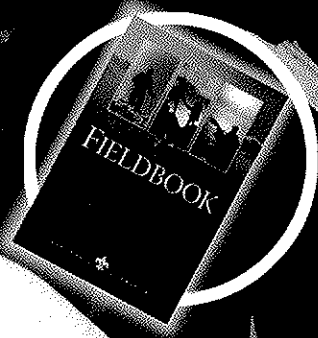


# BOY SCOUT RESIDENT CAMP FIRST-TIME CAMPER PROGRAM





**BOY SCOUT  
RESIDENT CAMP  
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# INTRODUCTION

This program is designed for new Scouts—those coming to a Boy Scout resident camp for the first time and working on their Tenderfoot through First Class rank requirements. The program is designed as a hands-on experience for the Scouts so that they can master their outdoor skills. Part of the activity will take place in an outdoor skills area, part in a troop site, and part on the waterfront.

Some of the Scouts coming to resident camp for the first time will have had some previous camping experience. That experience may have been in the same camp setting that they are now attending as Boy Scouts. A high percentage of these Scouts will have just transferred from a Webelos den to a Scout troop.

The activities planned for this program are based on the Tenderfoot through First Class requirements. Several of these requirements may not be completed at camp. Troops need to inform Scouts that some preparation is needed for a couple of activities. The Scouts can either prepare for the activities at home before camp or complete those requirements after camp.

The troop has the responsibility for providing program activities that lead to the First Class rank. The council can help by providing materials and staff to assist a troop in the summer camp program delivery.

The key to the program's success is communication with Scoutmasters before troops arrive at camp. It is important for your staff to be aware of the number of Scouts who will be in each patrol. Your camp director must be informed of the number of Scouts who will be participating in this program at least two weeks before the troop arrives at camp. If in some sessions you have more first-time campers than return campers, then you must reassign staff to accommodate this program need.

Much Boy Scout camp attendance is made up of first-time campers. It is important that you take the time to make sure this program is successful if you want to have return campers next summer. The staff

implementing this program should be creative and have a desire to work with these new Scouts.

Scouts will be formed into patrols of no more than eight boys each, with Scouts from the same troop placed in the same patrol. Scouts working on Tenderfoot should be in one patrol, those working on Second Class in another patrol, and so on. Each patrol should elect a temporary patrol leader.

A sample schedule has been developed for each program level. Activities take place at an assigned time. When you have more than one patrol in a particular level, adjust your schedule to match the resources in a particular program area at camp. For example, when you visit the rifle range, you can use only so many shooting positions. This program needs equipment to operate properly. A list of materials and equipment needed is included in each module. It is important that your staff have the equipment ready to meet the Scouts' needs.

At the conclusion of the week, a progress report will be presented to the Scoutmaster or assistant Scoutmaster for new Scouts. This will be a report that reviews what each Scout did during the week. Throughout the week, the Scoutmaster should be encouraged to have a conference with each Scout and the staff for input on how the program is going.

## TROOP SUPPORT

It is important that Scouts participating in this program get support from their Scoutmaster. At the orientation for troop leaders, the troop leadership should be encouraged to help the Scouts with any skills they may be having trouble mastering.

The objective of this program is to assist Scouts in mastering skills they will use for the rest of their lives, as well as in Scouting. The Scouts should have an opportunity to enjoy camp. Guided free time for the Scouts will provide a valuable and enjoyable outdoor experience.

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## STAFF NOTES

It is important that Scouts participating in this program have fun while learning. They did not come to summer camp to sit in a school classroom.

Keep in mind the following points:

- Let the Scouts learn by doing.
- Utilize various program areas in your camp.
- Establish an area where Scouts can come for extra program assistance.
- Because these young Scouts have a short attention span, this program must be fun. Use games and activities to teach the Scouts skills or to test their skills. *Troop Program Resources* provides a variety of these activities.

## EQUIPMENT AND RESOURCES FOR CAMP

- *Troop Program Resources*, No. 33588
- *Troop Program Features, Volume I*, No. 33110; *Volume II*, No. 33111; and *Volume III*, No. 33112
- 1/4-inch sisal rope and 1/4-inch nylon rope
- Scout staves (one per Scout), No. 01443
- Patrol cooking equipment
- Backpacks for demonstrations
- Pocketknives and sharpening stones (one per two Scouts)
- Felling axes, No. 01272 (one per four Scouts)
- Bow saws, No. 01128 (one per four Scouts)
- Topographic maps of camp (one per two Scouts)

## SUGGESTED CAMPER SCHEDULES

Time	<b>New Scouts</b> (Scouts working on Tenderfoot)	<b>Tenderfoot Scouts</b> (Scouts working on Second Class)	<b>Second Class Scouts</b> (Scouts working on First Class)
9–9:50 A.M.	Outdoor skills	Swimming area	Outdoor skills
10–10:50 A.M.	Swimming area	Outdoor skills	Outdoor skills
11–11:50 A.M.	Outdoor skills	Outdoor skills	Swimming area
12:30 P.M.	Lunch	Lunch	Lunch
2–2:50 P.M.	Handicraft area	Handicraft area	Handicraft area/merit badges
3–3:50 P.M.	Rifle, archery, boating	Rifle, archery, boating	Rifle, archery, boating
4–5:20 P.M.	Troop activity period	Troop activity period	Troop activity period
6 P.M.	Supper	Supper	Supper
7–8:30 P.M.	Troop activity period	Troop activity period	Troop activity period



# DIRECTOR'S MANUAL

## HISTORY

Lord Robert Baden-Powell once said that a Scout is not a true Scout until he earns his First Class rank. Examining the requirements for the six ranks of Scouting, there is a clear distinction between the first three (Tenderfoot, Second Class, and First Class) and the final three (Star, Life, and Eagle). The first are concerned with learning specified essential Scouting skills. Rank requirements are specific items to learn or demonstrate. Baden-Powell believed that a boy needed to master these specific skills to become a confident and capable Scout. The skills required of Scouts have changed slowly over time—it is no longer necessary that a Scout knows semaphore to communicate—but the goal of developing fundamental camping skills has not. By contrast, the requirements for the last three ranks focus on merit badges, service, and leadership to advance. After becoming a true Scout by B-P's standard, a Scout was expected to be a leader in the troop and could explore topics that interested him through earning merit badges.

Before the 1990s, a new Scout's only option for summer camp was to register in the merit badge program, which often placed 10- and 11-year-olds with limited or no Scouting experience in a merit badge class with experienced Scouts who were 14, 15, or even older. This often was frustrating and intimidating for the new Scouts. While there was some overlap with the requirements of Tenderfoot through First Class in the merit badges offered at camp, most new Scouts returned home with badges that would not help them advance until much later in their Scouting career.

More importantly though, the new Scouts were not learning the essential skills they needed to become confident and capable campers. Many young men did not enjoy their first experience at summer camp and never returned for a second.

Because of these issues many Scout camps over the last decade have developed first-time camper programs to provide a better experience to their new Scouts. For example, at the Blue Ridge

Mountains Scout Reservation near Roanoke, Virginia, this program is known as the Brownsea Island Adventure.

## THE BROWNSEA ISLAND ADVENTURE STORY

The council realizes the importance of providing a quality first-time experience to its youngest campers, knowing that if they enjoy themselves at their first year of camp, they are far more likely to return in subsequent years. Camp staff members understand that teaching new Scouts the basic skills of Scouting will help them advance faster and will build camping confidence with their troop at home. They know that if new Scouts get excited about the Scouting program, they will stay in it longer—and some will be inspired to become Eagle Scouts.

Revamping the first-time camper program, including increasing resources to buy more equipment and hiring a larger, more experienced staff, can result in a better organized program that inspires and motivates boys to stay in Scouting. The camp director is key to the program's success. Based on the original Brownsea Island Adventure, this manual will teach camp directors the structure of this successful first-time camper program.

Directors are challenged to learn the BSI structure and then to improve upon it with their own personal style. This is a complete guide to running a solid BSI-type program, but it should never be considered finished. When you find something that works, add it to these pages so future directors can benefit from it.

## GOALS OF THE PROGRAM

An unknown goal can never be accomplished. Knowing the five primary goals of the first-time camper program is the first step in achieving them. The program should be organized so each activity is directed to achieving one or more of these goals.

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**GOAL: To provide a well-organized program based upon the patrol method and lead by qualified instructors.** Baden-Powell said that the patrol was not a way to operate a Boy Scout troop; it was the *only* way. The camp director will divide the participants into patrols of up to eight Scouts. The patrols will work together, learn together, and have fun together; they share a common goal and will work toward it. Because the patrol method is the foundation of Scouting, it is the foundation of the first-time camper program.

Remember that the primary goal is to provide a well-organized program. If the program is not well-planned and organized, none of the program goals can be accomplished. Think everything through in advance—equipment needed, problems that might arise, staffing questions, etc. This manual provides the information you need to be organized. Use it and remember: There is no memory as long as a short pencil, so write things down.

**GOAL: To teach participants basic skills necessary to succeed in Scouting and to enjoy outdoor programs.** Because the first three ranks of Scouting focus on the essential skills necessary to become a confident and capable camper, participants should leave their week of camp having completed many of these requirements in Tenderfoot, Second Class, and First Class. Most Scoutmasters will say they expect advancement from a first-time camper program. A well-organized program will provide the opportunity for Scouts to advance at a much greater pace than they would be able to at home. It is important to remember that while advancement is an important goal, the rationale behind requirements is to instill basic skills and knowledge. It would be easy to evaluate a first-time camper program by the number of requirements participants complete, but often that results in sub-standard teaching and gives the impression that Scouts should race to their next rank patch. The goal is not simply for the instructor to teach the information, but for the participant to learn the basic skills.

Scouts will learn through the five steps of effective teaching that will be discussed in the modules section of this manual. Modules do not provide a lecture outline, but instead an interactive learning experience that reinforces the information and

applies it for greater retention. Could we really be proud of a program that teaches 30 requirements, but rushes through them and bores the Scouts? Of course not. The first-time camper program staff should strive for having the Scouts learn the information and understand why it is important for them to know that information. Take the emphasis off getting the requirement initials in the handbook for the next rank and focus on why the skills are important to being a confident and capable camper.

**GOAL: To instill in the boys a respect for Scouting's methods and ideals.** Nowhere does the camp director have more influence directly with the campers from week to week than teaching the methods and ideals of the Scouting movement. Ceremonies provide the opportunity to teach a respect for the history and foundation of Scouting, and they intrigue participants with interesting stories. Morning openings will discuss not just the words of the Scout Law, but also their true meaning. When a new Scout understands and appreciates the rich history of the Scouting movement, it communicates to him that he is part of something larger than he probably realized. When he starts to understand this, he will become more open-minded to instruction from experienced Scouts and Scouters.

**GOAL: To maintain a ratio that is comparable to the average patrol: eight boys for every patrol guide instructor.** One of the first modules a participant completes is Who Are We. At the beginning of this lesson the group is asked: "Why are there not two people on a baseball team? Why are there not 20 people on a basketball team?" The answer is simply that too few people could not accomplish the task, while too many people leaves members doing nothing or often in the way. The structure of the game dictates that nine players for baseball and five players for basketball are the optimum sizes for accomplishing the team's goals.

Baden-Powell described Scouting as "a game with a purpose." Experience with the patrol method structure has found that eight Scouts per patrol is ideal. Fewer than eight Scouts is often not enough to get the excitement going within a patrol. When there are more than 10 Scouts in a patrol, it can be challenging to keep all of them focused on the task at hand, and teaching often regresses to lecturing

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because there is not enough time for hands-on demonstrations with larger groups. In keeping with the patrol method, it is best to maintain the ideal patrol size when possible.

### **GOAL: To provide an exciting and memorable summer camp experience that motivates boys to be active in their troops and continue in Scouting.**

The first year at summer camp often will determine if a boy remains in Scouting when he returns home. If we provide a program that combines fun and learning, he will return home enthusiastic to be involved with his troop and return to summer camp next year. On the contrary, if he is in a program that bores him while he sees older Scouts doing better things, he will not enjoy his first experience and may never return for a second year. A balance must exist between learning and fun; ideally activities should be a combination of both. A week of all lectures with no games certainly would not excite boys to stay in Scouting for more of what they experienced at their week of camp. Likewise, a week of all games and no advancement would not build the skills and confidence they need to return home and contribute to their troops. The first-time camper modules and troop competitions covered in this manual strive to combine both elements to make for a more memorable week.

## KEY ELEMENTS OF THE PROGRAM

If the only purpose of a first-time camper program was to teach essential Scouting skills, we could seat all the participants under tents and cover page by page the *Boy Scout Handbook*. Our newest Scouts deserve a better experience, though, and our goals require a stronger program. Several key methods and components have been developed to achieve the goals of the first-time camper program. Each of these is an important element to the camp experience.

### The Patrol

Implementing the patrol method is one of the five goals of the camp program. The patrol is the core working unit in the program, and patrol time—the period the patrol spends together learning skills with their patrol guide—makes up the bulk of the program. A patrol guide is an experienced Life or

Eagle Scout who is assigned to the patrol for the week with the responsibility of maintaining a positive team dynamic within the patrol.

The patrol's first task immediately following the opening ceremony on Monday is to design a patrol identity including a patrol name, yell, and flag. This is a critical part of the week when patrol members and their guide get to know each other and start working together as a group. Early teamwork will lay the foundation for the patrol's week. The Scouts will spend the week learning, playing games, competing against other patrols, and going on their overnighter together. Most of the memories a young Scout will have from camp will be directly linked to his patrol.

### The Patrol Guide

The patrol guide could be compared to a merit badge instructor in base camp, but his role is far more diverse and challenging than teaching skills. The guides are the camp director's staff—the Scouts who work with the patrol through the day and teach them most of the essential Scouting skills in Tenderfoot through First Class. To help establish the desired relationship between the guide and his patrol, the guide should be an older, experienced Scout who is Life or Eagle rank. It is exciting for a 10- or 11-year-old new Scout to be teamed up with a big brother-type experienced Scout who can show him the ways of Scouting. Many young Scouts immediately look up to their guide, enhancing the guide's teaching ability. Patrol guides should have the desire, patience, and planning ability to work with younger Scouts. Quite simply, many experienced Scouts do not have the personality to be a first-time camper guide.

### The Passport, Beads, and Stave

Each Scout receives a passport, which is his second handbook for the week. Each camp can develop its own passport, or the My Scout Advancement Trail booklet, No. 33499B, may be adapted for use. The passport is divided into sections pertaining to the essential Scouting skills of Tenderfoot through First Class: Scout Spirit, Camping and Hiking, First Aid, Swimming, Rope Work, Nature, and Totin' Chip and Firem'n Chit. Within each section are beads, or modules, as the guides refer to them. Each bead

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has a name that corresponds to the material being covered. Examples include To the Colors about flag etiquette, Topo the World about using topographic maps, It's Just a Flesh Wound covering first aid for basic cuts and scrapes, and All Tied Up about hitches. Each bead is a specific requirement (sometimes a partial requirement or even multiple requirements) for rank advancement, but the passport does not tell the Scouts which bead corresponds to which advancement requirement. This is by design to remove the focus of Scouts trying to get their handbook signed off as quickly as possible to get their next rank patch. Instead the first-time camper program focuses on learning skills, or beads, because each of these skills will help make a new Scout a more confident and capable camper. The passport is the key to focusing Scouts' goals toward the skills and not simply on the next rank.

The passport also includes interesting information including leaf identification, animal tracks, ideas for their staves, and places to jot down memories and personal information about their patrol. Scouts are to carry the passport with them wherever they go during the week. Their goal for the week is to complete 15 bead modules to graduate.

When the patrol completes a bead module, each Scout that participated has his passport initialed for that skill and is given a color bead as immediate reinforcement. Bead colors vary according to the section of the passport. Examples would be blue beads for swimming, red beads for first aid, and green beads for nature. The bead and passport system provides the guides the flexibility to teach the material that will have maximum benefit to the Scouts in their particular patrol. Certain beads are completed by all patrols, but there is no set schedule for the majority of the program week that dictates when and how much time is devoted to a particular skill. Therefore, if a patrol comes to camp with a good grasp of the basic knots of Scouting, the guide can simply review and reinforce the material over a short period of time. Conversely, if a group has no rope experience, the patrol guide can spend sufficient time teaching them the essential knots. Both patrols graduate the program knowing the knots, and each patrol spent the amount of time they needed to comprehend the

information. This method has obvious benefits over a program that blocks a fixed amount of time for each skill; Scouts who already know the material are bored, and Scouts with no foundation are frustrated as the class moves on without them comprehending the information. The goal of the first-time camper program is to have Scouts leave knowing the skill—whether that takes 15 minutes or two hours to accomplish.

Baden-Powell said a Scout was not in full uniform without his staff. Today, staves are a lost piece of what used to be considered indispensable Scout equipment. In the first-time camper program, every Scout is presented with a staff at the beginning of the week that is his to keep when he returns home. To build pride and increase motivation, Scouts can hang the beads they earn on a leather strap on the staff. The staff is to be carried everywhere in camp with the exception of the dining hall and trading post. When presented with the history and uses of staves, the Scout realizes that he has a tangible item associated with being a confident and capable camper.

### The First-Time Camper Module

Merit badge counselors have lesson plans to teach their badges; troop guides have modules to effectively teach essential Scouting skills. Every bead a Scout can earn is a separate module, which allows patrol guides a complete and interactive lesson plan for each. The modules incorporate the five steps of effective learning:

- The *learning objective* establishes a goal for the module.
- The participants have a *discovery experience* early in the module.
- *Teaching and learning* represents an open forum of discussion—the meat of the module.
- *Application* allows Scouts to put their knowledge to work.
- *Assessment and evaluation* allow the leader to determine the extent to which a Scout has grasped the objective.

Every bead taught should progress through these five steps. The modules are organized into a standard format that incorporates each of the five steps of learning as the patrol guides naturally

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progress through the module. Each module incorporates different methods, games, and techniques to enhance and reinforce learning with the Scouts. The module design provides the interactive experience that many first-time camper programs lack.

**Troop Competitions**—At the end of each day, the troop gathers for a competition based on beads that all patrols were assigned to cover for that day. All competitions should be well-organized and prepared in advance. They provide the opportunity to reinforce material learned, to recognize and reward patrols that worked hard during the day and show proficiency, and to have fun in a way that demonstrates good Scout spirit.

## Troop Ceremonies

Beginnings and endings are critical to the week's success and will leave the lasting impression most young men will take home. Ceremonies are the sole responsibility of the camp director. They are the director's one chance to teach and inspire participants.

The first-time camper program starts with an impressive opening ceremony to establish the structure and mood of the week, and ends with an encouraging graduation ceremony to commend all the Scouts who have completed the course. In addition, each morning the troops gather for a less formal morning opening that serves to teach Scout spirit and to motivate the Scouts for the day.

## The Director

If the Scouts of the first-time camper program are the patrols of the troop, and the staff are the experienced patrol guides of the troop, then the camp director is the Scoutmaster of the troop. He is the leader of the program, there to inspire Scouts and sometimes to be the serious and structured leader while the patrol guides become the fun mentors for the Scouts. The director has the duty to exemplify and teach the spirit of Scouting.

## THE ROLE OF THE DIRECTOR

Every corporation has position descriptions for its employees—short summary lists of the primary responsibilities of the position so a newly hired employee knows what is expected. If we were to

make a position description for the first-time camper program director, it would include weekly ordering of supplies, maintaining and safeguarding inventories, and completing paperwork accurately and on time. This manual is not concerned with these types of camp procedures. Other items on a first-time camper program position description would include the following.

## Train, Motivate, and Manage the Patrol Guides

Campers spend the majority of their time working through the passport with their troop guides, and they deserve a well-trained guide who knows how to use a module to teach the basic skills interestingly and effectively. The camp director's primary responsibility is to teach patrol guides to do just that.

Training begins during staff week and continues throughout the summer. The camp director should regularly evaluate the program and staff, looking for ways to improve both. The director should assemble the staff each morning before the troop morning opening to discuss the plan for the day and address any issues. This provides the camp director an opportunity to train or refresh items with the patrol guides.

The camp director should be constantly aware of the group's morale. Good morale is based on doing a task well, doing an important assignment, and receiving recognition. The director controls three things that influence morale. First is *staff training*. The staff will want to do a good job, but they need the tools and training to do it. Second is the overall *planning, organization, and continued supervision of the program*. Few people enjoy working for a program that is disorganized and failing at its goals. Third is *information sharing* among all staff levels. Your guides need to feel important, valued, and worthy to get information that pertains to their program and camp in general. Do not allow information to move through rumors.

Working with 10-, 11-, and 12-year-old Scouts can be physically and mentally draining. When the staff seems down, it is up to the camp director to pick them up. Sincere, encouraging words can go a

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long way, but sometimes a staff evening of pizza and cola may be the ticket. There are countless creative ways to motivate the staff, but what motivates them on week seven might be far different than what motivated them on week one.

After training and motivating the staff comes managing them. The camp director should visit troop guides at their patrol sites and watch them teach, especially in the first weeks. Point out their strengths as well as where they can improve. Managing also includes knowing who works best with whom and which guides are capable of larger groups, mixed groups, multiple troops, etc.

### Keep Scoutmaster Informed and Involved

The director should be at the Sunday morning check-in to verify troop participant numbers and explain the basics of the program to each Scoutmaster. This serves two purposes: First is simply verifying the exact numbers of Scouts in the program that week, and second is impressing upon top troop leaders that this is a well-organized program that they should be involved with. The director also explains the program at the Sunday leaders' meeting, covering more in-depth the procedures of the program.

In addition to appearing at the Sunday morning check-in, the director should speak at each morning's leader meeting to summarize what the patrols will be doing that day and to address any problems. Keeping the leaders informed leads to getting them more involved.

### Exemplify the Program

It is important to understand the camp director is more than just a staff manager; he is a program in and of himself. As the Scoutmaster for the troop, the director leads the ceremonies and competitions—this is an opportunity to provide program. Not just the fellow who reads the ceremony script or recites the rules for a knot relay, the director has the chance to display the persona of a strong and capable troop leader. The director—a true Scout leader—is the first staff member to make an impression on the Scouts at the opening

ceremony. He should carefully consider what first impression he wants to make and should practice the ceremonies in advance to make sure he is projecting that persona.

Whatever persona the camp director desires to present to the campers, there are some basic principles to consider:

- Set an example of discipline and control while expecting the same from the troop members.
- At the beginning of the week, set a more serious and disciplined tone; as the week progresses it can slowly relax.
- Let the guides be the fun “older brother” mentors; the camp director should begin as the serious adult.
- Explain and enforce project control, structure, and expectations for new Scouts, who are at a developmental stage where they enjoy and respect structure.
- Teach the Scouts that there are times to have fun and times to be serious. The camp director is the primary person for the latter expectation; the guides will help the Scouts find the balance between the two.

