, aluminum foil baked potato, broiled planked fish, reflector oven pies and cakes, bean-hole beans (with pipe in ground to hear beans cooking), beef or chicken, Dutch-oven baking, one-pot meals, cake, barbecue chicken, wild riders on

horseback (beef chunks on a stick wrapped with bacon), kabob (beef or lamb), roast egg in half an orange (or onion) shell, fried egg on a No. 10 can stove, bread twist (break it off and let 'em eat it). See the *Fieldbook* or *The Official Boy Scout Handbook*, for additional information and ideas.

Rope Specialties

There are many skills involving ropes that may be demonstrated and taught to both Scouts and Scouters at a camporee. When these skills are used and adequate supply of materials should be on hand and the person or persons in charge should be adept at demonstrating and teaching the skill. Lariat spinning, whipping the ends of rope, knot tying using the Maypole or knot rack, and pack hitches and ties may be used here. When the pack hitches are used, a live animal will add to the interest in this activity. In backwoods engineering there are lashings, shear legs and deadman anchorages, rope joining using the hack, short, and eye splice, and the building of signal towers and monkey bridges. When the towers and monkey bridges are constructed their safety should be checked before permitting their use. The construction of camp furniture such as tables, benches, stands, racks, and the like can become an interesting activity. Demonstrations, using the heaving or rescue lines or the throwing of a lifeline at a target, can add to the competitive activities when the audience is involved.

Additional information and helps may be found in the *Pioneering merit badge pamphlet*, *Fieldbook*, and *The Official Boy Scout Handbook*.

Soil and Water Conservation

Build simple splash erosion devices to explain how rain falling on bare soil may destroy the soil and lead to floods. Use the following information in preparing your narration.

Wind or water erodes soil when there is no protective covering of living plants or the remains of plants. Rain falling on exposed soil splashes it about and when it runs off it carries the soil with it. A single raindrop falls at the rate of 24 to 30 feet per second in still air; it hits bare soil with an explosive force causing particles to break loose and be carried away with the runoff. A heavy rain may dislodge and carry away as much as 338,000 pounds of soil from a single acre.

In addition to the topsoil that is carried away to be dumped into streams, lakes, and reservoirs, the rain-

drops break down the soil particles at the surface. The muddy water with these tiny soil particles sinks into the ground clogging the natural pores in the soil. This sealing and packing of the soil prevents the water from seeping into the ground where it can be used by plants; instead, the water collects in depressions or in the furrows caused by uphill and downhill farming. It runs off the land, carrying some of the soil with it. As may be demonstrated, a dense cover of grass will protect the soil from erosion. A forest with an undergrowth of shrubs and ground cover of leaves or needles will give the same protection. Close-growing crops also protect the soil but to a lesser degree because the ground is not completely covered.

Forestry

How foresters locate a fire. Build three fire finders (alidades) and one string map board. Locate the fire finders at key points a few hundred feet apart and use them to point to a fire (smudge pot or fire in a No. 10 can). Then, use string map board to show how foresters locate a fire that is observed from two or more fire towers. The quick and accurate location of forest fires is a key factor in forest-fire control. Here's one way to set up a practice forest fire-finder system.

- To make fire finders, cut a 24-inch circle from cardboard. Divide its circumference into 360°. Mount on a circular wood base.
- To make the sighting bar, cut a strip of wood 24 inches long. Sharpen one end to a point and drive a finishing nail through it. Fasten a metal ring at the other end. These are sights much like those on a rifle.
- Pivot the middle of the sighting bar on the center of the circular base so it will rotate around the entire 360°. Locate the smoke through the sights, then read its location by degrees along the circle edge.
- Place fire finders in three or more locations around camp. Make sure the 360° line on each finder points north.
- Obtain a map of the camp and mark the location of the lookouts with a nail with string and pencil attached. Draw 6-inch circles around these spots. Divide the circumference of each circle into 360°.
- Assume the smoke is from a fire visible from all three lookouts.
- Each lookout can phone the location of the smoke by degrees to the operator of the string map. By simple triangulation of the strings the fire can be located.

Fish and Wildlife Management

Show homes for wildlife. Make samples of birdhouses for wood duck, bluebird, or other species or a squirrel or raccoon box. Plans explaining how man can help provide homes for wildlife can be found in the *Fish and Wildlife Management* and *Nature* merit badge pamphlets.

Axmanship

Demonstrate the handling, care, and sharpening of the ax; the contact method of cutting; the forehand and backhand strokes; tent peg making; log chopping, log splitting; the types of axes such as Hudson Bay and super-Scout axes. For additional information and illustrations, see the *Fieldbook* and *The Official Boy Scout Handbook*.

Fire Fighting

Demonstrate and exhibit the tools and equipment used in fire fighting. For additional instruction and information, see the Troop Fireguard Chart, No. 3695, available from the Supply Division.

Type of Ground Beds

Demonstrate and exhibit the different types of beds that may be improvised, using natural materials for mattress covers or ground cloths such as dead leaves, pine needles, straw, hay, rushes, or fir boughs. Others are the Indian willow bed, the canvas stretcher bed, the rope camp bed, and the pioneer stick bed. For additional information, see *Wildwood Wisdom* by Ellsworth Jaeger.

Fire Building

Demonstrate fire making by using two matches, flint and steel, and bow and drill. Exhibit the open trench fireplace, the rock fireplace, the hunter's fireplace, and the various cranes and fire tools. Exhibit the altar, pyramid, crisscross, and reflector fires. See the *Fieldbook* and *The Official Boy Scout Handbook*, for additional information.

Indian Lore

Demonstrate costume making, Indian dancing, Indian crafts, and the building of an Indian village. See *Boys' Life* reprint *Indian Lore* and *Indian Lore* merit badge pamphlet.

First Aid

Demonstrate personal, black-out, and realistic first aid; the three-man life, chair carry, blanket carry, fireman's drag, one-man carry; and triangular bandaging. Exhibit individual, patrol, troop, and home first aid kits. See the *Fieldbook* and *The Official Boy Scout Handbook*.

Compass

Demonstrate the use of the compass, the watch (as a sundial), a staff, and the sun in finding direction; the compass in measuring distance and orienting a map. Play the Compass Game using the cards from the set. Exhibit the various kinds of compasses. Demonstrate map sketching and prepare maps using 10 map symbols and showing roads and contour lines. See the *Fieldbook* and *The Official Boy Scout Handbook*.

Tin Can Cookery

Make and demonstrate from No. 10 cans a fry-pan and a can stove. From 5-gallon cans, prepare a charcoal grill, a reflector oven, and a deep-fry can. With a 10-gallon can, prepare a boiling pot. See *Boys' Life* reprint *Cooking Skills and Menus*.

Physical Fitness

Demonstrate the broomstick gymnasium, stick tricks, proper exercises. Conduct drills using patrols. See *Boys' Life* reprint *Toughen Up*.

Trapshooting

Set up a range or area for .22 caliber trapshooting. Provide instructions and equipment and conduct the contest and award prizes. See the *Field Sports* manual.

Archery

Set up an archery range, provide instructions and equipment, conduct the contest, and award prizes. See *Archery* merit badge pamphlet and *Field Sports* manual.

Skish

Set up a skish area, provide instruction and equipment, conduct the contest, and make awards. For additional information, see *Fishing* merit badge pamphlet and *Field Sports* manual.

Marksmanship

Use a NRA-approved rifle range, provide instruction and equipment, conduct the contest, and present awards. See *Rifle and Shotgun Shooting* merit badge pamphlet and *Field Sports* manual.

Other Demonstrations

There are many others that may be used; however, it is recommended that they be based upon the merit badge subjects. The following are suggested: nature, hiking, fishing, surveying, leatherwork, pioneering, and safety. Where areas permit there may be various aquatic demonstrations such as boat and canoe safety, rescue methods, and safe swimming practices. Various cooking demonstrations such as foil, Dutch-oven, and bean-hole cooking may be used. See the *Fieldbook*.

PHYSICAL FITNESS EVENTS

Competitive events that test strength and power, muscular coordination, and physical endurance of Scouts can have an important place in the camporee program—especially when the theme relates to any phase of physical fitness. Actually, the boy is at the camporee a relatively short time and participates in physical fitness events for an even shorter time. Therefore, it is necessary to stimulate Scoutmasters to develop a pro-

gram of fitness practice for his Scouts well in advance of the camporee to be of any real value in the physical development of a boy. The physical events at the camporee serve primarily to motivate the troop to include in its program the right kind of physical exercises for Scouts so that they may become "physically strong, mentally awake, and morally straight." The following are a few events that illustrate good physical development activities. They are interpatrol activities and all have the same scoring plan of first place, 5 points; second place, 3 points; and third place, 1 point.

Scouts Pace Race

Equipment: One stopwatch

Action: Scouts travel a 1-mile course (previously measured), using Scout's pace—50 steps running and 50 steps walking, alternately. All members of the patrol must cross the finish line at the same time. Patrol closest to 12 minutes is winner.

Indian Scalp

Equipment: A neckerchief or strip of cloth 20 inches long for each contestant

Action: Members of each patrol line up on opposite sides of the game area. The area should be a large circle 25 feet in diameter. Each patrol member loops a neckerchief or strip of cloth through his belt in back so that it hangs loosely. On signal, all participants enter the circle and attempt to get the opponent's cloth (scalp), without losing his own. Participants may not go outside the circle. Once a player's scalp is lost, he must retire from the circle immediately. The patrol getting the greatest number of scalps is the winner.

Rope Swing

Equipment: One 1-inch rope, 10 or 12 feet long

Action: Suspend the rope from an overhead support such as a tree limb. If it is suspended over a slight depression in the ground, it will be easier to operate. Lines for takeoff and landing should be marked on the ground. All patrol members participate. The first patrol having all members take off and land within the boundaries is the winner.

Balloon Buster

Equipment: A supply of small balloons

Action: All participants are given a balloon. Teams separate so as to be identified. On signal, all blow up the balloons until they burst. The first patrol with all balloons burst is the winner.

Tug-of-War

Equipment: A $\frac{3}{4}$ -inch rope, 30 or 40 feet in length

Action: Place an adhesive-tape marker around the center of the rope. Draw a divider line on the ground and directly under the tape mark on the rope. On each

side of the divider line and 6 feet from it, mark another line on the ground. Patrols must be of equal number. The patrols line up on opposite sides of the center line with the tape marker directly over the line. The patrol that pulls the marker over the line two out of three pulls wins.

Vertigo Test

Equipment: A thin pole 7 to 9 feet long such as a bamboo fishing pole

Action: Each patrol selects a three-man team (time will not permit more). This activity area should be an open, well-sodded area without obstructions such as trees, fences, or buildings. The contestant holds the end of the pole against his chest, pointing it straight upward. He places his chin against the pole and looks up at the far end of the pole. With eyes open, he turns around 10 times, stops, places the pole on the ground, takes one step forward over the pole without touching it, and stands at attention. The patrol with the most members successfully completing this test is the winner.

Bar Hurdle

Equipment: One hurdle bar 4 inches in diameter and at least 6 feet in length

Action: The bar hurdle should be 30 to 36 inches off the ground. It may be secured to trees or posts. All patrol members line up behind a starting line and hurdle over the bar, using only one hand support on the bar. No part of the body except one hand may touch the bar. The patrol having the greatest number successfully completing the hurdle first is the winner.

Rope Climb

Equipment: Several 18-foot ropes 1 inch in diameter, suspended from a tree branch or other overhead support

Action: All patrol members climb the full 18 feet. The patrol having all members completing the climb first is the winner. Another method is to have the patrols compete against time. The patrol completing the climb in the shortest time wins.

SKILL CONTESTS

Competitive events, involving the many skills of Scout camping, are always popular. When properly planned and conducted, these tests of a boy's know-how in the outdoors can be very helpful in his development as a Scout. The details of the contests must be announced to Scoutmasters early enough to permit the Scouts to practice and perfect the skills required. We are capitalizing on the boy's instinctive desire to win—to have him intensify his efforts and master some of the Scoutcraft skills. The contests must be set up in such a way that

arbitrary judging is eliminated. Winners placing first, second, and third must be easily recognized by all so that arguments and bickering do not nullify the values of the training for the event and the skill acquired by the boys. These are also interpatrol activities, and the same point-scoring plan is used. Each patrol should have from four to eight members, one of whom is the patrol leader. Every member of the patrol participates in each event.

The following are recommended contests:

Compass

Equipment: Several compasses, 25-foot tape measure, Compass Game cards

Action: Lay out a 200-foot step course for each patrol member to use in determining the length of his step. Each patrol is then given a card with three different distance and degree readings that will lead them to a predetermined destination point. Patrol nearest destination point wins.

Fire Building

Equipment: Stakes, string, wood, ax, matches

Action: Patrols make up the teams. Two strings are stretched tightly between two vertical stakes—one 18 inches above the ground and the other 24 inches. The team gathers wood and lays its fire under the strings. No grass, weeds, or leaves may be used. The top of the fire lay must be below the 18-inch string. Use only two matches. On signal, the fire is lighted. After lighting, fire must not be touched nor wood added. The first patrol to burn through the 24-inch string is the winner. *Variations:* Fire building and water boiling using small pot from individual cook kit.

Fire building and balloon bursting. Water-filled balloon is suspended over fire on fire arm. Fire bursts balloon—water puts out fire.

Knots

Equipment: Six 6½-foot lengths of ¼-inch rope and sufficient cord to whip the ends of each rope; three Scout staves for lashing

Action: The patrol ties the five knots required for Camping skill award, whips the ends of the ropes, and demonstrates shear lashing by binding three Scout staves together. The first patrol to complete all three activities is the winner.

Map Making

Equipment: A sheet of paper showing 20 map symbols and 20 numbered spaces to be filled in with symbol identification; extra pencils

Action: Each patrol studies the symbols, fills in the blanks, and turns in sheet to judge. The patrol correctly identifying most symbols is the winner.

Flint and Steel

Equipment: Flint, steel, and tinder

Action: On signal all patrols begin to start their fires. The first patrol to get a fire started wins.

Personal Measurements

Equipment: Metric measurement sticks

Action: Patrol decides, as a team, distance across a stream, height of a tree or flagpole, etc., using metric system.

Wildlife Conservation

Equipment: A display of materials mounted on a piece of plywood or composition board showing various wildlife signs. Such materials may be an old bird's nest, bones, feathers, bits of fur, evidence of feeding (shells of nuts or seeds or gnawed bark), casts of tracks, droppings, photos or sketches of dens or runways, and other signs. Each item in the exhibit is numbered. A sheet of paper with a corresponding number and blank space for writing the name of the animal making the wildlife sign is given to each patrol.

Action: The patrol studies the exhibit and then fills in the blank for each sign. The patrol naming the greatest number of signs is the winner.

Wood Lore Conservation

Equipment: Two identical displays of 10 leaves from trees, shrubs, and ground plants properly labeled with the common name and use. The use might be given as edible fruit, seeds, buds, or stems. Wood used for lumber, plant as a preventative of soil erosion, or other specific uses. The second display should use numbers in place of name labels. Rearrange specimens in different positions. The second display should be at least 50 feet from the first.

Action: The patrol studies the exhibit and then marks the sheet identifying the specimens and their uses. The patrol with the largest number of correct answers is the winner.

Observation

Action: Each patrol will be taken separately to a campsite that has been set up with 10 glaring mistakes and instructed to compile a list of the things they find wrong with the camp. Errors might include—tent on a steep slope, ax in the ground, fireplace on inflammable material, no ground cloth under blankets, low clothesline across trail, open pocketknife on the ground, open hole with garbage in it, troop flag flying higher than the U.S. flag, empty fire bucket, tent under a dead limb, poison ivy near tent, lantern hanging from nail in tent pole. Patrol members help the patrol leader to list the mistakes. The patrol listing the largest number of mistakes is the winner.

Pioneer Lashing

Equipment: Three 20-foot poles 3 inches in diameter; three 4-inch crosspieces 3 inches in diameter; twenty 4-foot flooring pieces 2 inches in diameter; four lashing ropes 16 feet long and ¼-inch thick, and three 10-foot lengths of heavy wrapping cord.

Action: The equipment is placed in a pile opposite the patrol. On signal, the patrol proceeds to erect a tower on the spot designated. The first patrol to complete its tower and have a Scout climb to the platform with his patrol flag wins.

Variations: Four or five 6-foot poles lashed together to make a flagpole. Guy lines (Maypole style) hold up pole with patrol flag on top.

Patrol lashes 6-foot ladder with four crosspieces. Patrol holds ladder upright while a member climbs to top and stands on top rung.

Additional Camporee Fun Suggestions

- Two or more boys, each on a barrel, trying to push the opponent off with a length of a well-padded fishpole or something similar: the loser is the first one who is pushed off or loses his balance.
- Tire rolling over a course—first one to a goal wins.
- Cross stick and small light wheel—boys with cross stick guide wheel over a set course.
- Throw a limited number of stones at a target like a tin can or a halloon, if near a gravel pit or a supply of stones.
- Bucket brigade in relays.
- Using an average-weight sledgehammer, drive a stake or pipe a given depth in the ground.
- Paper plate throwing for distance.
- Javelin or spear (makeshift weed, spear, or stick) throwing for distance.
- Cock fighting—Indian wrestle.
- Set up a section of fence for boys to climb.
- Throw a ball underhand for distance.
- Throw a lasso rope over a post or stake.
- Running a 100-yard dash.
- Boxing in a makeshift ring.
- Wrestling—have referee and makeshift ring.
- Inter troop swim meet.
- Take corncobs and add one feather to one end and a sharp stick in the other end of each cob to throw in the ground at a distance.

- Boys make a given number of tent pegs and drive into the ground.
- Ride bicycles over a course.

CAMPFIRES

Some of the most memorable hours in camping are spent around a campfire. The group may number in the hundreds at an intertroop campfire or it may be just a dozen Scouts and their leaders gathered informally in the firelight of their troop camp. On certain occasions even the patrol may have its own campfire on a patrol site.

Why Have a Campfire?

To be truly successful a campfire must be more than just a program around a leaping fire. It must have purpose and direction—a definite idea of what is to be accomplished.

The purposes behind the campfire program could include the following:

- Fun—Enjoyment for all concerned
- Entertainment—Giving enjoyment to someone else—a parents' night, for instance
- Fellowship—Deeper than just fun—brings group closer together
- Adventure—Sharing someone's high adventure—true experience
- Action—A steam "letter-offer"—contests and games!
- Education—Learn and teach new skills
- Inspiration—Character development
- Leadership development—A boy-led activity

Obviously, these purposes will never be separate and distinct. A single campfire may contain three or four of them. But a main purpose must always be dominant.

IMPORTANT INFORMATION ABOUT FIELD EVENTS

The most exciting contest can become a "dud" if not carefully thought through and planned in advance. Because the camporee attendance is generally large, bottleneck problems and criticism of decisions can result if attention is not paid to satisfactorily organizing the contest area. Here are some suggestions to help avoid these pitfalls:

1. Determine the different kinds of contest events desired, such as signaling and fire building. Each contest event should be held in an area large enough to accommodate the anticipated number of participants. It is suggested that, wherever possible, two areas be set up for each contest event; larger districts will require even more. This multiple area plan reduces the possibility of patrols standing around waiting their turn to participate. Patrol teams will then rotate around the contest course until all events are completed. Each contest event should have a head judge, scorekeeper, registration judge, and as many assistant judges as the particular contest requires to ensure the observation of every patrol entry in action. Some contest events will require a timekeeper and possible service crew aides.
2. Develop job specifications or instructions for each contest. This should include the contest problem; the answer; the day and time scheduled; the number of judges and officials required; the equipment required; the location assigned and, if available, the record of past participation in this contest (the number and percentage of patrols entering this event in previous camporees). If winners are to be recognized on the spot with ribbons or other awards, this, too, should be indicated.
3. Recruit qualified head judges for each contest early enough to permit them to select their assistants, secure the needed equipment, and establish a plan of action.
4. Establish a delivery plan for getting contest scoresheets to the judging committee at the camporee headquarters for final compilation of scores and the posting of a master scoreboard for all to see the results of the field events. These records will be required to credit patrols with contest participation for determining their final camporee ratings.

Kinds of Campfires

To accomplish a purpose, choose the kind of campfire you want to use as a "means to an end." Again we may have overlapping goals. A stunt campfire, for instance, can provide fun, entertainment, action, training, and leadership development. Here are some ideas:

Stunt campfire

Mystery campfire with surprises

Songfest campfire

Storytelling campfire

Indian campfire with perhaps the Order of the Arrow leading it

Parent or guest night campfire—fine for "selling" camping

Educational campfire with an imported "expert"—a naturalist or historian

Troop court of honor or camp recognition type campfire

Inspirational campfire—a good storyteller or speaker; perhaps a spiritual theme

Four Elements of Good Campfires

1. *Stunts and skits*—many types—humorous, historical, skill demonstration, and many more.
All skits and stunts should be screened by adult leadership before the campfire to be sure that they are in good taste and comply with the highest traditions of Scouting. The staff can set a high standard on this.
2. *Songs*—fast songs as fire is rising, slower, quieter songs as fire dies down; action songs, original songs, Scouting songs. Here again, no song of doubtful content or poor taste can be permitted at any campfire in any camp.
3. *Stories*—all kinds—true, historical, humorous, heroic, travel, and ghost. These can be program highlights. As to ghost stories, always take care to use good judgement and not frighten and "chill" younger, newer campers by a horror story at bedtime. Many boys are in the deep woods and away from home for an extended period for the first time. Stories that may create fear of the woods and camp areas should be avoided entirely.
4. *Showmanship*—the way the fire is lighted, the costumes of the performers, the special lighting, the element of surprise, all contribute to good showmanship. They take accurate planning but are well worth the effort.
Include an Order of the Arrow calling out ceremony on the program. Done correctly it will thrill the audience as well as those being called.

General Hints on Good Campfires

Walk quietly and ceremoniously to the campfire area to control the crowd as they arrive.

The program should be short and snappy. A long program can "kill" the evening.

The program must be in writing, *always!*

The program needs variety and change of pace.

Discipline and Scout courtesy must be observed.

Only one person at a time speaks or performs. Don't start until this is established.

Intertroop and interpatrol games and contests can spark interest. Score and announce winners.

Inspiration is gained through the opening and closing ceremonies and the closing Scoutmaster's minute.

A cheerleader can add fun and zest to the program. He leads cheers and yells after each major program presentation.

Some camps suggest a campfire theme for each camping period prior to camp. Thus troops, patrols, and boys can prepare costumes and props back home, and better shows result.

Campfires are *for* and *by* boys. Many participants usually make for better campfires. Get many people into the act. The camp staff may perform at times, but they usually avoid spotlighting themselves.

Planning the Campfire Program

The leaders concerned must meet in a roundtable session to work out the program far in advance. This will permit time for rehearsals and to secure props and costumes. A good campfire is not just "put on." It is staged.

Campfire references include: *Boy Scout Songbook*, *Group Meeting Sparklers*, *Summer Camp Program*, and the *Complete Book of Campfire Programs*.

Camporee Songs and Singing

People sing when they are happy. Boys in camps should be happy, and camp, therefore, is the place for good singing. The person in charge of this part of the program must do some planning if this is to be a successful activity. The following 15 suggestions will be helpful:

- Select songs to fit the occasion and always have extra songs ready for emergencies.
- Use songs that are typical of Scouting and have a real meaning.
- Start with a song that most of them know. Remember that the first songs must serve as icebreakers—to get everyone participating in both the singing and the spirit of fun.

- Announce the title; sing the first few bars yourself to give the pitch; and, while you are singing, encourage the group to hum.
- Put your whole body into leading, getting into the swing and rhythm of the tune.
- It is usually easiest to teach the chorus first.
- Use simple motion best suited to your use for beating time. Violent, fast, jerky, or nervous timebeating will detract.
- Locate campers who sing well and encourage them to give leadership.
- Stimulate informal singing around camp and on the trail.
- Always insist on songs in good taste.
- Develop lists of songs to be used for various purposes such as a greeting to generate enthusiasm, provide action, build fellowship, or to induce a quiet mood.
- Develop a second list of songs to be used for specific occasions such as assemblies, campfires, ceremonies, religious observances, and for informal periods.

- Introduce new songs along with the well-known ones. One new song is enough to teach at any one session.
- Use books or sheets only for formal singing.
- Unless you are an experienced song leader, do not try to teach new songs at large campfires.

It is well to remember that singing too much and too often can defeat the purpose. Moderation can leave the campers as enthusiastic at the close of the singing session as they were at the beginning. Try sending them away singing as they go. The *Boy Scout Songbook* is an excellent collection of songs and gives suggestions on song leading.

Instrumental Music

Encourage boys to bring a small instrument such as a harmonica, banjo, guitar, or ukulele to the camporee. Such instruments aid in group singing and can provide variety in the music program. Special instrumental selections are desirable for campfire programs.

COUNCIL CAMPORALL AND DISTRICT CAMPOREE PROGRAM IDEAS

"If a Scout attends two camporees and the program is identical in both, he won't show up a third time!" This is the opening sentence of the new free brochure "Fun and Fitness Camporee," Activities Service, No. 27-200E—the seventh and final publication in the series of camporee and camporall program ideas.

Its words are true. It is designed to help districts and councils add program enrichment ideas to these events—and to broaden a young man's concept of the world around him.

The complete series includes:

- 1984—*This Camporee Guide*. The administrative guide and policy manual for these events. Includes program ideas. Supply Division, No. 3701.
- 1975—*Heritage Camporee*. Skill events based on our American Revolution heritage—plus campfires, ceremonies, etc. Activities, No. 27-195.
- 1976—*Campex*. A comprehensive patrol competitive program including some tried-and-true events and some innovative modern ones. Supply Division, No. 3695.
- 1977—*Advancement Camporee*. A program designed to stimulate Boy Scout advancement. Activities, No. 27-197.

1978—*Jamboree Junction*. The best program ideas for camporees from the 1977 National Scout Jamboree. Activities, No. 27-198.

1979—*Conservation Camporees*. Demonstrations, competitions, and participation activities. Activities, No. 27-100D.