### Teach Scouting's History and Ideals

Scouting has a rich and interesting history in both its founding and its founder. One of the camp director's goals is to teach Scouts a respect for the history, methods, and ideals of Scouting presented to them during the opening, closing, and morning ceremonies. The overnigher campfire also offers a unique opportunity to teach history and traditions. Use this time carefully and plan in advance what you want to do and accomplish.

### Gold and White Beads

A simple way to reinforce the methods and ideals of Scouting is by awarding gold beads, which are given only by the director for answering his questions. During free time, camp directors can ask patrols questions about Scouting's history or ideals. When a Scout answers correctly, he receives one gold bead that counts toward graduation. Every Scout should have the opportunity to

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earn a gold bead. It is best to ask group questions at the beginning of the week and award the gold bead to the first Scout who answers it correctly out of the group.

As the week progresses, shift the bead challenge to a gold bead challenge system, in which the patrol sits in a semicircle and the director gives one specific question to one Scout at a time moving down the line. This way each Scout can earn a gold bead and the patrol hears all the different gold bead questions and answers.

Another bead that only the director can present is the white bead. Scouts receive a white bead for correctly reciting the Outdoor Code. The white bead provides an opportunity for a Scout to work on his own or with a buddy outside of the patrol for recognition and faster advancement.

The director should be serious and stern, yet supportive, when giving white beads. This will be one of the rare one-on-one situations the director will have with the Scouts. Be serious and stand at attention, focusing all attention on them when they are reciting the Outdoor Code. Make the Scouts stand at attention with their sign up; if they mess up, have them repeat it. As a general rule, allow boys to attempt the Outdoor Code only twice a day. After that, encourage them that they still have time in the week and can try again tomorrow. The purpose of all beads is to reward skills, and although hard work should be commended, white beads should not be awarded for effort only. The bead will mean more to the Scout in the end when he has memorized the Outdoor Code and rightfully earned the white bead.

### STAFF WEEK TRAINING

The BSA's National Camping School teaches that a director should train them, trust them, and let them lead. The camp director will not have time to hover over the staff throughout the day to make sure they are accomplishing their goals. They should be trained first, and taught why their position is important, so the director can trust that staff members understand why it is important to lead their patrols well.

All staff members will be experienced Scouts and all should be capable leaders for patrols, so micromanagement on every detail could be a deterrent. The camp director will give direction and focus for the troop, but should not expect every patrol guide to run his patrol the same way. The patrol's accomplishments and the guide's ability to achieve all the program goals will measure the guide's effectiveness.

### Prior to Camp

Once a patrol guide has been hired for the first-time camping program staff, he should be sent a contract for the summer with all appropriate tax, medical, and camp forms along with a copy of the camp employee handbook. Include a cover letter with each packet, introducing the camp director and reinforcing the goals and expectations of the program. Do this for every staff member, even the veterans. This letter of introduction allows the director to make a personal opening with each staff member. Just like the opening ceremony with the Scouts, consider what kind of impression is to be made with the new staff.

It is the camp director's responsibility to verify that each staff member submits all the necessary forms and returns his contract. If you do not hear back from an individual in 30 days, call him to find out if there are any problems or questions.

For more information on precamp staffing issues, consult the *Summer Camp Staff Training Guide*, No. 20-115A.

### INTRODUCTION TO CEREMONIES

Ceremonies are the camp director's primary opportunity to teach Scouts. The guides will teach them the essential Scouting skills, but these ceremonies strive to also teach a respect for the methods and ideals of Scouting. Each one covers different information about the history and ideals of Scouting, but they all have some common goals:

**To establish an atmosphere of structure and discipline that can carry through the entire program.** As the Scoutmaster of the program, the director establishes the tone for the week in troop meetings. A stern yet interesting tone will teach the

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Scouts that there are rules to follow but that the program is still fun within those rules. Young men at this age also enjoy a system of discipline together, and although they often misbehave, they actually crave structured environments.

Ceremonies provide the opportunity to establish the concept that there is a time to stop and listen to your leaders, while there are other times in your patrol site when you can be unrestrained with your patrol guide. It is important to teach these young men to read the situation and act accordingly. The ceremonies and the director's persona should reflect a rigid and serious side when the troop is gathered together. Leave the casual entertaining to the patrol guides after ceremonies to balance the overall program. This benefits the guides and enhances their ability to teach over the week by maintaining that there are times in Scouting to listen and focus. As the week progresses, the director can slowly become more personable to reinforce the principle that Scouts and leaders can be fun as well as serious.

### **To teach the history and ideals of the movement.**

The history of Scouting and its founder, Lord Robert Baden-Powell, is both interesting and educational. One of the goals of the first-time camper program is to teach a respect for the methods and ideals of Scouting. There is no better place to spark the interest for this respect than teaching Scouts about the founding of our movement. Once they respect the history of Scouting, they will begin to respect the methods and ideals that grew out of that history. The opening, closing, and morning ceremonies provide the perfect opportunity to teach these subjects in an atmosphere that can capture Scouts' attention and imagination.

**To start the week and each day by building excitement.** Most new Scouts have no idea what to expect from the first-time camper program on Monday morning. Many have simply been told to be at the meeting location at 9:15 A.M. The first ceremony is an opportunity for the director to establish the tone and expectations for the entire week. A well-organized, interesting ceremony that excites the Scouts about the week to come will set a tone of success for the week. Because their first impression was positive and interesting, the Scouts will be excited about the program they previously knew little about. They will be more attentive now that a spark, the ceremony, has motivated them.

Beginning each day as a troop with a purpose is also important. Each morning the patrols gather for the morning opening, which is less formal but still strives to establish structure, teach the ideals, and motivate the Scouts for the day.

## THE CEREMONIES

The ceremonies that the camp director will lead are the following.

- Monday morning opening ceremony
- Monday stave ceremony
- Tuesday morning Scout Law opening ceremony
- Wednesday morning Scout Law opening ceremony
- Thursday morning Scout Law opening ceremony
- Campfire (as master of ceremonies)
- Friday afternoon graduation ceremony

The following section describes the ceremonies and what goals beyond the initial three are being accomplished. Sample scripts are provided, but directors should look for ways to interject their own camp's personality.

When delivering the ceremonies, do not focus on memorizing the script word for word; too often it will sound rehearsed and insincere. Focus instead on the desired persona and atmosphere, and then cover all of the major points in the ceremony. The Scouts and leaders will not know if the words vary from week to week as long as the message and presentation are solid.

## Monday Morning Opening Ceremony

Research has found the predominate things people remember come from the beginning and end. If you write a list of groceries you are more likely to remember the first or the last items you wrote than those in between. At summer camp this translates to what a camper remembers about his overall experience. He likely will remember the opening and closing campfires more than those things in between. Therefore, strive to have a strong opening ceremony and a strong closing graduation.



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Nowhere is setting up structure and discipline more important than the Monday morning opening ceremony. If it is not established here, it will be tough to establish later. This ceremony also introduces the Scouts to Lord Baden-Powell and lays the foundation for teaching Scouting history. It finishes by introducing their troop guides as experienced and capable mentors for the boys while also building a spark of interest.

### Sample Opening Ceremony Script

*Staff should assemble 20 minutes early for the morning meeting then enter the ceremony site together 1 minute before the start of the opening ceremony. (This is for effect and to build suspense.)*

*Start on time!*

*The camp director raises his hand in the Scout sign and waits for complete silence.*

**Camp director**—*(in a loud voice)* Good morning!

**Scouts**—Good morning!

**Camp director**—My name is \_\_\_\_\_ and I am your camp director. Every day we will gather here at 9:15 to begin our day. No Scout meeting could be started off correctly without reminding ourselves of the ideals of the Scouting movement. Please stand and give the Scout sign. Repeat with us the Scout Oath and then the Scout Law. If you do not know them yet, listen closely. You will have memorized them by week's end.

*All Scouts stand, repeat Oath and Law.*

We also must not forget the last part of our Scout Law, which states that a Scout is reverent.

*All Scouts remove head coverings, and director (or designee) leads them in a short prayer.*

**Camp director**—I would like to welcome everyone to the opening troop meeting. This year we have an incredible program in store for you, and we look forward to seeing what you have learned thus far in the Scouting program and to teaching you new Scouting skills.

First off, can anyone tell me who Lord Robert Baden-Powell is?

*Accept answer from Scout. Give him a gold bead for answering correctly and ask him to hold on to it until later.*

**Camp director**—That's right, Baden-Powell is the founder of the Scouting movement. Many people have said Baden-Powell had two lives; his first was as a commander in the British Empire. As an officer he traveled around the world including places in India, Europe, and Africa. It was in Africa that he was stationed in a small town by the name of Mafeking. It was common in those days that countries would dispute who could control certain parts of land, and in 1899 the British and the Boers were in that situation concerning part of South Africa. Unfortunately, sometimes disputes turn into wars, and that's exactly what happened. This was especially unfortunate for Baden-Powell because Mafeking was closer to the Boers than it was to the main British Army. The Boers quickly surrounded the town and cut it off from any supplies or reinforcements. This was the beginning of what became known as "the siege of Mafeking."

Now Baden-Powell quickly realized that he was outnumbered and outgunned. He had to use his resources to protect the town and its residents, which included over a thousand women and children and 7,000 natives. The problem was he didn't have many resources to work with.

*Who has heard of a land mine? (Slightly raises his hand to indicate that they should not shout the answer, but simply raise their hand if they know.)*

Well, a land mine is an explosive that is buried shallow in the ground and when an enemy steps on it, it explodes. Baden-Powell knew that a mine field between the enemy and the town would provide a great defense. Only one problem . . . he didn't have any land mines! So instead he had his soldiers carefully walk out in to the open fields around the town and bury small empty wooden boxes. After covering them back up with dirt they would carefully tiptoe away. *(Demonstrates squatting down and burying an imaginary object then tiptoeing away.)* The Boers were always watching the British, and when they saw them doing this

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they said, "Well, they're putting out mines. We better not send our troops that way." Over the entire siege they never realized that the fields were full of harmless boxes.

Another time Baden-Powell was looking through his binoculars, and he could see the Boers laying out barbed wire. Who has heard of barbed wire? (*Again raises his hand halfway to indicate not to verbally answer.*) Barbed wire is sharp wire that cuts easily if you run into it or touch it. Commanders put it up to protect a camp from people charging in.

Baden-Powell didn't have any barbed wire, either. Now what he actually saw were the soldiers banging poles into the ground (*demonstrates as he talks*), then pulling the barbed wire from pole to pole on a spool. (*Once again, make sure to demonstrate.*) He noticed that he could see the poles and he could see the soldiers putting up the wire, but through his binoculars he couldn't see the wire itself. Well, he thought, if I can't see their wire, they wouldn't be able to see mine. So he ordered his soldiers to go around the town and bang poles into the ground (*demonstrate*) and pretend to string up wire. Then whenever they walked around those areas they would step high up as if avoiding the barbed wire that never really existed. Once again, he was using his resources.

One other trick Baden-Powell used was to light more campfires at night than he needed. In the darkness each Boer group would light a fire and you could see all of their encampments. To make it look like he had more troops than he really did, soldiers would light a fire then run to another area and light another fire so it looked like their were two groups camping and not just one. Some of them would spend their nights running from fire to fire, keeping them going to make their army look bigger than it really was.

So these tricks went on as the siege grew longer. It lasted days . . . then weeks . . . then months. Finally after 261 days (*emphasize*) the British army broke through the Boer lines and relieved the town of Mafeking.

Baden-Powell had successfully defended the town with only 100 soldiers. The Boers had almost 9,000 soldiers stationed around the town and could have

taken Mafeking easily if they had been aware of their superior advantage. Baden-Powell had used the limited resources available to beat them.

When the town was saved Baden-Powell was sent home to London for some much deserved rest and recovery. When his ship pulled into London, he was amazed at what happened. The entire city had shut down and paraded for the homecoming of the "hero of Mafeking," as he was now being called. Through the day and into the evening the people of London celebrated his return. What Baden-Powell didn't realize is that all of the newspapers in England were following the siege and reporting on how he was outwitting the Boers. He had become a national hero.

Baden-Powell had written a book right before the siege of Mafeking called *Aids to Scouting*. It was about his military experience and many of the practical skills he put to use in his career. He had intended it to be read by new soldiers but now found that because of his fame many people inside and outside the military were reading this book—including a lot of youth.

Since returning to London, Baden-Powell had noticed that many of the kids had gone astray. They didn't have things to do, and when boys don't have things to do they often get into trouble. Then he had an idea—something that would teach boys not only the skills that interested them, but also how to be good citizens when they grow up. He worked for a long time developing this program, and in the summer of 1907 he was ready to give it a practice run.

Who knows what Brownsea Island was? (*Give a gold bead to any Scout who answers correctly and tell him to hold onto it.*)

Brownsea Island was the first Boy Scout camp. Baden-Powell gathered a group of 22 boys to travel to an island on a river and camp for a week with him to learn skills. The boys jumped at the opportunity to be with the hero of Mafeking and learn from him. They came from all walks of life—some were the sons of the rich aristocracy of England, some of the boys were from poor families in the inner city, and others from all in between. Baden-Powell wanted to try his idea with all of them.

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The first thing Baden-Powell did was to divide the boys into patrols. The boys would learn together and work together in these groups. We're going to divide you into patrols for the next week just as Baden-Powell did. We want you to develop an identity: a patrol name, patrol yell, and a patrol flag that everyone in camp can recognize you by.

You'll learn together and work together to become better Scouts. We don't expect you to do it alone, though. I have assembled a fine group of young men who I feel Baden-Powell would be proud of. These experienced Scouts will serve as your patrol guide this week, and I feel certain that they will make your week one to remember.

As I call your name and troop will you please stand. *(Read off the first names of the boys in the first patrol. "From Troop 1 will Antonio, Ben, Carl, Dat . . . please stand." And so on through all the names in the first patrol. If you have two boys with the same first name from the same troop use last initials. This will help prevent you from mispronouncing names.)*

Will (patrol guide name) please step forward . . . *Introduce the first staff member, give some biographical information about his Scouting background, school, sports, awards and accomplishments, etc. Have a cheat sheet if necessary.*

Gentlemen, welcome to Patrol No. 1. You are dismissed. Exchange Scout salutes upon departure.

*Continue on through patrols, first introducing patrol members, then patrol leader, then dismissing with salute until all Scouts have departed. When the last patrol is announced, all the Scouts should have stood and left with only the camp director remaining in the chapel. If there are still Scouts seated, double-check their names on your roster and find which patrol they're in. This is why it is very important to be at the check-in station on Sunday to verify rosters and then to follow up at the next two leaders' meetings to verify that troops have turned in all their information. If there are boys remaining, assign them to patrols—do this quickly so they can participate with the Scouts in choosing a patrol name and yell.*

## Monday Stave Ceremony

The stave ceremony is held immediately before lunch. There are three purposes for this ceremony:

- To continue the story of Baden-Powell that was begun at the morning opening ceremony
- To present each Scout with his stave and passport for the week
- To introduce the patrols and have them present their newly formed patrol identities

This is the most important ceremony in establishing Scout spirit for the week. Strongly encourage the guides to be using their newly formed patrol yell as they enter into the meeting area and continue to use it as the troop forms. The sense of excitement will build as more groups enter trying to be the loudest patrol. This energy will carry through the week if it is maintained at competitions and successive ceremonies, but if it is not established at the stave ceremony, it will be difficult to build through the week.

### Sample Stave Ceremony Script

*Setting is the same location as the opening ceremony. Have the Scouts return in their patrols right before lunch. Instruct guides to have their Scouts doing their patrol yell and being enthusiastic while they wait for the other groups. Director should try to take notes on who arrives first; they should be the first dismissed.*

*Staff sits with their respective patrols.*

*Director raises hand to Scout sign, awaits complete silence.*

**Camp director**—Welcome back.

When we spoke earlier this morning I told you that some people say Baden-Powell had two lives. This morning we learned about his military experiences and how he was dubbed the hero of Mafeking. We also talked about the beginnings of an idea based on the book *Aids to Scouting*, but adapted for boys. Then Baden-Powell took the group of 22 young men to Brownsea Island and his second life began—that of Chief Scout of the World.

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The boys that went to Brownsea Island had an amazing time, and so did Baden-Powell and the other adults. He was more confident than ever that his new program would be of great benefit to the youth in England so he completed a new book, *Scouting for Boys*, which laid the framework for the Scouting program. Within 10 years it had spread to the four corners of the Earth.

Baden-Powell realized that one of the keys to his program was the patrol method, in which the boys came together under a common purpose to cook, set up camp, or compete using Scouting skills against other patrols. Almost a century later, the patrol is still the foundation of the Boy Scout program.

When we last met you were divided into patrols and given the task of deciding on a patrol identity. I would like to now go back through the troop and have each patrol leader stand and give his patrol's name and yell, and explain their flag.

*Start with the group that was announced as Patrol No. 1 and have them introduce their patrol name, yell, and flag. While they speak, the director should be taking notes and making scores for the competition in the afternoon. Continue until all patrols have had a chance to introduce themselves.*

Now that you have introduced yourselves, let me do the same. *(Give a short introduction, including hometown and Scouting background.)*

I also have a cheer I would like to teach you. Every time I say, "Baden-Powell," you reply, "Be Prepared." Let's give it a try: "Baden-Powell" *(yelling)*. Every time I say, "Be Prepared," you yell, "Baden-Powell." "Be Prepared" *(yelling)*. Well, that's pretty good, but let me tell you; the camp ranger works right down there and if we can yell loud enough we will surely interrupt him in his office. Let's give it another try: "Baden-Powell." *(Wait for response.)* "Be Prepared." *(Wait for response.)* *(Repeat as many times as needed to get the group to really be yelling as hard as they can.)* Outstanding!

It is true that Baden-Powell *(Draw out the word to suggest the reply, and wait for response.)* always wanted his Scouts to be prepared *(wait for*

*response)*. So we're going to provide you with two things to be prepared *(wait for response)* this week. The first is your camp passport *(hold one up to show)*. In this book are all the essential Scouting skills a young Scout should know. They are broken down into sections for things like Camping and Hiking, First Aid, and Scout Spirit. In each section are a number of skills. For each skill you complete you will be presented with a colored bead. You didn't know it, but this morning you have already completed two beads for developing a patrol identity and learning about the buddy system.

Along with the beads you can earn from the book, you can also earn some special beads from me. Those Scouts who answer one of my questions will receive a gold bead. A question can come at any time and will cover material that we talk about in our ceremonies. You can also earn a white bead for correctly saying the Outdoor Code to me in our free time. There are some other special beads to be earned, but I'll explain those in due time.

You need to complete a total of 15 beads to graduate our program.

To show your progress we would like to present you with a stave. Baden-Powell *(wait for response)* once said that a Scout was not in full uniform unless he had his stave. He could not possibly be prepared *(wait for response)* without it. You will notice that there are already two brown Scout Spirit beads to show what you have completed this morning.

A stave is a tool with many uses. *(Demonstrate a few uses for the stave.)* Like any tool, however, a stave can be misused. *(Talk about sword fighting, balancing, and the consequences of misusing staves.)*

We entrust you with these staves and your passports. You are to take them with you wherever you go this week, but must leave your staves outside the dining hall and trading post. They are yours to keep so we challenge you to personalize them. *(Show your stave and point out some of the personal carvings and aspects.)*

Gentlemen, let's have a great week! "Baden-Powell" . . . "Be Prepared!"

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*Call up patrols one by one and have them take their staves and passports then exit the area to go to lunch together.*

## Friday Afternoon Graduation Ceremony

For all their hard work through the week, the Scout participants deserve a meaningful graduation ceremony. There are three primary goals of the ceremony:

- To recognize what the Scouts have accomplished in front of a large group that includes older Scouts and leaders from their troop
- To inspire the Scouts to continue in their troops and start the trail to Eagle
- To provide a strong and memorable ending to the week that can close the program

The overall goals of the first-time camper program should all be reinforced in the closing ceremony: organization, skills, patrol method, and history and ideals of Scouting. Patrol guides and camp director come prepared with a few positive words to say, along with a memorable moment from the week to mention.

### Sample Graduation Ceremony Script

*Set in the same location as the opening ceremony. Ask all participants (staff, Scouts, and guests) to be in full class A uniform to stress the importance of occasion. Start on time, as always.*

*Staff and director should enter together a few minutes before beginning.*

*Camp director raises a hand to the Scout sign, then awaits complete silence.*

**Camp director**—*(loud yell)* "Good afternoon!"

Welcome to our ceremony, and thank you very much for coming today to share it with us.

All good Scout meetings should begin with the principles our movement is founded on. Ladies and gentlemen, please stand as the Scouts and Scouters repeat the Scout Oath and Law.

*Have as young a Scout as you can lead the Scout Oath and Law.*

**Camp director**—You may be seated.

My name is \_\_\_\_\_ and I'm the program director. I would like to welcome everyone to the graduation ceremony for the 2005 first-time camper program. We have shared an incredible week together. I have had experiences that will stay with me for the rest of my life, and I hope you have had the same.

*Tell one or two of the most memorable moments for you from the week. This will help lead into the patrol guides who will do the same when talking about their patrols.*

We have had a lot of fun together, and you each have learned many of the skills needed to be a confident and capable camper in the outdoors. For those present who are not familiar with our program, the Scouts before you have worked this week to earn beads that represent essential Scouting skills they have mastered. Their goal was to complete 15 beads to graduate our program; many went far beyond that amount. I congratulate you, for it is my pleasure to announce that 100 percent of the participants in this week's first-time camper program will graduate today.

*Staff begins applause.*

**Camp director**—For doing so, you have all earned the camp patch. This patch, which may be worn from the right uniform pocket, bears the liking of Scouting founder Baden-Powell (*await response*). Wear it with pride because you have certainly earned it.

The patrol is one of the key methods of Scouting since its founding at Brownsea Island more than 90 years ago. In our program we formed patrols at the beginning of the week and used them to accomplish everything since. The patrol has learned skills together, competed together, camped and cooked together, and had fun together all week. It is only fitting that you graduate as a patrol, so at this time I would like to call down each patrol to receive their patches. Each patrol had an experienced Scout to be a guide for the week, teaching skills and leading the boys through the program.

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When I call your patrol name, I invite your patrol guide to come forward and say a few words if he chooses.

*Ask each staff member to come forward, call down his patrol, speak a few good words about the week, and present each Scout with his patch while giving him the Boy Scout handshake. Have the patrol give the patrol yell before sitting down.*

*Lead crowd in applause after each patrol gets done.*

**Camp director**—As you can see, the patrol is an essential part of our program and all that we have achieved and experienced this week. The patrol couldn't be complete without its patrol guide. Would all of the patrol guides please come forward.

*(Director should step aside as the guides form a line in front facing the crowd.)*

If one of these guides has taught you a new skill this week, if one of these guides helped you to have a great time at summer camp, if one of these guides has inspired you to walk the trail to Eagle, join me in showing them our appreciation. *(Lead applause and stand in the crowd with them clapping.)*

*As the patrol guides take their seats, take your place in the middle of the stage, head bowed, await silence.*

It was a typical English day, the year was 1909. For many a day, a thick fog hung over the streets of London. Under a streetlight, an American publisher, William D. Boyce, had stopped to gaze at his map, lost in the haze. As he stood there contemplating his next turn, a young boy came up to him and said: "Sir, can I help you?" Mr. Boyce said: "Yes, I need to get to this office building." The boy quickly showed him the way. When they arrived at the office building, Mr. Boyce reached in his pocket to give the boy a tip, but the boy stopped him and said, "No thank you, sir. I am a Scout; I could never take money for doing a Good Turn." "A Scout? What is that?" The boy told Mr. Boyce about himself and his brother Scouts. Mr. Boyce was intrigued by what the boy said, and when he

was done with his business, he had the boy take him to the headquarters of the Scouting program in England. There he met Lord Robert Baden-Powell (*await response*), and was told of the program that he had started in England to help boys grow with a sense of values and purpose.

Mr. Boyce returned to America excited about the idea of a program for boys in America, and a few months later, on February 8, 1910, he and a few other great leaders founded the Boy Scouts of America, a program which has gone on to make a difference in millions of boys' lives.

Whatever happened to the boy in the fog? No one knows. He remains the unknown Scout. But his one simple Good Turn has made a difference in the lives of millions.

You have all learned the Scout slogan is to do a Good Turn daily.

Hopefully the skills you have learned this week will allow you to one day make a difference in someone's life. When you do, we invite you to come back here and serve on our staff, for you can truly make a difference. This is only the first step; what lies before you is more exciting than you can imagine, and we wish you well.

First-time campers 2004, attention!

Scout Salute!

Gentlemen, you are dismissed!

*Applause follows. Announce that staff will stick around for photo ops, and any other business that may be necessary.*

## COMPETITIONS

Just as an opening morning ceremony provides a memorable experience and gives direction to the day, a competition provides a memorable ending for the Scouts. Although there is not a set module agenda for patrol guides to follow through the week, there are key skill modules that each patrol covers. Each day the opening ceremony will hint to

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one of these modules: "Today you will learn a skill that when people learn you are a Scout they will expect you know how to do these well." (The answer is knots.)

Each patrol completes the essential modules during the day in preparation for the competition. As mentioned before, some patrols will need only a brief review if they have already covered the information in their home troops, while other patrols will need extended periods of time if they have no prior experience with the topic. Providing this flexibility so that both patrols can come to the competition prepared is a strength of the first-time camper program. Every competition is an important part of the program and serves multiple purposes. A well-organized competition will:

- Provide an incentive to work hard in the patrol site to learn the skills.
- Reward patrols that excel in a skill and win the competition.
- Teach Scouts how to compete with good Scout spirit.
- Check comprehension of patrols as an indication of how well the guide is teaching.
- Finish the day with an exciting event.

The key to accomplishing all of these objectives is organization. A well-organized competition will provide an exciting highlight to end the day while rewarding hard work and motivating Scouts for tomorrow. It is the director's responsibility to organize and facilitate each competition. There is a right way, and a wrong way, to do competitions.

### The Classic Example: The Knot Relay

The knot relay is probably as old as Scouting itself. There are many variations of the relay and numerous ways to execute one. Here are two examples.

#### First Knot Relay

The boys line up into their three patrols. The patrol guide asks each patrol to provide a piece of rope and tells them that on the signal one Scout from each patrol should run out to him and tie the knot the leader says. When that Scout is done, the next Scout in line runs out and ties a different knot assigned by the leader. The first patrol done with all of the knots wins. Sounds simple enough, right? *What happens?*

The first three Scouts run out to the leader, who tells them to tie the square knot. Patrol 1's Scout knows it right away and is done in three seconds, the other two struggle a little. Patrol 1's second Scout arrives ready for his next knot, the bowline. He works on that while Patrol 2's Scout finishes his square knot. Patrol 3's Scout is being yelled at by his fellow patrol members who are both mad at him for taking so long and attempting to yell him clues so he can finish. Patrol 1 yells at the leader that this is cheating by patrol 3. Patrol 2's second Scout arrives, but when he is told to tie the bowline, he realizes his piece of rope is not long enough to go around his waist and struggles. The leader tells patrol 3's Scout to go back and tag the next person in line because it is obvious he was not going to figure it out. Patrol 2's Scout says he can't tie the bowline and wants to pass also, but the leader says he hasn't tried long enough. Patrol 1 sends up another Scout the same time Patrol 3 does and the leader, in the heat of the relay, forgets which patrol is on which knot. After the leaders figure the order, the relay continues until Patrol 1 is finished with the six basic knots of Scouting and the leader declares them the winner. At that time the leader notices that Patrol 1 had seven members, so one never even tied a knot, and Patrol 2 thought they were finished because all five of their members had tied knots and they didn't know to send someone up again for the last knot. Patrol 3 has hardly noticed the race is over because they are still yelling at the first Scout who "lost them the relay."

## Second Knot Relay

A leader has the boys line up into their three patrols. He asks them to divide themselves into buddy pairs for the relay. Adults line up 20 feet across from the Scouts, each holding a stave and a piece of synthetic rope from their patrol guide. The leader explains that the patrols will be tying the six basic knots of Scouting. On his mark the first buddy pair will run to the adult across from their patrol and tie the knot their patrol guide gives them from a list all the guides are using. When they have correctly tied a knot, their patrol guide tells them to untie it and tag the next buddy pair in their patrol. If after 45 seconds they have not tied the knot correctly, the patrol guide will tell them to stop. He will then check off that knot, whether it was tied correctly or not, and move to the next one on the list. The leader explains that any buddy pair that "false starts" will be penalized 15 seconds and then lays down a rope for the starting line for all patrols. He tells them that there are 10 knots on the check-off list (some of the six basic knots are repeated) so patrols will have to run buddy pairs more than once to finish them all. He tells the patrol guides to signal him when they are on the tenth knot by putting their hand in the air. When they finish the last knot they are to jump and yell so the leader knows they are finished. The leader asks if there are any questions and then reminds them to exemplify good Scout spirit when competing. He then yells, "On your mark, get set, go!" The relay proceeds smoothly, and after the first patrol finishes he tells the patrol guides to finish the knot they are on then stop. He addresses the group and congratulates everyone for their effort and then recognizes the winners with a special silver bead for efforts above and beyond the norm.

You may have competed in relays that were fun and exciting; you may have competed in relays that were frustrating and unfair. Try to remember, or imagine, what it was like in both situations. We want our Scouts to experience the first, not the latter. As absurd and uncontrolled as the first relay

sounds, all of the elements that went wrong in it have happened in troop meetings—resulting in Scouts who do not experience all, if any, of the five elements of a well-organized competition. No matter what kind of competition is scheduled, the key to its success is prior planning and thorough organization. Some important steps to take are:

- Establish the skill you want to reinforce and make sure modules cover that information well enough that a Scout with no previous experience could compete by the end of the day.
- Think through the ways that patrols could fail and attempt to establish a structure to minimize situations where if one Scout fails there is little possibility for the patrol to overcome it.
- Visualize potential problems or ways to cheat. Develop clear rules to eliminate these and communicate them clearly to the patrols.
- Develop a written list of required equipment.
- Recruit enough help to keep the game fair.

Competitions can change each summer, but each competition should be structured to achieve the five basic goals. Some competitions could include

- Blob and Amoeba Tag on the first day for team building
- Elves, Wizards, and Giants, also on the first day
- Orienteering triangular course on a 16-stake E-W line
- Orienteering bearings and estimating distances through pacing
- Orienteering scavenger hunt
- Fire-building competitions
- First-aid relays

Select competitions to emphasize core Scouting skills that every patrol, no matter their past experience, should have reinforced at summer camp. Core skills include knots, orienteering, first aid, and fire building.



## SCOUT SPIRIT

# WHO ARE WE?

### Learning Objectives

As a result of this experience, learners will

- Understand what the patrol method means to a Scout.
- Know why the patrol method is used in the Scouting program.
- Recognize the makeup of a successful patrol.

### Rank Requirement

- **Tenderfoot 8:** Know your patrol name, give the patrol yell, and describe your patrol flag.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- 1 tennis ball
- Brown beads

### WHO ARE WE?

**Patrol guide note:** This should be the first bead completed immediately following the opening ceremony. Do not rush the game. It is important for new Scouts to learn the names of the other Scouts in their patrol. When the patrol members know each other's names, lines of communication are open and the foundation is set for a patrol to come together.

### Problem Exposure

Why aren't there 25 people on a basketball team?  
Why aren't there 2 people on a basketball team?  
Why are there 5 people on a basketball team?

### Teaching and Learning

It is important to have the correct number of people on a team to accomplish the given task. Too many

people, and some will stand around bored. Too few people, and either the job can't get done or it gets done poorly.

Ask participants:

- What do you feel is the best number of people for a class in school? Why?
- What do you feel is the best number of people for a game of kickball? Why?

Discuss the answers for a few minutes, then ask participants:

- What do you feel is the best number of people for a Scouting patrol? Why?

We use eight Scouts in a patrol for many different reasons.

- It offers us four pairs of buddies.
- You can work as a team to accomplish goals like rescues and pioneering projects.
- It gives you a nice number to be led by a single patrol leader.

What are some elements of a good patrol?

- The patrol name
- The patrol yell
- The patrol flag
- The patrol leader

Explain to participants that a patrol is just the right size for outdoor adventures. On camping trips, a few tents will shelter everyone, and a couple backpacking stoves are enough for cooking hearty meals. Patrol members can learn to roam the backcountry together without leaving any signs that they were there.

Because everyone is different, each member of a patrol will have much to share. Teach each other the skills you know. Look out for one another.

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Friendship, fun, adventure—that's what a Scout patrol is all about. This week, we are going to start using the patrol method, and we are going to stick together through the good and the bad.

Let's get started with the Name Game.

### Application

**Play the Name Game.** The patrol guide asks his group to form a circle and introduces the hand signal for doing so. He explains that this is a game to get to know everyone in the patrol. The rules are to go around the circle, starting with the patrol guide, and state your name, then give yourself a modifier starting with the first letter of your name. For example, my name is Greg Harmon, call me Groovy Greg. (Remember, all names should be positive!) Then proceed around the circle with each Scout stating the name of those before him until you arrive back at the patrol guide who has to repeat the names of all the patrol members.

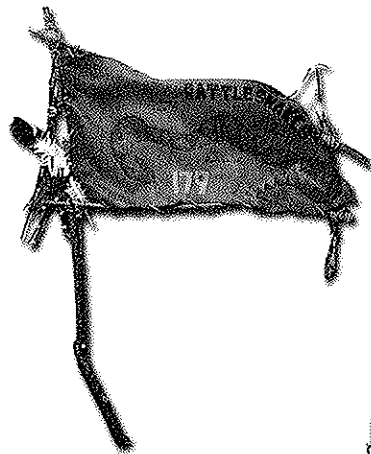
**Hold elections for a leader.** Explain that everyone should have an opportunity for leadership during the week.

**Decide upon a patrol name.** Play the game "I've Never." Form a circle and, beginning with the patrol guide, say "I've never \_\_\_\_\_." Those who have done what is announced remain standing, while those who have not done it squat. Start over, playing the game around the circle until the patrol guide decides that the boys are ready to move on. Discuss some of the questions that the majority of the boys have done and relate the following information about how to choose a patrol name.

Patrols need a name that has real meaning to every Scout in the patrol. Imagine that your gang consists of fellows who like swimming and are perfectly at home in the water. What would be an appropriate name—"Otters" or "Seals" or something along that line? In the same way, you would expect the fellows of the "Panther Patrol" to be excellent stalkers, the "Beavers" to be wizards at pioneering, and the "Buffaloes" to be Scouts who eternally roam and explore the countryside. Lastly, remember to make your name more unique by adding a modifier, Stealth Panthers.

**Create a patrol yell.** Did you ever attend a college football game? If you did, you'll remember the way the students cheered their teams with thundering yells. Did you see what effect that cheerleading had on the players? It made them want to do their best for their alma mater. The same kind of cheering works in a patrol. A good yell puts pep into the gang and builds team spirit. So make up your own and practice it until the fellows put everything they have into it. Here are some examples:

- Rah-rah-rah! Mud or dust! We're the Otters! Shout we must!
- We've done fine! We've done well! Now for an eardrum-splitting yell! Panthers! Panthers! Panthers!
- A-M-E-R-I-C-A! Boy Scouts! Boy Scouts! USA!
- *Leader:* Who are we? *Patrol:* We're the boys who make no noise! Hoo-ha! Hoo-ha-ha! Hoo-ha! Hoo-ha! Hoo-ha-ha! Eagles! Eagles! Rah!!!



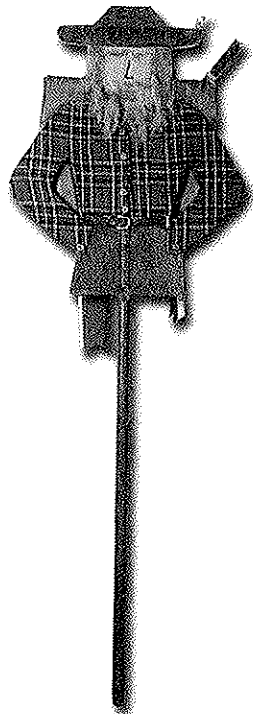
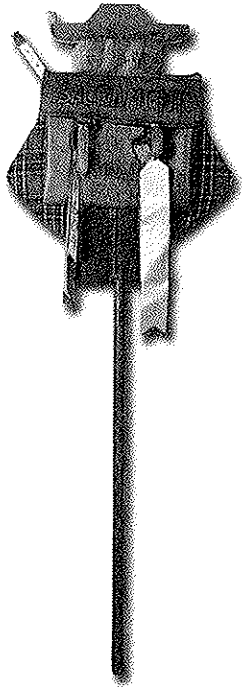
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**Create the patrol flag.** Making a patrol flag should be a patrol job, not a one-man affair. Have each Scout design his own flag, and then bring the patrol together to combine elements from several of the flags to create the patrol flag. When the patrol flag is ready, remind the Scouts it isn't a patrol flag unless it follows the patrol wherever it goes.

**Troop Competition**

Extra points may be given for patrols carrying their flag to and from troop competitions and for displaying patrol spirit with their patrol yell. During the evening formation, the senior patrol leader should award a spirit recognition to the top patrol.





## SCOUT SPIRIT

# WHO AM I?

### Learning Objectives

As a result of this experience, learners will

- Know the ideals of the Scouting program.
- Be able to repeat from memory the Scout Oath, motto, and slogan (and the Scout Law by the end of the week).
- Be able to explain the Scout Oath, motto, and slogan (and the Scout Law by the end of the week).

### Rank Requirement

- **Tenderfoot 7:** Repeat from memory and explain in your own words the Scout Oath, Law, motto, and slogan.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Brown beads

## WHO AM I?

### Problem Exposure

Tell participants:

"You are at your Eagle Scout board of review. Your entire Scouting career has prepared you for the test you are about to take. You know your knots, you can find your way with a map and compass, and you even consider yourself an expert in first-aid techniques. Man, do you feel prepared! You confidently enter the room, sit down, and get ready to amaze the board members with your extensive knowledge of Scouting. The board of review chairman states, 'Before we get started, would you explain the Scout Oath and Law in your own words.' You freeze! Total mind block. *You didn't think they were gonna ask that!*"

### Teaching and Learning

#### ***The Scout Oath***

The Scout Oath is one of the most stable and long-lasting pledges for youth in the modern world. Millions of Scouts recite the Oath on a regular basis and grow into strong men by believing in its words.

Let's break down the Scout Oath:

#### **On my honor**

*I pledge that I will do all I say with my most sacred commitment.*

#### **I will do my best**

*I understand that there are some things that I will never be able to do, but I vow to give it a try, and to try my best.*

#### **to do my duty**

*To serve my part, which I owe to others.*

#### **to God**

*I believe in a supreme being and that he created me to do his work on Earth.*

#### **and my country**

*I believe in the United States of America and will support and defend her to my death.*

#### **and to obey the Scout Law;**

*I believe that the Scout Law is a guide to my personal growth.*

#### **To help other people at all times;**

*In my life I have been helped by many others, now I will give back.*

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**To keep myself physically strong,**

*I will take care of my body and never do anything that will harm it.*

**mentally awake,**

*I will keep a clear mind about things, never acting in haste or overreacting.*

**and morally straight.**

*I will make ethical choices about how I live my life, and respect the decisions about how others live their lives.*

**The Scout Law**

The Scout Law is the foundation of Scouting. It is expressed in 12 simple points, but the standards they set are high. The Law is meant to guide a Scout's everyday actions. When presented with a conflict, "run the 12." This means use the 12 points of the Law to come to the right decision.

To emphasize the importance of the Scout Law, read the following passage, "What the Scout Law Means to Me."

A great American, John Wayne, passed away many years ago. Riddled with cancer and knowing he was close to death, he made one of his last public appearances at a benefit dinner to purchase land for a Scout reservation called the John Wayne Outpost Camp. At this dinner, Wayne recited the Scout Law. Then he did something unusual. He said the 12 points of the Scout Law are "nice words." "Trouble is," he continued, "We learn them so young we sometimes don't get all the understanding that goes with them. I take care of that in my family. As each boy reaches Scout age, I make sure he learns the Scout Law. Then I break it down for him, with a few things I have picked up in more than half a century since I learned it." Then Wayne proceeded to explain the importance of the Scout Law, breaking it down for the guests at the dinner, much like he would have for his grandson.

**Trustworthy**

The badge of honesty. Having it lets you look at any man in the eye. Lacking it, he won't look back. Keep this one at the top of your list.

**Loyal**

The very word is life itself; for without loyalty we have no love of person or country.

**Helpful**

Part sharing, part caring. By helping each other, we help ourselves, not to mention mankind. Be always full of help—the dying man's last words.

**Friendly**

Brotherhood is part of that word. You can take it in a lot of directions—and do—but make sure to start with brotherhood.

**Courteous**

Allow each person his human dignity; which means a lot more than saying "Yes, ma'am" and "Thank you, sir." It reflects an attitude that later in life you wish you had honored more . . . earlier in life. Save yourself that problem. Do it now.

**Kind**

This one word could stop wars and erase hatreds. But it's like your bicycle, it's just no good unless you get out and use it.

**Obedient**

Starts at home. Practice it in your family. Enlarge it in your friends. Share it with humanity.

**Cheerful**

Anyone can put on a happy face when the going is good. The secret is to wear it as a mask for your problems. It might surprise you how many others do the same thing.

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FIRST-TIME CAMPER PROGRAM

### Thrifty

Means a lot more than putting pennies away, and it is the opposite of cheap. Common sense covers it just about as well as anything.

### Brave

You don't have to fight to be brave. Millions of fine, decent folks show more bravery than heavy-weight champs just by getting out of bed every morning, going out to do a good day's work, and living the best life they know how against the law of odds. Keep the word handy every day of your life.

### Clean

Soap and water helps a lot on the outside. But it is the inside that counts—and don't ever forget it.

### Reverent

Believe in anything that you want to believe in, but keep God at the top of it. With him, life can be a beautiful experience. Without him, you are just biding time.

John Wayne then thanked those at the dinner for putting his name on the outpost camp and said, "I would rather see it here than on all the marquees the world over."

### *The Scout Motto*

**Patrol guide note:** Remember that whenever you say, "Be prepared," the Scouts should respond, "Baden-Powell." To keep the module from becoming a yelling match, substitute the term "Scout motto" or just "motto" for this discussion.

The Scout motto—Be Prepared—is recognized across the nation by Scouts and non-Scouts alike.

Ask participants, "Be prepared for what?"

Allow the patrol time to respond, remembering that almost all of their responses will be right because a Scout should be prepared for anything. If kids talk about saving people from fires and risk-

ing themselves as being prepared, commend them and say that while it is true that Scouts save many lives every year, sometimes being prepared simply means keeping a level head and contacting help quickly and calmly in an emergency.

End the discussion by helping the Scouts agree to a summary idea about what being prepared means.

### *The Scout Slogan*

The Scout slogan: Do a Good Turn Daily.

Ask participants to define the phrase "do a Good Turn daily." You might be surprised at how many will not understand that it is simply a good deed. Ask each Scout about a Good Turn they have done recently. Some will be great tales of spending all day doing community service. Commend them for this, but also emphasize that the smallest Good Turns are important too. Something that may take only 30 seconds can mean a lot to the person receiving it. For example, helping a busy mom put groceries in her car lets her watch her kids in the busy parking lot instead of having her arms full. Also emphasize that simply picking up litter is a Good Turn for your community. A Good Turn does not always have to be for a person standing in front of you.

### Application

Have the Scouts, one at a time, repeat the Scout Oath in front of the group. Make sure they use the Scout sign when doing so. Make sure that the other Scouts are attentive, and praise each Scout when he is done. Brown beads may be awarded for this demonstration of Scout spirit.

### Evaluation

Reinforce that the Scout Law will be mentioned at the opening ceremony and that each Scout should have it memorized as soon as possible. Encourage them to practice by saying it to each other back at their campsites, to recite it in their head when they walk to the dining hall, to say it when they take a shower—just keep saying it so it is engraved in their heads. Finish the module by showing them how fast you can say the Scout Oath; not as a demonstration of speed, but to show how easy it becomes for Eagle Scouts who believe it.





# SCOUT SPIRIT TO THE COLORS

## Learning Objectives

As a result of this experience, learners will

- Know how to raise, lower, and salute the United States flag.
- Be able to care for the United States flag.
- Know how to care for flags other than that of the United States.

## Rank Requirement

- **Tenderfoot 6:** Demonstrate how to display, raise, lower, and fold the American flag.

## Reference

- *The Boy Scout Handbook*, No. 33105

## Materials Needed

- Folding the Flag instructions (appendix)
- Sheets of flag-patterned paper for each Scout
- American flag
- Brown beads

## TO THE COLORS

### Problem Exposure

Tell participants:

"Your principal catches word that you are a Boy Scout and decides that you are his resident expert on flag etiquette. He asks you to perform a flag ceremony in front of the entire school. What would you do?"

### Teaching and Learning

Following the Folding the Flag instructions, teach the Scouts how to fold paper footballs using the flag-patterned paper. Have some of the Scouts play games while the others learn to fold the U.S. flag the same way. Have buddies fold the flag, and then mix it up a little.

Discuss with the Scouts when the flag can be flown and when it cannot.

- Flags can be flown in the rain only if constructed of all-weather material such as nylon.
- A flag may be flown at night if illuminated by spotlights.
- A flag is raised briskly. A hint to remember is to get the maximum time flying the flag, it must go up quickly.
- A flag is lowered slowly. Apply the same hint—maximum time flying the flag means lowering it slowly.
- If raising a flag to half-mast, take it all the way to the top first, then bring it to half-mast.
- If lowering a half-mast flag, take it all the way to the top and then back down.
- When a flag hangs against a wall, the blue field should be on the left.
- On a horizontal or slanted flag pole, like the ones flown near a home's front door, the blue field should be at the end tip of the flag.