1979—*Fun and Fitness Camporee*. New, and tested, ideas built around that part of the Scout Oath which challenges Scouts "To keep myself physically strong." Activities, No. 27-200E.

Additional special events ideas and camporee themes can be found in current Scouting literature, such as *See 'n' Do*, *The Official Scoutmaster Handbook*, *Fieldbook*, *The Official Boy Scout Handbook*, *Summer Camp Program*, and many merit badge pamphlets.

These include:

- | | |
|---|----------------|
| Survival—Wilderness Hike | Orienteering |
| Downed-pilot, lost-hunter, or lost-child search | Cooking Skills |
| Aquatics | Camp Safety |
| | Pioneer Skills |

Many councils and/or districts have been successful in combining a Scouting show with a camporall. For assistance and guidance, consult the Activities Service, SUM 0216, 1325 Walnut Hill Lane, Irving, TX 75062-1296.

SCORING THE CAMPOREE



Before we explain the plans for scoring and rating a camporee, it is well to review the policy and beliefs of the Boy Scouts of America relating to group and individual competition. The following is a complete statement of policy regarding Scout competition.

COMPETITION

Competition is a natural ingredient of life for both boys and adults. One's emotional health depends in no small degree upon one's outlook toward this aspect of life.

Scouting believes that helping boys to keep competition in proper perspective is a part of helping boys to live happily and successfully. One can hardly learn the necessary skills of winning and losing gracefully—except by winning and losing.

Therefore, we believe that competition should be used as a vital learning process and a means of enhancing the growth and development of boys.

All competitive events must be so planned and run that they result in positive character and attitude outcomes.

In Scouting we recognize three kinds of competition, all of which have a place in our program.

Group Competition With Overall Winners: Interunit competition is a normal part of Scouting. Patrols may compete against patrols or groups of Explorers against other like groups.

Under this plan one troop may challenge another or all troops may compete against each other in events in a rally or camporee. In such cases points will be given to winners, and units winning most points will win the overall events. Thus, the stress is on winning events rather than choosing champions.

Group Competition to a Standard: Under this plan units demonstrate their skill and are given points according to a rating plan. There is no provision for

selecting the best group, but each group is encouraged to attain the highest possible rating. The same rating would be earned by as many groups as earned a given score.

Individual Competition: Certain events in a competitive activity might, by their very nature, be designed for individual competition. In such events there could be individual winners. However, such winners would also earn points for their unit or group. Thus, the effort of the individual would contribute to the total effort.

Generally speaking, group competition is to be preferred over individual competition, thusly permitting wider participation of boys and development of healthy group morale.

The camporee among other things provides an opportunity for patrols and troops to test their camping skills against good camping standards. Each patrol should be inspected and rated carefully. As a result it is possible to establish first-, second-, and third-place patrol and/or troop winners or to define standard-type recognition or ratings. In any event the camporee should be fun for all participating.

The camporee committee must decide which system of recognition to use.

Many point systems have been developed over the years. We present one plan that may be adjusted to meet the local needs. To achieve maximum results in troops, the scoring system to be used in the camporee should be given to troops several months in advance of the event.

When a part of the patrol inspection takes place at a special check-in point as recommended in the following scoresheet, it is well to stagger the arrival time for the different troops. A postcard, giving the specific arrival time for each troop, should be sent to the Scoutmaster. This card should also explain that such a plan is intended to eliminate waiting for inspection at the check-in point.

The judges or observers assigned to inspection and rating or scoring should be briefed carefully. They must know standards.

CAMPOREE SCORE SHEET

Patrol _____ Troop _____

FIRST INSPECTION

PACKS: Inspect at a special check-in point—preferable not at headquarters area and some distance from campsites.

1. All gear and equipment in the packs.
2. Patrol equipment evenly distributed.
3. Packs are rainproofed.
4. Shoulder strap with pack riding comfortably.
5. Packs are neat in appearance.
6. Packs are properly balanced.
7. Raincoats or ponchos are easily accessible.

Possible
Score

Actual
Score

1

1

1

1

1

1

1

TOTAL

7

PERSONAL EQUIPMENT: Each Scout

8. He is correctly uniformed.
9. He has rain gear and ground cloth.
10. He has a sleeping bag or blankets.
11. He has clothing and foot gear adequate for the weather.
12. He has a personal kit including soap, towel, washcloth, toothbrush, and toothpaste.
13. He has a personal mess kit or the equivalent.
14. He has knife, waterproofed matches, flashlight, and personal first aid kit.

1

1

1

1

1

1

1

TOTAL

7

PATROL EQUIPMENT: Inspect at patrol site.

15. Use two-boy tents meeting Scout standards.
16. Cooking kit adequate for the menu.
17. Patrol has one ax.
18. Spade, shovel, or trowel.
19. Electric lantern.
20. Patrol flag.
21. Kitchen equipment bag.
22. First aid kit.
23. Ditty bag with miscellaneous emergency supplies.
24. Water bags or buckets.

1

1

1

1

1

1

1

1

1

1

TOTAL

10

SECOND INSPECTION (continuing through the camporee)

PATROL ORGANIZATION and ADMINISTRATION

25. The leadership of the patrol leader is evident.
26. The duty roster and schedule are set and posted.
27. Patrol is a natural one.
28. Good spirit and courtesy are demonstrated.
29. Grace is said at all meals.

2

1

2

2

2

TOTAL

9

COMMISSARY and FOOD

30. Boy-planned menu is posted.	1	_____
31. Basic, well-balanced foods are represented.	1	_____
32. Food and food handlers are clean.	1	_____
33. Menu is followed at each meal. (Check menu and palatability of the food at at least one meal.)	1	_____
34. The food list is submitted for review.	1	_____
35. Meal prepared, eaten, and cleanup completed in the time period scheduled.	1	_____
36. All foods are properly stored.	1	_____
	<hr/>	
TOTAL	7	_____

HEALTH, SAFETY, and SANITATION

37. Dishes are properly washed and disinfected.	1	_____
38. Disposal of waste water is in accordance with camporee rules.	1	_____
39. Garbage and waste disposal follows the camporee plan.	1	_____
40. Patrol kitchen area is kept neat and clean.	1	_____
41. The cooking fire is located in a safe spot.	1	_____
42. All cutting tools such as ax and saw are sharp, properly used, and stored.	1	_____
43. The water supply on the patrol site is safe and protected.	1	_____
44. Fire buckets, one per tent, are filled and ready.	1	_____
45. All participants are neat and clean.	1	_____
46. All food handlers are clean.	1	_____
47. Quiet is observed by the patrol between taps and reveille.	2	_____
	<hr/>	
TOTAL	12	_____

CAMPSITE

48. Tents are arranged to the best advantage.	1	_____
49. Tents are erected correctly.	1	_____
50. Ground beds are comfortable and are protected by a waterproof ground cloth.	2	_____
51. The patrol cooking and dining area is well established and organized.	1	_____
52. Latrines and washing facilities are in accordance with the camporee plan.	1	_____
53. Patrol equipment is stored in an orderly fashion.	1	_____
54. Original ground cover is not removed by raking or sweeping except around the fire area.	1	_____
	<hr/>	
TOTAL	8	_____

THIRD INSPECTION (at the close of the camporee)

CHECK-OUT

55. The campsite is clean with no paper, trash, etc.	2	_____
56. All fires are dead out, and the site clean.	2	_____
57. All holes dug for any purpose are filled, and the area covered with leaves or grass to protect the earth.	1	_____
58. Teamwork is evident as the patrol breaks camp.	2	_____
59. Packs are up to the same standard as at the time of check-in (see items 1-7).	6	_____
60. Patrol leader checks out with his signature below.	2	_____
	<hr/>	
TOTAL	15	_____

61. There is evidence of effective boy leadership.	5	_____
62. The adults with the unit work with and through boy leaders.	5	_____
63. The Scoutmaster's leadership, even with other adults with the unit in camp, is evident.	5	_____
64. The SPL carried out his full responsibilities. He conducted one or more meetings of the patrol leaders' council.	5	_____
65. The troop program was planned by the PLC and is posted at the campsite.	5	_____
	TOTAL	25
Maximum total for all camporee items—100 points		

	TOTAL—maximum	25
--	---------------	----

CAMPOREE SCORE—RECAPITULATION	Possible	Actual
First Inspection	24	_____
Second Inspection	36	_____
Third Inspection	15	_____
Special Events	25	_____
GRAND TOTAL	100	_____

Award	under 55 points
Award of Merit	55 – 84 points
Award of Merit and Honor	85 – 100 points

Appropriate recognition awards at camporees give added prestige to the event in the eyes of boys and men. Such awards can be made for participation, winning, or placing in a contest or for achieving a degree of perfection in camping skills, know-how, and actual performance.

Awards will vary from council to council depending upon the specific program and plan developed by the local council or district camporee committee. However, the policy of Scouting regarding competition as previously stated must be adhered to in developing this plan.

and participating); district camporee ribbon; and the increasingly popular specially imprinted ribbons indicating date, location, and distinctive design.

The individual boy patch is available in distinctive designs that can be personalized with appropriate wording and dates. Patches are available either as embroidered or woven emblems. For greatest promotional value, a sample of the patch should be sent to each Scoutmaster with his camporee instructions in advance of the camporee.

Patches must not exceed 3 inches in their greatest dimension—including any arc segments added for activities by the council.

Other specialty recognition items available for the individual boy are customized metal neckerchief slides:

neckerchiefs; embroidered and woven segments; gold, silver, and bronze medals; and colorful decals. Check with your local council office for complete listing and prices of these specialty items in Supply Division *Custom Designed Items* catalog, No. 70-013. Use order form No. 70-013A. Or write to Boy Scouts of America.

It is suggested that all such awards for camporees be presented at the time of the event. To overcome the problem of ordering enough first-, second-, and third-place ribbons, the "scissor" plan might be used. That is, camporee ribbons of the same color and wording are ordered for the total of the troops registered for the camporee and then "clipped" on the spot with pink-ing shears to give various recognitions earned:

Economy-minded districts and councils will find that by ordering a ribbon designed "District," they will greatly reduce the unit cost. Be certain to *allow plenty of time* when ordering specially designed or imprinted patches and ribbons. The specially designed patch or ribbon affords the opportunity of identifying the event on these awards, as well as the district or council.

Plan to present the camporee awards at a dignified occasion. This might be done as a part of the closing ceremony program with all boys and leaders present. Do not wait 2 or 3 months after the event to present the awards at a regular roundtable. The youngsters and the leaders who work with them deserve more than that.

Finally, make every camporee a challenging adventure to boys so that the awards they earn will be significant and meaningful.

Good Uniforming

A camporee is a *uniformed* activity for all leaders and Scouts involved. Good uniforming affects the appearance of the camporee and also encourages participants to act in a Scoutlike manner. Camporee information released to units should encourage troops to arrive in proper uniform and to take part and in activities (retreat, worship services, and closing) in uniform. Having all Scouts and leaders participate in special events in uniform changes the camporee from a collection of troops into a Scouting spectacle that is both thrilling and inspiring.

Unit Adult Leadership

Due to the nature of a camporee with cooking and feeding, competitive events, and overnight camping, a qualified adult leader **must** remain with each troop throughout the camporee.





GUIDE TO SAFE SCOUTING



BOY SCOUTS OF AMERICA

TRANSPORTING SCOUTS SAFELY

Don't Get Caught in the Risk Zone

Be aware of killer fatigue and distractions while you are driving! Mental and physical fatigue and distractions, such as texting and using your smartphone, are two of the leading causes of highway crashes and fatalities. Motor vehicle accidents are also the most costly, in lives and claims, in the BSA.

Drivers are generally poor judges of their own level of fatigue and their driving skills. They are unable to predict just how tired they actually are, and they think they can operate a vehicle while using their smartphones. These two things can amount to a deadly combination!

What Can You Do to Help?

The new Risk Zone campaign materials have been put together in a roundtable format for leaders, volunteers, and anyone else in Scouting.

The materials are in a PDF format on www.scouting.org/scoutingsafely.

Go to the "Training" section. The Risk Zone materials include everything leaders need to print off, including presentation materials, posters, a quiz, the Driver's Pledge, and pocket-sized verification cards.

When one person avoids the Risk Zone, someone makes it home safely.



BOY SCOUTS OF AMERICA
RISK MANAGEMENT

GUIDE TO SAFE SCOUTING



Get the Latest Information!

The online version of the *Guide to Safe Scouting* is updated quarterly.
Go to **<http://www.scouting.org/HealthandSafety/GSS.aspx>**.



BOY SCOUTS OF AMERICA®

Prepared. For Life.®

The BSA's Commitment to Safety

We want you to know that the safety of our youth, volunteers, staff, and employees is an important part of the Scouting experience. Youth develop traits of citizenship, character, fitness, and leadership during age-appropriate events when challenged to move beyond their normal comfort level, and discover their abilities. This is appropriate when risks are identified and mitigated.

The Scouting program, as contained in our handbooks and literature, integrates many safety features. However, no policy or procedure will replace the review and vigilance of trusted adults and leaders at the point of program execution.

Commit yourself to creating a safe and healthy environment by:

- Knowing and executing the BSA program as contained in our publications
- Planning tours, activities, and events with vigilance using the tools provided



Chief Scout Executive Michael Surbaugh

- Setting the example for safe behavior and equipment use during program
- Engaging and educating all participants in discussions about hazards and risks
- Reporting incidents in a timely manner

Thank you for being part of the Scouting movement and creating an exciting and safe experience for every participant.



Prepared. For Life.®

Preface

All participants in official Scouting activities should become familiar with the *Guide to Safe Scouting* and applicable program literature or manuals, and be aware of state or local government regulations that supersede Boy Scouts of America practices, policies, and guidelines. The *Guide to Safe Scouting* is an overview of Scouting policies and procedures gleaned from a variety of sources. For some items, the policy statements are complete. For others, unit leaders are expected to review the additional reference material cited prior to conducting such activities.

In situations not specifically covered in this guide, activity planners should evaluate the risk or potential risk of harm, and respond with action plans based on common sense, community standards, the Boy Scout motto, and safety policies and practices commonly prescribed for the activity by experienced providers and practitioners. Perhaps this quote by Sir Robert Baden-Powell from his 1914 book *Quick Training for War* is appropriate to include here:

“... The books lay down definite principles and examples which serve to guide the leaders when applying their common sense to the situation before them. No two situations are ever precisely the same, and it is therefore impossible to lay down exact rules that should guide in every case, but a man who carries precedents and principles in his head has no difficulty in applying their teaching in supreme moments of sudden emergency ...”

Versions of the Guide

In addition to this printed version, the *Guide to Safe Scouting* is available online at www.scouting.org/HealthandSafety/gss.aspx.

To obtain additional printed copies of this book, contact your local Scout shop, or order online at www.scoutstuff.org.

Don't forget to check Scouting Safely information at www.scouting.org/HealthandSafety.aspx.

Guide to Safe Scouting Updates

June 2016

V. Medical Information and First Aid

A section called Medication Use in Scouting was added to this chapter.

VIII. Sports and Activities

Information on orb activities was added to the Unauthorized and Restricted Activities section.

Inspections

The entire Inspections chapter was deleted.

IX. Insurance

The entire Insurance chapter was updated.

X. Transportation

The section on automobiles, SUVs, and vans was updated for consistency with new insurance requirements.

XIII. Incident Reporting

Information was added about the BSA's new series of Incident Review sheets.

Contents

I. Youth Protection and Adult Leadership	1	V. Medical Information and First Aid	31
Scouting's Barriers to Abuse	1	Personal Health and the Annual Health and Medical Record	31
II. Aquatics Safety	5	Medication Use in Scouting	33
Resource Material	5	Immunizations	34
Aquatics Leadership		Protection Consideration for Blood and Bodily Fluids (Universal Precautions)	34
Training Programs	5	Local Council Membership/ Participation Guidelines Regarding Life-Threatening Communicable Diseases	35
Responsibilities of Supervisory Personnel	5	First Aid and CPR Training	35
Safe Swim Defense	6	VI. Chemical Fuels and Equipment	37
BSA Aquatics Play Structure Policy	10	Purpose	37
Classification of Swimming Ability	11	Definitions	37
Distance Swimming in Open Water	11	Storing, Handling, and Using Chemical Fuels and Equipment	37
Snorkeling in Open Water	12	Why Is This Important?	38
BSA Scuba Policy	13	VII. Shooting Sports	39
Safety Afloat	16	Cannons and Large-Bore Artillery	39
Tow Sports	20	Knife and Tomahawk Throwing	39
III. Camping	21	VIII. Sports and Activities	41
Age Guidelines	21	Activity Planning and Risk Assessment	41
Family Camping	22	The Sweet 16 of BSA Safety	42
Cub Scout Overnight Opportunities	22	Caving	44
Boy Scout/ Varsity Scout Camping	23	Climbing and Rappelling	44
Venturing Camping	25	COPE Activities	45
Trek Safely	25	Slacklining	47
Lightning Risk Reduction	25	Unauthorized and Restricted Activities	47
Treated Drinking Water	27	Knives	49
IV. Alcohol, Tobacco, and Drug Use and Abuse	29	Parade Floats and Hayrides	50
Alcohol	29	Unit Fundraisers	50
Tobacco	29	Tractor Safety	51
Drugs	29	Bicycle Safety	51
Medical Marijuana	29		

Skating Safety	52	XIII. Incident Reporting	69
Horsemanship Activities	53	BSA Incident Reporting Policy	69
IX. Insurance	55	Incident Reviews	70
Comprehensive General Liability Insurance	55	Appendix	71
Automobile Liability Insurance	55	Annual Motor Vehicle Checklist	72
Chartered Organizations for Scouting Units	56	Meeting Place	
Accident and Sickness Coverage	56	Inspection Checklist	73
Coverage for Non-Owned Boats Used in Scouting Activities	57	Tour and Activity Plan	75
Unauthorized and Restricted Activities	57	Flying Plan	77
X. Transportation	59	Unit Money-Earning Application	80
Automobiles, SUVs, and Vans	59	Incident Descriptions and Reporting Instructions	82
Campers, Trailers, and Trucks	60	Incident Definitions	83
Buses	61	Incident Information Report	84
Commercial Driver's License Compliance	61	Service Project	
For-Hire Motor Carriers of Passengers (Charter Buses)	62	Planning Guidelines	86
XI. Winter Activities	63	Age Guidelines for Tool Use and Work at Elevations or Excavations	91
Winter Camping Safety	63	Campout Safety Checklist	94
Winter Sports Safety	64	Event Safety Checklist	96
XII. Animal and Insect Hazards	67	Youth Protection/Membership Incident Information Form	100
Hantavirus	67		
Rabies Prevention	67		
Lyme Disease	68		
Mosquito Borne Illnesses	68		

I. Youth Protection and Adult Leadership

Scouting's Barriers to Abuse

The BSA has adopted the following policies for the safety and well-being of its members. These policies primarily protect youth members; however, they also serve to protect adult leaders. Parents and youth using these safeguards outside the Scouting program further increase the safety of their youth. Scout leaders in positions of youth leadership and supervision outside the Scouting program will find these policies help protect youth in those situations as well.

Two-deep leadership on all outings required. A minimum of two registered adult leaders, or one registered leader and a participating Scout's parent, or another adult are required for all trips and outings. One of these adults must be 21 years of age or older.

- ***Patrol Activities***

There are instances, such as patrol activities, when the presence of adult leaders is not required and adult leadership may be limited to patrol leadership training and guidance. With proper training, guidance, and approval by troop leaders, the patrol can conduct day hikes and service projects.

- ***Adult Supervision/Coed Activities***

Male and female adult leaders must be present for all overnight coed Scouting trips and outings, even those including parent and child. Both male and female adult leaders must be 21 years of age or older, and one must be a registered member of the BSA.

One on-one contact between adults and youth members prohibited. In situations requiring a personal conference, such as a Scoutmaster's conference, the meeting is to be conducted with the knowledge and in view of other adults and/or youth.

Two-deep leadership and no one-on-one contact between adults and youth members include digital communication. Leaders may not have one-on-one private online communications or engage one-on-one in other digital activities (games, social media, etc.) with youth members. Leaders should copy a parent and another leader in digital and online communication, ensuring no one-on-one contact exists in text, social media, or other forms of online or digital communication.

Age appropriate and separate accommodations for adults and Scouts required.

- ***Tenting***

When camping, no one is permitted to sleep with a person of the opposite sex or an adult other than his or her own spouse, parent, or guardian. Assigning youth members more than two years apart in age to sleep in the same tent should be avoided unless the youth are relatives.

- ***Shower Facilities***

Whenever possible, separate shower and latrine facilities should be provided for male/female adults and male/female youth. If separate facilities are not available, separate shower times should be scheduled and posted.

The Buddy System should be used at all times. The Buddy System is a safety measure for all Scouting activities. Buddies should know and be comfortable with each other. Self-selection with no more than two years age or significant differences in maturity should be strongly encouraged. When necessary, a buddy team may consist of three Scouts. No youth should be forced into or made to feel uncomfortable by a buddy assignment.

Privacy of youth respected. Adult leaders and youth must respect each other's privacy, especially in situations such as changing clothes and taking showers at camp. Adults may enter youth changing or showering areas only to the extent that health and safety requires. Adults must protect their own privacy in similar situations.

Inappropriate use of smart phones, cameras, imaging, or digital devices prohibited. Although most Scouts and leaders use cameras and other imaging devices responsibly, it is easy to unintentionally or inadvertently invade the privacy of other individuals with those devices. The use of any device capable of recording or transmitting visual images in or near shower houses, restrooms, or other areas where privacy is expected is inappropriate.

No secret organizations. The BSA does not recognize any secret organizations as part of its program. All aspects of the Scouting program are open to observation by parents and leaders.

Youth leadership monitored by adult leaders. Adult leaders must monitor and guide the leadership techniques used by youth leaders and ensure BSA policies are followed.

Discipline must be constructive. Discipline used in Scouting must be constructive and reflect Scouting's values. Corporal punishment is never permitted. Disciplinary activities involving isolation, humiliation, or ridicule are prohibited. Examples of positive discipline include verbal praise and high fives.

Appropriate attire for all activities. Proper clothing for activities is required.

No hazing. Hazing and initiations are prohibited and may not be included as part of any Scouting activity.

No bullying. Verbal, physical, and cyberbullying are prohibited in Scouting.

Mandatory reporting of child abuse. All persons involved in Scouting must report to local authorities any good-faith suspicion or belief that any child is or has been physically or sexually abused, physically or emotionally neglected, exposed to any form of violence or threat, exposed to any form of sexual exploitation including the possession, manufacture, or distribution of child pornography, online solicitation, enticement, or showing of obscene material. This duty cannot be delegated to any other person.

Immediately notify the Scout executive of this report, or of any violation of the BSA's Youth Protection policies, so he or she may take appropriate action for the safety of our Scouts, make appropriate notifications, and follow up with investigating agencies.

State-by-state mandatory reporting information: www.childwelfare.gov.

All adult leaders and youth members have responsibility. Everyone is responsible for acting in accordance with the Scout Oath and the Scout Law. Physical violence, sexual activity, emotional abuse, spiritual abuse, unauthorized weapons, hazing, discrimination, harassment, initiation rites, bullying, cyberbullying, theft, verbal insults, drugs, alcohol, or pornography have no place in the Scouting program and may result in revocation of membership.

Units are responsible to enforce Youth Protection policies. Adult leaders in Scouting units are responsible for monitoring the behavior of youth members and other leaders and interceding when necessary. If youth members misbehave, their parents should be informed and asked for assistance.

Incidents requiring an immediate report to the Scout executive.

The following must be reported to the council Scout executive for action immediately:

- Any threat or use of a weapon
- Any negative behavior associated with race, religion, sexual orientation, or disability
- Any reports to authorities where the BSA's Mandatory Reporting of Child Abuse policy or your state's mandatory reporting of child abuse laws apply
- Any abuse of a child that meets state reporting mandates for bullying or harassment
- Any mention or threats of suicide

If someone is at immediate risk of harm, call 911.

If a Scout is bullied because of race, ethnicity, or disability, and local help is not working to solve the problem, contact the BSA's Member Care Contact Center at 972-580-2489 or send an email to youth.protection@scouting.org.

Link to the volunteer Youth Protection/Membership Incident Information Form: http://www.scouting.org/filestore/pdf/680-676_WEB.pdf

Your Responsibility.

1. Stop the policy violation or abuse.
2. Protect the youth.
3. Separate alleged victim from alleged perpetrator.
4. Summon needed assistance (911, EMS, additional leaders, etc.).
5. Notify parents.
6. Notify the appropriate Scouting professional.

Chartered Organization Responsibility. The head of the chartered organization or chartered organization representative and their committee chair must approve the registration of the unit's adult leaders.

Link to the Local Council Locator: <http://www.scouting.org/LocalCouncilLocator.aspx>

Link to the Bullying Prevention Guide: <http://www.scouting.org/filestore/training/pdf/BullyingPreventionGuide.pdf>

II. Aquatics Safety

Resource Material

Aquatics Supervision, No. 34346, is the primary resource for aquatics at the unit level. Section V of *Camp Program and Property Management*, No. 20-920, contains additional information for aquatics activities conducted on council property. Aquatics activities at district and council day and resident camps should follow appropriate National Camp Accreditation Program (NCAP) standards.

Aquatics Leadership Training Programs

Safe Swim Defense and **Safety Afloat** training programs are available online at my.scouting.org and may be offered locally by instructors approved by the council aquatics committee or other council authority.

Aquatics Supervision: Swimming and Water Rescue and **Aquatics Supervision: Paddle Craft Safety** cover skills needed for Safe Swim Defense and Safety Afloat policies at the unit level. These training courses are provided locally by qualified instructors who are authorized by the local council.

BSA Lifeguard provides professional-level training for lifeguards at unit or summer camp swimming activities and is provided locally by qualified instructors who are authorized by the local council.

BSA Aquatics Instructor prepares adults for leadership roles in year-round aquatics programs and is recommended for a least one member of the council aquatics committee. Those with BSA Aquatics Instructor training may serve as aquatics directors at Boy Scout or Cub Scout summer camps. The training is available at National Camping Schools.