### Application

Have Scouts fold the flag on numerous occasions. Consider constructing a flag pole at the patrol site and raising and lowering your own flag daily.

### Troop Competition

At some point during the week, the patrol will lead a flag ceremony. Individuals may also be asked to demonstrate folding the flag for the camp director. Brown beads may be awarded for this demonstration of Scout spirit.



## SCOUT SPIRIT

# MY BUDDY

### Learning Objectives

As a result of this experience, learners will

- Understand the purpose of the buddy system in Scouting.
- Be able to use the buddy system in camp.

### Rank Requirement

- **Tenderfoot 9:** Explain why we use the buddy system in Scouting.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Blindfolds (one for each pair of Scouts)
- Brown beads

### MY BUDDY

**Patrol guide note:** This module must be completed before the group goes to the lake.

### Problem Exposure

Tell participants:

"Your name is Meriwether Lewis, and you are on an expedition to map the eastern half of the New World (North America). If you succeed in leading this important expedition, you will become a famous explorer, but if you fail, you will be either dead or the focus of jokes for years to come. You start to wonder whether it might be a good idea to have another person come along to attest to your findings when you succeed—or to take the blame if you fail. You remember your good buddy, Clark."

### Teaching and Learning

A buddy can be a valuable asset when tackling life's daily challenges. Two heads truly are better than one, and more can be accomplished when buddies work together.

The buddy system has been used throughout history in times of war and peace. It is a valuable, lifesaving tool. The BSA uses the buddy system to ensure the safety of its members.

At camp, the buddy system can be used for virtually every activity, most obviously at places like the waterfront and rifle range. Scouts must always have a buddy (and a leader's approval) before hiking beyond the boundaries of camp.

### Application

Do a trust walk with one of the buddy pair blindfolded, then switch so the other buddy has a turn. Repeat so that each buddy leads and follows twice.



## CAMPING AND HIKING

# TOPO THE WORLD

### Learning Objectives

As a result of this experience, learners will

- Recognize common map symbols used on topographic maps.
- Read contour lines.
- Identify map scales.

### Rank Requirement

- **Second Class 1a:** Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.

### References

- *The Boy Scout Handbook*, No. 33105
- *Orienteering merit badge pamphlet*, No. 33385A
- Geary, Don. *Step in the Right Direction*. Stackpole Books, 1980.

### Materials Needed

- Camp map (laminated)
- Topographic map symbol flash cards (appendix)
- Model of topographic feature near camp
- Newsprint paper and pens
- Black beads

## TOPO THE WORLD

**Patrol guide note:** This module should be completed with the True North module to complete the rank requirement. Teach this module first in the set.

This session is intended to introduce basic map reading skills. The Teaching and Learning section is divided into three parts: map symbols, contour lines, and maps and scale. This session has both variety and interaction, but it mainly consists of academic work and should move along rather quickly.

### Problem Exposure

Post a copy of the small-scale map and ask each Scout to point out his current location. Expect a variety of locations and do not give them the correct answer at this time. Note the different locations and go on to describe common map symbols used on topographic maps.

### Teaching and Learning

#### *Map Symbols*

Ask the Scouts, "Why does a map need symbols?" Ask them what things they would want to know when looking at a map: the roads, the trails, water elements, terrain, etc. Tell them map symbols help answer these questions.

Point out the meaning of each symbol color as described in the *Boy Scout Handbook*.

Divide the patrol into two groups and play the flash card game as a competitive event. Alternately give each team an opportunity to name a symbol. If a team cannot identify a symbol, the other team gets a chance. Each team gets one point for a correct answer and no points for an incorrect answer. Encourage the teams to use the shape and color to figure out symbols they do not know, and reward them with two points for doing so.

#### *Contour Lines*

Point out the interval contours, index contours, and the contour interval on the map quad. Have the Scout disassemble the camp topographic model and trace the components on a piece of newsprint to form contour lines. Return to the quad and have the Scouts point out flat area, steep area, peak, and depression with assistance if necessary. An alternate method of teaching contours is to use a washable marker and trace the contours of a person's hand while it is balled into a fist. After tracing have the person flatten their hand and discuss how the lines moved and changed.

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**Maps and Scale**

On a camp map, point out the map name, date of publication, and date of revision in the lower right corner. Point out buildings that do not exist on the map because they were not completed until after the last revision of the map. Knowing the revision date is important in recognizing man-made features.

Ask the Scouts how far in real distance 1 inch on the map would represent. Would this be the same as 1 inch on a map of the United States? Obviously not, an inch on a U.S. map would be hundreds of

miles. Point out the scale on the map and explain how the scale is used to estimate real distance. Have the Scouts use a string to determine the straight-line distance between different objects. Ask the Scouts if they can estimate the time it would take to hike between two camps. They should all know how long it takes to run a mile, but did they think about the contours?

**Application**

Return to the problem exposure and instruct the patrol to come up with a single location.

## CAMPING AND HIKING

# TRUE NORTH

### Learning Objectives

As a result of this experience, learners will

- Be able to orient a map.
- Learn to take bearings with compass.
- Be able to measure distances from their strides.

### Rank Requirement

- **Second Class 1a:** Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.

### References

- *The Boy Scout Handbook*, No. 33105
- *Orienteering* merit badge pamphlet, No. 33385A

### Materials Needed

- Silva training compass
- Camp map
- The Compass Game (see appendix for instructions)
- 20 stakes and a measuring tape
- Black beads

## TRUE NORTH

**Patrol guide note:** The purpose of this session is to get the Scouts familiar with taking bearings with a compass after they have completed the *Topo the World* module and understand how to read a map.

### Problem Exposure

Ask each Scout to take a bearing to a nearby landmark such as a tree or hill. Observe the results.

### Teaching and Learning

Using the Silva training compass, show how a compass works. Point out the magnetic north and

true north arrows on the map and show how to orient the map as described in the *Boy Scout Handbook*. Have the Scouts practice orienting a map. Next, have the Scouts practice taking bearings to various objects visible from the campsite.

### Application

Play the Compass Game. First, have the Scouts determine their pace count on flat terrain. The director should set up a 100-foot step course that has markers at 5-foot intervals. Each player should be careful to walk with a normal step and should cover the course twice, noting the average number of steps taken. To make calculations of distance easier, the Scouts should take steps that are 2 feet, 2.5 feet, or 3 feet long. Once your patrol is comfortable with their pace count, give each of them a practice card containing three different triangular courses. The director will have copies of the cards available for your patrol.

### Evaluation

Evaluate the Scouts' performance on the compass courses and tell them that these will be useful skills later in the week in the orienteering course. Award a black bead.

### Troop Competition

Using the same stakes as the Application, assemble the patrols out of view of the parade field. Give the patrol leader a card for each patrol member. (Use cards not used during the practice session.) Remind the Scouts that each course bears the same number as the stake from which it starts. Each Scout walks his card. For each correct finish, the Scout earns 100 points. For each marker away from the correct one, 5 points is deducted. The total score of the patrol will determine the winner. Time permitting, the troop may also participate in an orienteering course.





# ORIENTEERING CONVERSION SHEET FOR TRUE NORTH

The camp director will set up a pace yard with two stakes that are exactly 10 feet apart. Have the Scouts begin at the start stake and then walk to the finish stake counting the number of steps in between. Although many hikers consider a "stride" as the distance when you take two complete steps (or one left plus one right), for the purpose of this exercise it is easier to calculate small distances by measuring single steps (or the distance between just one step). It is very important to emphasize to the Scouts that these should be normal and comfortable walking steps. Scouts should walk at their usual pace and posture to keep the measurement consistent. Taking large steps or calculated small steps ends up being inconsistent.

Start —> count each step —> End

Repeat process until a consistent number is found.

The following is a conversion chart for the 100-foot pace course so Scouts know exactly, or roughly, how far each of their steps is. "The magic number" is used to divide the total distance you want to travel to find the total number of steps to take to cover that distance. For example, if your magic number was 2.4 and you wanted to go 78 feet you would divide 78 by 2.4:

$$78 \div 2.4 = 32 \text{ and a half steps}$$

## Pace Course Conversion Chart

Number of steps	Exact distance	Magic number
34	2.94 feet per step	Divide distance to cover by 3
35	2.85 feet per step	Divide distance to cover by 2.9
36	2.77 feet per step	Divide distance to cover by 2.8
37	2.70 feet per step	Divide distance to cover by 2.7
38	2.63 feet per step	Divide distance to cover by 2.6
39	2.56 feet per step	Divide distance to cover by 2.6
40	2.50 feet per step	Divide distance to cover by 2.5
41	2.43 feet per step	Divide distance to cover by 2.5
42	2.38 feet per step	Divide distance to cover by 2.4
43	2.32 feet per step	Divide distance to cover by 2.3
44	2.27 feet per step	Divide distance to cover by 2.3
45	2.22 feet per step	Divide distance to cover by 2.2
46	2.17 feet per step	Divide distance to cover by 2.2
47	2.13 feet per step	Divide distance to cover by 2.1
48	2.08 feet per step	Divide distance to cover by 2
49	2.04 feet per step	Divide distance to cover by 2
50	2.00 feet per step	Divide distance to cover by 2
51	1.96 feet per step	Divide distance to cover by 2
52	1.92 feet per step	Divide distance to cover by 1.9
53	1.89 feet per step	Divide distance to cover by 1.9
54	1.85 feet per step	Divide distance to cover by 1.8
55	1.82 feet per step	Divide distance to cover by 1.8
56	1.79 feet per step	Divide distance to cover by 1.8
57	1.75 feet per step	Divide distance to cover by 1.7
58	1.72 feet per step	Divide distance to cover by 1.7
59	1.69 feet per step	Divide distance to cover by 1.7
60	1.67 feet per step	Divide distance to cover by 1.7



## CAMPING AND HIKING

# NOCTURNAL

### Learning Objectives

As a result of this experience, learners will

- Find directions day or night without a compass.
- Measure the height and width of objects.

### Rank Requirements

- **First Class 1:** Demonstrate how to find directions during the day and at night without using a compass.
- **First Class 2 (partial):** Using a compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Two 2-foot sticks
- 1 piece of rope or string
- A compass
- Black beads

## NOCTURNAL

### Problem Exposure

You're on a weeklong hike with your patrol, and on the fifth day you set up camp and decide to do a little exploring. When you return a gang of bears has torn through your campsite, destroying all of your gear and somehow eating every compass and map your patrol possessed. You remember from studying your map that there is a highway running east to west that is due north from your position about a day and a half hike. Your patrol members pack what gear they can salvage and get ready to hike to the highway, but which way is north?

### Teaching and Learning

#### ***Directions During the Day***

Ask the patrol how they are going to find north with no compass. The sun rises in the east and sets in the west, but at midday sometimes it is difficult to tell. Offer them other alternatives by demonstrating the watch, shadow-stick, and equal-length shadow methods as described in the *Boy Scout Handbook*.

#### ***Directions at Night***

The patrol gets a bearing during the day and heads north using landmarks to keep on track. Night falls and the patrol decides that they want to keep hiking. The landmarks you were using to verify you were still going north are no longer visible. How at night do you find your direction? Demonstrate the North Star and constellation methods of finding directions using the stars, as well as the shadow-stick method of finding directions in the moonlight, from the *Boy Scout Handbook*.

#### ***Measuring Height and Distance***

It is the next day and you think you are close to the highway, but you run into a large river that is also running east to west. You have two sets of buddies scout upstream and downstream; both report the river doesn't get narrower or make any bends that they could find. The river is now a natural barrier between you and the highway. You can tell from the water that the current is strong and unpredictable and immediately rule out swimming as an option. You could hike either direction along the riverbank and hope that you find a place to cross, but that is a big gamble that could end up putting you farther away from the highway. You notice that there is a large tree that appears to be dead, but still standing. It might just be long enough that if you chopped it down it could fall across the river forming a makeshift bridge to the other side. The key question is how tall is the tree and how wide is the river?

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Demonstrate the stick and felling methods of measuring heights as described in the *Boy Scout Handbook*.

Then demonstrate the salute, stick, and compass methods of measuring widths as described in the *Boy Scout Handbook*.

***Evaluation***

These skills could be tested in a troop competition. Black beads may be awarded.

## CAMPING AND HIKING

# HIT THE ROAD

### Learning Objectives

As a result of this experience, learners will

- Understand safe hiking practices.
- Know how to avoid getting lost.
- Recognize what to do if lost.

### Rank Requirement

- **Tenderfoot 5:** Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night. Explain what to do if you are lost.

### References

- *The Boy Scout Handbook*, No. 33105
- *Hiking* merit badge pamphlet, No. 33407C

### Materials Needed

- A map of camp with a route marked
- Black beads

### HIT THE ROAD

**Patrol guide note:** The hike need not be longer than 10 to 15 minutes; however, it should involve a creek crossing, a road where they might encounter a vehicle, and a somewhat roundabout path. The point is to give them an experience to evaluate. This module should be completed before your 4-mile hike and the overnigher. If desired, the leaves can be used for the Can't See the Trees for the Forest module.

### Problem Exposure

Announce that the group will take a short hike to another part of camp to collect as many different leaves as possible, and give the patrol leader a route map to get there. The chapel or outdoor skills area may be a good destination. Go to the designated site and note how the group arrives.

### Teaching and Learning

Ask the Scouts about their hike. Is everyone present and accounted for? Did the group arrive together? Were they walking with a buddy? Did they stay together as a group? Did they stay on the trails or go cross-country? Did they encounter any vehicles? If so, what did they do when the vehicle passed? Did they try to hitch a ride? Did they encounter any streams? How did they cross? Did they have a map or compass? Who kept the map? Did everyone know the route they would take or were they following the leader? Make the questions as open-ended as possible, and don't let one leader do all of the talking. The questions are leading and can be used to start discussion of good hiking practice. Make particular note of the safe rules and the buddy system.

**Did anyone get lost on the hike?** Daniel Boone was once asked if he had ever been lost, to which he replied, "No, but I will admit to being confused for several weeks." The point of the quote is that not knowing where you are is not the same as being lost. Ask a few Scouts to describe how to get from where they are sitting to their home. Most would be lost before they left the reservation. Question the Scouts again: Do they have a map that they can use to get home? What landmarks did they see along the way to help them? Do they know how to use a compass? These questions introduce the skills they need to avoid being lost, including preparation, map and compass skills, and observation.

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Introduce STOP:

**S**tay calm

**T**hink

**O**bserve

**P**lan

**Application**

The hike in this exercise can be considered preparation for the patrol's overnighiter.

***Evaluation***

Every time your group hikes somewhere, ask if they have used safe hiking techniques. Award black beads.

## CAMPING AND HIKING

# SHAKEDOWN

### Learning Objectives

As a result of this experience, learners will

- Select and pack appropriate equipment for summer camping.
- Select a tent site and erect a tent and ground bed.

### Rank Requirements

- **Tenderfoot 1:** Present yourself to your leader, properly dressed, before going on an overnight camping trip. Show the camping gear you will use. Show the right way to pack and carry it.
- **Tenderfoot 2:** Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Backpack stuffed with appropriate and inappropriate camping equipment
- Blindfolds
- Tent
- Black beads

### SHAKEDOWN

**Patrol guide note:** This activity can be done all at one time or divided into two modules. The packing and gear portion should be completed before going on a troop overnighiter trip. The pitching tent portion can be completed on the overnighiter.

### Problem Exposure

#### **Camping Equipment**

Perform a leaking backpack skit: The guide enters the campsite wearing a backpack with all of the zippers and pockets open so that things fall out. As they fall out, the guide gathers them and continues out of sight. The articles that fall out should be both camping appropriate, such as a compass, and inappropriate, such as an iron skillet.

#### **Teaching and Learning**

Return to the campsite and have the Scouts list the items they saw falling out of the pack. Evaluate the appropriateness of each item. Go over the lists of personal overnight camping gear and patrol or group overnight camping gear from the *Boy Scout Handbook*, and discuss packing a pack for best balance and weight distribution.

### Problem Exposure

#### **Tents and Ground Beds**

Play the blindfold patrol game: All but one member of the patrol is blindfolded. The patrol is given the task of setting up a tent or tarp. There are only two rules:

1. The not-blindfolded Scout may not touch the tent or any patrol member.
2. None of the blindfolded members may talk.

#### **Teaching and Learning**

After the game, have the Scouts evaluate their effort. Review and discuss the sections on selecting a campsite, tarps and tents, and ground beds from the Camping chapter of the *Boy Scout Handbook*.

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**Step On It**

Out of sight of his patrol, a Scout travels from point A to point B, being careful not to leave any evidence by traveling on durable surfaces. The rest of the patrol tries to determine what route he took.

**Application**

To reinforce the Leave No Trace principle of camping and traveling on durable surfaces, play Step On It. Afterward, emphasize the following points from the *Boy Scout Handbook*.

- Use established sites when possible, camping at least 200 feet from water (and minimizing trips to the water sources).
- Build fires at least 50 feet from tents.
- Place latrines at least 200 feet from water and 100 feet from tents.



## CAMPING AND HIKING

# THE ALUMINUM CHEF

### Learning Objectives

As a result of this experience, learners will be able to

- Plan a nutritious meal.
- Properly store and transport foods.
- Create a cooking notebook.
- Safely prepare a charcoal fire.

### Rank Requirements

- **Tenderfoot 3:** On a campout, assist in preparing and cooking one of your patrol's meals. Tell why it is important for each patrol member to share in meal preparation and cleanup, and explain the importance of eating together.
- **Second Class 2g:** On one campout, plan and cook over an open fire one hot breakfast or lunch for yourself, selecting foods from the food pyramid. Explain the importance of good nutrition. Tell how to transport, store, and prepare the foods you selected.
- **First Class 4d:** Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.

### References

- *The Boy Scout Handbook*, No. 33105
- *Cooking merit badge pamphlet*, No. 33349A

### Materials Needed

- Matches
- Menu and food list for the campout
- Charcoal
- Black beads

### THE ALUMINUM CHEF

**Patrol guide note:** This module should be conducted immediately before the overnighter.

#### Problem Exposure

Ask everyone in the group to give one example of something that did not go right on a camping trip because of poor meal planning. For example, bringing canned soup and no can opener or not cooking the meat enough and getting sick.

#### Teaching and Learning

Go over the menu for the overnighter, including the food list and instructions. Ask the patrol if this is a balanced meal. Refer to the discussion of the importance of good nutrition in the *Boy Scout Handbook*, and discuss the importance of nutrition and the food pyramid. A good analogy for why we need all the different food groups is a car. You can have plenty of gas in the car, but with no oil the engine will break down. You can have plenty of oil, but with no brake fluid you'll crash, etc. Your body is like a car; it needs all the proper elements put into it to function well.

Have the patrol brainstorm what is needed to prepare the meal: wood gathering, fire building, food preparation, cleanup, etc. Have the patrol set up a duty roster to meet their needs and record all this information in a cooking notebook.

Cooking takes practice, and by recording what worked well and what didn't, you'll get better. Perhaps you didn't wrap your meal properly with the aluminum foil or didn't cook it enough. Maybe there is a particular spice you will want on the next trip. Write these successes and failures down and you'll be on your way to becoming an excellent outdoor chef.

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Review the forms of camping food from the *Boy Scout Handbook*, and discuss the benefits and disadvantages of each. How should each of these foods be stored and transported?

Discuss charcoal cooking and safety. Charcoal fires take a while to reach cooking heat. Light the briquettes at least 15 minutes before they are needed. The safest way to ignite briquettes is with tinder and kindling, like any campfire. Pile enough briquettes to cook an entire meal on top of a double handful of wood shavings and twigs. Light the base of the tinder with a match. Fan the flame with a pot lid to speed the burning. If the coals are self-igniting, simply pile them up into a pyramid and light them. If using lighter fluid to light the charcoal, spray it on the briquettes and allow them to soak for a few minutes before lighting. **Never pour lighter fluid or a combustible material on a flame!**

Discuss why cleanup is absolutely essential to a safe, enjoyable camping trip. Mention the Leave No Trace principle of pack it in, pack it out.

### Application

On the overnight, have the patrol light the fire, cook, and clean up according to their plan.

### Evaluation

After dinner, have the Scouts evaluate their performance. Award a black bead.

## FOIL COOKERY

Use two layers of lightweight or one layer of heavy-duty aluminum foil. Foil should be large enough to go around food and allow for crimping of edges in a tight seal. This will help keep the steam and juices in.

You will need a shallow bed of glowing coals that will last the length of time necessary for cooking.

### Foil Cooking Times

Hamburger .....	8 to 12 minutes
Chicken pieces .....	20 to 30 minutes
Wieners.....	5 to 10 minutes
Pork chops .....	30 to 40 minutes
Carrots.....	15 to 20 minutes
Ears of corn .....	6 to 10 minutes
Whole potatoes .....	45 to 60 minutes
Potato slices .....	10 to 15 minutes
Whole apples .....	20 to 30 minutes

### Baked Apple

Core the apple and place it on a square of foil. Fill the hole with 1 tablespoon raisins, 1 tablespoon brown sugar, and a dash of cinnamon. (Candy red hots also make a good filling.) Wrap foil around the apple and bake it in coals for 20 minutes.

### Foil Dinner

Lay a hamburger patty or pork chop on sheet of heavy-duty foil. Cover with slices of potato, onion, and carrots. Season with butter, salt, and pepper.

Wrap with drugstore fold—so that the entire patty is well-covered by the foil. Cook 20 to 30 minutes over hot coals, turning twice during cooking.

## FIRST AID

# IT'S JUST A FLESH WOUND

### Learning Objectives

As a result of this experience, learners will

- Be able to treat basic cuts and scratches.
- Know how to treat and prevent blisters.
- Understand the dangers of puncture wounds.
- Be able to help someone with an object in the eye.

### Rank Requirements

- **Tenderfoot 12b (partial):** Show simple first aid for the following:
  - Simple cuts and scratches*
  - Blisters on the hand and foot*
  - Minor burns or scalds (first-degree)
  - Bites or stings of insects and ticks
  - Poisonous snakebite
  - Nosebleed
  - Frostbite and sunburn
- **Second Class 6c (partial):** Demonstrate first aid for the following:
  - Object in the eye*
  - Bite of a suspected rabid animal
  - Puncture wounds from a splinter, nail, and fishhook*
  - Serious burns (second-degree)
  - Heat exhaustion
  - Shock

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Tennis ball
- Red beads

### IT'S JUST A FLESH WOUND

**Patrol guide note:** This module should be the first module taught in your basic first-aid block that includes Play With Fire, Once Bitten, and Surviving the Elements.