Responsibilities of Supervisory Personnel

Safe Swim Defense and Safety Afloat govern BSA swimming and boating activities. Both specify that the activities are supervised by a mature and conscientious adult age 21 or older who:

- Understands and knowingly accepts responsibility for the well-being and safety of youth members in his or her care
- Is experienced in the particular activity
- Is confident in his or her ability to respond appropriately in an emergency
- Is trained and committed to the nine points of BSA Safety Afloat and/or the eight points of Safe Swim Defense.

Unit leadership that accompanies the unit on an outing handles the first and last bulleted points above. However, under appropriate circumstances, the unit leader may delegate responsibility to trained individuals within the unit or to on-site professionals for the second and third bulleted points above. For example, a Scout troop at a water park with trained lifeguards on duty need not assign separate unit personnel to perform water rescue.

A Venturing crew on a whitewater excursion may rely on a licensed outfitter to provide the necessary equipment and trained guides.

Every possible contingency will not be covered with a hard-and-fast rule, and rules are poor substitutes for experience. Ultimately, each responsible adult leader must personally decide if he or she understands the risk factors associated with the activity and is sufficiently experienced and well-informed to make the rational decisions expected of a “qualified supervisor.” The BSA training programs listed above help provide the skills, experience, and guidance for making such a determination.

Safe Swim Defense

BSA groups shall use Safe Swim Defense for all swimming activities. Adult leaders supervising a swimming activity must have completed Safe Swim Defense training within the previous two years. Safe Swim Defense standards apply at backyard, hotel, apartment, and public pools; at established waterfront swim areas such as beaches at state parks and U.S. Army Corps of Engineers lakes; and at all temporary swimming areas such as a lake, river, or ocean. Safe Swim Defense does not apply to boating or water activities such as waterskiing or swamped boat drills that are covered by Safety Afloat guidelines. Safe Swim Defense applies to other nonswimming activities whenever participants enter water over knee deep or when submersion is likely, for example, when fording a stream, seining for bait, or constructing a bridge as a pioneering project. Snorkeling in open water requires each participant to have demonstrated knowledge and skills equivalent to those for Snorkeling BSA in addition to following Safe Swim Defense. Scuba activities must be conducted in accordance with the BSA Scuba policy found in the *Guide to Safe Scouting*. Because of concerns with hyperventilation, competitive underwater swimming events are not permitted in Scouting.

Safe Swim Defense training may be obtained from my.scouting.org, at council summer camps, and at other council and district training events. Confirmation of training is required on local and national tour permits for trips that involve swimming. Additional information on various swimming venues is provided in the *Aquatics Supervision* guide available from council service centers.

1. Qualified Supervision

All swimming activity must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in his or her care, and who is trained

in and committed to compliance with the eight points of BSA Safe Swim Defense. It is strongly recommended that all units have at least one adult or older youth member currently trained in BSA Aquatics Supervision: Swimming and Water Rescue or BSA Lifeguard to assist in planning and conducting all swimming activities.

2. Personal Health Review

A complete health history is required of all participants as evidence of fitness for swimming activities. Forms for minors must be signed by a parent or legal guardian. Participants should be asked to relate any recent incidents of illness or injury just prior to the activity. Supervision and protection should be adjusted to anticipate any potential risks associated with individual health conditions. For significant health conditions, the adult supervisor should require an examination by a physician and consult with the parent, guardian, or caregiver for appropriate precautions.

3. Safe Area

All swimming areas must be carefully inspected and prepared for safety prior to each activity. Water depth, quality, temperature, movement, and clarity are important considerations. Hazards must be eliminated or isolated by conspicuous markings and discussed with participants.

Controlled Access: There must be safe areas for all participating ability groups to enter and leave the water. Swimming areas of appropriate depth must be defined for each ability group. The entire area must be within easy reach of designated rescue personnel. The area must be clear of boat traffic, surfing, or other nonswimming activities.

Bottom Conditions and Depth: The bottom must be clear of trees and debris. Abrupt changes in depth are not allowed in the nonswimmer area. Isolated underwater hazards should be marked with floats. Rescue personnel must be able to easily reach the bottom. Maximum recommended water depth in clear water is 12 feet. Maximum water depth in turbid water is 8 feet.

Visibility: Underwater swimming and diving are prohibited in turbid water. Turbid water exists when a swimmer treading water cannot see his feet. Swimming at night is allowed only in areas with water clarity and lighting sufficient for good visibility both above and below the surface.

Diving and Elevated Entry: Diving is permitted only into clear, unobstructed water from heights no greater than 40 inches. Water depth must be at least 7 feet. Bottom depth contours below diving boards and elevated surfaces require greater water depths and must conform to state regulations. Persons should not jump into water from heights greater than they are tall, and should jump only into water chest deep or greater with minimal risk from contact with the bottom. No elevated entry is permitted where the person must clear any obstacle, including land.

Water Temperature: Comfortable water temperature for swimming is near 80 degrees. Activity in water at 70 degrees or less should be of limited duration and closely monitored for negative effects of chilling.

Water Quality: Bodies of stagnant, foul water, areas with significant algae or foam, or areas polluted by livestock or waterfowl should be avoided. Comply with any signs posted by local health authorities. Swimming is not allowed in swimming pools with green, murky, or cloudy water.

Moving Water: Participants should be able to easily regain and maintain their footing in currents or waves. Areas with large waves, swiftly flowing currents, or moderate currents that flow toward the open sea or into areas of danger should be avoided.

Weather: Participants should be moved from the water to a position of safety whenever lightning or thunder threatens. Wait at least 30 minutes after the last lightning flash or thunder before leaving shelter. Take precautions to prevent sunburn, dehydration, and hypothermia.

Life Jacket Use: Swimming in clear water over 12 feet deep, in turbid water over 8 feet deep, or in flowing water may be allowed if all participants wear properly fitted, Coast Guard–approved life jackets and the supervisor determines that swimming with life jackets is safe under the circumstances.

4. Response Personnel (Lifeguards)

Every swimming activity must be closely and continuously monitored by a trained rescue team on the alert for and ready to respond during emergencies. Professionally trained lifeguards satisfy this need when provided by a regulated facility or tour operator. When lifeguards are not provided by others, the adult supervisor must assign at least two rescue personnel, with additional numbers to maintain a ratio of one rescuer to every 10 participants. The supervisor must provide instruction and rescue equipment and assign areas of responsibility as outlined in *Aquatics Supervision*, No. 34346. The qualified supervisor, the designated response personnel, and the lookout work together as a safety team. An emergency action plan should be formulated and shared with participants as appropriate.

5. Lookout

The lookout continuously monitors the conduct of the swim, identifies any departures from Safe Swim Defense guidelines, alerts rescue personnel as needed, and monitors the weather and environment. The lookout should have a clear view of the entire area but be close enough for easy verbal communication. The lookout must have a sound understanding of Safe Swim Defense but is not required to perform rescues. The adult supervisor may serve simultaneously as the lookout but must assign the task to someone else if engaged in activities that preclude focused observation.

6. Ability Groups

All youth and adult participants are designated as swimmers, beginners, or nonswimmers based on swimming ability confirmed by standardized BSA swim classification tests. Each group is assigned a specific swimming area with depths consistent with those abilities. The classification tests must be renewed annually, preferably at the beginning of the season even if the Scout has earned the Swimming merit badge.

Swimmers pass this test: Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

Beginners pass this test: Jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface. Stop, turn sharply, resume swimming, and return to the starting place.

Anyone who has not completed either the beginner or swimmer tests is classified as a nonswimmer.

The nonswimmer area should be no more than waist to chest deep and should be enclosed by physical boundaries such as the shore, a pier, or lines. The enclosed beginner area should contain water of standing depth and may extend to depths just over the head. The swimmer area may be up to 12 feet in depth in clear water and should be defined by floats or other markers.

7. Buddy System

Every participant is paired with another. Buddies stay together, monitor each other, and alert the safety team if either needs assistance or is missing.

Buddies check into and out of the area together. Buddies are normally in the same ability group and remain in their assigned area. If they are not of the same ability group, then they swim in the area assigned to the buddy with the lesser ability.

A buddy check reminds participants of their obligation to monitor their buddies and indicates how closely the buddies are keeping track of each other. Roughly every 10 minutes, or as needed to keep the buddies together, the lookout, or other person designated by the supervisor, gives an audible signal, such as a single whistle blast, and a call for “Buddies.” Buddies are expected to raise each other’s hand before completion of a slow, audible count to 10. Buddies who take longer to find each other should be reminded of their responsibility for the other’s safety.

Once everyone has a buddy, a count is made by area and compared with the total number known to be in the water. After the count is confirmed, a signal is given to resume swimming.

8. Discipline

Rules are effective only when followed. All participants should know, understand, and respect the rules and procedures for safe swimming provided by Safe Swim Defense guidelines. Applicable rules should be discussed prior to the outing and reviewed for all participants at the water's edge just before the swimming activity begins. People are more likely to follow directions when they know the reasons for rules and procedures. Consistent, impartially applied rules supported by skill and good judgment provide steppingstones to a safe, enjoyable outing.

BSA Aquatics Play Structure Policy

The BSA's Aquatics Play Structure Policy applies to all play structures operated in Scouting whether inflatable, floatable, or fixed structures. It includes, but is not limited to, slides, swings, mats, logs, rockers, and climbing or bouncing devices.

Program Hazard Analysis. A program hazard analysis must be completed at least annually for each aquatics play structure device in use. The unique risks associated with the device and the operational procedures and practices to mitigate the risks must be documented. The participant's age and swimming ability, which are appropriate for use of the device, must also be documented. The program hazard analysis must be approved by the council (Aquatics Committee and Enterprise Risk Management Committee).

Location. Aquatics play structures, used individually or in a group, must be isolated from other water activities to safely manage risks. A dedicated catch pool or roped-off area of water is required for each activity. A separate check-in and a single route to the start of the activity are often needed.

Operating Procedures. The activity must be conducted in accordance with Safe Swim Defense principles, and swimming ability must be appropriate for the activity.

Lifeguards must be specific to the activity and not be shared with other water activities. Appropriate guard ratios must be maintained, which includes a sufficient number of guards to scan the entire activity area with lines of sight not blocked by structures. Supervision of participants entering and leaving the activity must occur. Lifeguards must be positioned to maintain proper lines of sight for the risks associated with each type of device. Lifeguards must be provided with appropriate personal safety and rescue equipment.

Installation/Construction. Installation, including any anchoring systems, must be in accordance with manufacturing specifications. Construction of any fixed structures, towers, and ramps must be professionally designed, approved, and inspected by engineers/architects. All installations and construction must meet any state regulations on aquatics play structures.

Participant Safety Equipment. Safety equipment (such as properly fitted life jackets and helmets) must be provided to participants as appropriate for the activity.

Safety Checks. A safety check of the structure/device must occur in accordance with manufacturer specifications or at least daily. A safety check of the participant safety and lifeguard safety and rescue equipment must occur daily.

Emergency Action Plans. As part of the program hazard analysis, emergency action plans specific to the activity must be developed and approved. Emergency action plans must be practiced on a regular basis.

Classification of Swimming Ability

The swimmer and beginner classification tests defined in Safe Swim Defense may be administered at the unit level following procedures specified in *Aquatics Supervision*, No. 34346.

Swim classification tests for multiunit district and council aquatics activities, such as day or resident camps, are generally conducted on-site by supervisory personnel for those activities. Councils may arrange for swim classification tests conducted by council-approved aquatics resource people prior to camp as outlined in section V of *Camp Program and Property Management*, No 20-290. When swim tests are conducted off-site prior to the camp session, the camp aquatics director retains the right to review or retest any or all participants.

Distance Swimming in Open Water

The following policies apply when distance swimming is conducted outside the confines of a normal Safe Swim Defense area.

- The environment for an open-water swim must conform to Safe Swim Defense guidelines regarding hazards such as submerged trees, currents, and boat traffic, as well as water quality, depth, and clarity.
- Each individual swimmer, or at most a buddy pair, may be accompanied by a rowboat with two people onboard—one skilled in controlling the boat and the other trained in basic water rescue—equipped with a reaching device and flotation aid, continuously watching the swimmers.

- Alternatively, a closed circuit may be established where all swimmers are constantly in reach of safety personnel strategically positioned at fixed points on anchored boats, the shore, or piers. Each participant swims with a buddy, and the number and spacing of the swimmers in the water should not exceed the capacity of the watchers to easily count the swimmers as they move from one zone to another.
- Some competitive swimming events, such as triathlons, also cover long distances. Long-distance swimming races are not approved for Cub Scouts or Boy Scouts, but Varsity Scouts and Venturers may participate in triathlon training and competitive events. All swimming activities conducted by Varsity Scout teams or Venturing crews must conform to Safe Swim Defense guidelines. Individual Varsity Scouts and Venturers may participate in outside triathlon events sanctioned by USA Triathlon.

Snorkeling in Open Water

All ability groups may use snorkeling equipment within confined areas when following all Safe Swim Defense policies, including visibility for underwater swimming.

Snorkeling is a swimming activity in which one must abide by Safe Swim Defense policies, but the following additions to Safe Swim Defense apply when snorkeling is conducted in open water. “Open water” denotes a temporary swimming area of flexible extent in a natural body of water that may or may not be close to shore.

Qualified Supervision: In addition to Safe Swim Defense training and the 21-year-old minimum age, the supervisor must be an experienced snorkeler. At a minimum, the supervisor must possess skills and knowledge matching the Snorkeling BSA Award and have experience with environments similar to those of the planned activity.

Participant Ability: All participants in open-water snorkeling must either complete Snorkeling BSA requirements or be a certified scuba diver.

Equipment: All snorkeling equipment must be properly fitted and in good repair. Use of individual flotation devices (inflatable snorkeling vests or life jackets) is required whenever there is a noticeable current or swells, when the bottom is not visible from the surface due to vegetation or limited visibility beyond 8 feet, or when the activity is greater than 50 yards from shore or craft. A dive flag is required in areas shared by boats. Local regulations specifying the size of the flag and how far snorkelers may be from it must be followed. Weight belts may not be worn unless the participant has scuba certification. Dive boats should be equipped with radios and first-aid kits, and should deploy safety lines.

Additional guidance on application of Safe Swim Defense principles to snorkeling may be found in *Aquatics Supervision*, No. 34346, and *Snorkeling Safety*, No. 19-176, at www.scouting.org/filestore/pdf/19-176.pdf.

BSA Scuba Policy

The BSA scuba policy recognizes scuba industry standards and implements them by using outside agencies for training and certification.

Training and Supervision

Any person possessing, displaying, or using scuba (self-contained underwater breathing apparatus) in connection with any Scouting-related activity must be either currently certified by a recognized agency or enrolled in an instructional scuba program, such as Scuba BSA or Scuba Diving merit badge, which must be conducted by an insured recreational diving instructor in good standing with a recognized agency and approved by the council.

Recreational diving activities by BSA groups must be supervised by a responsible adult currently certified (renewed) as a divemaster, assistant instructor, or higher rating from a recognized agency. Dive environments, equipment, depths, procedures, supervision, and buddy assignments must be consistent with each individual's certification.

Because dives by recreational divers may be infrequent, the divemaster or instructor supervising a BSA scuba activity should screen participants prior to open-water activities and provide remedial instruction and practice as appropriate. Such remedial instruction and practice should be in accordance with the policies and standards of the divemaster's or instructor's agency for Scuba Review, Scuba Refresher, or similar program.

Diving using surface-supplied air systems is not authorized in connection with any BSA activity or facility except when done under contract by commercial divers.

Age-Appropriate Restrictions

Youth members in Cub Scouting, including Webelos Scouts, are not authorized to use scuba in any activity.

Boy Scouts may participate in the introductory Scuba BSA program and may obtain open-water certification as part of Scuba Diving merit badge.

Varsity and Venturing groups may participate in introductory and certification scuba programs conducted by recognized agencies appropriate to their age and current level of certification.

Standards of the recognized scuba agencies require students for open-water certification programs to be at least 15 years of age but allow special certification

programs for younger students. Since all instruction for BSA scuba programs must be conducted by professionals certified by a recognized agency, additional agency-specific, age-related restrictions and protocols apply to students under 15 years of age.

Boy Scouts, Varsity Scouts, and Venturers may participate in recreational group dives as unit, district, or council activities, provided such dives are consistent with their certifications and under direct, on-site supervision of a responsible adult currently certified as a divemaster, assistant instructor, or higher rating from a recognized agency.

The divemaster or instructor supervising a recreational dive by a BSA group must implement the following policies for all divers under 15 years of age, as well as any additional junior diver restrictions and protocols adopted by that person's certifying agency:

- Depths are limited to 40 feet for divers under 12 years of age and to 60 feet for divers 12 to 14 years of age.
- Each diver under 15 years of age must have an adult buddy certified as an open-water diver who is either the junior diver's parent or an adult approved by the parent.
- Additional divemasters or instructors are present to maintain a ratio of one trained supervisor to four buddy pairs (eight divers) containing one to four divers under 15 years of age.

Medical Contraindications

Each scuba training agency recognized by the BSA requires a specific health history form prior to enrollment in a certification program. The BSA requires review and approval of the completed form by a physician even if the scuba agency itself does not require physician approval. Various risk factors identified on the forms may exclude a person from scuba training, either temporarily or permanently. Risk factors include, but are not limited to, ear and sinus problems, recent surgery, spontaneous pneumothorax, asthma or reactive airway disease (RAD), seizure disorders, diabetes, leukemia, sickle-cell disorder, pregnancy, panic disorders, and active psychosis.

The divemaster or instructor supervising a BSA recreational scuba activity must review the health information for each participant that is required annually of all BSA members and evaluate risk conditions using medical standards consistent with those used by his or her certifying agency. Additional tests or physician consultations may be required to confirm fitness for diving. Consultation with medical specialists knowledgeable about diving medicine also may be needed for participants taking psychotropic drugs for treatment of attention deficit disorder, depression, or other conditions.

Scuba diving is prohibited for the following conditions.

- Use of medication to control seizures or seizure occurrence within the past five years
- Use of insulin to control diabetes
- History of asthma or RAD unless resolution confirmed by methacholine testing (Persons who have been asymptomatic and medication free for the previous five years are exempt from the methacholine testing requirements.)

The scuba agencies recognized by the BSA may allow exceptions to general medical prohibitions based on individual diving fitness evaluations by a medical specialist who is knowledgeable about diving medicine. Scouts, parents, dive supervisors, and physicians with questions or concerns about diving with specific medical conditions should consult the Recreational Scuba Training Council (RSTC) Guidelines for Recreational Scuba Diver's Physical Examination and the Divers Alert Network (DAN) at www.diversalertnetwork.org. DAN medical professionals are available for nonemergency consultation by telephone at 919-684-2948 during business hours or via email.

Council Programs

When scuba diving is taught in connection with any local council program, instructors should provide the training on a contract basis. Such instructors should have dive store or other commercial affiliation that provides liability insurance coverage. Direct employment of scuba instructors is not recommended.

Local council programs may not compress or sell air for scuba use, or sell, rent, or loan scuba equipment (scuba cylinders, regulators, gauges, dive computers, weights, or BCDs). All air and equipment for local council program use must be obtained from professional sources (dive stores, resorts, dive boats, etc.) affiliated with a scuba agency recognized by the BSA.

Scuba equipment may be used by certified summer camp aquatics program personnel for installation and maintenance of waterfront equipment, or for search and recovery operations. Search and recovery could include lost equipment, as well as rescue efforts.

Recognized Agencies

Recognized agencies are:

- PADI: Professional Association of Diving Instructors
- NAUI: National Association of Underwater Instructors
- SSI: Scuba Schools International
- IDEA: International Diving Educators Association

- PDIC: Professional Diving Instructors Corporation
- SDI: Scuba Diving International
- YMCA Scuba Program (discontinued in 2008, but certification cards are still recognized)
- NASDS: National Association of Scuba Diving Schools (merged with SSI, but certification cards are still recognized)

In addition to the agencies listed by name, any current member of the World Recreational Scuba Training Council (WRSTC), which includes all RSTC members, is also recognized.

Other agencies wishing to be recognized by the BSA may contact the Outdoor Programs Team of the national office. Recognition by a certifying body such as the RSTC or EUF that the agency adheres to ANSI/CEN/ISO standards would be expected.

Safety Afloat

BSA groups shall use Safety Afloat for all boating activities. Adult leaders supervising activities afloat must have completed Safety Afloat training within the previous two years. Cub Scout activities afloat are limited to council, district, pack, or den events that do not include moving water or float trips (expeditions). Safety Afloat standards apply to the use of canoes, kayaks, rowboats, rafts, floating tubes, sailboats, motorboats (including waterskiing), and other small craft, but do not apply to transportation on large commercial vessels such as ferries and cruise ships. Parasailing (being towed airborne behind a boat using a parachute), kite-surfing (using a wakeboard towed by a kite), and recreational use of personal watercraft (small sit-on-top motorboats propelled by water jets) are not authorized BSA activities.

Safety Afloat training may be obtained from MyScouting.org, at council summer camps, and at other council and district training events. Confirmation of training is required on local and national tour permits for trips that involve boating. Additional guidance on appropriate skill levels and training resources is provided in the *Aquatics Supervision* guide available from council service centers.

1. Qualified Supervision

All activity afloat must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in his or her care and who is trained in and committed to compliance with the nine points of BSA Safety Afloat. That supervisor must be skilled in the safe operation of the craft for the specific activity, knowledgeable in accident prevention, and prepared for emergency situations. If the adult with Safety Afloat training lacks the necessary boat operating and safety skills, then he or she may serve as the supervisor only

if assisted by other adults, camp staff personnel, or professional tour guides who have the appropriate skills. Additional leadership is provided in ratios of one trained adult, staff member, or guide per 10 participants. For Cub Scouts, the leadership ratio is one trained adult, staff member, or guide per five participants. At least one leader must be trained in first aid including CPR. Any swimming done in conjunction with the activity afloat must be supervised in accordance with BSA Safe Swim Defense standards. It is strongly recommended that all units have at least one adult or older youth member currently trained in BSA Aquatics Supervision: Paddle Craft Safety to assist in the planning and conduct of all activities afloat.

2. Personal Health Review

A complete health history is required of all participants as evidence of fitness for boating activities. Forms for minors must be signed by a parent or legal guardian. Participants should be asked to relate any recent incidents of illness or injury just prior to the activity. Supervision and protection should be adjusted to anticipate any potential risks associated with individual health conditions. For significant health conditions, the adult supervisor should require an examination by a physician and consult with parent, guardian, or caregiver for appropriate precautions.

3. Swimming Ability

Operation of any boat on a float trip is limited to youth and adults who have completed the BSA swimmer classification test. Swimmers must complete the following test, which must be administered annually.

Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

For activity afloat, those not classified as a swimmer are limited to multiperson craft during outings or float trips on calm water with little likelihood of capsizing or falling overboard. They may operate a fixed-seat rowboat or pedal boat accompanied by a buddy who is a swimmer. They may paddle or ride in a canoe or other paddle craft with an adult swimmer skilled in that craft as a buddy. They may ride as part of a group on a motorboat or sailboat operated by a skilled adult.

4. Life Jackets

Properly fitted U.S. Coast Guard–approved life jackets must be worn by all persons engaged in boating activity (rowing, canoeing, sailing, boardsailing, motorboating, waterskiing, rafting, tubing, and kayaking). Type III life jackets are recommended for general recreational use.

For vessels over 20 feet in length, life jackets need not be worn when participants are below deck or on deck when the qualified supervisor aboard the vessel determines that it is prudent to abide by less-restrictive state and federal regulations concerning the use and storage of life jackets, for example, when a cruising vessel with safety rails is at anchor. All participants not classified as swimmers must wear a life jacket when on deck underway.

Life jackets need not be worn when an activity falls under Safe Swim Defense guidelines—for example, when an inflated raft is used in a pool or when snorkeling from an anchored craft.

5. Buddy System

All participants in an activity afloat are paired as buddies who are always aware of each other's situation and prepared to sound an alarm and lend assistance immediately when needed. When several craft are used on a float trip, each boat on the water should have a "buddy boat." All buddy pairs must be accounted for at regular intervals during the activity and checked off the water by the qualified supervisor at the conclusion of the activity. Buddies either ride in the same boat or stay near each other in single-person craft.

6. Skill Proficiency

Everyone in an activity afloat must have sufficient knowledge and skill to participate safely. Passengers should know how their movement affects boat stability and have a basic understanding of self-rescue. Boat operators must meet government requirements, be able to maintain control of their craft, know how changes in the environment influence that control, and undertake activities only that are within their personal and group capabilities.

Content of training exercises should be appropriate for the age, size, and experience of the participants, and should cover basic skills on calm water of limited extent before proceeding to advanced skills involving current, waves, high winds, or extended distance. At a minimum, instructors for canoes and kayaks should be able to demonstrate the handling and rescue skills required for BSA Aquatics Supervision: Paddle Craft Safety. All instructors must have at least one assistant who can recognize and respond appropriately if the instructor's safety is compromised.

Anyone engaged in recreational boating using human-powered craft on flatwater ponds or controlled lake areas free of conflicting activities should be instructed in basic safety procedures prior to launch, and allowed to proceed after they have demonstrated the ability to control the boat adequately to return to shore at will.

For recreational sailing, at least one person aboard should be able to demonstrate basic sailing proficiency (tacking, reaching, and running) sufficient to return the boat to the launch point. Extended cruising on a large

sailboat requires either a professional captain or an adult with sufficient experience to qualify as a bareboat skipper.

Motorboats may be operated by youth, subject to state requirements, only when accompanied in the boat by an experienced leader or camp staff member who meets state requirements for motorboat operation. Extended cruising on a large power boat requires either a professional captain or an adult with similar qualifications.

Before a unit using human-powered craft controlled by youth embarks on a float trip or excursion that covers an extended distance or lasts longer than four hours, each participant should either receive a minimum of three hours training and supervised practice or demonstrate proficiency in maneuvering the craft effectively over a 100-yard course and recovering from a capsized.

Unit trips on whitewater above Class II must be done either with a professional guide in each craft or after all participants have received American Canoe Association or equivalent training for the class of water and type of craft involved.

7. Planning

Proper planning is necessary to ensure a safe, enjoyable exercise afloat. All plans should include a scheduled itinerary, notification of appropriate parties, communication arrangements, contingencies in case of foul weather or equipment failure, and emergency response options.

Preparation. Any boating activity requires access to the proper equipment and transportation of gear and participants to the site. Determine what state and local regulations are applicable. Get permission to use or cross private property. Determine whether personal resources will be used or whether outfitters will supply equipment, food, and shuttle services. Lists of group and personal equipment and supplies must be compiled and checked. Even short trips require selecting a route, checking water levels, and determining alternative pull-out locations. Changes in water level, especially on moving water, may pose significant, variable safety concerns. Obtain current charts and information about the waterway and consult those who have traveled the route recently.

Float Plan. Complete the preparation by writing a detailed itinerary, or float plan, noting put-in and pull-out locations and waypoints, along with the approximate time the group should arrive at each. Travel time should be estimated generously.

Notification. File the float plan with parents, the local council office if traveling on running water, and local authorities if appropriate. Assign a member of the unit committee to alert authorities if prearranged check-ins are overdue. Make sure everyone is promptly notified when the trip is concluded.

Weather. Check the weather forecast just before setting out, and keep an alert weather eye. Anticipate changes and bring all craft ashore when rough weather threatens. Wait at least 30 minutes before resuming activities after the last incidence of thunder or lightning.

Contingencies. Planning must identify possible emergencies and other circumstances that could force a change of plans. Develop alternative plans for each situation. Identify local emergency resources such as EMS systems, sheriff's departments, or ranger stations. Check your primary communication system, and identify backups, such as the nearest residence to a campsite. Cell phones and radios may lose coverage, run out of power, or suffer water damage.

8. Equipment

All craft must be suitable for the activity, be seaworthy, and float if capsized. All craft and equipment must meet regulatory standards, be properly sized, and be in good repair. Spares, repair materials, and emergency gear must be carried as appropriate. Life jackets and paddles must be sized to the participants. Properly designed and fitted helmets must be worn when running rapids rated above Class II. Emergency equipment such as throw bags, signal devices, flashlights, heat sources, first-aid kits, radios, and maps must be ready for use. Spare equipment, repair materials, extra food and water, and dry clothes should be appropriate for the activity. All gear should be stowed to prevent loss and water damage. For float trips with multiple craft, the number of craft should be sufficient to carry the party if a boat is disabled, and critical supplies should be divided among the craft.

9. Discipline

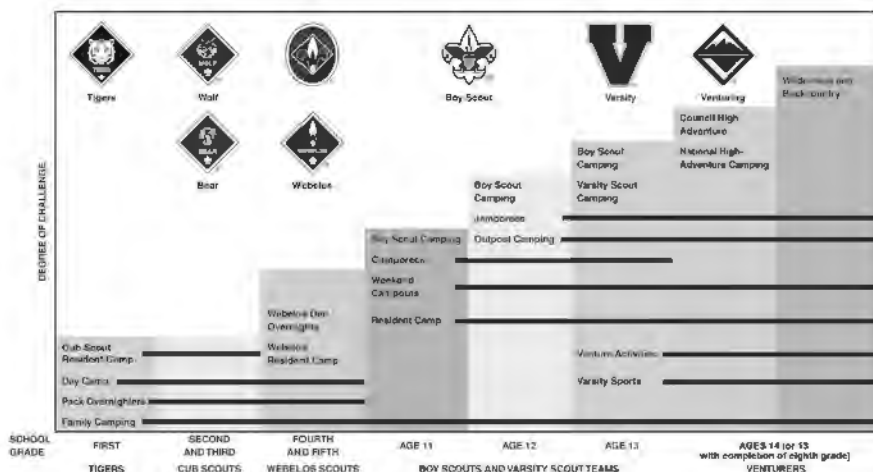
Rules are effective only when followed. All participants should know, understand, and respect the rules and procedures for safe boating activities provided by Safety Afloat guidelines. Applicable rules should be discussed prior to the outing and reviewed for all participants near the boarding area just before the activity afloat begins. People are more likely to follow directions when they know the reasons for rules and procedures. Consistent, impartially applied rules supported by skill and good judgment provide steppingstones to a safe, enjoyable outing.

Tow Sports

All participants in towed activity afloat (waterskiing, wakeboarding, kneeboarding, tubing, etc.) must have successfully completed the BSA swimmer classification test and must wear a life jacket with an impact rating consistent with the activity. Supervision must include both a skilled boat driver currently trained in Safety Afloat and a separate observer. Participants should observe the Water-Skiers Safety Code and the Boat Drivers Safety Code found in *Aquatics Supervision*, No. 34346. Use only floats specifically designed for towing that provide secure handholds for each rider.

III. Camping

Scouting's Camping Program—Ever-Increasing Challenge Out-of-Doors



Age Guidelines

The Boy Scouts of America has established the following guidelines for its members' participation in camping activities:

- Overnight camping by Tiger, Wolf, and Bear Cub Scout dens as dens is not approved, and certificates of liability insurance will not be provided by the Boy Scouts of America.
- Tigers, with their adult partner, may participate in boy-parent excursions, day camps, pack overnights, council-organized family camping, or resident camping.
- Tiger, Wolf, and Bear Cub Scouts, and Webelos Scouts may participate in a resident overnight camping program operating under BSA National Camping School-trained leadership and managed by the council.
- A Webelos Scout may participate in overnight den camping when supervised by an adult. In most cases, the Webelos Scout will be under the supervision of his parent or guardian. It is essential that each Webelos Scout be under the supervision of a parent-approved adult. Joint Webelos den/troop campouts including the parents of the Webelos Scouts are encouraged to strengthen ties between the pack and troop. Den leaders, pack leaders, and parents are expected to accompany the boys on approved trips.

- All Scouts registered in Boy Scout troops are eligible to participate in troop or patrol overnight campouts, camporees, and resident camps.
- Boy Scouts and Varsity Scouts 12 through 17 are eligible to participate in national jamborees. Boy Scouts and Varsity Scouts 13 through 17 are also eligible to participate in world jamborees and high-adventure programs.
- All youth registered in Venturing are eligible to participate in crew, district, council, and national Venturing activities as well as national high-adventure programs and world jamborees.

If a well-meaning leader brings along a child who does not meet these age guidelines, disservice is done to the unit because of distractions often caused by younger children. A disservice is also done to the child, who is not trained to participate in such an activity and who, as a nonmember of the group, may be ignored by the older campers.

Family Camping

Family camping is an outdoor experience, other than resident camping, that involves Cub Scouting, Boy Scouting, or Venturing program elements in overnight settings with two or more family members, including at least one BSA member of that family. Parents are responsible for the supervision of their children, and Youth Protection policies apply.

Recreational Family Camping

Recreational family camping occurs when Scouting families camp as a family unit outside of an organized program. It is a nonstructured camping experience, but is conducted within a Scouting framework on local council-owned or -managed property. Local councils may have family camping grounds available for rent at reasonable rates. Other resources may include equipment, information, and training.

References: *Resident Camping for Cub Scouting*, No. 13-33814,
and *Cub Scout Outdoor Program Guidelines*, No. 510-631

Cub Scout Overnight Opportunities

Cub Scouts may experience overnight activities in venues other than accredited resident camping. There are two categories of Cub Scout overnights.

Council-Organized Family Camp

Council-organized family camps are overnight events involving more than one pack. The local council provides all of the elements of the outdoor experience, such as staffing, food service, housing, and program. These are often referred to as parent/pal or adventure weekends. Council-organized family camps should be

conducted by trained leaders at sites approved by the local council. Each youth member will be under the supervision of a parent or legal guardian.

In special circumstances, a Cub Scout whose parent or legal guardian is not able to attend an overnight camping trip may participate under the supervision of another registered adult member of the BSA who is a parent of a Cub Scout who is also attending. The unit leader and a parent or legal guardian must agree to the arrangement, and all Youth Protection policies apply. At no time may another adult accept responsibility for more than one additional “non-family member” youth.

Overnight activities involving more than one pack must be approved by the council. Council-organized family camps must be conducted in accordance with established standards.

Pack Overnights

These are pack-organized overnight events involving more than one family from a single pack, focused on age-appropriate Cub Scout activities and conducted at council-approved locations (councils use Pack Overnights Site Approval Form, No. 13-508). If nonmembers (siblings) participate, the event must be structured accordingly to accommodate them. BSA health and safety and Youth Protection policies apply. In most cases, each youth member will be under the supervision of a parent or guardian. In all cases, each youth participant is responsible to a specific adult.

At least one adult on a pack overnights must have completed Basic Adult Leader Outdoor Orientation (BALOO, No. 34162) to properly understand the importance of program intent, Youth Protection policies, health and safety, site selection, age-appropriate activities, and sufficient adult participation. Permits for campouts shall be issued locally. Packs use the tour and activity plan, No. 680-014.

Reference: *Cub Scout Outdoor Program Guidelines*, No. 510-631

Boy Scout/Varsity Scout Camping

What are typical Scout outdoor activities? For younger Scouts, less-rugged activities are more appropriate as they begin to acquire outdoor knowledge and skills. These may include:

Day Hikes—Reasonably short hikes (three to 10 miles) in terrain without a lot of elevation gain or loss.

Patrol Activities—A Boy Scout patrol or Varsity Scout squad may participate in patrol activities with the permission of its Scoutmaster or Coach and parents/guardians. Appropriate adult leadership must be present for all overnight Scouting activities.

Weekend Overnights—Troops/teams that plan and carry out outings once a month attract and retain boys at a much higher level than those that have fewer outings during the year.

Camporees—Councils and districts plan camporees and other outings during the year that give Scouts an opportunity to test their knowledge and skills in competitive events with other troops and patrols.

Summer Camp—Summer camp is what many Scouts enjoy most. Camp programs provide numerous opportunities for Scouts to earn merit badges along their advancement trail. Resident Scout camping includes at least five nights and six days of fun outdoor activities.

Jamborees—Every four years, the Boy Scouts of America hosts a national Scout jamboree. More than 40,000 Scouts and leaders from across the country participate in this 10-day event filled with the most popular and highest-quality outdoor activities Scouts enjoy. To participate, a Scout must be at least 12 years of age by July 1 of the jamboree year and be a First Class Scout.

Council High Adventure—A high-adventure experience includes at least five nights and six days of trekking in wilderness and other rugged, remote locations. Trekking may include backpacking, canoeing, mountain biking, horse packing, mountain climbing, ski touring, rafting, kayaking, or a host of other outdoor adventures. Participants must be at least 13 years old by September 1 of the year of participation or a registered Venturer.

National High Adventure—The BSA operates unique and exciting national high-adventure bases and programs. With two locations in the Florida Keys, the Florida National High Adventure Sea Base offers a variety of aquatics and boating programs. The Northern Tier National High Adventure Program, based in northern Minnesota with two satellite bases in Canada, provides a variety of canoe treks and programs. Philmont Scout Ranch, located in the mountains of New Mexico, provides excellent backpacking treks. The newest national high-adventure base, the Summit Bechtel Reserve in West Virginia, provides activities such as whitewater rafting, BMX, skateboarding, mountain biking, zip lines, canopy tours, challenge courses, climbing, and shooting sports. Age requirements for these programs vary, but most programs are rugged and designed for older Scouts.

Unit High Adventure—The highest level of challenge for a troop or team is to plan and carry out its own high-adventure experience. These activities for more experienced Scouts are planned and implemented by youth members with coaching from their adult leaders.

Venturing Camping

Venturing camping can include high-adventure activities, such as scuba diving, water skiing, rock climbing/rappelling, caving, horseback riding, and more, but can also include many avocation/hobby interests. Venturing members can participate in the national Scout jamboree.

Venturing camping should not be just an extension of a Boy Scout resident camp. Venturers need a more teenage-oriented experience. Having Venturers involved in this planning process is a must.

Important differences in outdoor programs for Venturers include:

- Venturing outdoor activities must include experiences beyond those available to younger youth.
- Consideration of coed involvement.
- Venturers should have a voice in choosing and planning activities.
- Venturing outdoor programs should be patterned after types of activities that appeal to adults and teenagers.
- The camp experience should not be overly structured, and should allow Venturers the opportunity to choose activities.

Trek Safely

Trek Safely is designed to help Scouting groups be fully prepared for a backcountry trek. It will help each youth member and adult leader recognize situations that could develop in which the group will have to adjust its schedule or route, or even make camp for the night because of weather circumstances or an injured or ill crew member. Crews that address possible scenarios in advance are less likely to be surprised on the trail. Contingency planning is critical to the success of every trip.

For additional information, go to www.scouting.org/filestore/pdf/430-125.pdf.

Reference: Trek Safely flier, No. 430-125

Lightning Risk Reduction

In many parts of the country, Scouting activities in the outdoors will be at risk to thunderstorms and lightning strike potential. In a thunderstorm, there is no risk-free location outside.

First, to be prepared for your outdoor adventure, it is important to know the weather patterns of the area. Weather patterns on the Florida coast differ greatly from the mountains of New Mexico and the lakes of Minnesota or the rivers of West Virginia. In addition to patterns, monitor current weather forecasts and conditions of the area you plan to visit to modify your plans if needed.

The online version of the *Guide to Safe Scouting* is updated quarterly.
Go to <http://www.scouting.org/HealthandSafety/GSS.aspx>.

The National Weather Service recommends that when the ***“Thunder Roars, Go Indoors! The only completely safe action is to get inside a safe building or vehicle.”*** When a safe building or vehicle is nearby, the best risk-reduction technique is to get to it as soon as possible. Move quickly when you:

- First hear thunder,
- See lightning, or
- Observe dark, threatening clouds developing overhead.

Stay inside until 30 minutes after you last hear the last rumble of thunder before resuming outdoor activities.

Shelter—two forms:

- **Safe Building**—one that is fully enclosed with a roof, walls, and floor, and has plumbing or wiring. Examples of safe buildings include a home, school, church, hotel, office building, or shopping center.
- **Safe Vehicle**—any fully enclosed, metal-topped vehicle such as a hard-topped car, minivan, bus, truck, etc. If you drive into a thunderstorm, slow down and use extra caution. If possible, pull off the road into a safe area. Do NOT leave the vehicle during a thunderstorm.

Risk Reduction (when no safe building or vehicle is nearby):

- If camping, hiking, etc., far from a safe vehicle or building, avoid open fields, the top of a hill, or a ridge top.
- Spread your group out 100 feet from each other if possible.
- Stay away from tall, isolated trees; flag poles; totem poles; or other tall objects. If you are in a forest, stay near a lower stand of trees.
- If you are camping in an open area, set up camp in a valley, ravine, or other low area, but avoid flood-prone areas. Remember, a tent offers NO protection from lightning.
- Stay away from water, wet items (such as ropes), and metal objects (such as fences and poles). Water and metal are excellent conductors of electricity.
- If boating and you cannot get back to land to a safe building or vehicle: On a small boat, drop anchor and get as low as possible. Large boats with cabins, especially those with lightning protection systems properly installed, or metal marine vessels offer a safer but not risk-free environment. Remember to stay inside the cabin and away from any metal surfaces.

If lightning strikes, be prepared to administer CPR (cardiopulmonary resuscitation) so that you can tend to lightning victims quickly (they do not hold an electrical charge). Take anyone who is a victim of a lightning strike or near-strike to the nearest medical facility as soon as possible, even if the person appears to be unharmed.

For additional information on lightning and weather services, visit www.noaa.gov.

Treated Drinking Water

A constant supply of treated drinking water is essential. Serious illness can result from drinking untreated water. Protect your health, and don't take a chance on using water of uncertain quality. Thermos jugs, plastic water containers, and canteens are all satisfactory for carrying water. Be sure water is dispensed into each person's own drinking cup.

Safe Drinking Water

When possible, begin your trip with water from home or use approved portable water sources provided by the land manager. When these options are not available, streams, rivers, lakes, springs, and snow may provide a source of water, but they must always be treated by one of the following methods. All water of uncertain treatment should be treated before use.

Boiling

The surest means of making your drinking water safe is to heat it to a rolling boil—when bubbles a half inch in diameter rise from the bottom of the pot. While this is a simple method, it does require time and fuel.

Chemical Treatment

Chemical treatment consists of iodine or chlorine tablets that kill waterborne bacteria and viruses. These are simple, lightweight, and easy to pack. However, not all protozoa are eliminated by chemical treatment, and a waiting period is required for effective disinfection of drinking water. Micropur is a new product available for water purification.

In all cases, verify that the chosen method of chemical treatment meets EPA standards.

Liquid chlorine should be used only in an emergency.

1. Filter the water to remove as many solids as possible.
2. Bring the water to a rolling boil for a full minute.
3. Let it cool at least 30 minutes.
4. Add eight drops of liquid chlorine bleach per gallon of cool water. (Use common household bleach; 5.25 percent sodium hypochlorite should be the only active ingredient, and there should not be any added soap or fragrances.) Water must be cool, or chlorine will dissipate and be rendered useless.
5. Let the water stand 30 minutes.

6. If it smells of chlorine, you can use it. If it does not smell of chlorine, add eight more drops of bleach and let it stand another 30 minutes. Smell it again. You can use it if it smells of chlorine. If it doesn't, discard it and find another water source.
7. The only accepted measurement of chlorine (or water treatment agents) is the drop. A drop is specifically measurable. Other measures such as "capful" or "scant teaspoon" are not uniformly measurable and should not be used.

Filters

Portable filters are handheld pumps that force untreated water through a filtering medium that traps bacteria and protozoa. Many include a purifying stage that will also treat viruses. While very effective, filters must be maintained according to the manufacturer's instructions, and they are difficult to use with groups because of the time required to operate.

In addition to having a bad odor or taste, water from questionable sources may be contaminated by microorganisms, such as *Giardia*, that can cause a variety of diseases.

IV. Alcohol, Tobacco, and Drug Use and Abuse

Alcohol

The following statement was approved by the National Executive Board of the Boy Scouts of America:

It is the policy of the Boy Scouts of America that the use of alcoholic beverages and controlled substances is not permitted at encampments or activities on property owned and/or operated by the Boy Scouts of America, or at any activity involving participation of youth members.

Tobacco

Adult leaders should support the attitude that they, as well as youths, are better off without tobacco in any form and may not allow the use of tobacco products at any BSA activity involving youth participants. This includes the use of electronic cigarettes, personal vaporizers, or electronic nicotine delivery systems that simulate tobacco smoking.

All Scouting functions, meetings, and activities should be conducted on a smoke-free basis, with smoking areas located away from all participants.

References: *Troop Leader Guidebook*, Volume 1, No. 33009,
and *Boy Scout Handbook*, No. 34554

Drugs

The misuse of drugs happens in all levels of our society. We may be confronted with the problem at any time; therefore, we need to understand the misuse of drugs and what can be done about the situation. See the Drug Enforcement Administration website (www.justice.gov/dea/index.htm) for detailed information on controlled substances and their effects.

Medical Marijuana

It is unacceptable for anyone to use or be under the influence of medical marijuana at or during any Scouting activity.

V. Medical Information and First Aid

Personal Health and the Annual Health and Medical Record



Find the current Annual Health and Medical Record by using this QR code or by visiting www.scouting.org/HealthandSafety/ahmr.aspx.

The Scouting adventure, camping trips, high-adventure excursions, and having fun are important to everyone in Scouting—and so are your safety and well-being. Completing the Annual Health and Medical Record is the first step in making sure you have a great Scouting experience. **So what do you need?**

All Scouting Events

All participants in all Scouting activities complete Part A and Part B. Give the completed forms to your unit leader. This applies to all activities, day camps, local tours, and weekend camping trips less than 72 hours. Update at least annually.

Part A is an informed consent, release agreement, and authorization that needs to be signed by every participant (or a parent and/or legal guardian for all youth under 18).

Part B is general information and a health history.

Going to Camp?

A pre-participation physical is needed for resident, tour, or trek camps or for a Scouting event of more than 72 hours, such as Wood Badge and NYLT. The exam needs to be completed by a certified and licensed physician (MD, DO), nurse practitioner, or physician assistant. If your camp has provided you with any supplemental risk information, or if your plans include attending one of the four national high-adventure bases, share the venue's risk advisory with your medical provider when you are having your physical exam.

Part C is your pre-participation physical certification.

Planning a High-Adventure Trip?

Each of the four national high-adventure bases has provided a supplemental risk advisory that explains in greater detail some of the risks inherent in that program. All high-adventure participants **must** read and share this information with their medical providers during their pre-participation physicals. Additional information regarding high-adventure activities may be obtained directly from the venue or your local council.

Prescription Medication

Taking prescription medication is the responsibility of the individual taking the medication and/or that individual's parent or guardian. A leader, after obtaining all the necessary information, can agree to accept the responsibility of making sure a youth takes the necessary medication at the appropriate time, but the BSA does not mandate or necessarily encourage the leader to do so. Standards and policies regarding administration of medication may be in place at BSA camps. If state laws are more limiting than camp policies, they must be followed. The AHMR also allows for a parent or guardian to authorize the administration of nonprescription medication to a youth by a camp health officer or unit leader, including any noted exceptions.

Risk Factors

Scouting activities can be physically and mentally demanding. Listed below are some of the risk factors that have been known to become issues during outdoor adventures.

- Excessive body weight (obesity)
- Cardiac or cardiovascular disease
- Hypertension (high blood pressure)
- Diabetes mellitus
- Seizures
- Asthma
- Sleep apnea
- Allergies or anaphylaxis
- Musculoskeletal injuries
- Psychological and emotional difficulties

More in-depth information about risk factors can be found by using this QR code or by visiting www.scouting.org/HealthandSafety/risk_factors.aspx.



Questions?

Q. Why does the BSA require all participants to have an Annual Health and Medical Record?

A. The AHMR serves many purposes. Completing a health history promotes health awareness, collects necessary data, and provides medical professionals critical information needed to treat a patient in the event of an illness or injury. It also provides emergency contact information.

Poor health and/or lack of awareness of risk factors have led to disabling injuries, illnesses, and even fatalities. Because we care about our participants' health and safety, the Boy Scouts of America has produced and required the use of standardized health and medical information since at least the 1930s.

The medical record is used to prepare for high-adventure activities and increased physical activity. In some cases, it is used to review participants' readiness for gatherings like the national Scout jamboree and other specialized activities.

Because many states regulate the camping industry, this Annual Health and Medical Record also serves as a tool that enables councils to operate day and resident camps and adhere to state and BSA requirements. The Boy Scouts of America Annual Health and Medical Record provides a standardized mechanism that can be used by members in all 50 states.

For answers to more questions, use this QR code or visit the FAQ page at www.scouting.org/HealthandSafety/Resources/MedicalFormFAQs.aspx.



Download a free QR reader for your smartphone at scan.mobi.

Medication Use in Scouting

With an increasing number of youth taking prescription medication, leaders need some basic tools and guidance to help them *Be Prepared* to support Scouts in the safe use of their medication. The BSA understands that a leader, regardless of how diligent he or she may be, may not know or understand every health-related issue of the youth members in his or her unit. Remember that the taking of prescription medication is the responsibility of the individual taking the medication or that individual's parent or guardian.

Good planning, preparedness, and having some knowledge about handling a youth member's medication is essential in keeping youth safe and healthy. The Medication Use in Scouting guidance is one of those tools, along with the individual's Annual Health and Medical Record.

This tool is primarily used for outings when medication is or may be needed when a parent or guardian is not present. We encourage you to review the guidance periodically—it has eight basic elements:

- Annual Health and Medical Record
- Plan
- Supervision of medication administration
- Labeling
- Storage
- Emergency medication
- Nonprescription (OTC) medications
- Accountability

References: www.scouting.org/filestore/HealthSafety/pdf/SAFE_USE_OF_MEDICATION_IN_Scouting.pdf and www.scouting.org/HealthandSafety/Guidelines_Policies.aspx

Immunizations

The Boy Scouts of America encourages all members of the Scouting community to use available vaccines to fully protect themselves from infectious diseases that are dangerous for children and adults living in the United States. Participants who are not immunized are subject to identification so that they may be located in case of a necessity for isolation or quarantine as required by local public health official directives. Based on risk, a valid (within last 10 years) tetanus immunization is required to participate. State or local requirements for resident camping may be more restrictive.

Protection Consideration for Blood and Bodily Fluids (Universal Precautions)

Treat all blood and bodily fluids as if they were contaminated with blood-borne viruses (i.e., HIV, hepatitis). Do not use bare hands to stop bleeding; always use a protective barrier, and always wash exposed skin areas for at least 15 seconds with soap and water immediately after treating a victim. Consequently, the following personal protective equipment should be included in all first-aid kits and used when rendering first aid:

- Non-latex gloves to be used when stopping bleeding or dressing wounds
- A mouth barrier device for rendering rescue breathing or CPR
- Plastic goggles or eye protection to prevent a victim's blood from getting into a rescuer's eyes in the event of serious bleeding
- Antiseptic for use in cleaning exposed skin areas, particularly if there is no soap and water available

Clean any blood and bodily fluid spills with an appropriate disinfecting solution, such as 10 parts water to one part bleach.

Occupational Safety and Health Administration (OSHA) regulations for blood-borne pathogens (29 CFR Section 1910.1030) apply to health-care professionals employed by local councils to staff camp health facilities or to fulfill health officer or lifeguard functions at BSA camps. In addition, all designated responders, identified in the local council's medical emergency response plan, are affected by the regulations. Visit www.osha.gov.

Local Council Membership/Participation Guidelines Regarding Life-Threatening Communicable Diseases

The BSA policy regarding communicable diseases (acute or chronic) is as follows:

Local Scouting units and their chartered organizations traditionally determine their own membership and participation, absent any legal constraints. Accordingly, units and chartered organizations allow youth or adult members who have, or are suspected of having, a communicable disease to continue to participate in Scouting activities.

The chartered organization and/or a local Scouting unit may request local council assistance if needed, absent any legal restraints. (See Local Council Guidelines Regarding Communicable Disease, No. 680-453, for the steps in that process.)

First Aid and CPR Training

First aid is the first help given to someone who has had an accident or other health emergency. If more attention is needed, first-aid treatment helps keep an injured or ill person as safe as possible until medical personnel arrive. Wilderness first aid (WFA) is the assessment of and treatment given to an ill or injured person in a remote environment when a physician and/or rapid transport are not readily available.