#### Problem Exposure

Ask the Scouts what first aid is. After a few responses, tell them that the 1939 *First Aid* merit badge pamphlet described it as so: "First Aid must be both expert and friendly. You must know what has to be done and how to do it quickly and neatly. No bungling!" Today we think of first aid as serving three functions:

- To stop life-threatening dangers
- To protect an injured or ill person from further harm
- To get proper medical help for the victim

These are all true, but first aid is also the little things we do to take care of ourselves. Even today, people die from things as simple as a cut or scratch. Skin is the body's largest organ, so it only makes sense to start our discussion of first aid with flesh wounds.

#### Teaching and Learning

This is one of the few modules where you will just have to sit and use the *Boy Scout Handbook*. To make time move faster and make the training more realistic, ask a lot of questions. For example, who has ever had a blister? Did it pop? Who has ever stepped on a nail? When asking these open-ended questions, remind the Scouts to raise their hand and speak only when recognized. Otherwise, you will waste time listening to seemingly endless war stories regarding every injury imaginable. Be

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certain to cover the following material as presented in the handbook:

1. Treating cuts and scratches
2. Treating and preventing blisters on the foot and hand
3. Understand the dangers of puncture wounds including splinter, nail, and fishhook
4. Assisting someone with an object in the eye

Introduce the bouncing ball of knowledge—the tennis ball. You can come up with your own name for it—just don't call it the tennis ball! Randomly while you're talking, stop and bounce the ball off the table and ask a question about something you just covered. The person who catches it must answer that question. If he is incorrect, the ball is returned to the guide, who asks the same question as he bounces the ball to another Scout. If that Scout is correct, he can bounce the ball to another Scout, asking him a question about recent material. Stop after the ball has been bounced to three people and congratulate them. Do this often and randomly throughout the module to add some interest and keep the Scouts on their toes. Have fun with the ball and don't take it too seriously; it's meant to break up the lecture atmosphere that can easily develop when teaching these modules.

## Application

Play first-aid baseball when all of the basic first aid modules are completed. Directions for the game are included in the application section of the Play With Fire module. Remember to take breaks in between each module for a cheer, song, or game of Silent Ball.

### Silent Ball

Toss a ball among members of the patrol gathered in a circle so that each member touches the ball only once.

## Evaluation

Review if necessary. It is important to award a red bead to each participant after each of the basic first-aid modules are completed (and NOT four red beads after two hours of lecture). This immediate recognition reinforces the Scouts' involvement in each module and helps keep them motivated.

## FIRST AID

# ONCE BITTEN

### Learning Objectives

As a result of this experience, learners will be able to treat and protect themselves from:

- Venomous and nonvenomous snakebites
- Bites or stings of insects
- Tick bites
- Bites of rabid animals

### Rank Requirements

- **Tenderfoot 12b (partial):** Show simple first aid for the following:
  - Simple cuts and scratches
  - Blisters on the hand and foot
  - Minor burns or scalds (first-degree)
  - Bites or stings of insects and ticks*
  - Venomous snakebite*
  - Nosebleed
  - Frostbite and sunburn
- **Second Class 6c (partial):** Demonstrate first aid for the following:
  - Object in the eye
  - Bite of a suspected rabid animal*
  - Puncture wounds from a splinter, nail, and fishhook
  - Serious burns (second-degree)
  - Heat exhaustion
  - Shock

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Tennis ball
- Once Bitten game cards (appendix)
- Red beads

### ONCE BITTEN

#### Problem Exposure

Show color photos of different wildlife and their names. See if the Scouts can properly identify the wildlife.

#### Teaching and Learning

##### *Snakebites*

Why do snakes bite? Imagine yourself trying to catch a small mammal for dinner, equipped only with a long, limbless body. Approximately 45,000 snakebites occur in the United States each year, 8,000 of them from venomous snakes. Twelve to 15 people die a year from these bites, mostly the young, elderly, and infirm. Bites commonly occur on the arms below the elbow and on the legs below the knee. In most cases, being handled, antagonized, or inadvertently stepped upon provokes the snake.

Prevent snakebites by watching closely where you step, never reaching into concealed areas, shaking out sleeping bags and clothes before use, and never handling snakes, even if they appear dead.

Review the *Boy Scout Handbook* sections on first aid for nonvenomous snakes and first aid for venomous snakes. Begin to treat a snakebite by determining if the snake is venomous. Note features like triangular heads, thick bodies, and pits between the eyes and nostrils. If bitten by a venomous snake, look for pain, rapid swelling, bruising, metallic taste in mouth, fever, chills, blurred vision, and muscle tremors. Remember that fang marks are not a reliable sign of envenomization, as 20 to 30 percent of bites don't envenomate.

##### *Bees and Wasps*

Bees and wasps cause more deaths in the United States than snakes—approximately 100 deaths per year, which usually result from acute allergic reaction known as *anaphylactic shock*.

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To treat a bee or wasp sting, scrape or flick off the stinger, which prevents squeezing more poison into skin. Clean the wound, apply ice or topical ointments to reduce pain and swelling, and watch for signs of anaphylaxis. Be ready to treat the victim for anaphylactic shock if necessary.

### **Arachnids**

**Ticks.** Only the mosquito carries more diseases than the tick; therefore, preventing exposure is essential in tick-infested areas. Wear long pants tucked into boots and long-sleeved shirts buttoned all the way up, and apply topical tick repellent containing the chemical ingredient permethrin. A visual inspection of all body parts at least twice a day is recommended, as adult ticks generally stay on the body for a few hours before attaching. Even after a tick has attached itself, prompt removal may prevent transmission of disease.

If the tick has embedded itself in the skin, grasp it firmly with a pair of tweezers and pull with a gentle, steady motion. Examine the bite site to make sure no tick parts have been left in the skin, then clean the area with soap and water. If the patient develops a rash, fever, flulike symptoms, or continued muscle aches and pains, transport to a physician.

**Spiders.** Spiders often are blamed for any unusual swelling or pain experienced by humans. Though all spiders are venomous, only two cause death in humans—the black widow (four to six deaths per year) and the brown recluse.

Clean a spider wound with antiseptic soap, ice the area to lessen any pain, and seek medical help if systematic symptoms develop, such as a rigid abdomen or fever.

**Scorpions.** Scorpions first appeared on Earth 300 million years ago. The sting produces a prickling sensation accompanied by burning pain, swelling, redness, numbness, and tingling. Prevent stings by not reaching blindly into woodpiles or under rocks, and develop a habit of shaking out shoes, clothes, and sleeping bags when in scorpion country.

Treat a scorpion sting just as you would a spider bite. However, if the patient experiences sluggish tongue, tightening jaw, nausea, vomiting, convulsions, or incontinence, splint the area of the sting and transport to an emergency room immediately.

**Chiggers.** Closely related to ticks, chiggers are almost invisible. They burrow into the skin and cause small welts that itch. Do not scratch the area. Instead, apply clear fingernail polish (to smother the arachnid) or topical anti-itching cream.

**Mammals.** Review the *Boy Scout Handbook's* section on animal bites. Remind the Scouts that they should never attempt to pick up any wild animal, particularly those behaving in a strange manner, such as bats walking around during the daytime, etc.

Bears have recently become more of a problem due to mankind's expansion into their natural territory.

### **Application**

When finished with the lecture, draw a hangman's platform and lead the Scouts in the matching game *Once Bitten*: Lay cards depicting animals in one column and cards depicting animal bites in a second column. Ask a Scout to come forward and match the animal to its bite. If he chooses incorrectly, draw a head at the noose, if he chooses correctly, ask the group how to treat the injury. A proper treatment could restore the body part. The goal is to keep your man alive.

### **Evaluation**

Review if necessary; award a red bead to each participant.

# FIRST AID

## SURVIVING THE ELEMENTS

### Learning Objectives

As a result of this experience, learners will

- Understand how to prevent and treat injuries caused by the following: sunburn, frostbite, hypothermia, hyperthermia, dehydration, and lightning strike.

### Rank Requirements

- **Tenderfoot 12b (partial):** Show simple first aid for the following:
  - Simple cuts and scratches
  - Blisters on the hand and foot
  - Minor burns or scalds (first-degree)
  - Bites or stings of insects and ticks
  - Poisonous snakebite
  - Nosebleed
  - Frostbite and sunburn*
- **Second Class 6c (partial):** Demonstrate first aid for the following:
  - Object in the eye
  - Bite of a suspected rabid animal
  - Puncture wounds from a splinter, nail, and fishhook
  - Serious burns (second-degree)
  - Heat exhaustion*
  - Shock*
  - Heatstroke, dehydration, hypothermia, and hyperventilation*

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Copies of Survivor Scenario solutions sheets for patrol guides (appendix)
- Survivor Scenario story cards (appendix)
- Red beads

### SURVIVING THE ELEMENTS

#### Problem Exposure

Read the stories from the four Survivor Scenario cards. Have Scouts brainstorm for all the possible injuries the Scouts in the stories might have, while the patrol leaders write down their ideas. Tell them to think about the stories as you cover this topic because it will be part of a game at the end.

#### Teaching and Learning

Review the *Boy Scout Handbook* sections on heat emergencies and cold emergencies, emphasizing the signs, symptoms, and treatments of each injury.

#### Heat-Related Injuries

- Heat exhaustion
- Heatstroke
- Dehydration

#### Cold-Related Injuries

- Hypothermia
- Frostbite

Ask Scouts how treatment for these injuries is different when camping than when at home. Look for answers that include available equipment, closer to medical facilities and additional help, etc.

#### Lightning Injuries

Lightning is the only significant cause of back-country electrical burns. Lightning injures 1,000 people in the United States every year. Of those, approximately 30 percent die. Lightning contains between 200 and 300 million volts of energy. Injury can occur in five ways:

1. Direct hit
2. Lightning splash—Lightning hits another object and splashes onto objects or people nearby
3. Direct transmission—Being in contact with an object that has been hit directly

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4. Ground current—Receiving ground current as it dissipates from the hit object
5. Blunt trauma from the explosive force of the shock wave

Lightning knocks 72 percent of its victims unconscious, and 50 percent rupture one or both eardrums. Most burns from lightning strikes are superficial and form odd patterns on the skin (can follow sweat concentration or form featherlike patterns on skin). Lightning strike victims can be thrown considerable distances.

#### **Lightning Safe Crouch**

If caught out of doors during an approaching storm and your skin tingles or your hair tries to stand on end, immediately do the lightning safe crouch: Squat low to the ground on the balls of your feet, with your feet close together. Place your hands on your knees, with your head between them. Be the smallest target possible, and minimize your contact with the ground.

#### ***How Far Away Is the Storm?***

Count the number of seconds between lightning flash and sound of thunder, and then divide by 5 for the number of miles the storm is from you, assuming an average speed of the sound to be .2 miles per second. Light travels at about 186,000 miles per second, but sound travels considerably more slowly. The distance to a lightning strike is the time it takes for the sound to reach you after you have seen the lightning divided by the speed of sound.

#### **Application**

Divide the Scouts into groups of three and give each group a Survivor Scenario card. Assign a patrol guide or other leader to each group, and give them a Survivor Scenario solutions sheet to help lead discussion. Ask the groups to read the card and decide what must be done.

#### ***Evaluation***

Review if necessary; award a red bead to each participant.



## FIRST AID

# PLAY WITH FIRE

### Learning Objectives

As a result of this experience, learners will

- Be able to differentiate between and treat first-, second-, and third-degree burns.
- Understand the underlying dangers associated with burns.

### Rank Requirements

- **Tenderfoot 12b (partial):** Show simple first aid for the following:
  - Simple cuts and scratches
  - Blisters on the hand and foot
  - Minor burns or scalds (first-degree)*
  - Bites or stings of insects and ticks
  - Poisonous snakebite
  - Nosebleed
  - Frostbite and sunburn
- **Second Class 6c (partial):** Demonstrate first aid for the following:
  - Object in the eye
  - Bite of a suspected rabid animal
  - Puncture wounds from a splinter, nail, and fishhook
  - Serious burns (second-degree)*
  - Heat exhaustion
  - Shock
  - Heatstroke, dehydration, hypothermia, and hyperventilation

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Petroleum jelly
- Cardboard
- Plastic wrap

- Matches
- Note cards
- Red beads

### PLAY WITH FIRE

**Patrol guide note:** This module should be taught *last* in your basic first-aid block that includes *It's Just a Flesh Wound*, *Once Bitten*, and *Surviving the Elements*. Construct the skin model by covering a piece of cardboard with petroleum jelly and covering it with plastic wrap. The plastic wrap represents the epidermis and the cardboard represents the deep tissue. If you are careful with the matches, the burns should appear fairly realistic.

### Problem Exposure

Let's talk about burns. Who here has been burned before? How did the adults around you suggest treating the burn? (You should hear all types of folk remedies like mustard, lard, butter, toothpaste, buttermilk, egg whites, and so on.) Explain that some of the answers are correct and some actually make the problem worse. For example, butter offers temporary relief because it is cool and prevents air from hitting the burn, but the pain quickly returns because the heat is trapped.

### Teaching and Learning

There are three types of burns. Have a Scout read aloud the information on burns and scalds from the *Boy Scout Handbook*. After each section, summarize the important information and use a match to burn your skin model to illustrate the point.

#### **Types of Burns**

- First-degree burn—Epidermis only burned, skin red and painful
- Second-degree burn—Epidermis and dermis burned; skin is blistered (may take 24 hours), red, mottled, wet, and painful

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- Third-degree burn—Epidermis, dermis, and subcutaneous tissue burned; skin is leathery, dry, charred, and pearly gray in color

### **General Treatment of Burns**

**Step 1**—Remove skin from the source of the burn.

- For thermal burns, stop, drop, and roll.
- For dry chemical burns, brush off dry chemicals.
- For wet chemical burns, flush with water for 20 minutes.
- Remove clothing and jewelry, which can hold heat in and further the burn.

**Step 2**—Assess the airway (for inhalation burns, consider carbon monoxide poisoning).

**Step 3**—Cool the burn.

**Step 4**—Assess the depth and extent of the burn using the rule of palms—your palm represents roughly 1 percent of your body.

**Step 5**—Clean the burn.

**Step 6**—Apply a cool, moist dressing.

Ask Scouts: *What are the two major life-threatening risks of burns?*

- Infection—There is a hole in your body's first line of defense against pathogens.
- Environmental injuries—Placing ice directly on a burn can cause frostbite; cooling more than 10 percent of the body at a time can cause hypothermia; there is a high risk of dehydration; loss of body fluids means a greater risk of hypothermia or hyperthermia.

### **Application**

Play first-aid baseball: Divide the patrol in half and create a baseball diamond. Give each team a chance to write several questions about burns or environmental injuries (one per note card). Give each card a value based on its difficulty, such as "single" for an easy question, or "home run" for a really tough one. Write the card's value underneath the question.

To play, line up the first team behind home plate. Holding the cards in his hands, the umpire (troop guide) asks each Scout on the "batting" team, in turn, to answer a question. If the Scout gives the correct answer, he scores whatever hit is indicated on the card and becomes a base runner as in regular baseball. If he does not answer correctly, he is out. Three outs and the next patrol comes to bat.

### **Evaluation**

Review if necessary; award a red bead to each participant.

## FIRST AID

# STRAINS AND SPRAINS

### Learning Objectives

As a result of this experience, learners will

- Be able to recognize and treat the two major types of fractures.
- Describe how to treat head injuries.
- Understand the difference between sprains and strains, and be able to treat both.

### Rank Requirement

- **First Class 8b:** Demonstrate bandages for a sprained ankle and for injuries on the head, upper arm, and the collarbone.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- 10 cravats
- 2 elastic bandages
- Red beads

## STRAINS AND SPRAINS

### Problem Exposure

Pick up a stick and say, "Imagine this is your leg. You are hiking through the woods with your patrol, and snap!" (Break the stick across your knee.) "You are almost five miles from the nearest road, what do you do?" Ask the Scouts to treat the stick.

How do you treat a fracture? Listen for answers. Luckily, we treat all types of fractures exactly alike.

### Teaching and Learning

Discuss the following questions with the Scouts.

1. What are the two major types of fractures? (open or compound, and closed or simple) Which is more dangerous? (open, due to a higher risk of infection)
2. What are the signs and symptoms of a fracture? (See the information on broken bones in the *Boy Scout Handbook*.)
3. How do we treat the fracture? (See the information on first aid for broken bones in the *Boy Scout Handbook*.) Demonstrate how to splint the following: lower arm, upper leg, and collarbone. Practice!
4. Can you fracture your skull? Take a stick and hit a hard, round object (like a rock). Point out how the stick slides off the skull, reducing the impact. Explain that this is why the bones in our heads are shaped differently. Our skulls consist of 22 fused bones; fractures of the skull itself are not life-threatening except when associated with underlying brain injury or spinal cord injury.  
  
The first thing one notices about a head injury is lots of bleeding due to the large number of vessels that feed the scalp. Temporarily ignore the bleeding. An urgent evacuation is required for any patient who has become unconscious or exhibits vision or balance disturbances, irritability, lethargy, or nausea and vomiting. The patients should be stabilized and carried out on a backboard. A patient who experiences a brief episode of unconsciousness but who awakens without any other symptoms may be walked out to medical care. Any patient with a head injury should be monitored closely for the next 24 hours.  
  
Demonstrate and practice bandaging a head injury as described in the *Boy Scout Handbook*.
5. What is the difference between a sprain and a strain? (Sprains are trauma to joint damaging ligaments and tendons while strains involve muscles.)  
  
How do you treat sprains and strains? (RICE—rest, ice, compression, and elevation.) Point out the similarities between RICE and what you do to treat severe bleeding (direct pressure, elevation, pressure points, ice treatment).

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For a sprained ankle, when should you and shouldn't you remove the patient's shoe? (Do not remove the shoe when the pain is minor, you need to be able to walk, or you are a long way from help.)

Demonstrate and practice bandaging an ankle with and without a shoe. Demonstrate first-on-scene treatment for an ankle injury. (Twist a sock around the injured site like a cushion, secure with half an elastic bandage, place an ice pack over the injured site, secure with the remaining portion of the bandage, elevate the injured site, and seek medical care.)

### **Application**

Play Ambulance Action. Pull out an object (tennis ball, bandanna, etc.) and state that it is an ambulance. Ask the group to form a circle and pass the object around. The person passing the object—the patient—points to a part of the body that is fractured. The person catching the object—the medic—must describe how to treat the injury. You can also ask questions such as: What are the two types of fractures, What does a greenstick fracture look like, etc.

### **Evaluation**

Review if necessary; award a red bead to each participant.

## FIRST AID

# YOU'RE OUTTA HERE

### Learning Objectives

As a result of this experience, learners will

- Be able to safely transport an injured patient.
- Be able to recognize whether a patient should be moved or stabilized in place.

### Rank Requirement

- **First Class 8c:** Show how to transport by yourself, and with one other person, a person
  - From a smoke-filled room
  - With a sprained ankle, for at least 25 yards

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Blanket
- Two hiking staffs
- Injury cards for Wounded Soldiers game (appendix)
- Red beads

## YOU'RE OUTTA HERE

### Problem Exposure

Present the following scenario: You awake in the middle of the night and smell smoke, you attempt to wake your older brother who sleeps on the top bunk, but he doesn't budge. What would you do?

### Teaching and Learning

Discuss the scenario and listen to the Scouts' solutions. Ask why the older boy on the *top* bunk might not be conscious? (The answer is because smoke rises, and he would have had more opportunity on the top bunk to inhale enough smoke to leave him unconscious.)

When do we move a patient? Have one of the boys read the section on moving an injured person from the *Boy Scout Handbook*.

Demonstrate and practice the different methods of moving a patient. Discuss advantages and disadvantages of each.

- **One rescuer:** Walking assist, backpack carry, fireman's carry, blanket drag, ankle drag, shoulder drag
- **Two rescuers:** Four-handed seat, two-person carry, chair carry
- **Three rescuers:** Three-man lift
- **More than three rescuers:** Stretcher carry (Demonstrate both a blanket stretcher and a clothes stretcher.)

Return to the original scenario, discussing the following questions.

- What was wrong with the boy? (He was unconscious due to smoke inhalation.)
- Should we move him or leave him? (Move him.)
- What are the best methods to move the patient once we have gotten him down from the top bunk? ((1) With both hands grasp his clothing and drag him toward you; (2) roll him onto a blanket, sheet, etc. and drag him on that; (3) get behind him, reach under his arms, grab his wrists, and haul him out of the room (shoulder drag), or if he is larger than you, perform an ankle drag.)

Ask why all three rescues are drags. (The rescuer is alone, the victim is bigger, and there is less smoke on the ground.) Remind Scouts that their personal safety comes first in all rescue situations.

### Application

Play Wounded Soldiers: Divide the patrol in half. Place a stack of cards describing the soldier's injury 50 yards from camp. At the signal, each

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team sends a soldier to the stack. The soldier reads the card, pretends to have the injury, and yells for a medic. When the soldier yells "Medic," another member from the team runs up and transports the patient in the most appropriate manner. (One suggestion is on the card. The game may be played with or without the option to use the suggestion.) Each member gets a turn being both the soldier and the medic. Call for team members if necessary.

**Patrol guide note:** This game should be played in a relatively smooth area. Also, caution the participants that running with a patient or rough handling of a patient can disqualify the team.

***Evaluation***

Review if necessary; award a red bead to each participant.

***Troop Competition***

Hold a stretcher relay in which each patrol treats an "injured" patrol member and carries him in a stretcher over a specified route. Red beads may be awarded.

## FIRST AID

# WHAT'S THE NUMBER FOR 911?

### Learning Objectives

As a result of this experience, learners will

- Be able to treat “hurry” cases of stopped breathing, serious bleeding, and internal poisoning.

### Rank Requirements

- **Tenderfoot 12a:** Demonstrate the Heimlich maneuver and tell when it is used.
- **Second Class 6a:** Show what to do for “hurry” cases of stopped breathing, serious bleeding, and internal poisoning.

### References

- *The Boy Scout Handbook*, No. 33105
- *Lifesaving* merit badge pamphlet, No. 33297B

### Materials Needed

- 8 triangular bandages
- Ice pack
- Hair dryer or other small electrical appliance for mock problem
- Red beads

## WHAT'S THE NUMBER FOR 911?

### Problem Exposure

This problem requires a small room such as a bathroom. Send one Scout in (or use a staff member if possible), telling him to “play dead.” Have the patient lie on top of a hair dryer or other small appliance and have water dripping in the room (so that there are signs of electrocution). **Note: Do not plug in the appliance for the safety of the demonstration.** Now have two staff members bring the Scouts in one at a time. Tell each before entering, “There is a patient down inside; treat his injuries.” Have a real sense of urgency in your voice and

rush the Scout to touch the patient. If the Scout asks, “Is the scene safe?” send him back outside. If the Scout touches the patient, he is now dead and lies near the patient. Do this for all Scouts; you should end up with a room full of dead people.

### Teaching and Learning

Most first aid needed in Scouting is for minor injuries—a scrape, a bruise, a sore ankle—and there is plenty of time to decide how to treat an injury and then to do it. However, sometimes you will be faced with injuries that pose an immediate danger to the victim’s life. These injuries require a quick, educated response or the patient will die.