First aid and WFA are important to participants in BSA programs. The BSA strongly recommends that participants avail themselves of CPR with automatic external defibrillator (AED) training, along with first-aid and wilderness first-aid training. For certain program participation, there may be requirements for first aid, wilderness first aid, and CPR/AED. There are no unit-centric requirements at this time.

First aid, WFA, CPR/AED may be taught by instructors currently trained by a nationally certified provider such as the American Red Cross, American Heart Association, Emergency Care and Safety Institute, or American Safety and Health Institute. Cub Scouts can even be taught this valuable skill in a family-type setting. Online-only courses are not accepted if a certification is required. The BSA will accept nationally recognized blended courses—such as from the American Heart Association, American Red Cross, Emergency Care and Safety Institute—where competency can be demonstrated to an instructor.

Further information and advancement in first aid may include wilderness first responder (WFR) and wilderness emergency medical technician (WEMT).

For more information, see the *Boy Scout Handbook* and the *First Aid* merit badge pamphlet.

The online version of the *Guide to Safe Scouting* is updated quarterly.
Go to <http://www.scouting.org/HealthandSafety/GSS.aspx>.

VI. Chemical Fuels and Equipment

Purpose

This policy directs Boy Scouts of America members how to safely store, handle, and use chemical fuels and equipment. Safety and environmental awareness concerns have persuaded many campers to move away from traditional outdoor campfires in favor of chemical-fueled equipment used for cooking, heating, and lighting. Be aware that chemical fuels and equipment create very different hazards than traditional wood, charcoal, and other solid fuels; this policy defines how to address those hazards.

Before any chemical fuels or chemical-fueled equipment is used, an adult knowledgeable about chemical fuels and equipment, including regulatory requirements, should resolve any hazards not specifically addressed within this policy.

Definitions

Chemical fuels—Liquid, gaseous, or gelled fuels.

Approved chemical-fueled equipment—Commercially manufactured equipment, including stoves, grills, burners, heaters, and lanterns that are designed to be used with chemical fuels.

Prohibited chemical-fueled equipment—Equipment that is handcrafted, homemade, modified, or installed beyond the manufacturer's stated design limitations or use. Examples include alcohol-burning "can" stoves, smudge pots, improperly installed heaters, and propane burners with their regulators removed.

Recommended chemical fuels—White gas (Coleman fuel); kerosene; liquefied petroleum gas fuels, including propane, butane, and isobutane; vegetable oil fuels; biodiesel fuel; and commercially prepared gelled-alcohol fuel in original containers.

Chemical fuels not recommended—Unleaded gasoline; liquid alcohol fuels, including isopropyl alcohol, denatured ethyl alcohol, and ethanol; and other flammable chemicals that are not in accordance with the manufacturer's instructions for chemical-fueled equipment.

Storing, Handling, and Using Chemical Fuels and Equipment

An adult knowledgeable about chemical fuels and equipment should always supervise youths involved in the storage, handling, and use of chemical fuels and equipment.

Operate and maintain chemical-fueled equipment according to the manufacturer's instructions and in facilities or areas only where and when permitted.

Using liquid fuels for starting any type of fire—including lighting damp wood, charcoal, and ceremonial campfires or displays—is prohibited.

No flames in tents. This includes burning any solid, liquid, gel, or gas fuel—including tents or teepees that feature or support stoves or fires; and any chemical-fueled equipment or catalytic heaters.

Store chemical fuels in their original containers or in containers designed for immediate use. Securely store any spare fuel away from sources of ignition, buildings, and tents.

During transport and storage, properly secure chemical fuel containers in an upright, vertical position.

Why Is This Important?

In a review of reported burn incidents, some trends were observed. These trends are inconsistent with the Policy on the Storage, Handling, and Use of Chemical Fuels and Equipment. Please don't put participants at risk by doing similar activities.

Examples of serious and even fatal burns have been the result of the following: using diesel, kerosene, white gas, gasoline, alcohol, or charcoal lighter fluid as accelerants to start fires; use of black powder, pyrodex, or mixed chemicals as fire starters or displays; adding chemicals or alcohol-based products to fires for display purposes; using chemicals such as acetone in ceremonies; and creating or using homemade devices. All of these examples should not be a part of the Scouting program.

VII. Shooting Sports

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

Except for law enforcement officers required to carry firearms within their jurisdiction, firearms shall not be brought on camping, hiking, backpacking, or other Scouting activities except those specifically planned for target shooting under the supervision of a currently certified BSA national shooting sports director or National Rifle Association firearms instructor.

All shooting sports activities held during a council resident camp will follow the current NCAP standards. All shooting sports activities held outside of a council's resident camp will follow the program as outlined in the *BSA National Shooting Sports Manual*, No. 430-938, which can be downloaded at www.scouting.org/OutdoorProgram/ShootingSports.aspx.

The *BSA National Shooting Sports Manual* includes all of the information you will need pertaining to appropriate guns used at each level of Scouting, the required range supervision, and training that Scouts need to safely participate in the shooting sports program.

References: *National Camp Standards*, No. 430-056,
and *BSA National Shooting Sports Manual*, No. 430-938

Cannons and Large-Bore Artillery

Units are not authorized, under any circumstances, to use a cannon or any other large-bore artillery device.

Knife and Tomahawk Throwing

These are age-appropriate activities for Boy Scouts and Venturers following the Sweet 16 of BSA Safety.

Reference: *BSA National Shooting Sports Manual*, No. 430-938

VIII. Sports and Activities

Activity Planning and Risk Assessment

No organization, including the Boy Scouts of America, can anticipate every possible activity that could be conducted as part of a unit, district, or council event. As such, it is neither the intent nor the desire of the BSA to provide specific guidance on subjects that are not core to the program or part of our literature.

For those activities that support the values of the Boy Scouts of America, there are several tools available for participants that will help them plan for a fun and safe tour, activity, or event. Good planning and preparedness prior to executing the activity is key to success. This guide is one of those tools, as is the Tour and Activity Plan. Other such resources are the Program Hazard Analysis, safety checklists, and the PAUSE card.

As you use these tools, reflect on the words of Robert Baden-Powell: *Be Prepared ... the meaning of the motto is that a Scout must prepare himself by previous thinking out and practicing how to act on any accident or emergency so that he is never taken by surprise.*

Program Hazard Analysis

This tool is primarily used for program areas within camps or high-adventure bases. It covers specific risks to the program areas. This tool has a defined way of assessing probability and severity of risks. This tool assesses risks initially, as if there are no protective measures in place, then looks at the risks again with protective measures.

Reference: www.scouting.org/filestore/pdf/680-009.pdf

Safety Checklists

These tools are used to inspect a vehicle or a meeting place when you have small events or campouts. Checklists are a “body of knowledge” for running Scouting activities safely. Like an airline pilot who uses a checklist before takeoff, these tools help to make sure critical things are in place in order to conduct a safe Scouting activity. Many safety-related program materials include checklists; Sweet 16 of BSA Safety, Safe Swim Defense, Safety Afloat, and Climb on Safely are examples.

Reference: www.scouting.org/HealthandSafety/Guidelines_Policies.aspx

Safety PAUSE

The Safety PAUSE process stresses the importance of a last-minute safety check in the field. By encouraging each Scout or adult leader to pause and reflect on the tasks at hand just before beginning, you have an opportunity to take necessary precautions to prevent any present or potential hazards.

Reference: www.scouting.org/filestore/healthsafety/pdf/680-046.pdf

The Sweet 16 of BSA Safety

These 16 safety points, which embody good judgment and common sense, are applicable to all activities:

- 1. Qualified Supervision.** Every BSA activity should be supervised by a conscientious adult who understands and knowingly accepts responsibility for the well-being and safety of the children and youth in his or her care. The supervisor should be sufficiently trained, experienced, and skilled in the activity to be confident of his or her ability to lead and teach the necessary skills and to respond effectively in the event of an emergency. Field knowledge of all applicable BSA standards and a commitment to implement and follow BSA policy and procedures are essential parts of the supervisor's qualifications.
- 2. Physical Fitness.** For youth participants in any potentially strenuous activity, the supervisor should receive a complete health history from a health-care professional, parent, or guardian. Adult participants and youth involved in higher-risk activities (e.g., scuba diving) may have to undergo professional evaluation in addition to completing the health history. The supervisor should adjust all supervision, discipline, and protection to anticipate potential risks associated with individual health conditions. Neither youth nor adults should participate in activities for which they are unfit. To do so would place both the individual and others at risk.
- 3. Buddy System.** The long history of the "buddy system" in Scouting has shown that it is always best to have at least one other person with you and aware at all times of your circumstances and what you are doing in any outdoor or strenuous activity.
- 4. Safe Area or Course.** A key part of the supervisors' responsibility is to know the area or course for the activity and to determine that it is well-suited and free of hazards.
- 5. Equipment Selection and Maintenance.** Most activity requires some specialized equipment. The equipment should be selected to suit the participants and the activity and to include appropriate safety and program features. The supervisor should also check equipment to determine whether it is in good condition for the activity and make sure it is kept properly maintained while in use.

6. **Personal Safety Equipment.** The supervisor must assure that every participant has and uses the appropriate personal safety equipment. For example, activity afloat requires that each participant properly wear a life jacket; bikers, horseback riders, and whitewater kayakers need helmets for certain activities; skaters need protective gear; and all need to be dressed for warmth and utility as the circumstances require.
7. **Safety Procedures and Policies.** For most activities, common-sense procedures and standards can greatly reduce any risk. These should be known and appreciated by all participants, and the supervisor must assure compliance.
8. **Skill Level Limits.** Every activity has a minimum skill level, and the supervisor must identify and recognize this level and be sure that participants are not put at risk by attempting any activity beyond their abilities. A good example of skill levels in Scouting is the swim test, which defines conditions for safe swimming on the basis of individual ability.
9. **Weather Check.** The risks of many outdoor activities vary substantially with weather conditions. Potential weather hazards and the appropriate responses should be understood and anticipated.
10. **Planning.** Safe activity follows a plan that has been conscientiously developed by the experienced supervisor or other competent source. Good planning minimizes risks and also anticipates contingencies that may require an emergency response or a change of plan.
11. **Communications.** The supervisor needs to be able to communicate effectively with participants as needed during the activity. Emergency communications also need to be considered in advance for any foreseeable contingencies.
12. **Permits and Notices.** BSA tour permits, council office registration, government or landowner authorization, and any similar formalities are the supervisor's responsibility when such are required. Appropriate notification should be directed to parents, enforcement authorities, landowners, and others as needed, before and after the activity.
13. **First-Aid Resources.** The supervisor should determine what first-aid supplies to include among the activity equipment. The level of first-aid training and skill appropriate for the activity should also be considered. An extended trek over remote terrain obviously may require more first-aid resources and capabilities than an afternoon activity in a local community. Whatever is determined to be needed should be available.
14. **Applicable Laws.** BSA safety policies generally parallel or go beyond legal mandates, but the supervisor should confirm and assure compliance with all applicable regulations or statutes.

- 15. CPR Resource.** Any strenuous activity or remote trek could present a cardiac emergency. Aquatic programs may involve cardiopulmonary emergencies. BSA strongly recommends that a person (preferably an adult) trained in cardiopulmonary resuscitation (CPR) be part of the leadership for any BSA program. This person should be available for strenuous outdoor activity.
- 16. Discipline.** No supervisor is effective if he or she cannot control the activity and individual participants. Youth must respect their leaders and follow their directions.

Reference: The Sweet 16 of BSA Safety,
www.scouting.org/healthandsafety/sweet16.aspx

Caving

Caving can be a hazardous activity when the proper equipment, skills, and judgment are not used. Trips that are led by adults inexperienced in caving and trips containing large numbers of persons compound the hazards already inherent in the activity and create a potentially dangerous situation.

For more information on caving policies, go to
www.scouting.org/filestore/pdf/19-102B.pdf.

Climbing and Rappelling

The requirements applicable to climbing and rappelling listed in *National Camp Standards*, No. 430-056, apply to district and council activities.

- Climbing activities in which the participant's feet are more than 6 feet off the ground must be top-rope belayed.
- All rappelling activities must be properly belayed (see NCAP standard PS-206).

Climb On Safely (see www.scouting.org/outdoorprogram/COPE) applies to climbing activities operated by a unit.

- BSA units conducting their own climbing activities must follow the requirements set forth in Climb On Safely.
- Leaders who supervise unit climbing activities must have current Climb On Safely training (available at MyScouting.org).

Cub Scouts and Webelos Scouts can do the following:

- Participate in bouldering (climbing on boulders or bouldering walls) no higher than the climber's shoulder height with adults (or camp staff with adult supervision) who are trained to provide spotting for bouldering activities.

- Climb in a climbing gym or using a portable wall or other age-appropriate facility with trained adult belayers, adult supervision, and age-appropriate instruction and equipment.

In addition, Webelos Scouts can:

- Rappel with a trained adult belayer and backup.

In addition, Boy Scouts can:

- Belay with supervision and a backup.
- Climb on natural rock.

In addition, older Boy Scouts (age 13 and older), Varsity Scouts, and Venturers may participate in lead climbing, snow and ice climbing, canyoneering, and caving subject to the following:

- All participants must be at least 13 years old.
- Qualified instructors must have training from a nationally recognized organization that trains climbing instructors in the appropriate special activity. **Note:** BSA National Camping School does not train climbing directors and instructors in lead climbing, snow and ice climbing, canyoneering, or caving.
- Lead climbing without a top-rope belay is prohibited as part of a council or district activity.
- Units may conduct activities involving lead climbing with adult supervision and qualified instructors.

References: *Climb On Safely*, No. 430-099, and
Belay On, No. 430-500

COPE Activities

Challenging Outdoor Personal Experience (COPE) activities are defined as low or high challenge course activities, including but not limited to those listed in Chapter 20: Low-Course Activities or Chapter 21: High-Course Activities in *Belay On*, No. 430-500 (see www.scouting.org/outdoorprogram). They are to be used only in conjunction with council or district activities that meet the current NCAP standards.

Units may participate in age-appropriate initiative games. These are group challenge activities that do not involve constructed facilities, such as Blind Square, Couples Tag, Hoops Around the Circle, and Traffic Jam. See Chapter 3: Warm-Ups and Initiative Games in *Belay On*. Units shall not construct low- or high-course elements, including zip lines.

Individual participation is based on the judgment of the COPE director or Level II instructor for facilities operated by districts and councils, and jointly by the facility operator/owner and unit leader for commercial facilities. Cub Scout

units may not participate in COPE, zip line, canopy tour, or aerial adventure park activities unless those activities are specifically designed for Cub Scout-age youth participation, such as climbing facilities or obstacle courses. Refer to the age-appropriate guidelines chart in the *Guide to Safe Scouting*.

Zip Lines, Canopy Tours, and Aerial Adventure Parks

Commercial adventure facilities are becoming more popular as activity destinations for BSA units. There also has been an increase in incidents, some of them serious. For this reason, special care should be taken before participating in these activities.

Members of Boy Scout troops, Varsity Scout teams, Sea Scout ships, and Venturing crews may conduct unit outings involving zip line, canopy tour, and aerial adventure park activities when such facilities are operated according to Association for Challenge Course Technology (ACCT) or American Society for Testing and Materials (ASTM) operating standards. Unit leaders shall verify current compliance to these standards with facility operators/owners prior to scheduling the activity. Councils with COPE or climbing programs have access to the ACCT standards, and the local council COPE and climbing committee can assist unit leaders in evaluating such facilities. Councils that do not have COPE or climbing programs should contact their COPE and climbing area advocate for this information.

Unit leaders shall verify that the operators of commercial facilities will comply with the following BSA NCAP standards from PS-206.C:

8. Measures are in place to provide for the safety of everyone at the program site, including observers. Everyone must be belayed or anchored when within 8 feet of an edge where a fall of more than 6 feet could occur.
9. A consistent process is used by all COPE and climbing staff to ensure that clothing, head protection, environment, connections, and knots are double-checked in any belayed events for staff members and participants.

Use of COPE Activities and Initiative Games in Training and Other Events

Use of low or high COPE activities in council or district training or other programs shall comply with NCAP standards.

Many training programs, such as Wood Badge, NYLT, and unit leader training, have adopted initiative games in their curriculum to strengthen group experiences. This can be a valuable addition to the training curriculum or activity when handled properly. Course and activity directors should make certain that the following important concerns are addressed:

- **Proper supervision.** Participants should be properly supervised during an activity to make sure they are following safety procedures throughout the activity. Activity areas/facilities should be monitored or disabled when not in use so that participants do not utilize them on their own without proper supervision.
- **Discipline.** Leaders should determine that participants have sufficient maturity and self-control to participate in the activities that are planned.
- **Trained instructors.** All activity instructors/leaders must be properly trained to operate whatever initiative games they use in a safe and effective manner. The council COPE and climbing committee is an excellent resource to assist with obtaining proper training to operate the activities safely and effectively

Slacklining

Slacklining is an adventure program growing in popularity. As with any activity involving height and motion, there is risk involved. Before units, districts, or councils decide to promote or host slacklining activities and other adventure sports, they must follow the Sweet 16 of BSA Safety and submit a tour and activity plan for council review with a description that includes the slacklining activity.

Staff members for these types of events are responsible for learning proper setup, operational guidelines, and safety techniques. Equipment used for these activities must be designed for the adventure sport industry and will be exposed to extreme forces. Therefore, it should not be used for other purposes. Always follow the manufacturer's recommendations.

Fall precautions should include spotters or crash pads. Stepping off the line safely is recommended when a participant feels he or she is about to fall. Trees used for anchors should be protected from damage and be at least 8 inches in diameter. The line should never be more than 3 feet high. Never allow more than one participant on the line at a time. Acrobatics (any time your head is lower than your torso) are prohibited.

Unauthorized and Restricted Activities

The following activities have been declared unauthorized and restricted by the Boy Scouts of America:

1. All-terrain vehicles (ATVs or UTVs) are banned from program use. The exception is council-approved ATV programs. They are not approved for unit use. ATVs are defined as motorized recreational cycles with three or four large, soft tires, designed for off-road use on a variety of terrains.
2. Boxing, karate, and related martial arts—except judo, aikido, and Tai Chi—are not authorized activities.

3. Chainsaws and mechanical log splitters may be authorized for use only by trained individuals over the age of 18, using proper protective gear in accordance with local laws.
4. Exploration of abandoned mines is an unauthorized activity.
5. Varsity football teams and interscholastic or club football competition and activities are unauthorized activities.
6. Fireworks secured, used, or displayed in conjunction with program and activities is unauthorized except where the fireworks display is conducted under the auspices of a certified or licensed fireworks control expert.
7. The selling of fireworks as a fund-raising or money-earning activity by any group acting for or on behalf of members, units, or districts may not be authorized by councils.
8. Flying in hang gliders, ultralights, experimental aircraft, or hot-air balloons (nontethered); parachuting; and flying in aircraft as part of a search and rescue mission are unauthorized activities. Tethered hot-air balloon flights are authorized, and a flying plan must be submitted.
9. Motorized go-carts and motorbike activities are unauthorized for Cub Scout and Boy Scout programs. Go-carting conducted at a commercial facility that provides equipment and supervision of cart operation is authorized upon submittal of a completed tour and activity plan. Participating in motorized speed events, including motorcycles, boats, drag racing, demolition derbies, and related events are not authorized activities for any program level.
10. Participation in amateur or professional rodeo events and council or district sponsorship of rodeos are not authorized.
11. Pointing any type of firearm or simulated firearm at any individual is unauthorized. Scout units may plan or participate in paintball, laser tag or similar events where participants shoot at targets that are neither living nor human representations. Units with council approval may participate in formally organized historical reenactment events, where firearms are used and intentionally aimed over the heads of the reenactment participants. The use of paintball guns, laser guns or similar devices may be utilized in target shooting events with council approval and following the Sweet 16 of BSA Safety. Council approval means the approval of the Scout Executive or his designee on a tour permit specifically outlining details of the event. (However, law enforcement departments and agencies using firearms in standard officer/agent training may use their training agenda when accompanied with appropriate safety equipment in the Law Enforcement Exploring program.)

12. Hunting is not an authorized Cub Scout or Boy Scout activity, although hunting safety is part of the program curriculum.

(The purpose of this policy is to restrict chartered packs, troops, and teams from conducting hunting trips. However, this policy does not restrict Venturing crews from conducting hunting trips or special adult hunting expeditions provided that adequate safety procedures are followed and that all participants have obtained necessary permits and/or licenses from either state or federal agencies. While hunter safety education might not be required prior to obtaining a hunting license, successful completion of the respective state voluntary program is required before participating in the activity.)

13. Motorized personal watercraft (PWC), such as Jet-Skis®, are not authorized for use in Scouting aquatics, and their use should not be permitted in or near BSA program areas. The exception is council-approved PWC programs. They are not approved for unit use.
14. Except for law enforcement officers required to carry firearms within their jurisdiction, firearms shall not be brought on camping, hiking, backpacking, or other Scouting activities except those specifically planned for target shooting under the supervision of a currently certified BSA national shooting sports director or National Rifle Association firearms instructor.
15. Parasailing, or any activity in which a person is carried aloft by a parachute, parasail, kite, or other device towed by a motorboat, including a tube, or by any other means, is unauthorized.
16. All activities related to bungee cord jumping (sometimes called shock cord jumping) are unauthorized.
17. Technical tree-climbing with ropes or harnesses is not authorized as an activity.
18. Water chugging and related activities are not authorized for any program level.
19. Bubbleball, Knockerball™, zorbing, Battle Ball™, bubble soccer or football, and similar orb activities where participants run into one other or roll around on land or water have been reviewed and are now unauthorized, except for supervised bubble soccer programs operated by councils with an approved pilot.

Knives

A sharp pocketknife with a can opener on it is an invaluable backcountry tool. Keep it clean, sharp, and handy. The BSA believes choosing the right equipment for the job at hand is the best answer to the question of what specific knife should be used. We are aware that many councils or camps may have limits on the type or style of knife that should be used. The BSA neither encourages nor bans fixed-blade knives nor do we set a limit on blade length. Since its inception,

Boy Scouting has relied heavily on an outdoor program to achieve its objectives. This program meets more of the purposes of Scouting than any other single feature. We believe we have a duty to instill in our members, youth and adult, the knowledge of how to use, handle, and store legally owned knives with the highest concern for safety and responsibility.

Remember—knives are not allowed on school premises, nor can they be taken aboard commercial aircraft.

References: *Boy Scout Handbook*, *Fieldbook*,
Bear Handbook, and *Wolf Handbook*

Parade Floats and Hayrides

The BSA's prohibition on the transportation of passengers in the backs of trucks or on trailers may be tempered for parade floats or hayrides, provided that the following points are strictly followed to prevent injuries:

1. Transportation to and from the parade or hayride site is not allowed on the truck or trailer.
2. Those persons riding, whether seated or standing, must be able to hold on to something stationary.
3. Legs should not hang over the side.
4. Flashing lights must illuminate a vehicle used for a hayride after dark, or the vehicle must be followed by a vehicle with flashing lights.

Unit Fundraisers

Include these safety considerations when planning a unit fundraiser:

1. Money-earning projects should be suited to the ages and abilities of youth participants.
2. Proper adult supervision should be provided.
3. Youth should engage in money-earning projects only in neighborhoods that are safe and familiar and should use the buddy system.
4. Leaders must train youth members to never enter the home of a stranger and to know whom to contact in case of an emergency.
5. Youth participants should be familiar with safe pedestrian practices and participate during daylight hours only.
6. Compliance requirements:
 - a. Check local statutes regarding solicitation rules and permits.

- b. A Unit Money-Earning Application must be obtained from the local council service center.

Tractor Safety

1. All farm-class tractors used by BSA members or employees in conjunction with any BSA activity or on BSA property must be equipped with seat belts and rollover protection (rollbars, reinforced cab, or equivalent protection).
2. No BSA member or employee may operate a farm-class tractor in conjunction with any BSA activity or on BSA property unless such member or employee is at least 18 years of age and has completed BSA National Camping School ranger certification, or has been specifically trained in operations and safety procedures for tractors and their attached implements by a currently certified ranger, and is directly supervised by a currently certified ranger.

Bicycle Safety

Bicycle riding is fun, healthy and a great way to be independent. But it is important to remember that a bicycle is not a toy; it's a vehicle! Be cool—follow these basic safety tips when you ride.

- **Sweet 16 of BSA Safety.** As with all Scouting activities, these principles should be applied in your cycling event.
- **Wear a properly fitted helmet.** Protect your brain; save your life! Bicycle helmets can reduce head injuries by 85 percent, according to the NHTSA.
- **Adjust your bicycle to fit.** Make sure you can stand over the top tube of your bicycle.
- **Assure bicycle readiness.** Make sure all parts are secure and working well. Assure that tires are fully inflated and brakes are working properly.
- **See and be seen.** Wear clothing that makes you more visible, such as bright neon or fluorescent colors. Wear reflective clothing or tape. **Avoid riding at night.**
- **Watch for and avoid road hazards.** Stay alert at all times. Be on the lookout for hazards, such as potholes, broken glass, gravel, puddles, leaves, animals, or anything that could cause you to crash. If you are riding with friends and you are in the lead, call out and point to the hazard to alert the riders behind you.
- **Follow the rules of the road.** Check and obey all local traffic laws. Always ride on the right side of the road in the same direction as other vehicles. Go with the flow—not against it! Yield to traffic and watch for parked cars.

For more information on bicycle safety, visit the National Highway Traffic Safety Administration (NHTSA) website at www.nhtsa.dot.gov.

Skating Safety

Skating, which includes ice skating, skateboarding, roller-skating, and in-line skating (rollerblading), is fun and healthy. But it is important to remember the safety concerns, primarily risks of falls and collisions, while participating in any of these skating activities. These safety tips emphasize prevention, and are meant to cover all BSA skating programs.