What did we learn from the problem in the bathroom? (Check the safety of the scene first.) As rescuers, our personal safety is the top priority. If a rescuer is injured, there are now two victims and there may not be anyone else to go for help or render first aid.

Discuss the proper technique for surveying the scene and beginning first aid for a victim:

#### 1. Survey the scene.

- Approach the patient carefully. Call out, “Are you OK?”
- Make sure the scene is safe. Be aware of such hazards as slippery footing, steep slopes, electrical wires, traffic, etc.
- Consider the mechanism of injury. How did the patient get hurt? Is there evidence of poisoning?

#### 2. Once the scene is secure, conduct a primary survey on the victim. This should take no more than 15 to 20 seconds.

- Check level of consciousness using *AVPU*—alert, verbal, painful, or unresponsive.
- The primary goal is to rule out life-threatening injuries with the *ABCs*.

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- Airway—Is the spine stabilized and the airway clear of obstruction?
  - Open the airway with the head tilt/chin lift or the modified jaw thrust.
  - Look, listen, and feel for air movement.
  - Immediately correct obstructed airway.
- Breathing—Are respirations adequate in volume and rate?
  - Assess breathing rate and quality.
  - Inspect chest and back, palpate areas.
- Circulation—Is skin cool and clammy? Are pulses rapid and weak? Are distal pulses present or absent?
  - Check carotid and radial pulses for rate and quality.
  - Check skin color, temperature, moisture, and cap refill.
  - Control gross hemorrhage.

**3. Send for help, then begin treating the injuries.**

- Be prepared to give emergency services the following information:
  - Location of patient
  - Description of injuries or illness
  - What time the injury or illness occurred
  - Any treatment the victim has received
  - Number of people with the victim and their general skill level
  - What special assistance and equipment might be needed, including food, shelter, or care for nonvictims

**4. Teach first aid** for the following cases, using the *Boy Scout Handbook* and *Lifesaving* merit badge pamphlet as a guide.

- Stopped breathing
- Heimlich maneuver
- Internal poisoning
- Severe bleeding

## Application

### *Victim or Patient?*

Select a *patient* from the group and quietly tell him how he is injured (one of the hurry cases). Ask for a volunteer to be the medic and tell him to treat the patient's injuries, following the ABC method. Afterward, have the group decide if the injured party was a patient or a victim. Repeat this several times, allowing everyone a turn as medic. If the Scouts have a good grasp of the material, divide them into pairs and have them play the game.

### *Evaluation*

Review if necessary; award a red bead to each participant.

### *Troop Competition*

Develop a mock disaster resulting in multiple injuries of various types and seriousness. This could be the aftermath of a tornado, a multiple-vehicle accident, a forest or building fire, or another serious accident.



## SWIMMING

# SAFE SWIM DEFENSE AND SAFETY AFLOAT

### Learning Objectives

As a result of this experience, learners will

- Know the procedures and requirements for a patrol to swim safely.
- Know the procedures and requirements for a patrol to take a safe boating trip.

### Rank Requirements

- **Second Class 7a:** Tell what precautions must be taken for a safe swim.
- **First Class 9a:** Tell what precautions must be taken for a safe trip afloat.

### References

- *The Boy Scout Handbook*, No. 33105
- *Guide to Safe Scouting*, No. 34416D

### Materials Needed

- Tennis ball
- Blue beads

## SAFE SWIM DEFENSE AND SAFETY AFLOAT

**Patrol guide note:** Do this module before heading down to the waterfront for your swimming module block.

### Problem Exposure

If you're hiking near a river, would you just jump in when you're hot to take a quick swim? Would you swim to the middle of the river? Would you go alone or take your friend who has only swum once before?

If you want to go on a canoe trip, what else do you need besides the canoe and paddles? Would you take your 3-year-old brother? Do you need a buddy?

Swimming and boating are fun activities all Scouts should enjoy, but they also can lead to drowning if some basic rules are not followed. We want every trip to be fun, but also to be safe! Your safety and the safety of your friends is more important than a quick swim.

### Teaching and Learning

Introduce PDQ BALLS. Explain that it is an acronym for Safe Swim Defense, or the things you have to consider before any swim activity.

Start with the first point—discuss why it is on this list as being required to swim as Scouts, and then repeat the point as a group. Talk about the next point then repeat it with the first one. Continue adding points until you finish with PDQ BALLS. Use the same procedure for explaining PDQ BEPPSS—or Safety Afloat.

### PDQ BALLS

**Physical Fitness:** All participants on swimming or boating activities must have a health history completed by a parent, physician, or guardian.

**Discipline:** All participants should know, understand, and respect the rules of safe swimming as explained to them by the head adult of the activity. If they don't follow the rules they should be removed from the activity for everyone's safety (including their own).

**Qualified Supervision:** There must be at least one adult who is 21 or older at the event who accepts the responsibility for the group. That adult must have completed BSA Safe Swim Defense and committed to its principles.

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**Buddy System:** As always, everyone must have a buddy, but this is especially important at swimming activities. Explain what a buddy check is and demonstrate on land by yelling "Buddy check!" and having them pair with their buddies.

**Ability/Swimming:** A swim test should be administered to determine the swimming ability of each Scout. A Scout who can't yet swim will be limited in the area he can go for his own safety.

**Lookout:** A lookout is an adult who can see the entire swim area and yell to the lifeguard if trouble is spotted. Lookouts do not have to be trained in Safe Swim Defense—only willing to keep a careful watch on the swim area.

**Lifeguard:** There should always be a lifeguard on duty. In addition, there should be one strong swimmer with a rescue line posted for every 10 Scouts.

**Swimming Area:** When swimming in an area not regularly maintained for swim use, the lifeguards and supervisors should establish a swim area. Nonswimmer area should be no deeper than 3.5 feet; beginner area from shallow to no deeper than slightly above the head; swimmer area should be no deeper than 12 feet. Swim area should not be in currents or rocky and unpredictable bottoms.

After you have finished discussing PDQ BALLS, have the Scouts form a circle. Explain this will be a game like Silent Ball, but with an additional rule: Each time you pass the ball, you must say a part of the Safe Swim Defense. The first person starts by calling "physical fitness" when he passes the ball. The next person must say "discipline" as he passes and so forth through PDQ BALLS. Start back at the beginning when you reach "swimming area." A player is out if he can't remember the next point in less than 4 seconds (bad throws and dropped balls do not kick you out of the game). Keep playing and increase the pace until you are ready to move on to PDQ BEPPS.

## PDQ BEPPSS

**Physical Fitness:** All participants on swimming or boating activities must have a health history completed by a parent, physician, or guardian.

**Discipline:** All participants should know, understand, and respect the rules of Safety Afloat as explained to them by the head adult of the activity. If they don't follow the rules, they should be removed from the activity for everyone's safety (including their own).

**Qualified Supervision:** There must be at least one adult who is 21 or older at the event. There must be at least one adult supervisor (18 or older) for every 10 Scouts. All adult supervisors must have completed BSA Safe Swim Defense and at least one should be trained in CPR.

**Buddy System:** As always, everyone must have a buddy. This is especially important at swimming and boating activities. Explain what a buddy check is and demonstrate on land by yelling "buddy check!" and having them pair with their buddies.

**Equipment:** All equipment should be examined before use and be in good working condition. Spare equipment should be taken when practical.

**Personal Flotation Devices:** Properly fitted PFDs are required when on or in the open water.

**Planning:** Planning is essential to any Scouting activity; this is especially true with aquatic events. Plans should be developed around available map and float information about the area. They must adhere to the local rules and include a way to notify parents. A tour permit must be filed. On the day of the outing, the weather forecast must be checked and monitored, and a contingency plan in place.

**Skill Proficiency:** All participants must receive training prior to entering the water concerning the skills and regulations that pertain to that event. In some cases it may be required that Scouts pass a proficiency test before being allowed on the trip.

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**Swimming Ability:** In most cases a Scout or Scouter must be a swimmer as classified by the BSA swimmer test to participate in a boating activity. Some exceptions include riding as a passenger with an adult in a rowboat or powerboat or riding as a passenger in a canoe, raft, or sailboat with a lifeguard. Check the *Guide to Safe Scouting* for details.

Repeat the circle game that you did for PDQ BALLS, but this time use PDQ BEPPSS.

Memorization is not required for completion of this module. The repeating helps reinforce the points and reiterates that there are many points to consider before just jumping into the water.

### **Application**

Review with the Scouts the seriousness of Safe Swim Defense and Safety Afloat. It is tragic and heartbreaking when a Scout drowns, but it usually happens two to three times each year. It almost always happens because PDQ BALLS or PDQ BEPPSS was not followed by the Scouts and leaders.



## SWIMMING

# WATER IQ

### Learning Objectives

As a result of this experience, learners will

- Complete the BSA swimmer test.
- Demonstrate the basic swimming strokes.

### Rank and Merit Badge Requirements

- **Second Class 7b:** Demonstrate your ability to jump feetfirst into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.
- **First Class 9b:** Successfully complete the BSA swimmer test. (Jump feetfirst into water over your head in depth, 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 swum continuously and include at least one sharp turn. After completing the swim, rest by floating.
- **Swimming merit badge 5:** Swim continuously for 150 yards using the following in good form and in a strong manner: front crawl or trudgen for 25 yards, back crawl for 25 yards, sidestroke for 25 yards, breaststroke for 25 yards, and elementary backstroke for 50 yards.

### Reference

- *Swimming* merit badge pamphlet, No. 33352D

### Materials Needed

- Swim trunks and towels for each Scout

### WATER IQ

**Patrol guide note:** Do this module first for your two-hour Swimming merit badge block. **Only Scouts with full swimmer buddy tags can be allowed to participate in the Water IQ module.** Before entering the waterfront, check buddy pairs to make sure their swim levels are grouped correctly. Swimmers need to be with swimmers; a nonswimmer and a beginner can buddy together because Scouts not able to participate in the activity will be allowed only in the nonswimmer section. **No one is allowed in the beginner section even if his buddy tag is beginner.** This is for everyone's safety and so as not to be a burden on the aquatic area resources.

### Problem Exposure

That attractive lifeguard at your community pool is on duty again. You would like to impress her with your swimming ability. You start at the deep end of the pool and want to display all of the basic swimming strokes in good form as well as complete a good number of laps without taking a break.

### Teaching and Learning

Make sure to tell the waterfront director and lifeguard on duty what module you are teaching. Demonstrate one of the strokes from the required list as described in the *Swimming* merit badge pamphlet. Get out of the water and have one person from each buddy set attempt. The other buddies should carefully watch their buddy in the water. Repeat and switch partners.

### Application

It is possible that not all Scouts will be able to complete this test. They cannot receive the bead for only attempting the module.

Take accurate notes of who accomplished what for this process and award blue beads for the achievements.



## SWIMMING

# H<sub>2</sub>O SURVIVAL

### Learning Objectives

As a result of this experience, learners will

- Learn how to use a shirt as a flotation device.
- Learn how to use pants as a flotation device.

### Rank and Merit Badge Requirements

- **First Class 9c:** With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)
- **Swimming merit badge 4:** Demonstrate survival skills by leaping into deep water wearing clothes (shoes, socks, swim trunks, long pants, belt, and long-sleeved shirt). Remove shoes and socks, remove and inflate the shirt, and show that you can float using the shirt for support. Remove and inflate the pants for support. Swim 50 feet using the inflated pants for support, then show how to reinflate the pants while using them for support.

### References

- *The Boy Scout Handbook*, No. 33105
- *Swimming merit badge pamphlet*, No. 33352D

### Materials Needed

- Each Scout and leader should wear pants and a long-sleeved shirt.
- Swim trunks and a towel for each Scout
- Blue beads

### H<sub>2</sub>O SURVIVAL

**Patrol guide note:** Do this module immediately after the Water IQ module after a short break. **Only Scouts with full swimmer buddy tags can be allowed to participate in the H<sub>2</sub>O Survival module.** Before entering the waterfront, check buddy pairs to make sure their swim levels are grouped correctly. Swimmers need to be with swimmers; a nonswimmer and a beginner can buddy together because Scouts not able to participate in the activity will be allowed only in the nonswimmer section. **No one is allowed in the beginner section, even if his buddy tag is beginner.** This is for everyone's safety and so as not to be a burden on the aquatic area resources.

### Problem Exposure

You are sailing with your patrol at the Florida National High Adventure Sea Base. You are about 3 miles out from land when a white whale mistakes you for a harpoon boat and rams your port. Your little boat cracks in half and sinks in a matter of minutes. You are left in the ocean treading water and tiring with your fellow Scouts by the minute. Even though the water off the Florida Keys is very warm, you wisely wore your class A long-sleeved shirt and full-length BSA pants. You turn to your patrol and calmly explain that you all can float for hours until the rescuers get to you.

### Teaching and Learning

Demonstrate the requirements from First Class 9c and Swimming merit badge 4. Make sure to tell the waterfront director and lifeguard on duty what module you are teaching. Get out of the water and have one person from each buddy set attempt. The other buddies should carefully watch their buddy in the water. Switch partners and repeat.

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**Application**

Tell the boys that the white whale realized its mistake and went for help. The patrol was rescued after an hour of floating in the ocean. The Sea Base leader was promptly fired upon returning to mainland for not having everyone wear PFDs.

Take accurate notes of who accomplished what for this process and award blue beads for their achievement. It is possible that not all Scouts will be able to complete this test. They cannot receive the bead for only attempting the module.



## SWIMMING

# RUBBER DUCKY

### Learning Objectives

As a result of this experience, learners will

- Learn how to properly put on a PFD.
- Learn basic floating techniques.
- Learn about hypothermia in survival situations.

### Merit Badge Requirement

- **Swimming merit badge 6:** Do the following:
  - (a) Float faceup in a resting position for at least one minute.
  - (b) Demonstrate survival floating for at least five minutes.
  - (c) While wearing a properly fitted personal flotation device (PFD), demonstrate the HELP and huddle positions. Explain their purposes.
  - (d) Explain why swimming or survival floating will hasten the onset of hypothermia in cold water.

### References

- *The Boy Scout Handbook*, No. 33105
- *Swimming* merit badge pamphlet, No. 33352D

### Materials Needed

- Swim trunks and towels for each Scout
- Blue beads

**Patrol guide note:** Do this module during your two-hour Swimming merit badge block. **Only Scouts with full swimmer buddy tags can be allowed to participate in the Rubber Ducky module.** Before entering the waterfront, check buddy pairs to make sure their swim levels are grouped correctly. Swimmers need to be with swimmers; a nonswimmer and a beginner can buddy together because Scouts not able to participate in the activity will be allowed only in the nonswimmer section. **No one is allowed in the beginner section even if his buddy tag is beginner.** This is for everyone's safety and so as not to be a burden on the aquatic area resources.

### Problem Exposure

You are sailing with your patrol at the Florida National High Adventure Sea Base. You are about 3 miles out from land when a white whale mistakes you for a harpoon boat and rams your port. Your little boat cracks in half and sinks in a matter of minutes. You are left in the ocean treading water and tiring with your fellow Scouts by the minute. You were wisely wearing your PFDs, but you also need to periodically float to help stay above water.

### Teaching and Learning

Make sure to tell the waterfront director and life-guard on duty what module you are teaching.

Demonstrate floating in the water while the Scouts watch on the dock. Get out of the water and have one person from each buddy set attempt. The other buddies should carefully watch their buddy in the water. Switch partners and repeat.

With everyone in the water, demonstrate survival floating. The patrol guides should get out of the water and watch from the dock. Have the entire patrol do survival floating for five minutes. Do not reduce the time—it is a challenge that is rewarding when the boys complete the full five minutes.

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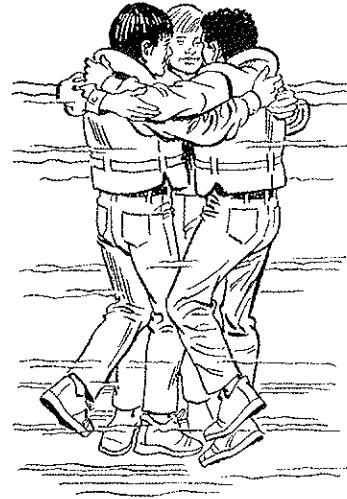
Jump back in the water and demonstrate HELP (heat escape lessening posture) to the Scouts. Explain that by balling up you retain heat better and lessen the onset of hypothermia. Swimming or treading water exposes more skin to the cold water and burns energy, which hastens the onset of hypothermia.



HELP (heat escape lessening posture)

### ***Survive in Cold Water***

- Wear a PFD.
- Keep your head out of the water.
- Get out of the water onto your boat, a log, a raft, or anything that floats.
- Remain as still as possible while in the water.
- While afloat in the water, do not attempt to swim unless it is to reach a nearby craft, fellow survivor, or floating object you can lean on or climb onto.
- If there is more than one person in the water, huddling is recommended while waiting to be rescued.
- **Maintain a positive mental attitude. Never give up hope.**



Huddle

Get out of the water and have the group perform a team huddle float to conserve energy and retain heat. Once they are all together, have them give their patrol yell.

### **Application**

Tell the boys that the white whale realized its mistake and went for help. The patrol was rescued after an hour of floating in the ocean.

Take accurate notes of who accomplished what for this process and award blue beads for their achievement. It is possible that not all Scouts will be able to complete this test. They cannot receive the bead for only attempting the module.

## SWIMMING

# REACH, THROW, ROW, GO

### Learning Objectives

As a result of this experience, learners will know

- The steps used in performing a water rescue
- The methods used to perform a water rescue

### Rank Requirements

- **Second Class 7c:** Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible, and explain why and how a rescue swimmer should avoid contact with the victim.
- **First Class 9c:** With a helper and a practice victim, show a line rescue both as a tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)

### References

- *The Boy Scout Handbook*, No. 33105
- *Swimming* merit badge pamphlet, No. 33352D

### Materials Needed

- Throw line
- Throw buoy
- Scout stave
- Personal flotation devices
- Swim trunks and towels for each Scout
- Blue beads

### REACH, THROW, ROW, GO

**Patrol guide note:** Before entering the waterfront, check buddy pairs to make sure their swim levels are grouped correctly. Swimmers need to be with swimmers; a nonswimmer and a beginner can buddy together because Scouts not able to participate in the practice victim/rescuer activity will be allowed only in the nonswimmer section. **No one is allowed in the beginner section, even if his buddy tag is beginner.** This is for everyone's safety and so as not to be a burden on the aquatic area resources.

### Problem Exposure

You are walking along the boardwalk of a local park in your area, and you overhear someone shouting for help in the water alongside. You rush over and see two small children struggling to keep afloat in the water. One is near and one is far away from the boardwalk. You must decide how to rescue each using the tools around you.

### Teaching and Learning

Explain the steps in saving a life: *Reach* first, *throw* second, *row* third, *go with assistance* fourth, and *go yourself* fifth.

**Reach**—Use your arms, legs, or extension device to reach to your victim and pull him to safety. Keep your center of gravity low. The most effective technique is to lie down and spread out your arms and legs to keep from being pulled into the water yourself. Use items like tree branches and Scout staves to extend your reach.

**Throw**—There are various things that you can throw to save a life. Rope is the simplest throwing object, but it does not provide any flotation for the victim. A ring buoy works much better because it floats and has a larger area to grab. The throw rope is easier for first-time campers because they often are not big enough to use a buoy effectively.

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**Row**—Use a rowboat or other large, stable boat to go to the victim. Always wear a personal flotation device and have another handy for your victim. Do not use a canoe for rescue; it is easily tipped over with a struggling victim.

**Go with assistance**—Go to the victim yourself with an aid. Either have a buoy that will help you stay afloat or have a line tied that can be pulled by a bystander on shore. This is the better of the two “go” methods because it provides a method of calming the victim.

**Go by yourself**—The last choice is to go by yourself. This should be done only if you are a strong swimmer and can protect yourself in the water. Expect the unexpected with your victim, and be prepared to defend yourself if the victim’s panicking can put you in jeopardy.

### **Application**

Have one buddy pair put on PFDs. **Nonswimmers and beginners do not put on PFDs and cannot be practice victims.** Have them get into the water as a practice victim. The other buddy is the rescuer and performs a reaching save with his stave or lifeguard PVC poles. The buddy then swims 25 to 30 feet out and is rescued from a thrown rope. After completing this, the buddies switch roles so each can complete the requirement.

### **Evaluation**

Present each Scout who completes the module with a blue bead.

## SWIMMING

# BLUE DOG STANDBY

### Learning Objectives

As a result of this experience, learners will

- Learn how to surface dive for recovery.
- Learn how to safely dive off a platform or dock.

### Merit Badge Requirements

- **Swimming merit badge 7:** In water over your head, but not to exceed 10 feet, do each of the following:
  - (a) Use the feetfirst method of surface diving and bring an object up from the bottom.
  - (b) Do a headfirst surface dive (pike or tuck) and bring the object up again.
  - (c) Do a headfirst surface dive to a depth of at least 5 feet and swim underwater for three strokes. Come to the surface, take a breath, and repeat the sequence twice.
- **Swimming merit badge 9:** In water at least eight feet deep, show a headfirst dive (*kneeling start, bent-knee start, or standing dive*) from a dock or pool deck. Show a long shallow dive, also from the dock or a pool deck. If a low board (not to exceed 40 inches above water at least 9 feet deep) is available, show a plain front dive.

### Reference

- *Swimming* merit badge pamphlet, No. 33352D

### Materials Needed

- Sinking object from the waterfront director
- Swim trunks and towels for each Scout and leader

### BLUE DOG STANDBY

**Patrol guide note:** This is probably the most exhausting swimming module. It should be started after a good break as the final module of your two-hour Swimming merit badge block. **Only Scouts with full swimmer buddy tags can be allowed to participate in the Blue Dog Standby module.** Before entering the waterfront, check buddy pairs to make sure their swim levels are grouped correctly. Swimmers need to be with swimmers; a nonswimmer and a beginner can buddy together because Scouts not able to participate in the activity will be allowed only in the non-swimmer section. **No one is allowed in the beginner section even if his buddy tag is beginner.** This is for everyone's safety and so as not to be a burden on the aquatic area resources.

### Problem Exposure

Every waterfront director's nightmare: He calls for a buddy check and finds that there are nine pairs of buddies in the area and nine pairs of tags, but on a hook is a lone tag. There is no lone swimmer in the area (as there should never be). Immediately a Blue Dog rescue is called to look for the missing swimmer. All BSA lifeguards start doing surface dives to find the lost swimmer. This is an exhausting process for the lifeguards, and some become too tired to continue diving. Could you be a standby? (The answer is **no**, and make this clear to the Scouts, but the story is important to emphasize what lifeguards go through in a Blue Dog.)

### Teaching and Learning

Demonstrate the requirements for Swimming merit badge requirement 9. Make sure to tell the waterfront director and lifeguard on duty what module you are teaching. Get out of the water and have all of the Scouts attempt by diving down and bringing up a rock or handful of sand to show they touched the bottom.