- **Sweet 16 of BSA Safety.** As with all Scouting activities, these principles should be applied in your skating event.
- **Always skate within your ability.** If you don't know how to skate, seek instruction. If you haven't skated in awhile, take it slow and easy. Don't try to skate too fast or do fancy tricks. Know how to stop safely.
- **Skate at a safe and comfortable speed.** Avoid dangerous pranks.
- **Watch where you skate!** When skating indoors, keep in mind that others have varying abilities of expertise. Skating into people can cause serious injury.
- **Racing, hockey, or similar activities** are to be held only in areas free of pedestrian and vehicular traffic, and hazardous objects. No skating activity is authorized on streets that have not been blocked off to traffic.
- **Skate on a smooth surface or terrain.** A skating center is best because the surface is well maintained. When you skate outdoors, check the surface. Any small rock, pothole, or crack could cause you to lose your balance and fall. Iced surfaces should be rigid and completely frozen.
- **Do not skate at night.** Others can't see you and you can't see obstacles or other skaters.
- **Wear full protective gear (helmets, knee and elbow pads, and wrist protectors) when skating outdoors.** The gear is optional when skating indoors at a skating center as risk of injury is reduced when the skating surface is smooth and well maintained, and discipline is enforced. Protect your brain; save your life! Helmets can reduce head injuries by 85 percent, according to the NHTSA (National Highway Traffic Safety Administration). Visit their website at www.nhtsa.dot.gov.
- **Wear properly fitting equipment and assure equipment readiness.** Make sure all parts are secure and working well. Before permitting equipment to be used in a BSA activity, the supervisor should determine that all skates and/or skateboards are well maintained and in good repair, consistent with the manufacturer's recommendation. Actual maintenance and repair are the responsibility of the owner.
- **See and be seen.** Wear clothing that makes you more visible, such as bright neon or fluorescent colors. Wear reflective clothing or tape. **Avoid skating at night.**

- **Watch for and avoid road hazards. Stay alert at all times.** Be on the lookout for hazards, such as potholes, broken glass, gravel, puddles, leaves, animals or anything that could cause you to crash. If you are skating with friends and you are in the lead, call out and point to the hazard to alert the skaters behind you.
- **Follow the rules of the road. Check and obey all local traffic laws.** Yield to traffic and watch for parked cars. NEVER “hitch a ride” on any vehicle.

For more information, go to www.safekids.org/safetytips.

Horsemanship Activities

Horsemanship activities in Scouting include merit badge activities, arena rides, multi-day trips (including treks and cavalcades), and Cub Scouting familiarization rides.

Each sponsoring council should take care to design age- and activity-appropriate procedures and guidelines for each particular equine activity. **Policies and procedures should include routine horse care, participant guidelines, staff policies, and emergency plans.**

Requirements must also be met if the horseback riding program is provided by or at an off-site facility. The council must enter a contractual agreement as outlined in the resident camp standards.

For more information, see the following websites:

www.acacamps.org/members/knowledge/risk/cm/cm003corrall.php,
www.cha-ahse.org, and www.arkagency-naha.com/naha/index.html.

IX. Insurance

Consider the possibility that an accident could occur involving your unit. Take proper steps in advance, not only to eliminate potential hazards, but to fully protect yourself and others responsible for the outing. An adequate emergency fund will cover minor emergencies. A review of the DVD, *Scouting Safety Begins With Leadership*, No. 19-201, will prepare you for the potential hazards faced during outdoor activities.

Comprehensive General Liability Insurance

This coverage provides primary general liability coverage for registered volunteer Scouters with respect to claims arising out of an official Scouting activity, which is defined in the insurance policy as consistent with the values, Charter and Bylaws, Rules and Regulations, the operations manuals, and applicable literature of the Boy Scouts of America. This coverage responds to allegations of negligent actions by third parties that result in personal injury or property damage claims that are made and provides protection for Scouting units and chartered organizations.

The BSA general liability insurance program provides additional excess coverage for automobiles above a local council's automobile liability policy or a volunteer's watercraft liability policy. The owner's vehicle or watercraft liability insurance is primary. The excess insurance, whether it is the local council auto or BSA general liability, is available only while the vehicle or watercraft is in the actual use of a Scouting unit and being used for a Scouting purpose.

The insurance provided to unregistered Scouting volunteers through the general liability insurance program is excess over any other insurance the volunteer might have to his or her benefit, usually a homeowners, personal liability, vehicle, or watercraft policy.

The general liability policy *does not* provide indemnification or defense coverage to those individuals who commit intentional and/or criminal acts. The Boy Scouts of America does not have an insurance policy that provides defense for situations involving allegations of intentional and/or criminal acts.

Automobile Liability Insurance

All vehicles **MUST** be covered by a liability insurance policy. The amount of this coverage must meet or exceed the insurance requirement of the state in which the vehicle is licensed. (It is recommended, however, that coverage limits are at least \$100,000 combined single limit.) Any vehicle carrying 10 or more passengers is required to have limits of \$1,000,000 single limit. In the case of rented vehicles, coverage limit requirements can be met by combining the limits of personal coverage carried by the driver with coverage carried by the owner of

The online version of the *Guide to Safe Scouting* is updated quarterly.
Go to <http://www.scouting.org/HealthandSafety/GSS.aspx>.

the rented vehicle. All vehicles used in travel outside the United States must carry a liability insurance policy that complies with or exceeds the requirements of that country.

Effective September 1, 2015, the use of 15-passenger vans manufactured before 2005 was no longer allowed in connection with Scouting programs and activities. Any 2005 or later 15-passenger vans may be used if equipped with Electronic Stability Control and seat belts for all passengers as well as the driver. This applies to all vehicles, regardless of ownership.

Chartered Organizations for Scouting Units

The general liability policy provides primary liability insurance coverage for all chartered organizations on file with the BSA for liability arising out of their chartering a traditional Scouting unit. Automobile and maritime liability coverage is provided on a secondary or excess basis. All vehicles used in Scouting activities must be covered by automobile liability insurance with limits that meet or exceed the requirements of the state in which the vehicle is licensed. All watercraft used in Scouting must be insured by the owner for liability exposures. The amount of coverage is determined by the size and usage of the boat; \$1 million is recommended.

Chartered organizations do not need a certificate of insurance. The chartered organization endorsement is a part of the insurance policy contract and is enforceable under the policy contract.

Accident and Sickness Coverage

(Optional coverage for council or units)

Accident and sickness insurance (also known as accident and health insurance) coverage for Scouts and Scouters furnishes medical reimbursement in case of death, accident, or sickness within the policy amounts. Information regarding unit accident coverage is available through the local council. The coverage provided has maximum limits it pays and a maximum benefit period, usually 52 weeks from the date of the incident.

Coverage is excess of all other insurance or health care plans in force. This policy is excess to any and all other available sources of medical insurance or other health care benefits.

All registered youth and seasonal staff are eligible, as well as registered leaders and volunteer leaders.

The coverage provided has maximum limits it pays, and a maximum benefit period, usually 52 weeks from the date of the incident. The plans do not “take care of everything.” Claims should be filed with the accident and

sickness carrier as soon as possible along with any other source of medical insurance or other health care benefits.

Accident and sickness plans and insurance companies have specific procedures for processing claims. Volunteers need to check with their local council to verify which plan/policy their council provides or is available.

Coverage for Non-Owned Boats Used in Scouting Activities

Only general liability insurance coverage is available; no hull damage insurance is provided.

Owners (chartered organizations or others) **must** carry their own liability coverage. Boats under 26 feet and donated for use in Scouting activities need to have at least \$300,000 in coverage. Boats 26 feet and over should have \$500,000 in coverage. Risk Management will provide certificates of insurance up to \$2 million. The BSA's coverage is excess of the liability coverage (\$300,000 or \$500,000) carried by the owner.

The following are examples of watercraft/boats that need not be insured by the chartered organization and others if they are to be used in an official Scouting activity: canoes, kayaks, rafts, catamarans, and sailboats (under 26 feet). However, if these watercraft are to be used for non-Scouting activities, the chartered organization or others should provide liability insurance as there is no liability coverage for chartering organizations or others for non-Scouting activities.

Watercraft owned by local councils, chartered organizations, and others should be licensed by the U.S. Coast Guard, and the operator should be licensed if required.

Unauthorized and Restricted Activities

The Boy Scouts of America's general liability policy provides coverage for a bodily injury or property damage claim that is made and arises out of an official Scouting activity. The *Guide to Safe Scouting* contains a listing of unauthorized and restricted activities. Unauthorized activities are not considered official Scouting activities.

Volunteers (registered and unregistered), units, chartered organizations, and local councils are jeopardizing insurance coverage for themselves and their organization by engaging in unauthorized activities.

Please do not put yourself at risk.

X. Transportation

Established public carriers—trains, buses, and commercial airlines—are the safest and most comfortable way for groups to travel. Chartered buses usually are the most economical transportation for groups of 20 or more. It may be necessary for small groups to travel in private automobiles, SUVs, and vans; however, the use of chartered equipment from established rail, bus, and airline companies is strongly recommended. The advantages are many. These companies have excellent safety records because of their periodic inspections and approved health and safety procedures.

References: *Cub Scout Leader Book*, *Troop Leader Guidebook*, Volume 1, *Troop Committee Guidebook*, and *Exploring Reference Book*

Automobiles, SUVs, and Vans

It is essential that adequate, safe, and responsible transportation be used for all Scouting activities. Because most accidents occur within a short distance from home, safety precautions are necessary, even on short trips.

Effective September 1, 2015, the use of 15-passenger vans manufactured before 2005 will no longer be allowed in connection with Scouting programs and activities. Any 2005 or later 15-passenger vans may be used if equipped with Electronic Stability Control and seat belts for all passengers including the driver. This applies to all vehicles, regardless of ownership.

This prohibition must be effectively communicated to all unit leaders and chartered organization representatives in a manner that ensures it is received and understood. The use of pre-2005 15-passenger vans could result in there being no BSA General Liability Insurance Program insurance coverage available in the event of an accident.

General guidelines are as follows:

1. Seat belts are required for all occupants.
2. All drivers must have a valid driver's license that has not been suspended or revoked for any reason. If the vehicle to be used is designed to carry more than 15 people, including the driver (more than 10 people, including the driver, in California), the driver must have a commercial driver's license (CDL).
3. The drivers must be currently licensed and at least 18 years of age. Youth member exception: When traveling to and from an area, regional, or national Boy Scout activity or any Venturing event under the leadership of an adult (at least 21 years of age) tour leader, a youth member at least 16 years of age may be a driver, subject to the following conditions:

- a. Six months' driving experience as a licensed driver (time on a learner's permit or equivalent is not to be counted)
 - b. No record of accidents or moving violations
 - c. Parental permission granted to the leader, driver, and riders
4. Trucks may not be used for transporting passengers except in the cab.
 5. All vehicles must be covered by automobile liability insurance with limits that meet or exceed requirements of the state in which the vehicle is licensed. It is recommended, however, that coverage limits are at least \$100,000 combined single limits. Any vehicle carrying 10 or more passengers is required to have limits of \$1,000,000 single limits.
 6. Obey all laws, including the speed limit.
 7. Driving time is limited to a maximum of 10 hours in one 24-hour period regardless of the number of drivers available. Driving time must be interrupted by frequent rest, food, and/or recreation stops. The intention is to include sleep and thorough rest breaks while traveling long distances. Don't drive while drowsy. Stop for rest and stretch breaks as needed. Fatigue is a major cause of highway accident fatalities.
 8. Drivers must refrain from using hand-held cell phones while driving. Text messaging while driving is prohibited. Hands-free units are acceptable, but must be used sparingly while driving.

The commercial general liability policy is excess over any insurance which may be available to a volunteer for loss arising from ownership, maintenance, or use of a motor vehicle while engaged in an Official Scouting Activity. **Scouting youth (under age 18) are not insured under the Boy Scouts of America commercial general liability policy.**

Campers, Trailers, and Trucks

Trucks are designed and constructed to transport materials and equipment, not people. Under no circumstances are passengers to be carried in the bed of or towed behind a pickup truck. Trailers must never be used for carrying passengers.

Use caution in towing trailers or campers, as a vehicle's performance, steering, and braking abilities will be altered. Consider these safety tips:

1. Get the correct trailer for the vehicle and the correct hitch for the trailer. Distribute and anchor the load.
2. Allow extra time to brake. Changing lanes while braking can jackknife the trailer.

3. Add safety equipment as dictated by common sense and state laws (mirrors, lights, safety chains, brakes for heavy trailers, etc.).
4. Park in designated areas.

Buses

A driver of a bus or any vehicle designed to carry more than 15 people (including driver; more than 10 people, including the driver, in California) is required to have a commercial driver's license. A person shall not drive a commercial motor vehicle unless he/she is qualified to drive a commercial motor vehicle. Possession of a license, however, does not mean that a person is capable of driving a bus safely. It is essential that unit leaders and volunteers be thoroughly familiar with the bus or vehicle they will be driving, including knowing the location of emergency exits and fire extinguishers and how to operate them. A driver must be prepared to handle and brake a full bus, which weighs significantly more than an empty bus. Other safety tips are:

1. Regular and thorough maintenance program
2. No more passengers than there are seating locations
3. Luggage and equipment fastened securely to prevent being thrown around in case of sudden stop
4. Emergency exits clear of people or things
5. Pretrip inspection of critical systems (signals, fuel, tires, windshield wipers, horn, etc.)

The safety rules for automobiles apply to bus travel, with the exception of seat belts. In special cases, chartered buses may travel more than nine hours a day. On certain occasions, night travel by public carrier bus is appropriate—it should be considered permissible when conditions are such that rest and sleep for passengers are possible with a reasonable degree of comfort. However, night travel on buses should not be planned for two successive nights.

Commercial Driver's License Compliance

Most Scouting drivers fall into a category of nonbusiness PMCPs. Nonbusiness private motor carrier of passengers (PMCPs) provide private, interstate transportation that is not in the furtherance of a commercial enterprise. However, nonbusiness PMCPs are required to have a current commercial motor vehicle driver's license.

A private motor carrier of passengers does not offer transportation services for hire, but (a) transports passengers in interstate (some state regulations apply to intrastate) commerce; and (b) uses a vehicle designed to carry more than 15

passengers, which includes the driver, or a vehicle that has a gross vehicular weight greater than 10,000 pounds.

Two such examples that would be considered a PMCP are:

- Scouting units that use vehicles designed to carry more than 15 passengers, such as buses. The driver, in this case, is often a volunteer driver of a “Scout bus” that is owned or leased. This category is referred to as nonbusiness private motor carrier of passengers and is probably the most frequent Scouting usage subject to the requirements of the Federal Motor Carrier Safety Regulations.
- Councils that operate camps and include transportation fees in their program are subject to the rule when using buses or other vehicles designed to carry more than 15 passengers or that have a gross vehicular weight of more than 10,000 pounds.

All vehicle operators who are required to have a commercial driver’s license are subject to drug and alcohol testing. There are no exemptions within the nonbusiness private motor carrier of passengers category, which includes Scouting volunteer drivers. Local councils should establish guidelines for volunteer drivers based on the requirements of the state where they are located.

The U.S. Department of Transportation number is required if you are an interstate PMCP, regardless of business or nonbusiness state. To obtain a USDOT number, complete the form found at www.safer.fmcsa.dot.gov.

For-Hire Motor Carriers of Passengers (Charter Buses)

There are licensing and insurance requirements for for-hire motor carrier of passengers operating commercial motor vehicles in interstate commerce. These requirements are outlined by the Federal Motor Carrier Safety Administration (FMCSA), part of the U.S. Department of Transportation. The insurance guidelines established a minimum level of financial responsibility. For vehicles designed or used to transport 16 or more passengers (including the driver), \$5 million of insurance is required. For vehicles designed or used to transport nine to 15 passengers (including the driver), \$1.5 million of insurance is required.

The FMCSA provides information about carriers online. The system is called SAFER and is part of the Motor Carrier Analysis and Information Resources. SAFER combines current and historical carrier-based safety performance information to measure the relative (peer-to-peer) safety fitness of interstate commercial motor carriers and intrastate commercial motor carriers that transport hazardous materials. This information includes federal and state data on crashes, roadside inspections, on-site compliance review results, and enforcement history. To check the records of a for-hire motor carrier of passengers, go to: www.safersys.org/companysnapshot.aspx.

The online version of the *Guide to Safe Scouting* is updated quarterly.

Go to <http://www.scouting.org/HealthandSafety/GSS.aspx>.

XI. Winter Activities

Winter Camping Safety

There is magic to camping in winter. It is one of the most challenging of outdoor adventures. The Boy Scouts of America operates the National Cold-Weather Camping Development Center at Northern Tier through the Okpik program. Visit www.ntier.org for comprehensive winter camping preparation information. Special considerations for winter camping are:

1. **Qualified Supervision.** It is vital that a leader be an experienced winter camper with strong character and common sense.
2. **Equipment.** Be completely outfitted for cold weather. Equipment should be checked to ensure good condition for the activity and proper maintenance while in use. Scouts should be adequately clothed, and blankets should be a suitable quality and weight.

TIP: Use alkaline batteries in flashlights, as standard batteries deteriorate quickly in cold weather.

TIP: Encourage youths to wear brightly colored clothing so they are more visible during severe weather.

3. **Physical Fitness.** Scouts should be suitably fit for the activity. Periodic rests while building snow caves and engaging in other strenuous cold-weather activities will help prevent accidents and overheating.

TIP: Pulling a load over snow on a sled or toboggan is generally easier than carrying a backpack.

4. **Buddy System.** Having Scouts paired aids in monitoring each other's physical condition and observation of surroundings and circumstances.
5. **Planning.** Safe activities follow a plan that has been conscientiously developed. In winter, plan to cover no more than 5 miles per day on snowshoes or 10 to 12 miles on cross-country skis. Allow ample time to make it to camp at the end of the day.

TIP: Always bring a bit more food, water, and clothing than what you think you'll need.

6. **Safe Area.** Leaders should determine whether an area for winter camping is well-suited and free of hazards.

TIP: Always test the thickness of ice before venturing any distance from shore. The ice should be at least 3 inches thick for a small group.

TIP: Look for dead branches hanging in the trees overhead.

TIP: Avoid ridge tops and open areas where wind can blow down tents or create drifts.

7. **Weather Check.** Weather conditions, potential hazards, and the appropriate responses should be understood and anticipated. Go to MyScouting.org training for Hazardous Weather training.
8. **Burning.** Never use flames in tents, teepees, or snow shelters. This includes burning any solid, liquid, gel, or gas fuel; using features of tents or teepees that support stoves or fires; and use of chemical-fueled equipment and catalytic heaters.
9. **Discipline.** Rules are effective only when followed. All participants should know, understand, and respect the rules and procedures for a safe winter camping experience. Applicable rules should be discussed prior to the outing and reviewed for all participants when leaving for the winter campout.

Winter Sports Safety

Beyond camping, a number of cold-weather activities present challenges to the Scout and leader, such as cross-country skiing, ice skating, sledding, snowmobiling, ice fishing, and snowshoeing. Essential ingredients for fun include skill training and an awareness of the hazards unique to these activities. Snow conditions, hazardous terrain, special clothing needs, and emergency survival are important issues for a safe and successful experience.

Be sure your winter outdoor activities always follow these guidelines:

1. All winter activities must be supervised by mature and conscientious adults (at least one of whom must be age 21 or older) who understand and knowingly accept responsibility for the well-being and safety of the youth in their care, who are experienced and qualified in the particular skills and equipment involved in the activity, and who are committed to compliance with the seven points of BSA Winter Sports Safety. Direct supervision should be maintained at all times by two or more adults when Scouts are in the field. The appropriate number of supervisors will increase depending on the number of participants, the type of activity, and environmental conditions.
2. Winter sports activities embody intrinsic hazards that vary from sport to sport. Participants should be aware of the potential hazards of any winter sport before engaging in it. Leaders should emphasize preventing accidents through adherence to safety measures and proper technique.
3. Appropriate personal protective equipment is required for all activities. This includes the recommended use of helmets for all participants engaged in winter sports, such as sledding and riding other sliding devices. The use of helmets is required for the following activities: downhill skiing, snowboarding and operating snowmobiles (requires full face helmets).

4. Winter sports activities often place greater demands on a participant's cardiopulmonary system, and people with underlying medical conditions (especially if the heart or lungs are involved) should not participate without medical consultation and direction. For participants without underlying medical conditions, the annual health history and physical examination by a licensed health-care practitioner every year is sufficient. The adult leader should be familiar with the physical circumstances of each youth participant and make appropriate adjustments to the activity or provide protection as warranted by individual health or physical conditions. Adults participating in strenuous outdoor winter activity should have an annual physical examination. It is recommended that the medical assessment be performed by a licensed health-care practitioner knowledgeable of the sport and the particular physical demands the activity will place on the individual.
5. For winter sports such as skiing, snowboarding, snowmobiling, etc., that utilize specialized equipment, it is essential that all equipment fit and function properly.
6. When youth are engaging in downhill activities such as sledding or tobogganing, minimize the likelihood of collision with immobile obstacles. Use only designated areas where rocks, tree stumps, and other potential obstacles have been identified and marked, cleared away, shielded, or buffered in some way.
7. All participants should know, understand, and respect the rules and procedures for safe winter activity. The applicable rules should be presented and learned before the outing, and all participants should review them just before the activity begins. When Scouts know and understand the reasons for the rules, they will observe them. When fairly and impartially applied, rules do not interfere with fun. Rules for safety, plus common sense and good judgment, keep the fun from being interrupted by tragedy.

XII. Animal and Insect Hazards

Hantavirus

Hantavirus is a deadly virus that was first recognized as a unique health hazard in 1993. There are four different strains of hantavirus, and cases have been reported in 30 different states. The virus is most active when the temperature is between 45 and 72 degrees.

Hantavirus is spread through the urine and feces of infected rodents. It is an airborne virus. A person is infected by breathing in particles released into the air when infected rodents, their nests, or their droppings are disturbed. This can happen when a person is handling rodents, disturbing rodent nests or burrows, cleaning buildings where rodents have made a home, or working outdoors. The virus will die quickly when exposed to sunlight.

Symptoms of hantavirus include fever, chills, muscle aches, nausea, vomiting, diarrhea, abdominal pain, and a dry, nonproductive cough. If you suspect that someone has been infected, consult a physician immediately.

Rabies Prevention

Rabies has become increasingly prevalent in the United States in recent years, with more than 7,000 animals, most of which are wild, found to have the disease each year, according to statistics released by the Centers for Disease Control and Prevention (CDC). This viral infection is often found in bats, foxes, raccoons, and skunks. Rabies can be transmitted by warm-blooded animals, including domestic dogs and cats.

Although rabies in humans is rare in the United States, the CDC reports that more than 22,000 people in this country require vaccination each year after being exposed to rabid or potentially rabid animals. States with the highest number of reported cases include New York, New Jersey, Connecticut, New Mexico, Texas, Massachusetts, Pennsylvania, North Carolina, New Hampshire, Maryland, and parts of northern California.

Scout leaders can help prevent possible exposure to rabies by reminding Scouts to steer clear of wild animals and domestic animals that they don't know. If someone is scratched or bitten by a potentially rabid animal, Scout leaders should:

- Wash the wound thoroughly with soap and water.
- Call a doctor or a hospital emergency room.
- Get a description of the animal.
- Notify the local animal control office, police department, or board of health.

Lyme Disease

Ticks can be a problem in wooded areas and campsites, and they can be carriers of Lyme disease. The disease is transmitted when a blood-sucking tick attaches itself to and feeds on its victim. Ticks frequently imbed themselves in hair or around the belt line or ankles; they are visible, crablike insects.

A red ringlike rash might appear around the bite. A victim might feel lethargic and have flulike symptoms, fever, a sore throat, and muscle aches. Anyone experiencing these symptoms in the days and weeks following a trek adventure, especially activities in areas where ticks are known to carry Lyme disease, should be checked by a physician.

Mosquito Borne Illnesses

Diseases transmitted by mosquitoes that are or could be encountered in the United States include dengue, West Nile fever, St. Louis encephalitis, La Crosse encephalitis, and Eastern equine encephalitis. Others, such as those caused by the Chikungunya and Zika viruses, have not been shown to be acquired in the continental United States, but potentially could be. Specifically for the Zika virus, those who are pregnant or plan on becoming pregnant (including potential fathers) need to discuss those plans with their physician prior to travel.

Generally, there are no immunizations available for these diseases; therefore, prevention of mosquito bites is the best way to assure protection and to prevent spread of disease. The CDC has produced a great summary on mosquito bite prevention for the United States, which can be found at www.cdc.gov/chikungunya/pdfs/fs_mosquito_bite_prevention_us.pdf. An infographic for travel outside the continental United States is also available at www.cdc.gov/chikungunya/pdfs/fs_mosquito_bite_prevention_travelers.pdf.

The following additional resources may be helpful:

- www.cdc.gov/features/stopmosquitoes
- www.cdc.gov/malaria/toolkit/DEET.pdf
- www.epa.gov/insect-repellents
- www.healthychildren.org/English/safety-prevention/at-play/Pages/Insect-Repellents.aspx

We encourage you to stay up to date for changes as public health officials are monitoring these and other mosquito-borne illnesses on a daily basis and are continually making new and significant recommendations.

XIII. Incident Reporting

This chapter provides volunteers and professional staff guidance on documenting and reporting incidents, injuries, and illnesses that occur during Scouting activities.

BSA Incident Reporting Policy

The Boy Scouts of America provides a program for young people that builds character, trains them in the responsibilities of participating citizenship, and develops personal fitness. A key responsibility that we all share is providing an effective program that meets the needs of young people and provides the proper health and safety of everyone concerned.

It is important that we sustain the safe operation of our programs and promote continuous improvement through organizational learning. Timely and complete incident reports support analysis that is critical to identifying needed improvement of the programs offered by the Boy Scouts of America.

What Is an Incident?

Loosely defined, an incident is any unplanned event that results in harm to an individual, property, or the environment.

Why Report an Incident?

The information reported from incidents is valuable in preventing the reoccurrence of similar incidents. Reporting incidents promptly is also critical so we can respond to incidents in an appropriate manner, and it helps us properly manage any potential claims.

How Do I Report an Incident?

Reporting requirements are based on the severity of the incident. Please see the Incident Descriptions and Reporting Instructions page in the appendix.

Report Writing Tips

It is imperative that you fill out any incident reports as thoroughly as possible. This will help bring clarity to the situation and avoid unnecessary calls or emails for additional information. Photographs of the site, facilities, vehicles, or equipment can add value to the report. The following examples demonstrate a good, better, and best approach to incident reporting. Remember to include only pertinent facts about the incident. Do not assign blame or include personal opinions or recommendations.

Good: At summer camp, a Scout was playing a game and fell, twisting his ankle. He was sent off camp for more help.

Better: This August, a Scout was playing tetherball at summer camp, when he fell and broke his ankle. He was sent to the ER and was released.

Best: On August 6, 2012, a Scout was playing a game of tetherball at a Beaver Dam Summer Camp event, when he fell and twisted his left ankle. The Scout was initially treated by other Scouts and the health lodge, but further treatment was needed. The Scout was diagnosed with a high ankle fracture, was treated in an ER, and released later in the day with a restriction to stay off the ankle until he sees his personal physician.

Incident Reviews

One of the benefits of incident reports is that they can be used to help prevent similar occurrences. While rare, serious and even fatal incidents have impacted the Scouting family.

The BSA has begun posting a series of review sheets based on incidents that have actually occurred. These reviews can be downloaded at www.scouting.org/Home/HealthandSafety/incident_report.aspx along with a how-to sheet to help you discuss what can be learned from the incidents and how you can execute the Scouting program safely as designed.

A Scout Is Trustworthy: Be Sure to Report

Remember: ANY incident that requires the intervention of medical personnel, involves emergency responders, or results in a response beyond Scout-rendered first aid must be reported.

Appendix

Annual Motor Vehicle Checklist	72
Meeting Place Inspection Checklist	73
Tour and Activity Plan	75
Flying Plan	77
Unit Money-Earning Application	80
Incident Descriptions and Reporting Instructions	82
Incident Definitions	83
Incident Information Report	84
Service Project Planning Guidelines	86
Age Guidelines for Tool Use and Work at Elevations or Excavations	91
Campout Safety Checklist	94
Event Safety Checklist	96
Youth Protection/Membership Incident Information Form	100

Annual Motor Vehicle Checklist

Date _____ Unit _____ Den _____ Position _____

Owner's name _____

Address _____

City, state _____ Zip _____

Driver's license no. _____ Renewal date _____

Telephone (_____) _____ Alt. telephone (_____) _____

Insurance company _____ Amount of liability coverage \$ _____

Other drivers of same vehicle (this trip only) and driver's license numbers:

_____, _____

Make and model of vehicle _____ Model year _____

Color _____ License no. _____ Type _____ Current? _____

Basic Safety Check (required)

1. Safety belts for every passenger? _____
2. Safety belts operational? _____
3. Tire tread OK? _____
4. Spare tire present? _____
5. Tire jack present? _____
6. Brakes OK? _____
7. Windshield wipers operate? _____
8. Windshield washer fluid in reservoir? _____
9. Headlights and turn signals operating? _____
10. Mirrors: Rear view _____ Side view _____
11. Exhaust system OK? _____

Additional Safety Check (optional)

1. Flares for emergencies? _____
2. Fire extinguisher? _____
3. Flashlight? _____
4. Tow chain or rope? _____
5. First-aid kit? _____

MEETING PLACE INSPECTION CHECKLIST For Packs, Troops, Teams, and Crews

BOY SCOUTS OF AMERICA

Unit No.	_____
Meeting night	_____
Name of organization	_____
Location	_____
District	_____

NOTE TO INSPECTORS: A responsibility of the unit's chartered organization is to provide adequate meeting facilities. Unit committee members should make the inspection. Findings should be shared with the head of the institution, and plans should be made to correct hazards if any are found.

THE BUILDING

Name _____ Address _____

Construction: frame ☐ brick ☐ metal ☐ other _____

Type of roofing: shake ☐ composition ☐ metal ☐ other _____

Type of heating plant: gas ☐ oil ☐ wood ☐ electric ☐ other _____

Meeting room location: basement ☐ ground ☐ above first floor ☐

Telephone location: _____ Accessible yes ☐ no ☐ Emergency numbers posted yes ☐ no ☐

THE ROOM

YES	NO		YES	NO	
_____	_____	Large enough?	_____	_____	Adequate lighting?
_____	_____	Well-heated? (between 62 and 70 degrees)	_____	_____	Hand-washing facility?
_____	_____	Well-ventilated?	_____	_____	Clean toilet facility?
_____	_____	Dry?	_____	_____	Sanitary drinking facility?
_____	_____	Clean?	_____	_____	Emergency flashlights on hand?
_____	_____	Windows in good condition?	_____	_____	First-aid kits on hand?
_____	_____	Floor in good condition?			

EXITS

YES	NO		YES	NO	
_____	_____	Two or more emergency exits available?	_____	_____	Exit signs installed?
_____	_____	Unlocked and easily accessible?	_____	_____	Exit signs lighted?
_____	_____	Sufficiently far apart?	_____	_____	All doors swing out?
_____	_____	Crash bar on doors?			

IF ROOM IS ABOVE FIRST FLOOR:

YES	NO		YES	NO	
_____	_____	Close to stairs (less than 100 feet)?	_____	_____	Carpet or treads secure?
_____	_____	Doors and stairs unobstructed, litter-free?	_____	_____	Stairway enclosed?
_____	_____	Stairs in good repair?	_____	_____	Enclosures fitted with fire doors?
_____	_____	Stair handrail provided?	_____	_____	Outside fire escape installed?
_____	_____	Stairway lighted?	_____	_____	Fire escape in good repair?
_____	_____	Stairs wide enough for two persons?	_____	_____	Fire escape used for fire drills?

FIRE PROTECTION

YES	NO		YES	NO	
_____	_____	Portable extinguisher available and properly located?	_____	_____	Heating system inspected within a year?
		Extinguisher is suitable for the following types of fires:	_____	_____	Walls, ceilings, floors protected from stoves or pipes overheating?
_____	_____	A. Ordinary combustibles	_____	_____	Open fireplaces protected by screens?
_____	_____	B. Flammable liquids	_____	_____	Electric wiring, switches, extension cords in good repair?
_____	_____	C. Electrical equipment	_____	_____	Accessible telephone in building?
_____	_____	Extinguisher ready for use? (should be tagged to show inspection within one year)	_____	_____	Fire department number posted?
_____	_____	Any hazard from rubbish or flammable material?	_____	_____	Location of nearest fire alarm known to all members?
_____	_____	Any hazard from oily rags or mops? (spontaneous combustion)	_____	_____	Alarm procedure taught to members?
_____	_____	Smoke alarm system installed and tested?	_____	_____	

FIRE DRILL

YES	NO		YES	NO	
_____	_____	Has the unit an organization plan for conducting fire drills?	_____	_____	Are members able to evacuate building if filled with smoke or if lights go out?
_____	_____	Is a fire plan posted on the unit bulletin board?	_____	_____	Do training drills include use of alternate exits?
_____	_____	Are fire evacuation drills practiced frequently?	_____	_____	Are members trained in home fire safety plan and exit drill?
_____	_____	Was a drill demonstrated or taught to members at inspection time?			

RECOMMENDATIONS

Write your detailed recommendations below (or on a separate sheet attached to this report). Please note any other conditions that are hazardous to health, personal safety, or fire safety.

INSPECTORS' SIGNATURES

Date of inspection _____ Unit leader in attendance _____ name _____

CHARTERED ORGANIZATION RECORD

Did the chartered organization representative participate in the inspection? Yes ☐ No ☐

Report reviewed by:

Chartered organization representative	Head of organization	Unit committee
Action taken: _____		

TOUR AND ACTIVITY PLAN

Date _____

☐ Pack ☐ Troop/team ☐ Crew/Ship ☐ Contingent unit/crew

Unit No. _____ Chartered organization _____

Council name/No. _____ / _____

District _____

Description of tour or activity _____

From (city and state) _____ to _____

Dates _____ to _____ Total days _____

Itinerary: It is required that the following information be provided for *each day* of the tour. (Note: Speed or excessive daily mileage increases the possibility of accidents.) Attach an additional page if more space is required. Include detailed information on campsites, routes, and float plans, and include maps for wilderness travel as required by the local council.

For office use

Tour and activity plan No. _____

Date received _____

Date reviewed _____

Council stamp/signatures

Date	Travel		Mileage	Overnight stopping place (Check if reservations are cleared.)	✓
	From	To			

Type of trip: ☐ Day trip ☐ Short-term camp (less than 72 hours) ☐ Other (OA Weekend, etc.) _____

☐ Long-term camp (longer than 72 hours) ☐ High-adventure activities ☐ High-adventure base _____

Party will consist of (number): _____ Youth—male _____ Youth—female _____ Adults—male _____ Adults—female	Party will travel by (check all that apply): <input type="checkbox"/> Car <input type="checkbox"/> Bus <input type="checkbox"/> Train <input type="checkbox"/> Plane <input type="checkbox"/> Van <input type="checkbox"/> Boat <input type="checkbox"/> Other _____
---	--

Leadership and Youth Protection Training: Boy Scouts of America policy requires at least two adult leaders on all BSA activities. Coed Venturing crews must have both male and female leaders older than 21 for overnight activities. All registered adults must have completed **BSA Youth Protection training**. At least one registered adult who has completed BSA Youth Protection training must be present at all events and activities. Youth Protection training is valid for two years from the date completed.

Adult leader responsible for this group (must be at least 21 years old):

Name _____ Age _____ Scouting position _____

Address _____ Member No. _____

City _____ State _____ Zip code _____

Phone _____ Email _____ Youth Protection training date _____

Assistant adult leader name(s) (minimum age 18, or 21 for Venturing crews):

Name _____ Age _____ Scouting position _____

Address _____ Member No. _____

City _____ State _____ Zip code _____

Phone _____ Email _____ Youth Protection training date _____

Attach a list with additional names and information as outlined above.

- ☐ Our travel equipment will include a first-aid kit and a roadside emergency kit.
- ☐ The group will have in possession an **Annual Health and Medical Record** for every participant.

We certify that appropriate planning has been conducted using the **Sweet 16 of BSA Safety**, qualified and trained supervision is in place, **permissions** are secured, health records have been reviewed, and adult leaders have read and are in possession of a current copy of **Guide to Safe Scouting** and other appropriate resources. Any items needing attention will be resolved before the tour or activity date.

Signature: Committee chair or chartered organization representative

Signature: Adult leader

Unit single point of contact (not on tour)

Name _____ Phone _____ Email _____



BOY SCOUTS OF AMERICA®

Tour involves: ☐ Swimming ☐ Boating ☐ Climbing ☐ Orientation flights (attach **Flying Plan** required)
☐ Wilderness or backcountry (must carry **Wilderness Use Policy** and follow principles of **Leave No Trace**)
☐ Shooting ☐ Other (specify) _____

Activity Standards: Where swimming or boating is included in the program, **Safe Swim Defense** and/or **Safety Afloat** are to be followed. If climbing/rappelling is included, then **Climb On Safely** must be followed. At least one person must be current in CPR/AED from any recognized agency to meet **Safety Afloat** and **Climb On Safely** guidelines. At least one adult on a pack overnighter must have completed **Basic Adult Leader Outdoor Orientation (BALOO)**. At least one adult must have completed **Planning and Preparing for Hazardous Weather** training for all tours and activities. **Trek Safely** and Basic First Aid are recommended for all tours, and **Wilderness First Aid** is recommended for all backcountry tours.

Expiration date of commitment card/training (two years from completion date)						
Name	Age	Youth Protection	Planning and Preparing for Hazardous Weather	BALOO (no expiration)	Climb On Safely	Safety Afloat

Name	Age	CPR Certification/Agency	CPR Expiration Date	First-Aid Certification/Agency	First Aid Expiration Date

Name	Age	NRA Instructor and/or RSO				
		No. _____	<input type="checkbox"/> Rifle <input type="checkbox"/> Shotgun <input type="checkbox"/> Pistol (Venturing only) <input type="checkbox"/> Range Safety Officer <input type="checkbox"/> Muzzle-loading rifle <input type="checkbox"/> Muzzle-loading shotgun			
		No. _____	<input type="checkbox"/> Rifle <input type="checkbox"/> Shotgun <input type="checkbox"/> Pistol (Venturing only) <input type="checkbox"/> Range Safety Officer <input type="checkbox"/> Muzzle-loading rifle <input type="checkbox"/> Muzzle-loading shotgun			

Unauthorized and Restricted Activities: The BSA's general liability insurance policy provides coverage for bodily injury or property damage that arises out of an official Scouting activity as defined by the **Guide to Safe Scouting**. Volunteers, units, chartered organizations, and local councils that engage in unauthorized activities are jeopardizing their insurance coverage. PLEASE DO NOT PUT YOURSELF AT RISK.

INSURANCE
All vehicles MUST be covered by a liability and property damage insurance policy. The amount of this coverage must meet or exceed the insurance requirement of the state in which the vehicle is licensed and comply with or exceed the requirements of the country of destination for travel outside the United States. It is recommended, however, that coverage limits are a \$100,000 combined single limit. Any vehicle designed to carry 10 or more passengers is required to have a \$500,000 combined single limit. In the case of rented vehicles, the requirement of coverage limits can be met by combining the limits of personal coverage carried by the driver with coverage carried by the owner of the rented vehicle.

If the vehicle to be used is designed to carry more than 15 people (including the driver), the driver must have a valid commercial driver's license (CDL). In some states (California, for example), this policy applies to drivers of vehicles designed to carry 10 or more people.

All vehicles used in travel outside the United States must carry a public liability and property damage liability insurance policy that complies with or exceeds the requirements of that country. Attach an additional page if more space is required.

Name _____ CDL expires _____

Name _____ CDL expires _____

MAKE	MODEL	YEAR	NUMBER OF SEATBELTS	DRIVER/OWNER	VALID DRIVER'S LICENSE (Y or N)	LIABILITY INSURANCE COVERAGE
						Combined Single Limit

Guide to Tour Planning Principles

680-014
 2011 Printing
 Rev. 12/2011

Boy Scouts of America Flying Plan

This completed application must be submitted with or attached to a tour and activity plan to the council office for review two weeks before the scheduled activity.

Unit No.: _____ City or town: _____ District: _____

Applies for a plan for a ☐ Basic ☐ Advanced orientation ☐ Tethered balloon ☐ Flight on: _____ Date _____

Basic orientation flight. This flight will be within 25 nautical miles of the departure airport, with no stops before returning. The pilot must have at least a private pilot's certificate, at least 250 hours of total flight time, be current under FAR 61 to carry passengers, and have a current medical certificate under FAR 61. *Tigers, Cub Scouts, Boy Scouts, and Varsity Scouts are restricted to this type of flight.*

Advanced orientation flight. This flight will be within 50 nautical miles of the departure airport, and the plane may land at other locations before returning. The pilot must have at least a private pilot's certificate and 500 hours of total flight time. The pilot must be current under FAR 61 to carry passengers and have a current medical certificate under FAR 61. *Only Venturers and Venturing leaders may participate in advanced orientation flights.*

Tethered balloon flight. Flights will be conducted in an open area of at least 200 feet by 200 feet clear of obstructions, utility lines, fences, trees, etc. Permission to use the property has been secured. The maximum above ground limit (height) is 70 feet. The flight must occur between sunrise and sunset.

Name of the airport where the flight will originate and terminate: _____

Describe the area where tethered ballooning will occur: _____

Permission from the landowner to go tethered ballooning has been secured. ☐ Yes ☐ No

Total number of participating youth: _____ Total number of participating adults: _____

- ☐ A tour and activity plan is attached to this application.
- ☐ A parent or guardian consent form for each youth participant is attached to this application.
- ☐ All required aircraft, insurance, and pilot documentation is satisfied.

We certify that appropriate planning has been conducted using the Sweet 16 of BSA Safety, qualified trained supervision is in place, permissions are secured, health records have been reviewed, and adult leaders have read and are in possession of a current copy of the *Guide to Safe Scouting* and other appropriate resources.

Signature of committee chair or chartered organization representative

Signature of adult leader

For council use only: Complete and return a copy to the unit.

Official Flying Plan—Boy Scouts of America

Tour and activity plan number: _____ Date issued: _____

Council Stamp/Signatures/Reviewer



BOY SCOUTS OF AMERICA*

Aircraft/Balloon

Owner(s): _____ Date of last annual inspection: _____

Make and model: _____ Number: _____

Standard airworthiness certificate category (normal/utility/etc.): _____

Note: Only aircraft with standard airworthiness certificates may be used for orientation flights. Restricted, limited, light sport, and experimental category airworthiness certificates are not authorized.

Reproduce this page as needed for additional aircraft/pilots.

Insurance

All aircraft owners must have at least \$1 million aircraft liability coverage, including passenger liability with sublimits of no less than \$100,000. List all insurance policies that in combination satisfy the insurance requirement.

Insurance company: _____

Amount: \$ _____ Policy number: _____ Expiration date: _____

Insurance company: _____

Amount: \$ _____ Policy number: _____ Expiration date: _____

Experimental Aircraft Association (EAA) Young Eagle Flights (ages 8–17): For those EAA members who choose to insure at \$100,000 per passenger seat, the EAA automatically provides an additional \$1 million liability umbrella policy with sublimits of no less than \$100,000. This coverage is in effect only while participating in Young Eagle Flights. The EAA's insurance telephone number is 800-236-4800, ext. 6106.

EAA member number: _____. We strongly recommend that all orientation flights be conducted in collaboration with local EAA chapter Young Eagle Flights. To find a local chapter, visit www.eaa.org/chapters/locator.

Pilot-In-Command

Name: _____ Age: _____

Address: _____

City: _____ State: _____ Zip code: _____

Phone: _____ Email: _____

Type of pilot certificate: _____ (Attach a copy of current pilot certificate. Balloon pilots must hold a commercial certification.)

Ratings: _____

Pilot medical certificate: ☐ First ☐ Second ☐ Third class (Attach a copy of current medical certificate. Applicable to ALL flights.)

Medical valid until: _____ (date)

Limitations: _____

Pilot's total number of flight hours: _____ (250 hours minimum for basic orientation flights; 500 hours minimum for advanced orientation flights)

Balloon pilot's total number of flight hours: _____ (100 hours minimum)



BOY SCOUTS OF AMERICA®

680-672
Rev. 4/2015

Notes and FAQs for Completing Flying Plan

Tour Leader

You are responsible for completing the tour and activity plan and this application as required by the local council, obtaining parental consent for all participants, and gathering required insurance information and support material from the aircraft owner and pilot. Tour leaders are responsible for obtaining approval by unit leadership. Tour leaders must submit completed applications to the council at least two weeks in advance of the activity. Councils may require additional time for special activities, and unit leaders completing this application should plan accordingly.

Pilot, Aircraft Owner, and Insurance Information

Attach additional copies of this information for each aircraft or balloon that will be used, each pilot-in-command, and applicable insurance information. Pilot information must include copies of the pilot's current certificate and medical certificate.

Parents/Guardians

A consent form, No. 680-673, for each participant under 21 years of age must be completed by the youth's parent or guardian.

Local Council Office Checklist

Review that all requested information (listed below) has been provided on the application. Affix the council stamp at the bottom of page 1, and return a copy of all pages to the unit leader.

- ☐ Parent or guardian consent form for each youth participant attached to this application
- ☐ A copy of each pilot's certificate and medical certificate attached to this application
- ☐ Pilot total hours required (250 hours for basic orientation flights; 500 hours for advanced orientation flights; 100 hours for tethered ballooning)
- ☐ Aircraft or balloon insurance requirements satisfied
- ☐ Tour and activity plan completed

Tethered balloon guidelines and FAQs can be found here.

FAQs

Q: My pilot certificate number is my Social Security number. May I strike through it or white it out on the required copy?

A: Yes. It is recognized that pilots who have not had their Social Security numbers removed from their pilot certificates may strike out the information.

Q: Our pilot only has the new sport pilot rating. Can he be a pilot-in-command of the orientation flight?

A: No. Sport pilot certificates are not authorized as no medical is required.

Q: Our unit has been offered an orientation flight by the U.S. military, but not all the information required on the application can be obtained. May we still conduct the orientation?

A: Commissioned officers and warrant officers of any armed service may act as pilot-in-command of a military airplane or helicopter in which they are current as the aircraft commander for either a basic or advanced orientation flight. Only the aircraft portion identifying the aircraft as military and a parent or guardian consent form for each youth participant are required.

Q: Since we encourage Young Eagle Flights, can we utilize experimental aircraft?

A: No. Only aircraft with standard airworthiness certificates may be used on orientation flights.

Q: Is an aviation medical required for glider or tethered balloon pilots?

A: Yes. For consistency, a valid medical is required.

UNIT MONEY-EARNING APPLICATION

Applications are not required for council-coordinated money-earning projects such as popcorn sales or Scout show ticket sales.

Please submit this application to your council service center at least two weeks prior to committing to your money-earning project. Read the eight guidelines on the other side of this form. They will assist you in answering the questions below.

☐ Pack

☐ Troop

No. _____ Chartered Organization _____

☐ Team

☐ Crew

Community _____ District _____

Submits the following plans for its money-earning project and requests permission to carry them out.

What is your unit's money-earning plan? _____

About how much does your unit expect to earn from this project? _____ How will this money be used? _____

Does your chartered organization give full approval for this plan? _____

What are the proposed dates? _____

Are tickets or a product to be sold? Please specify. _____

Will your members be in uniform while carrying out this project? (See items 3-6 on other side.) _____

Have you checked with neighboring units to avoid any overlapping of territory while working? _____

Is your product or service in direct conflict with that offered by local merchants? _____

Are any contracts to be signed? _____ If so, by whom? _____

Give details. _____

Is your unit on the budget plan? _____ How much are the dues? _____

Does your unit participate in the council product sale? ☐ Yes ☐ No Family Friends of Scouting? ☐ Yes ☐ No

How much does your unit have in its treasury? _____

Signed _____ Signed _____

(Chartered Organization Representative)

(Unit Leader)

Signed _____

(Chairman, Unit Committee)

(Address of Chairman)

FOR USE OF DISTRICT OR COUNCIL FINANCE COMMITTEE: Telephone _____

Approved by _____ Date _____

Approved subject to the following conditions _____



GUIDES TO UNIT MONEY-EARNING PROJECTS

A unit's money-earning methods should reflect Scouting's basic values. Whenever your unit is planning a money-earning project, this checklist can serve as your guide. If your answer is "Yes" to all the questions that follow, it is likely the project conforms to Scouting's standards and will be approved.

1. Do you really need a fundraising project?

There should be a real need for raising money based on your unit's program. Units should not engage in money-earning projects merely because someone has offered an attractive plan. Remember that individual youth members are expected to earn their own way. The need should be beyond normal budget items covered by dues.

2. If any contracts are to be signed, will they be signed by an individual, without reference to the Boy Scouts of America and without binding the local council, the Boy Scouts of America, or the chartered organization?

Before any person in your unit signs a contract, he/she must make sure the venture is legitimate and worthy. If a contract is signed, he/she is personally responsible. He/she may not sign on behalf of the local council or the Boy Scouts of America, nor may he/she bind the chartered organization without its written authorization. If you are not sure, check with your district executive for help.

3. Will your fundraiser prevent promoters from trading on the name and goodwill of the Boy Scouts of America?

Because of Scouting's good reputation, customers rarely question the quality or price of a product. The nationwide network of Scouting units must not become a beehive of commercial interest.

4. Will the fundraising activity uphold the good name of the BSA? Does it avoid games of chance, gambling, etc.?

Selling raffle tickets or other games of chance is a direct violation of the BSA Rules and Regulations, which forbid gambling. The product must not detract from the ideals and principles of the BSA.

5. If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Scouting?

All commercial products must sell on their own merits, not the benefit received by the Boy Scouts. The principle of value received is critical in choosing what to sell.

6. If a commercial product is to be sold, will the fundraising activity comply with BSA policy on wearing the uniform?

The official uniform is intended to be worn primarily for use in connection with Scouting activities. However, council executive boards may approve use of the uniform for any fundraising activity. Typically, council popcorn sales or Scout show ticket sales are approved uniform fundraisers.

7. Will the fundraising project avoid soliciting money or gifts?

The BSA Rules and Regulations state, "Youth members shall not be permitted to serve as solicitors of money for their chartered organizations, for the local council, or in support of other organizations. Adult and youth members shall not be permitted to serve as solicitors of money in support of personal or unit participation in local, national, or international events."

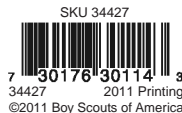
For example: Boy Scouts/Cub Scouts and leaders should not identify themselves as Boy Scouts/Cub Scouts or as a troop/pack participate in The Salvation Army's Christmas Bell Ringing program. This would be raising money for another organization. **At no time are units permitted to solicit contributions for unit programs.**

8. Does the fundraising activity avoid competition with other units, your chartered organization, your local council, and the United Way?

Check with your chartered organization representative and your district executive to make certain that your chartered organization and the council agree on the dates and type of fundraiser.

The local council is responsible for upholding the Charter and Bylaws and the Rules and Regulations of the BSA. To ensure compliance, all unit fundraisers MUST OBTAIN WRITTEN APPROVAL from the local council NO LESS THAN 14 DAYS before committing to the fundraising activity.

For additional details, please reference the *Product Sales and Policy Issues Manual* on www.scouting.org/financeimpact.