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Have all of the Scouts turn their backs to the water area you are using. Throw the sinking object in the water. To begin the Blue Dog rescue drill, have the Scouts get into the water and form a straight line to form lanes (don't tell them why). In the same manner that you would police a campsite for trash, have the Scouts slowly begin diving down and moving forward in their lane until they find the object. Don't let one Scout get ahead of the group.

### **Application**

Ask the questions: Why did we line up before diving? Why not just everyone jump in and start searching as quickly as possible? Did you start to get tired? (If they say no, and there is still time, run the drill again in deeper water.)

Tell the Scouts that the lost swimmer was located in the camp store 15 minutes later; he forgot to remove his tag when his buddy did when leaving the aquatics area. Emphasize that this scenario happens at Scout camps across the country every summer. **It will not happen at this camp** because we always wait to enter the aquatics area until told we can and don't leave without our tags and permission to leave.

Take accurate notes of which Scouts accomplished the task and which did not, and award blue beads as necessary. It is possible that not all Scouts will be able to complete this test. They cannot receive the bead for only attempting the module.

## NATURE

# WILD THING

### Learning Objectives

As a result of this experience, learners will

- Know how to identify or show evidence of at least 10 kinds of wildlife.

### Rank Requirement

- **Second Class 5:** Identify or show evidence of at least 10 kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.

### References

- *The Boy Scout Handbook*, No. 33105
- *Fieldbook*, No. 33104

### Materials Needed

- One pencil or pen per Scout
- One Wildlife Sighting Log sheet per Scout (appendix)
- Green beads

## WILD THING

**Patrol guide note:** This module could be conducted on your 4-mile hike or when your guys need a stretch break.

### Problem Exposure

Pretend you are a crow/trout/raccoon. What do you need to survive? Where will you go? At what times of day? For what purposes? What signs might you leave of your visit?

### Teaching and Learning

Lead a discussion that points out animals' needs for water, food, shelter, mates, and safety for self and young, and that addresses observation techniques:

### Animals' Needs

1. **Foods:** Plants as food (young shoots, leaves, berries, nuts, microscopic vegetable matter in the water), animals as food (insects, fish, carrion, smaller animals)
2. **Water:** Stream, lake, puddles, droplets, moisture in fruits and flowers, moisture in other animals
3. **Shelters/homes:** Nests in tree branches, nests in tree trunks, holes in the ground, holes in the stream banks, dens in thickets or rocky areas, deep water holes, rocks in streams, marshy areas, portable or personal shelters such as shells
4. **Mating behaviors:** Distinctive sounds to define territory, markings in specific territory, nest building
5. **Safety:** Protective colorations, hiding behaviors, herding or schooling behaviors; warning signals when danger threatens; flight reflex when danger approaches; aggressive behavior to protect young from danger, or when cornered or sick
6. **Time-of-day issues:** Early morning, midday, late afternoon, evening, and night behaviors of various animals

### Observation Techniques

1. **Location:** Find a likely spot; then be still and quiet so you can look and listen.
2. **Senses to use:** Sight (look in the air, trees, bushes, water, and on the ground), hearing (songs, calls, and sounds of animals moving), smell (dead animals, stagnant water, flowers, fruits, and saps that may attract animals)
3. **Signs to look and listen for, in addition to direct sightings:** nests; shells; feathers; fur; footprints; scat; other food residue (chewed nuts, roots, shells of seeds, bones); disturbed water or ground; movement in the brush, air, or water; sounds (calls, songs, chatter, sounds of fish jumping, sounds of raccoons fighting)

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**Applicable Leave No Trace Principles**

- **Leave What You Find.** When you find a turtle shell, a deer antler, or even a fossil, leave the object where it lies. Not only is it important to allow others to enjoy the same sense of discovery you have had, many animals also depend on these items to survive. For example, rodents gnaw on antlers to supplement their calcium intake.
- **Respect Wildlife.** Avoid quick movements and loud noises that are stressful to wildlife. Observe animals from far enough away that you do not disturb them. Be especially cautious during breeding, nesting, and birthing seasons. Store your own food securely; keep garbage and food scraps away from animals so that they do not acquire bad habits; and do not feed wildlife. Help keep wildlife wild.

**Application**

With a buddy, find signs or make direct sightings of 10 different animals. Log the nature of the sighting or sign; the date, the time of day, and the exact location (so you could lead a buddy to the spot if necessary); and have your buddy or another Scout or adult sign your paper to verify the sighting.

**Evaluation**

Report your results to your patrol leader each day at the specified time and answer his questions. (This module will fulfill requirements for Second Class requirement 5.)

**Troop Competition**

One type of competition could be to see which patrol can log the greatest number of different verified sightings during the week. This will produce a cumulative list for the patrol. Ask each day for additions to your patrol's list, and keep a running tally. The staff will decide whether each entry on the cumulative list must represent a different animal, or whether signs of the same animal type (for instance, deer antler, deer scat, blue jay feather, or blue jay nest) qualify for the cumulative list. Allowing multiple different signs of one animal type encourages creativity and initiative.

Another patrol competition could be for the most unusual sighting of the week. Green beads may be awarded.



## NATURE

# CAN'T SEE THE TREES FOR THE FOREST

### Learning Objectives

As a result of this experience, learners will

- Understand why plants are an essential part of the ecosystem.
- Identify the different structures of plant life.
- Discern the difference between gymnosperms and angiosperms.
- Know how to identify some of the local flora.

### Rank Requirement

- **First Class 6:** Identify or show evidence of at least 10 kinds of native plants found in your community.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- White paper
- Charcoal from a fire
- Aerosol hairspray
- Tree identification book

## CAN'T SEE THE TREES FOR THE FOREST

**Patrol guide note:** This module could be conducted on your 4-mile hike.

### Problem Exposure

Have the Scouts draw a picture of a tree from memory (do this in an inside location if at all possible). Next, take the Scouts to a forested area (possibly one of the charcoal pit sites). Tell the Scouts to look around and guess the age of the

forest. After getting an answer from each, tell them a story about the camp's natural history in your own words.

### Activity

Allow the Scouts to examine several trees. Ask some of the following questions: (Ask the Scouts to record their observations beside their tree sketch.)

- How many colors can you find? To make them really look, ask how many shades of green or brown are in the tree.
- How many different shapes of leaves can you find?
- What sounds do the leaves make?
- What do the trees smell like?
- Do the trees have fruit or flowers?
- Do any animals (insects, birds, or mammals) or plants (lichen or moss) live on the tree?
- How do the bark and leaves feel?
- Do the branches point up, down, or straight out?

Once you have fully explored the trees using several senses, collect their original tree picture and ask the Scouts to draw the original tree again. Compare this to the first drawing.

### Teaching and Learning

There are basically two types of trees: evergreens and deciduous trees. Deciduous trees drop their leaves in autumn and grow them back in the spring while evergreens remain in leaf all year around. In North America, most needle-leaved trees are evergreen and most broad-leaved trees are deciduous. The few broad-leaved trees that are evergreen tend to occur in the Southern states (for example, the magnolia).

Trees come in two basic kinds: broad-leaved or needle-leaved. The leaf may also be simple or compound. Broad-leaved trees have wide, flat

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leaves. Oaks and maples are good examples. The leaf may be simple or compound. A simple leaf consists of a single blade on a leaf stalk called a petiole. A compound leaf consists of several leaflets on a petiole. Maple leaves are simple while hickory leaves are compound. In some trees (maple) the leaves grow opposite each other, while in others they alternate up the stalk. Leaves may be oval, heart-shaped, or elongate. Some trees have leaves with small, sawlike teeth around the edge. Leaves may have lobes that can be rounded or pointed. The texture of leaves can be dry and leathery or smooth like paper. Needle-leaved trees, on the other hand, have leaves that are hard, soft, short, or long. They usually grow in clumps called bundles (use the number of needles to identify the tree).

Bark color and texture are also useful for identifying trees. Bark may be scaly, ridged, or smooth. It may adhere tightly or peel off in strips or scales. It may be grey, reddish, or some other color. Be aware that bark changes in color and texture as the tree ages.

Refer to the Plants chapter of the *Fieldbook* for more information.

### **Application**

Have each Scout collect a different leaf, identify it, and make a rubbing. To do this, lay the leaf down, cover it with a piece of white paper, and use charcoal or crayon to rub across the leaf. If charcoal is used, seal it with hair spray. Rubbing firmly all over the leaf will show the veins as well as the outline.

### **Troop Competition**

Hold a Leaf Hunt Relay. One at a time, each Scout collects the leaf of a different tree from leaves that have fallen on the ground. As a patrol, the Scouts must correctly identify each leaf. The first patrol to collect different leaves and identify them wins.

## NATURE

# CAN'T TOUCH THIS

### Learning Objectives

As a result of this experience, learners will

- Be able to identify and avoid the three common poisonous plants.

### Rank Requirement

- **Tenderfoot 11:** Identify local poisonous plants; tell how to treat for exposure to them.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Each Scout should have his *Boy Scout Handbook*.
- Green beads

## CAN'T TOUCH THIS

**Patrol guide note:** This module could be conducted on your 4-mile hike.

### Problem Exposure

You're taking a group of Wolf Cub Scouts on a short nature hike. The group is lucky and sees three deer grazing about 200 feet from the trail. As you stand in silence observing the animals, one of the Cub Scouts screams, "Bambi!" and the entire group runs full speed at the deer. When you finally stop the boys, you realize that your entire group is standing in a huge patch of three-leafed bushes. Now what do you do?

### Teaching and Learning

There are three plants in the United States that cause humans to break out in an itching rash: poison ivy, poison oak, and poison sumac. The *Boy Scout Handbook* features pictures of the plants.

The sap from poison ivy causes an allergic contact dermatitis (itchy rash). Approximately 85 percent of Americans are at risk for developing a sensitivity

following exposure to this plant. Sap is released when plant parts are bruised or damaged. It continues to cause a reaction when dried, or after the plant has died. Smoke particles may also bear the sap, thus burning the plant may also cause a problem.

### Prevention

1. Campers should learn to recognize and avoid poison ivy.
2. If known exposure has occurred, an immediate (within 15 minutes) shower or bath with mild soap may inactivate the sap. Cool or lukewarm water is recommended; very hot water, vigorous scrubbing, or harsh soaps might spread the sap further.
3. Isolate and wash clothing that may have become contaminated.

### Treatment

1. Gently clean the rash area with soap and water.
2. Apply calamine lotion or other anti-itch medications to the rash.
3. For severe itching, administer diphenhydramine by mouth every four to six hours.
4. Some people are hypersensitive to poisonous plants; take the patient to physician for the following:
  - a. Rash spreads or diphenhydramine required for more than two days
  - b. Rash/blisters on face, in mouth, on groin area, or on hands
  - c. Rash covers more than 15 percent of the body

### Application

On your hikes during the week challenge the Scouts to find, but not touch, poisonous plants.

### Evaluation

Review if necessary. Present with a green bead at the completion of the hike if the patrol has made an effort to find and avoid poisonous plants.



# TOTIN' CHIP AND FIREM'N CHIT

## TOTIN' CHIP

### Learning Objectives

As a result of this experience, learners will

- Know the proper handling, care, and use of a pocketknife, ax, and saw.
- Understand how to respect property and why to cut trees only with good reason.
- Use woods tools in such a way that would leave no trace.

### Requirements

1. Read and understand woods tools use and safety rules from *The Boy Scout Handbook*.
2. Demonstrate proper handling, care, and use of the pocket knife, ax, and saw.
3. Use knife, ax, and saw as tools, not playthings.
4. Respect all safety rules to protect others.
5. Respect property. Cut living and dead trees only with permission and good reason.
6. Subscribe to the Outdoor Code.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- Pocketknife
- Sharpening stone
- Bow saw
- Ax
- 6-inch diameter log
- Mill bastard file
- 3-by-3-inch leather square
- Leather gloves
- Honing oil
- Green beads
- Totin' Chip pocket cards, No. 34234B

### TOTIN' CHIP

#### Problem Exposure

Present the following scenario: You are stranded in a wooded area of the Appalachian Trail and your partner has broken his leg. You must keep a fire going long enough to keep him warm and to signal for help. To build this fire you must cut and conserve wood. To do this you must use your tools effectively.

#### Teaching and Learning

Go over the list of do's and don'ts of safe knife use from the *Boy Scout Handbook*. Though they may sound like common sense to you, they may be new to younger Scouts in your patrol.

Now demonstrate the proper sharpening methods for a pocketknife, a bow saw, and an ax:

- Pocketknife—Using a sharpening stone and honing oil, sharpen a pocketknife as an example. Use the **rule of thirds**—the back of the knife should be one-third of the way to the vertical (30 degrees). Also pretend like you are **shaving the stone**; never pull the blade, only push. Keep an **even number of strokes** on each side of the blade.
- Bow saw—Explain what the term **set** means in regard to bow saws. The teeth of a bow saw blade are set—bent so they cut two thin grooves through the wood and then brush out the shavings. Over time a bow saw will lose its set, and it is likely that the blade will be replaced rather than sharpened.
- Ax—Set up the correct jig used for sharpening an ax as explained in the *Boy Scout Handbook*. Discuss the **tang** of a mill bastard saw, which is the thinner part, sometimes covered with a handle. Demonstrate proper sharpening of an ax, showing that the mill bastard file only works when used by **pushing it away from the tang**, lift the file when sliding it back up.

Return to the original scenario: Cutting enough wood to keep a fire going 24/7 would take a lot of

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effort. It is not as safe or as efficient if your instruments are dull. Proper care after each camping trip is essential in keeping your tools safe. Do not forget that you are in a national forest on a trail that sees thousands of hikers a year. Cutting down every tree in the area would leave it ugly, and goes against what the Outdoor Code stands for.

Take a hike around your area and around some of the campsites at camp and make note of where someone has carelessly taken down or delimbed a tree. Also, find broken branches that may need to be trimmed and show the proper way of delimiting a tree with a bow saw.

### **Application**

Tonight, go to your campsite and inspect your troop's woodcutting tools. If they are dull or in need of servicing, talk with your Scoutmaster and use your new skills to repair and sharpen them. Once the Scoutmaster is satisfied of the Scout's skills, he may issue a Totin' Chip card.

### **Evaluation**

Sign off in the passport and remind the Scouts that a pocketknife is a privilege, not a right. Also, explain that if any leader or troop officer witnesses a Scout misusing a wood tool, it is that person's duty to coach the errant Scout in the correct method.

### **Troop Competition**

#### **Bow Saw Relay**

**Procedure:** The patrols line up 20 feet from a 6-foot by 4-inch-diameter log. On the senior patrol leader's signal, two Scouts run to the log, where one braces it and the other cuts off a 2-inch section. After the first disc hits the ground, the Scouts switch and repeat the same action. Once both Scouts have sawed off a disc from the log, they return to their patrol and tag the next two Scouts who repeat the same procedure. The event continues until all Scouts have had an opportunity to saw and the patrol is sitting down in a straight line. The first patrol sitting down wins.

# TOTIN' CHIP AND FIREM'N CHIT

## FIREM'N CHIT

### Learning Objectives

As a result of this experience, learners will know

- How to light a fire
- The different styles of fire and why they should be used
- The safety precautions that must be taken when dealing with fire

### Requirements

1. Read and understand fire use and safety rules from the *Boy Scout Handbook*.
2. Secure necessary permits (regulations vary by locality).
3. Clear all flammable vegetation at least 5 feet in all directions from the fire (total 10 feet).
4. Attend to fire at all times.
5. Keep fire-lighting tools (water and/or shovel) readily available.
6. Leave fire only when it is cold out.
7. Subscribe to the Outdoor Code and Leave No Trace.

### References

- *The Boy Scout Handbook*, No. 33105
- Principles of Leave No Trace, No. 21-105

### Materials Needed

- Bow saw
- Pocketknife
- Ax
- Matches
- Steel wool
- 9-volt battery

- Bailer's twine
- Trash bag
- Green beads
- Firem'n Chit pocket cards, No. 34236B

### FIREM'N CHIT

#### Problem Exposure

Three scenarios:

1. You need to start a fire for cooking.
2. You need to start a fire on a rainy day.
3. You are at a camporee and are challenged to start a fire without using matches.
4. You need to practice the principles of Leave No Trace at camp.

#### Teaching and Learning

Before tackling the above scenarios you must learn the five ingredients for a successful fire:

1. **Ignition source**—What are some of these you know about?
2. **Tinder or starter material**—Material that will light easily from a match. Can you gather some now?
3. **Kindling**—Material that is the same size or smaller than your pinky finger. This will be the base of your fire. Let's find some now.
4. **Fuel**—Pieces of wood that range from the diameter of your thumb to the diameter of your ankle. This is the wood that will keep your fire going. We will need to use the skills we learned in our Totin' Chip to get us this wood. Let's go get some.
5. **Dousing material**—Water, soil, sand, and dirt. Have a large enough supply handy to completely snuff out your fire.

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**Scenario 1—Building a Fire Under Ideal Conditions**

First, select a good location for your fire. Make sure the overhead area is clear and build the fire within a 10-foot diameter that is clear of combustible materials and at least 20 feet away from any tents or tarp structures. Use a pre-existing fire ring if possible. Discuss the Leave No Trace principle of minimizing campfire impacts.

When you no longer need the fire, you should extinguish it. Make sure the fire is **cold out**—cold enough that you can run your hands through the ashes at every part of the fire site. Pour water on the fire slowly, then sprinkle to extinguish.

When the fire is cold out, clean the fire site. Pick out all trash and dispose of it properly. Erase all evidence of your site by scattering rocks and turning their blackened sides to the ground. Put cold ashes in a draw or tree well (a hole made by an uprooted tree), and toss away extra firewood. Replace any ground cover.

**Scenario 2—Fire on a Rainy Day**

We know what we need to start a fire on a clear day, but what should we do if all the woods are wet? Where do we find dry wood? Let the Scouts discuss ways of handling this problem.

**Heartwood** is dry. Show proper ways of splitting wood. Show how to make **fuzz sticks** out of heartwood. You still use normal ignition sources and starter materials, but your fuzz sticks will take the place of your kindling. Split the logs into thin enough strips to make your fuel. Other sources of dry wood can often be found at the base of trees, under overhanging objects, under fallen trees, and in caves. Squaw wood, the dead branches at the base of conifers, is also a good source of kindling.

Be prepared—Scouts should prepare for rain on outings by:

- Gathering wood and storing it beneath your dining fly before it rains
- Carrying matches in a waterproof container

- Keeping a supply of dry tinder in a plastic bag (laundry lint works great)
- Bringing a butane lighter, which will give you a flame in the wettest of conditions

**Scenario 3—Fire Without Matches**

We now know how to make fires easily with matches as our ignition source, but what if matches are not available? Show how to make a **bird's nest** out of **bailer's twine**. Ignite the bird's nest with a small piece of **steel wool** and a **9-volt battery**. Discuss alternative methods including flint and steel as well as fire by friction.

**Scenario 4—Leave No Trace Fire**

How do we build an environmentally friendly fire, and why would we even try? Reference Principles of Leave No Trace for more information and demonstrate building a Leave No Trace fire.

**Application**

Have a contest to burn a string that is suspended 20 inches off the ground.

**Evaluation**

Have the kids repeat the five ingredients of a good fire.

**Troop Competition**

Repeat the Application phase, but with a twist: The string will be attached on one end to a stake while the other end is attached to the arm of a pendulum. The arms hold a rock and a bucket of water. When the string is burned through, the rock will drop tossing the water on the fire. Fire must be big enough to burn the rope and small enough to be put out by the water.



## ROPE WORK

# WHY KNOT

### Learning Objectives

As a result of this experience, the learner will

- Know two of the basic knots in Scouting.
- Understand the difference between a good knot and a bad knot.
- Gain confidence in working with rope.

### Rank Requirements

- **Scout Rank 6:** Demonstrate tying the square knot (a joining knot).
- **First Class 8a:** Demonstrate tying the bowline knot and describe several ways it can be used.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- 5-foot piece of synthetic rope for each Scout

## WHY KNOT

### Problem Exposure

Ask Scouts: How many of you can think back to when you first learned to tie your shoes? Do you remember who taught you? Was it easy at first or hard? Make up a story about how you made the big knot double over and crisscross through the loop and then over again so it would never slip off. Ask the boys if, when they need to tie something, they just made up a knot by tying things over and over. Ask them what the problem with doing that is (The knot might slip; it is hard to untie; it is not a real knot; etc.). Explain that when someone learns that you are a Scout they assume you know your knots; so we're going to learn the right knot for the right job starting with two basic knots.

### Teaching and Learning

Explain to the Scouts that there will be a knot relay at the end of the day for the golden stave. (This will motivate them to listen and practice the knots you teach.)

Explain that a good knot has three characteristics:

- Easy to tie
- Holds for the job
- Easy to untie

Also explain that knots can be frustrating to learn at first and it takes multiple times tying the same knot to really remember it. Reinforce that they'll need to be patient if they don't understand yet and they should help out a buddy if they do have a knot down. Tell them they will need to tie each knot at least five times before moving on to the next.

Teach the square knot. "Right over left, left over right" is a good way.

Teach the bowline. First explain why it is called the *rescue knot* by giving the Scouts a scenario that they have fallen in a hole and a fellow Scout has thrown in a rope. Ask Scouts, "What knot do you tie to get out?" The bowline is a quick and easy knot on the end of a line that is strong and won't slip if tied properly. Use the method of the rabbit coming out of the hole and running around the tree (the tree needs to be growing under the ground).

### Application

Tie each knot in a circle with a 10-second count-down. When a Scout finishes the knot, he drops it to the ground. At the end of 10 seconds all the Scouts should be finished or they repeat the process. Check the knots on the ground to make sure they are tied correctly.

### Troop Competition

Explain to the Scouts that there will be a knot relay at the end of the day for the golden stave.



## ROPE WORK

# ALL TIED UP

### Learning Objectives

As a result of this experience, the learner will

- Know the four basic hitches of Scouting.
- Understand the basic lashings of Scouting and their functions.
- Gain confidence in working with rope.

### Rank Requirements

- **Tenderfoot 4b:** Demonstrate that you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.
- **First Class 7b:** Demonstrate tying the timber hitch and clove hitch and their uses in square, shear, and diagonal lashings by joining two or more poles or staves together.

### Reference

- *The Boy Scout Handbook*, No. 33105

### Materials Needed

- 5-foot piece of synthetic rope for each Scout
- 10-foot length of natural fiber rope for lashing
- Stave for each Scout (They should have their stave with them.)

## ALL TIED UP

**Patrol Guide Note:** This module should be done in conjunction with Why Knot. The preferred order would be to introduce the boys to knot basics with Why Knot and then move on to the more challenging hitches in this module.