Incident Descriptions and Reporting Instructions

INCIDENT TYPE	PERSONAL INJURY/ILLNESS	VEHICLE, PROPERTY, OR PROGRAM INCIDENT	REPORTING REQUIREMENTS
CATASTROPHIC	<ul style="list-style-type: none"> Fatality or hospitalization for a life-threatening or critical condition Allegation of suspected sexual abuse Victimization of Scout 	<ul style="list-style-type: none"> Vehicle accident, theft, or damage with a greater than \$1 million loss Litigation anticipated National publicity or media attention 	<p>IMMEDIATELY do the following:</p> <ol style="list-style-type: none"> Get help for injured parties (e.g., call 911). Notify the council Scout executive. Complete an Incident Information Report, No. 680-016. Forward the incident report to your local council enterprise risk management contact. Ask the council contact to enter the incident into the RiskConsole incident reporting system. The incident should be marked as catastrophic.
SERIOUS/CRITICAL	<ul style="list-style-type: none"> Hospitalization for less than a life-threatening or critical condition Transport to the ER in an emergency vehicle Allegation of suspected non-sexual child abuse Communicable diseases outbreak or mass foodborne illness 	<ul style="list-style-type: none"> Vehicle accident, theft, or damage with a \$100,000 to \$1 million loss Building or camp shut down for more than a day Bomb threat Local publicity or media attention 	<p>Within 24 hours, do the following:</p> <ol style="list-style-type: none"> Get help for injured parties (e.g., call 911). Notify the council Scout executive. Complete an Incident Information Report, No. 680-016. Forward the incident report to your local council enterprise risk management contact. Ask the council contact to enter the incident into the RiskConsole incident reporting system.
MARGINAL	<ul style="list-style-type: none"> First aid Transport to the ER in a personal vehicle and released Serious near miss Emergency response initiated 	<ul style="list-style-type: none"> Vehicle accident, theft, or damage with a \$100,000 loss or less Program area closed down for safety concerns Emergency response initiated 	<p>In no later than five days, do the following:</p> <ol style="list-style-type: none"> Attend to any injured parties. Complete an Incident Information Report, No. 680-016. Forward the incident report to your local council enterprise risk management contact. Ask the council contact to enter the incident into the RiskConsole incident reporting system.
NEGLIGIBLE	<ul style="list-style-type: none"> Near miss Injury/illness not requiring first aid 		<p>By the end of the unit recharter year, do the following:</p> <ol style="list-style-type: none"> Complete a Near Miss Incident Information Report, No. 680-017. Keep this report in your unit or forward to the enterprise risk management contact. Evaluate near misses in your unit or council each year for any lessons learned and/or program enhancements.

NOTE: This matrix does not supersede reporting requirements for specific program activities (e.g., pilot programs or climbing near misses), reporting required by law, BSA Youth Protection reporting requirements, or BSA employee death or multiple injury reporting requirements to DSHA.



Incident Definitions



First Aid

An injury or illness treated by Scout-rendered first aid but does not include treatment that has to be done by a medical professional such as a nurse, EMT, or doctor. Scout-rendered includes a Scout or Scouter.



Near Miss

An unplanned event that DID NOT result in injury, illness, or damage by definition, but had the potential to cause less than serious damage or injury.



Serious Near Miss

An unplanned event that did not result in injury, illness, or damage by definition (e.g., emergency response was called to find a lost Scout), but had the potential to cause serious damage or injury.



Vehicle Accident

An unintentional damaging event involving one or more vehicles that causes damage to the vehicle, damage to property, or physical harm. Vehicles include automobiles and other motorized equipment (e.g., four-wheelers, farm equipment, industrial equipment, or motorcycles).



Victimization of Scout

An intentional incident in which a Scout is physically or psychologically harmed.

GSS GSS
2012 Preview

Prepared. For Life.



BOY SCOUTS OF AMERICA
BE A MENTOR. BE A SCOUT.

Incident Information Report

(Events or allegations of injury, illness, or property damage, including employment and issues with directors and officers)

Incident date: _____ Time: _____

Reporting date: _____ Time: _____

Council/BSA location: _____ ☐ Leader ☐ Parent ☐ Other: _____

Reporting person: _____

Location of incident: _____

Specific area where incident occurred: _____

Cause of incident: _____

Program/event/adventure code: _____

Did the incident occur while transporting to/from an activity? ☐ Yes ☐ No

Comments: _____

Individuals Involved (Duplicate If Needed)

Name: _____
First Middle Last

Address: _____
City State Zip

Home phone: _____ Cell phone: _____ Work phone: _____

DOB: _____ Age: _____ Unit No.: _____ Council: _____

Scouting role: _____

Type of injury or property damage: _____ Injured body part: _____

Was medical treatment given at scene? ☐ Yes ☐ No Type: _____

Medical disposition (transported to hospital, etc.): _____

Return this completed form to your council's designated user for entry into RiskConsole via MyBSA Incident Entry.



BOY SCOUTS OF AMERICA®

Incident Information Report

(Events or allegations of injury, illness, or property damage, including employment and issues with directors and officers)

Witnesses

Name: _____
First Middle Last
Address: _____
City State Zip
Home phone: _____ Cell phone: _____ Work phone: _____

Others

Name: _____
First Middle Last
Address: _____
City State Zip
Home phone: _____ Cell phone: _____ Work phone: _____

Property Damage (if applicable)

Property or vehicle make/model/year: _____
Color: _____ License plate No.: _____

Driver Contact Information (if applicable)

Name: _____
First Middle Last
Address: _____
City State Zip
Home phone: _____ Cell phone: _____ Work phone: _____
Passengers: _____ Contact information: _____

Additional information:

Information gathered at scene by: _____
Contact information: _____

Return this completed form to your council's designated user for entry into RiskConsole via MyBSA Incident Entry.

Service Project Planning Guidelines

These guidelines can be utilized for all Scouting service projects, not just those for an Eagle Scout service project. The guidelines must not be construed to be additional requirements for an Eagle Scout service project, but they do represent elements that should appear on the Eagle Scout candidate's final project plan from the *Eagle Scout Service Project Workbook*, No. 512-927. The next revision of the workbook will incorporate these guidelines.

Service Project Safety Planning Process

- 1. Take the necessary steps.** Define the scope of the project, assess the skill levels of the participants, indicate supervision and discipline needed, identify the equipment and personnel needed (including first-aid kits), and plan for proper tool instruction.
- 2. Review the site.** Make sure you know how to get there and have access, where to park, and what the access is for emergency vehicles. Include weather concerns and how to notify local emergency help. Identify overhead and underground utilities. Know which jurisdictional codes and ordinances will apply.
- 3. Determine suitable hours in which the service project will be performed.** For example, they could be daylight hours or from 8:30 a.m. to 4:30 p.m., including short rest breaks every two hours, plus lunch with rest period for one hour. It is recommended that service projects do not exceed eight hours per day. Please keep in mind that youth attention spans may be a limitation.
- 4. Establish a service project review process.** Monitor work and tool usage, and ensure a leadership review of the project at its conclusion.

Use this section as a checklist for providing details about your service project plans.

Hazard Analysis and Recognition

1. **List possible hazards**, for example, overhead or underground utilities; overgrowth of trees, bushes, and grasses; or the animals, bugs, and reptiles present in the area.
2. **Consider the weather.** What are the forecasted conditions during the time of the project?
3. **Monitor tool usage.** Identify supervision, who has access, the proper handling of tools, and power supplies, etc.
4. **Prepare for emergencies** (access, shelters, weather monitoring, communications).

Tools and Equipment

See *Age Guidelines for Tool Use and Work at Elevations or Excavations*, No. 680-028, for guidance.

1. List the type and number of hand and power tools necessary for the project and the skills required for their usage.

Tool	Quantity Needed

2. What skill level, training/certification, age, and physical conditions are necessary?

Tool	Age-Appropriate Certification Needed (Adult/Youth)	Training Needed/Completed (Y/N?)

3. List the personal protective equipment (PPE) needed (see Age Guidelines for Tool Use for guidance).

Tool	Personal Protective Equipment (PPE) Needed

4. Check the condition of all tools. Never use tools that are broken, needing repair, or missing safety features.

Tool	Condition—Acceptable?

5. Determine the clearances and barriers needed between users or for specific tools or equipment.

Tool/Work Area	Clearance/Barriers/Safety Circle

6. Where and how will tools be stored?

7. Review the proper use of tools.

Weather Considerations

- 1. Heat (heat index, periods of work, periods of rest, use of shade, water):
- 2. Cold stress (wind chill, periods of work, rest, water, heated area):
- 3. Weather forecasting information and evaluations:
- 4. List weather emergency procedures (for tornadoes, hurricanes, lightning, etc.) and training/awareness (first-aid kit, trained first-aid personnel). See the Hazardous Weather online training at MyScouting.org.

Health/Sanitation Considerations

1. Health risks to participants (possible problems such as poison ivy, rodents, and mosquitoes):

Check the following:

___ Annual Health and Medical Record forms are available.

___ Participants with allergies or other health risks are identified.

___ Are medications/EpiPens® on hand?

___ Are parental permissions (for youth) secured?

2. Will snacks or foods be available? (List types, where they are positioned, etc.)

Type of Snacks/Foods (Note Allergies)	Where Food Will Be

3. Sanitation needs and provisions (restrooms, hand sanitizers):

4. Will you need sunscreen, insect repellent, etc.?

Assessment and Monitoring

- Who will provide supervision, monitoring of participants? _____
- What conditions will cause a Start, Stop, Continue process to occur?

What will define project success? Why?

If there are any accidents or injuries, complete a BSA Incident Information Report, No. 680-016. Submit it to the council service center as soon as possible. Immediately notify the council service center or Scout executive of any serious incidents requiring emergency or medical response. If there was a near miss, complete a BSA Near Miss Incident Information Report, No. 680-017, and submit it to the council service center.



BOY SCOUTS OF AMERICA®

680-027
2012 Printing

Age Guidelines for Tool Use and Work at Elevations or Excavations

Training and Supervision

The use of tools, by any youth or adult, requires training in the proper use of those tools before a project starts and continuous, qualified adult supervision and discipline during the project. Manufacturers' literature and age and skill restrictions shall supersede the recommendations on the chart below. If there is a conflict, leaders shall follow the most restrictive guidelines. The table below is not comprehensive; if in doubt, adults should be recruited for all tool use or job functions that might be dangerous.

Note on Personal Protective Equipment

Appropriate personal protective equipment (PPE) must be used at all times when using hand or power tools. Types of personal protective equipment include the following:

- Work gloves
- Safety glasses
- Safety helmets
- Earplugs or muffs
- Steel-toed shoes
- Protective aprons
- Safety face shields
- Other personal safety equipment as defined by OSHA standards

Hand Tools

Type of Tool	Youth Up to Age 14	Youth 14 Years and Older	Youth 16 Years and Older
Leaf/grass rake			
Hoe			
Shovel			
Hand clipper (small)			
Screwdrivers			
Nail hammer			
Handsaw			
Trowel			
Hose spray washer			
Wood sanding block (handheld)			
Wood chisel (Scouts with Totin' Chip)			
Pocketknife (Scouts with Whittling Chip or Totin' Chip)			
Pickaxe			
Mattock			
Posthole digger			
Wheel cart (1-, 2-, or 4-wheeled)			
Paint roller with extension pole			

Note: Shaded areas indicate age-appropriate use.

Power Tools

Type of Tool	Youth Up to Age 14	Youth 14 Years and Older	Youth 16 Years and Older
Screwdriver (electric)			
Handheld sander (small)			
Cutting tools (e.g., Dremel®, small)			
Paint sprayer (small, less than 50 psi)			
Residential lawn mower (self-propelled, riding)			
Commercial lawn mower (push, self-propelled, riding)			
Line trimmer (electric, gas-powered)			
Edger (electric, gas-powered)			
Leaf/grass blower (electric, gas-powered)			
Hedge trimmer (electric, gas-powered)			
Belt sander (electric, cordless)			
Pressure washer (>50 but <100 PSI)			
Circular, reciprocating, jig, or radial saw			Age 18 and older
Band and scroll saws			Age 18 and older
Router/planer			Age 18 and older
Chain saws			Age 18 and older
Log splitters			Age 18 and older
Wood chippers			Age 18 and older

Note: Shaded areas indicate age-appropriate use.

Working at Heights and Elevations

Heights and elevations are measured from the bottom of the shoes or boots above the ground level or floor.

Elevation of Work	Youth Up to Age 14	Youth Age 14 or Older
Up to 4 feet	Step stools*	
Above 4 feet	Not permitted	A 6-foot ladder is permissible with the manufacturer's recommended practices.
On scaffolds (above 4 feet)	Not permitted	Age 18 or older
Open platforms (above 4 feet) with proper fall protection**	Not permitted	Age 18 or older

Fall Protection Requirements According to OSHA Standards

29 CFR--Subpart M, 1926.500, 1926.501, 1926.502, and 1926.503

*Step stools, with one or two steps, are permissible for use by youth if the total height is 4 feet or less.

**Proper fall protection would require the use of full-body harnesses, helmets, and the ability to be anchored to a stable object. Refer to safety practices from the BSA's Project COPE and climbing national standards.

Note: Pioneering projects, such as monkey bridges, have a maximum height of 6 feet. Close supervision should be followed when Scouts are building or using pioneering projects.

Excavations

Youth or adults are not permitted to work in any excavation areas greater than 4 feet in depth, such as trenches for plumbing, digging wells, or building foundation work.

Youth can work on hiking and biking trails or other similar work where the depth of digging is not greater than 4 feet. Digging postholes for fences, gates, etc., is permissible if the depth is limited to 48 inches (4 feet) and the width is limited to 18 inches (1.5 feet).

It is critical to locate all underground utilities (e.g., water, gas, electric) at the site before any work begins. Most states have "call before you dig" call centers to assist with this effort.



BOY SCOUTS OF AMERICA®

680-028
2013 Printing

Campout Safety Checklist

Boy Scouts of America

Campout Description: _____

Campout Date(s): _____ Campout Location: _____

Campout Organizer: _____ Health and Safety Officer: _____

The following checklist provides guidance on safety issues that you may encounter at a Scouting campout. Along with the *Guide to Safe Scouting* and the tour and activity plan, this tool will help you in having conversations on identifying risks that need to be mitigated or eliminated.

Campout Risks	Yes	No	N/A	Mitigation/Comments
Planning				
1. Does everyone attending have a current Annual Health and Medical Record?				
2. Are all leaders current on their Youth Protection training (valid for two years)?				
3. Do leaders have program-specific training (e.g., Safety Afloat, Range Safety Officer, etc.)?				
4. If swimming or boating is involved, is there a BSA-certified lifeguard responsible for the waterfront?				
5. Have weather conditions been checked and communicated?				
6. Have maps to the campsite been printed and handed out?				
7. Do parents have contact information for adult leaders attending the campout?				
8. Does the unit have a fully charged and operable fire extinguisher?				
9. Has a tour and activity plan been prepared and submitted on MyScouting?				
10. Is a seat belt available for each attendee in any vehicles that will be used?				
11. Are all drivers licensed and insured?				
12. Have all drivers taken Risk Zone driver training?				
13. Is the unit first-aid kit in good order?				
14. Has the <i>Guide to Safe Scouting</i> been reviewed for program safety requirements?				
15. Is a copy of the <i>Guide to Safe Scouting</i> available on the campout?				
16. Are the program areas age appropriate for the youth?				
17. Is at least one participant certified in CPR and first aid?				
18. Is specialized safety equipment needed and available (e.g., life jacket, safety glasses, gloves, etc.)?				
19. Have emergency plans been established for the following?				
a. Severe weather				
b. Lost Scout				
c. Sick Scout requiring urgent care (non-ER)				
d. Evacuation from campsite				
20. Has an adult been assigned to help Scouts with taking meds?				

Campout Safety Checklist

Boy Scouts of America

Campout				
1. Has the campsite been surveyed for potential hazards (e.g., glass, dead branches, large ant beds, etc.)?				
2. Has the location of the nearest hospital/ER been identified and announced to all adults?				
3. Is a mechanism in place for contacting a camp ranger or camp office (e.g., walkie-talkie, mobile phone, etc.)?				
4. Has the Unit Fireguard Plan been prepared and posted?				
5. Has a fire extinguisher been placed close to the campfire and/or other heat sources?				
6. Is the campfire in a campfire ring or in an area designated for a fire?				
7. Is the unit first-aid kit in a conspicuous location and readily available?				
8. Have equipment or tools been inspected prior to use?				
9. Have parking plans or areas been established to minimize vehicular traffic?				
10. Has the unit conducted a quick safety meeting to convey any important safety information?				
After Campout				
1. Have any incidents been recorded and reported, if necessary, to BSA professionals?				
2. Have the adult and youth leaders captured any lessons learned from the campout?				
Miscellaneous				

Event Safety Checklist

Boy Scouts of America

Event Name: _____ Event Date(s): _____

Event Location: _____ Event Organizer: _____

Event Health and Safety Officer: _____

The following checklist provides guidance on safety issues that you may encounter at a Scouting event. This is a tool, not a list of mandatory guidelines. The intent of the checklist is to create conversations among event organizers around risks and ways to mitigate or eliminate them.

Event Risks	Yes	No	N/A	Mitigation/Comments
Planning				
1. Has the event organizer contacted the event venue and met with venue owners in advance?				
2. Have the venue owners conveyed their requirements for the BSA to follow at the event?				
3. Will the event organizer or a designee be at the event? Has contact information been conveyed to the venue and vice versa?				
4. Has an event map been created that shows structures, important areas, and equipment (e.g., port-a-cans, tents, first-aid stations)?				
5. Has the health and safety officer reviewed and accepted the event plan and safety checklist?				
6. Has the <i>Guide to Safe Scouting</i> been reviewed for any applicable requirements for the event?				
7. Has communication been sent to event attendees outlining event logistics and safety requirements well in advance?				
8. Have trained or certified individuals been recruited to run program areas?				
9. Have the health and safety officer and event organizer walked the site prior to the event?				
10. Has a safety team been established to help plan and attend the event?				
11. Does the event team have a means to communicate at the event (e.g., cellphone list, radios)?				
12. Is a command center needed for the event?				
Setup/Teardown				
1. Has adequate time been set aside for event setup and teardown?				
2. Are proper safety equipment and tools available (e.g., ladders, barricade tape)?				
3. Will a safety talk prior to setup and teardown be conducted?				
4. Are tools and equipment in good condition?				
5. Will storage locations be needed and identified prior to the event?				

Event Safety Checklist

Boy Scouts of America

Event Risks	Yes	No	N/A	Mitigation/Comments
Safety				
1. Will a safety discussion for attendees be conducted before the event (e.g., emergency evacuations, rally points, first-aid stations, etc.)?				
2. Have slip, trip, and fall hazards been identified and mitigations established?				
3. Has personal protective equipment (PPE) or proper attire been evaluated and communicated (e.g., safety vest, gloves, etc.)?				
4. Have grassy areas been treated for pests, including ants?				
5. Do certain areas need to be barricaded off?				
6. Have high-risk areas undergone a program hazard analysis (e.g., shooting sports, climbing/COPE)?				
Fire				
1. Are fire extinguisher(s) present and in working order (should be field verified)?				
2. Has an emergency muster location been established and communicated? Where?				
3. Will any program areas generate heat or sparks (e.g., metal working, welding)? Have protective measures been identified?				
4. Will there be open-flame heating sources (e.g., fires, Sterno, etc.) at the event? Have protective measures been identified?				
5. Will there be propane at the event for any reason? (Note that some cities require a permit for use.)				
Medical				
1. Will water be readily available for all participants?				
2. Does the event health and safety officer have current CPR and first-aid certification (e.g., American Red Cross)?				
3. Is a first-aid kit present and adequately stocked (should be field verified)?				
4. Is an AED present and in working order (should be field verified)?				
5. Is a medical lodge or EMT needed?				
6. Has the closest emergency room or hospital been identified and informed about the event?				
Utilities/Equipment				
1. Have utilities needed for the event (power, water, etc.) been identified, discussed, and communicated to the venue owner?				
2. Can the event location handle all electrical loads of equipment (most breakers can handle 20 amps)?				
3. Will tents larger than 1,000 square feet be needed? (If yes, a permit from the city may be needed.)				
4. Has equipment requiring 15 amps or more been identified and placed on event map?				
5. Will compressed gases be needed at the event (e.g., helium, propane)? (Must be approved by the venue.)				
6. Are compressed gases stored properly and positioned away from participants?				



Event Safety Checklist

Boy Scouts of America

Event Risks	Yes	No	N/A	Mitigation/Comments
Hygiene and Sanitation				
1. Will portable toilets be needed (~1 per every 300 people)?				
2. Are handwashing facilities needed?				
3. Will janitorial staff be needed for the event?				
4. Has a trash disposal plan been established?				
Food				
1. Will outside catering be utilized? If so:				
a. Is the company licensed by the city/county?				
b. Is the company aware of and will it agree to follow all applicable city, state, and federal regulations?				
2. Will outside food serving lines be covered by a canopy or tent?				
3. Is food covered when not being served?				
4. Will food servers wear appropriate attire and gloves?				
5. Is serving equipment in good repair?				
6. Will cold food be kept < 40 degrees F?				
7. Will hot food be kept > 140 degrees F?				
Security/Traffic/Parking				
1. Have plans been discussed and established for possible security incidents (e.g., armed intruder, missing Scout, etc.)?				
2. Are check-in and check-out procedures needed for Scouts?				
3. Are security guards needed?				
4. Are uniformed police officers needed (may be required for traffic control in public streets or events with cash)?				
5. Have parking areas and road closures been established and communicated?				
6. Have rules been established to limit or eliminate vehicles in activity or camping areas?				
Severe Weather				
1. Has an internal emergency muster location (shelter-in-place) been established and placed on the event map?				
2. Has it been communicated that the event may be called off due to inclement weather?				
3. Have protocols been established on how to handle likely severe weather scenarios (e.g., lightning, rain, snow, etc.)?				
Miscellaneous				
1. Will there be live animals at the event? Have protective measures been identified?				
Other				

Event Safety Checklist

Boy Scouts of America

Risk Assessment Approval			
I am satisfied that the safeguards put in place will reduce the level of risk to an acceptable level and the task/action is permitted to proceed.			
Signatures	Date	Signatures	Date
<i>Event Organizer</i>		<i>Event Owner</i>	
<i>Health and Safety Officer</i>		<i>Venue Owner</i>	

Youth Protection/Membership Incident Information Form

(Allegations of abuse, violations of BSA guidelines or policies, inappropriate behavior by a Scout/Scout leader/parent/other)

Please forward this Incident Information Form and supportive documentation to the Scout executive as soon as practical.

Submitting this form to the Scout executive does not eliminate/discharge your responsibility to immediately stop the behavior at issue and to protect the youth, nor your mandatory reporting of child abuse obligations imposed by state law or the BSA's mandatory reporting of child abuse policy.

Incident date: _____ Date incident reported to council: _____

Council/BSA location where incident occurred (if applicable): _____

Incident address: _____

City

State

Zip

Report type: ☐ Suspicion/allegation of abuse ☐ BSA policy or guideline violation(s)

☐ Other inappropriate behavior by a Scout/Scout leader/parent/other

Details of incident: What alleged victim/target/injured party said, what reporter observed/was told, similar or past incidents involving the victim(s)/target(s)/injured party (parties) or violator(s)/offenders(s), etc.

PERSON FILLING OUT THIS FORM: _____

Scouting position: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone(s): Primary _____ Alternate _____

Email: _____

PERSON WHO REPORTED THIS INCIDENT: _____

Scouting position: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone(s): Primary _____ Alternate _____

Email: _____

The supplemental information sheet can be used to identify other witnesses.



BOY SCOUTS OF AMERICA®

CONFIDENTIAL

Alleged Victim/Target/Injured Party Information:

☐ Adult ☐ Youth ☐ Registered ☐ Other

Council		Unit	Chartered organization	
Name		DOB	Age	Gender
If a youth, parent(s) information: _____				
Name				
Address: _____				
City		State	Zip	
Phone(s): _____		Email: _____		
Primary	Alternate			
Parent notified?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	if yes, by whom? _____	
			Date/Time	_____

Alleged Policy Violator/Offender Information:

☐ Adult ☐ Youth ☐ Registered ☐ Other

Council		Unit		Chartered organization	
Name		DOB		Age	Gender
If a youth, parent(s) information: _____					
Name					
Address: _____					
City		State		Zip	
Phone(s): _____		Email: _____			
Primary		Alternate			
Parent notified? <input type="checkbox"/> Yes <input type="checkbox"/> No		if yes, by whom? _____		Date/Time _____	

Reports:

Was this incident reported to law enforcement? ☐ Yes ☐ No ☐ I don't know

Name of law enforcement agency: _____

Date reported: _____ Approximate time reported: _____

If applicable, was appropriate children and family services/Child Protective Services agency notified?

☐ Yes ☐ No ☐ I don't know

Name of agency: _____

Date reported: _____ Approximate time reported: _____

Use the Supplemental Information sheet to include additional details.

Supplemental Information

(To be used with the Incident Information Form)

☐ Alleged victim/
target/injured party
 ☐ Alleged policy
violator/offender
 ☐ Witness
 ☐ Adult
 ☐ Youth
 ☐ Registered
 ☐ Other

Name _____ DOB _____ Age _____ Gender _____

If a youth, parent(s) information: _____
Name _____

Address: _____
City _____ State _____ Zip _____

Phone(s): _____ Email: _____
Primary Alternate

☐ Alleged victim/
target/injured party
 ☐ Alleged policy
violator/offender
 ☐ Witness
 ☐ Adult
 ☐ Youth
 ☐ Registered
 ☐ Other

Name _____ DOB _____ Age _____ Gender _____

If a youth, parent(s) information: _____
Name _____

Address: _____
City _____ State _____ Zip _____

Phone(s): _____ Email: _____
Primary Alternate

☐ Alleged victim/
target/injured party
 ☐ Alleged policy
violator/offender
 ☐ Witness
 ☐ Adult
 ☐ Youth
 ☐ Registered
 ☐ Other

Name _____ DOB _____ Age _____ Gender _____

If a youth, parent(s) information: _____
Name _____

Address: _____
City _____ State _____ Zip _____

Phone(s): _____ Email: _____
Primary Alternate

☐ Alleged victim/
target/injured party
 ☐ Alleged policy
violator/offender
 ☐ Witness
 ☐ Adult
 ☐ Youth
 ☐ Registered
 ☐ Other

Name _____ DOB _____ Age _____ Gender _____

If a youth, parent(s) information: _____
Name _____

Address: _____
City _____ State _____ Zip _____

Phone(s): _____ Email: _____
Primary Alternate

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The online version of the *Guide to Safe Scouting* is updated quarterly.
Go to <http://www.scouting.org/HealthandSafety/GSS.aspx>.

Notes

Notes

Prepared. For Life.®



BOY SCOUTS OF AMERICA
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, Texas 75015-2079
www.scouting.org

SKU 618622



7 30176 32264 3
34416 2016 Printing