### Problem Exposure

Ask Scouts, "What are some of the steps in setting up a tent?" (Let the boys run through the process.) One of the last things to do is put on the rain fly. Many rain flies have lines coming out from the side of the tent for keeping water from tent walls,

drainage, etc. One of the most important steps is staking the lines so the rain fly is taut enough to properly drain water. It is important that the lines be tight, which sometimes requires a Scout to adjust them. Many knots could be tied around a stake and hold, but wouldn't it be nice to have one that could slide along the rope to tighten or loosen the line?

### Teaching and Learning

Remind Scouts of what they learned earlier in Why Knot.

Explain that a good knot has three characteristics:

- Easy to tie
- Holds for the job
- Easy to untie

Emphasize that sometimes we have two or more knots that will hold for the job, but one knot is preferred because it has advantages over other knots. Maybe it is quicker to tie and easier to untie while still holding for the job. Some knots can slide and adjust without having to be retied. In many situations, there is an accepted right knot (or knots) for a job.

Explain that when tying hitches and many knots it helps to look at the rope as having two parts:

- Running end—The end of the rope that is being used to tie the knot
- Standing part—The rest of the rope that (with most hitches) seldom moves

Teach two half hitches—Wrap the rope around a stave, tree, or your knot board using "under and over to the inside, under and over to the outside." Explain that this is a fast and easy hitch to tie off a line and, because it doesn't have sharp bends, it reduces wear on the rope line.

Teach the taut-line hitch. This hitch is almost the same as the two half hitches: "under and over to the inside (twice), under and over to the outside."

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Explain that this knot is very similar to two half hitches, but it takes a little longer to tie. Its one advantage over two half hitches is that it can slide to be adjustable.

Ask the Scouts which knot would be better for the rain fly that we talked about at the beginning of the module. The answer: The taut-line is the preferred hitch for tent lines.

Teach basic lashings by starting with the square lashing using two staves. Demonstrate the clove hitch and have each Scout tie it on their staves, then show them how it is used for the square lashing. Break the Scouts into buddy pairs and have them use their staves to tie a square lashing to their two staves. If they finish quickly, have them repeat until everyone has the opportunity to tie the lashing.

Teach the timber hitch and describe its uses. Be careful that the Scouts understand that the three loops of the timber hitch wrap around the running end of the hitch, making a "needle eye." They do not wrap around the standing part of the rope. Have each Scout tie a timber hitch around his staff. Demonstrate the diagonal lashing starting with the timber hitch. Have the Scouts break into buddy pairs again and complete the diagonal lashing themselves.

Depending on the size of your patrol, break the Scouts into groups of three or four. Assign each group one of the following lashings and objects, each of which is described in detail in the *Boy Scout Handbook*.

- Tripod lashing—Make a tripod.
- Round lashing—Make a flagpole of three or four staves.
- Shear Lashing—Use with square lashing to make an A-frame.

Give each group 10 minutes to complete their project, then have them explain to the entire patrol how they completed their task.

### **Application**

The process of building items in groups is an excellent application for the knots. It also provides the opportunity for Scouts to start teaching Scouts. As in Why Knot, reinforce all the knots learned by tying each knot in a circle with a 10-second count-down. When a Scout finishes the knot he drops it to the ground. At the end of 10 seconds, all the scouts should be finished or you repeat. Check the knots on the ground to make sure they are tied correctly.

### **Troop Competition**

Play an interpatrol competition of Rat Tails. Each Scout takes his rope and puts a small portion down the back of his shorts so a tail is left touching the ground. On the start signal, each patrol tries to pull out the tails of the Scouts from the other patrol. When a Scout has his tail pulled he is removed from the game. The last Scout remaining with his tail still on wins. A good variation is to play this game within your patrol and give Scouts the opportunity to get back into the game if they can tie three knots in a row correctly.

Explain to the Scouts that there will be a knot relay at the end of the day for the golden staff.

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# APPENDIX

## CONTENTS

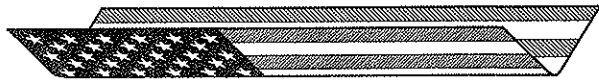
Folding the Flag	<b>Appendix-93</b>	Survivor Solutions	<b>Appendix-103</b>
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# FOLDING THE FLAG



**Step 1**—Bring the striped half up over the blue field.



**Step 2**—Then fold it in half again.



**Step 3**—Bring the lower striped corner to the upper edge, forming a triangle.



**Step 4**—Fold the upper point in to form another triangle. Continue until the entire length of the flag is folded.

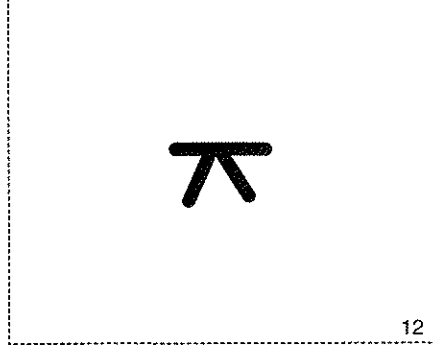
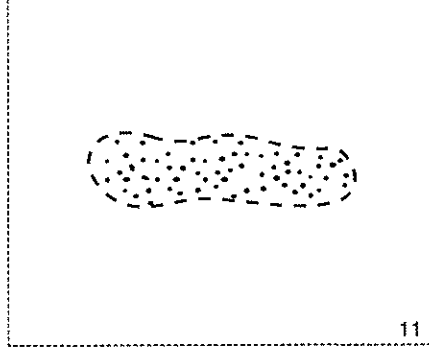
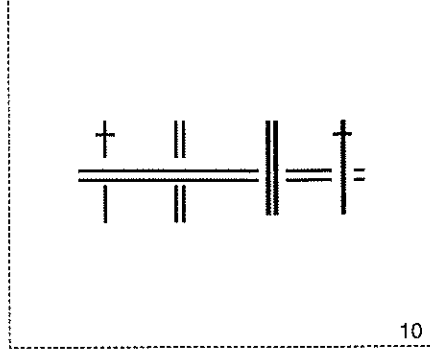
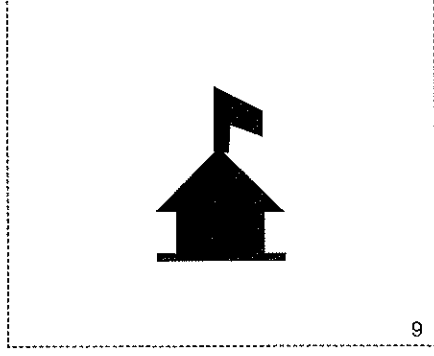
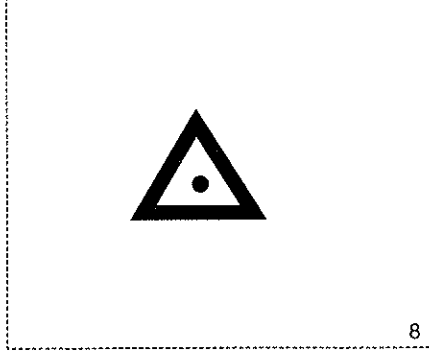
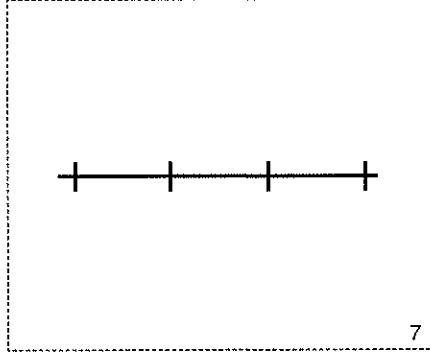
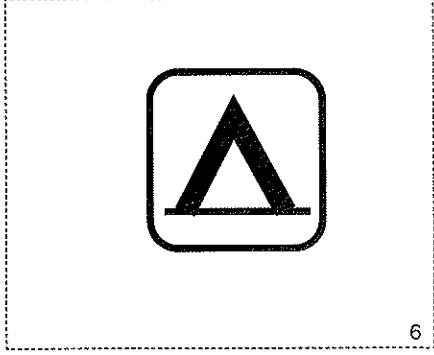
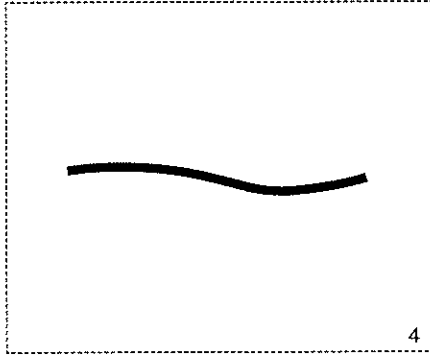
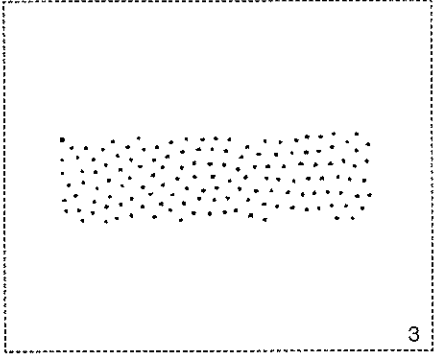
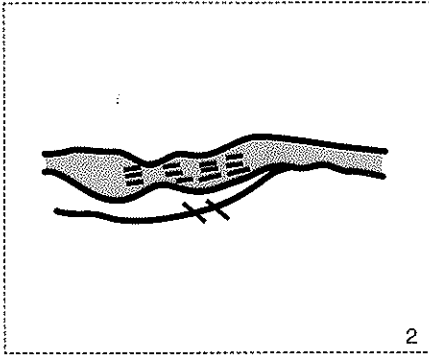
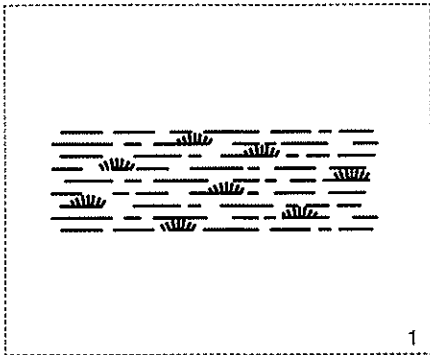
**Step 5**—When nothing but the blue field is left showing, tuck the last bit into the other folds to secure it.

**Step 6**—The final folded flag resembles a cocked hat with only the white stars on a blue field showing.





# TOPOGRAPHIC MAP SYMBOLS FLASH CARDS



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**Sand area**

3

**Rapids**

2

**Marsh**

1

**Campground**

6

**Intermittent  
lake**

5

**Index  
contour**

4

**Ranger district  
office**

9

**Horizontal  
control station**

8

**Railroad**

7

**Picnic  
area**

12

**Dry lake bed**

11

**Overpass/  
underpass**

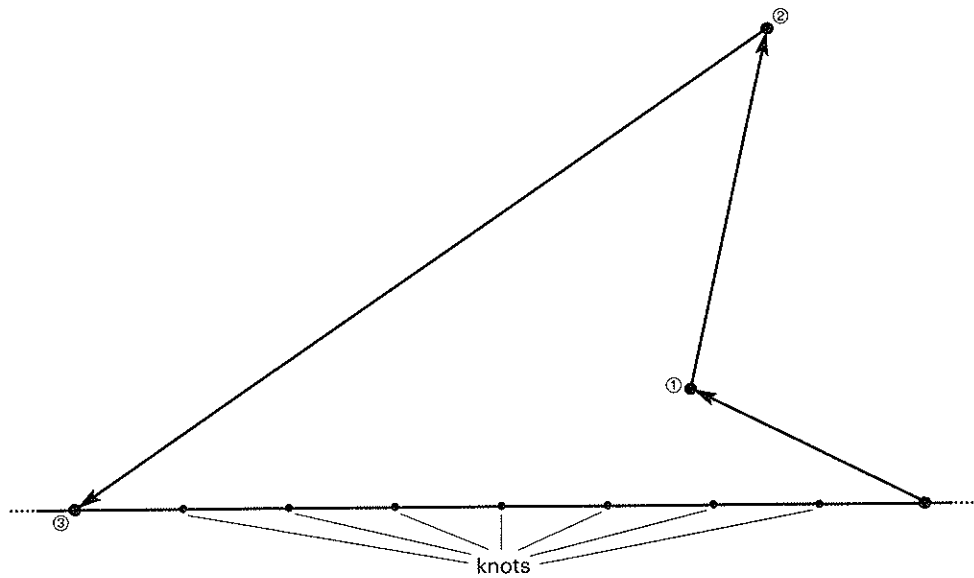
10

# THE COMPASS GAME

Councils can create their own fun and unique Compass Game course that will challenge participants to just about any degree of difficulty.

Tie a knot every 5 feet along a 100-foot rope. With no participants present, have staff members lay the rope along the ground. Choose one knot as the

starting point and one as the ending point, then determine three precise measurements away from the rope that, if followed correctly, will return the participant to the ending point. Count the number of knots from the start knot of the rope to the finish knot. Then let participants try their skill.





# ONCE BITTEN GAME CARDS

## Spider Bite

### Situation

Your buddy has just been bitten by a spider, but you can't find the little rascal to identify it. What should you do?

1

## Snakebite

### Situation

You have been bitten by a snake that you believe is venomous. What should you do?

2

## Wasp Sting

### Situation

A friend has been stung by a wasp. He does not have a known allergy to them. What should you do?

3

## Tick Bite

### Situation

You return from a day of hiking and find a tick lodged into your leg. What do you do?

4

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**Snakebite**

**Solution**

Remain calm and get help immediately. If an emergency device such as a Sawyer Extractor® is available, use it to extract the venom. Try to immobilize the area of the bite and position the bite lower than the rest of the body. Do not make cuts around the bite, apply a tourniquet, or apply ice to the area of the bite.

2

**Spider Bite**

**Solution**

Even if the spider bite does not hurt or is not swollen, get your buddy to a physician as soon as possible.

1

**Tick Bite**

**Solution**

Grasp the tick with tweezers and gently pull until it comes loose. Do not squeeze, twist, or jerk the tick, as that might leave its mouthparts in the skin. Wash the wound with soap and water, and apply antibiotic ointment. If the tick might have been imbedded more than one day, see a physician.

4

**Wasp Sting**

**Solution**

Scrape away the stinger with the edge of a knife blade, but be careful not to squeeze the sac attached to the stinger. Apply an ice pack or cool compress to help reduce swelling. Watch for symptoms of anaphylactic shock, and get help right away if his condition worsens.

3

# SURVIVOR SCENARIO CARDS

Copy these scenarios onto heavy paper and laminate if possible. Cut the cards so that one scenario is on each card.

## Lost Hunter Scenario

**Story:** You are the medical person for a search team looking for a lost male hunter, 46 years old, who didn't return to his hunting camp the previous evening. It's early December in Maine with a foot of new snow on the ground. Nighttime temperatures fell to -25 degrees Fahrenheit during the night. Friends reported that the man was an accomplished woodsman, but he was not prepared for temperatures that extreme.

You find the lost hunter huddled around a small fire in a makeshift brush. He is lethargic and complaining of cold. He states that he got lost sometime yesterday afternoon. He also tells you that he had injured his right knee and ankle in a fall while trying to find his way, and now he can't walk. He says he knew that if he waited, someone would come looking for him. In addition to feeling tired, cold, and hungry, he says that he can't feel the toes on either of his feet. He ate the last of his food last night and has been melting snow for water.

The physical exam reveals that the toes on both feet are white, waxy, and hard. His right knee and right ankle are tender and slightly swollen with reduced range of motion; there is a distal pulse in each foot. Now what?

1

## Stomachache Scenario

**Story:** You are the camp health officer for a Boy Scout summer camp. At 3 P.M., a young Scout walks in to the lodge complaining that his stomach and head hurt.

Upon examining the Scout, you find that he has sunburn on his face, neck, and shoulders. His skin is cool and clammy. You take a detailed medical history and discover that he hasn't had any water since breakfast but has consumed a soft drink, a candy bar, and some hard candies. He is not running a temperature and has no other signs of an infection. Now what?

2

## The Storm Scenario

**Story:** Your troop is at summer camp and you awake to a loud boom near your campsite. You cautiously peer outside and discover that a tree is on fire. More importantly, the light of the fire illuminates the figure of a human lying on the ground.

You find the person lying on his stomach. He appears unconscious but is breathing. You notice some blood oozing out of his ear canal.

During the physical exam, the patient becomes conscious but seems anxious and confused. A closer look reveals first- and second-degree burns along the right arm. The patient's fingernails are black. He is complaining of pain in his abdominal area. Now what?

3

## Philmont Scenario

**Story:** Your troop is backpacking at Philmont and your crew leader has been dragging for the last couple hours. You notice his face seems flushed and ask him if anything is wrong. He replies, "Everything would be great if you losers would just keep up." The two of you are best friends and this reaction seems strange, but you figure he is just tired. Moments later he starts heading down a steep closed trail saying it is a short cut. He then stumbles and falls, rolling into a large rock.

You take off your pack and rush down to him. Other than a cut on his head, he doesn't seem to be injured from the fall. Yet, something doesn't seem right. He is now slurring his words and complaining that he is nauseous.

You are located at least two hours from the next staffed outpost and it is already 3 P.M. Your friend doesn't seem like he can walk and the sky seems to be clouding up in the distance. Now what?

4





# SURVIVOR SOLUTIONS

## Lost Hunter Solution

**Injuries:** Mild hypothermia, deep frostbite on both feet, unstable injury to right knee and ankle

**Anticipated Problems:** Increased damage to frostbitten areas due to rewarming of tissue and possible refreezing during evacuation, increased hypothermia.

**Treatment Plan:** Give oral food (sugar and simple carbohydrates) and warm fluids, splint the right knee and ankle, dress in hypothermia package: dry clothes, vapor barrier, insulation with heat packs on torso. Subjectively monitor his toes for spontaneous rewarming and prevent refreezing during the evacuation; immediately evacuate for controlled rewarming of frostbite.

1

## Stomachache Solution

**Injuries:** Dehydration coupled with sunburn and possible acid stomach due to food eaten.

**Anticipated Problems:** The patient might vomit, increasing the dehydration problem; the headache and upset stomach might become worse.

**Treatment Plan:** Give the Scout an antacid, apply aloe or other burn ointment to the sunburn, give pain reliever for headache, and have him drink two glasses of water before allowing him to leave the lodge. Recommend he lie down and rest for an hour or so before dinner.

2

## The Storm Solution

**Injuries:** Ruptured eardrum, first- and second-degree burns on right arms, tissue damage on fingers due to electricity exiting the body, difficulty hearing, altered level of consciousness, possible internal injuries, broken rib due to lightning tossing him almost 15 feet.

**Anticipated Problems:** Respiratory distress or cardiac arrest, loss of consciousness due to internal injuries.

**Treatment Plan:** Activate 911 immediately, stabilize the person because there could be neck or back injuries from the impact of being thrown, treat for shock, try to keep him conscious, take a good set of vitals and monitor breathing closely.

3

## Philmont Solution

**Injuries:** Dehydration, severe heat exhaustion, laceration to head.

**Anticipated Problems:** Transferring patient to a safe area where he can receive medical treatment, concern that the incoming storm and its low temperatures could cause hypothermia in the patient, further loss of consciousness due to dehydration.

**Treatment Plan:** Send a runner to the staff camp for assistance, try to calm the patient, begin cooling by transferring him to the shade and sponging his body with water, rehydrate the patient slowly by getting him to take small sips of water, treat the laceration with direct pressure and clean and bandage.

4



# WOUNDED SOLDIERS INJURY CARDS

Copy these scenarios onto heavy paper and laminate if possible. Cut the cards so that one scenario is on each card.

You are playing soccer and twist your ankle. You can barely walk and need assistance getting off the field. *(Walking assist)*

You are cooking in your cabin when there is an explosion knocking you out and setting the cabin on fire. You weigh at least 250 pounds. (Yell for the medic and give him this card before becoming unconscious.) **Medics:** When you arrive you see your friend lying on the floor and feel it is still safe to enter the building. *(Ankle or shoulder drag)*

While playing football with your two best friends, you get tackled and hear a pop in your knee. A sharp pain follows the popping noise. You don't think that you can walk the short distance to your house. *(Four-handed seat)*

You are unconscious due to smoke inhalation. Call for a medic and hand him this card. **Medic:** You wake up in the middle of the night to the screech of a fire alarm. You try to rouse your brother on the top bunk, but he is unconscious. You need to get him out of your apartment (which is on the third floor)—fast! *(Fireman's carry)*

While building a tree house with two of your buddies, you slip and fall out of the tree. You land on a rock and see a bone poking through your jeans just below your knee. You pass out at the sight, but quickly come to and ask your friends to help get you to your house so you can call 911. *(Two-person carry)*

You and your troop are climbing a natural rock formation near Camp Ottari. While belaying your friend, a rock dislodges and crashes into your head. You are conscious but can't move your legs. *(Trick question; don't do anything, just stabilize the patient and call 911.)*

On a winter survival camping trip, you and a friend build a snow shelter to sleep inside. During the night you get cold (even though you are in your 0-degree bag) and decide to light your stove inside the shelter to warm up. You realize your head is hurting and pass out. (Yell for the medic and give him this card before becoming unconscious.) *(Blanket drag)*

You are whitewater canoeing with your friends in January. Your boat hits a rock and you catapult out onto a rock, smashing your hip. When the medic arrives with his canoe partner, your teeth are chattering and you ask them to get you out fast. If they attempt to float (drag) you out, scream that it hurts too much. *(Three-man lift.)*



# WILDLIFE SIGHTING LOG

Scout's Name \_\_\_\_\_ Patrol Name \_\_\_\_\_

Animal/Sign \_\_\_\_\_

Place \_\_\_\_\_ Confirmed by \_\_\_\_\_ Troop \_\_\_\_\_

Date \_\_\_\_\_ Time of day \_\_\_\_\_

Other observations \_\_\_\_\_

Animal/Sign \_\_\_\_\_

Place \_\_\_\_\_ Confirmed by \_\_\_\_\_ Troop \_\_\_\_\_

Date \_\_\_\_\_ Time of day \_\_\_\_\_

Other observations \_\_\_\_\_

Animal/Sign \_\_\_\_\_

Place \_\_\_\_\_ Confirmed by \_\_\_\_\_ Troop \_\_\_\_\_

Date \_\_\_\_\_ Time of day \_\_\_\_\_

Other observations \_\_\_\_\_

Animal/Sign \_\_\_\_\_

Place \_\_\_\_\_ Confirmed by \_\_\_\_\_ Troop \_\_\_\_\_

Date \_\_\_\_\_ Time of day \_\_\_\_\_

Other observations \_\_\_\_\_

Animal/Sign \_\_\_\_\_

Place \_\_\_\_\_ Confirmed by \_\_\_\_\_ Troop \_\_\_\_\_

Date \_\_\_\_\_ Time of day \_\_\_\_\_

Other observations \_\_\_\_\_

Animal/Sign \_\_\_\_\_

Place \_\_\_\_\_ Confirmed by \_\_\_\_\_ Troop \_\_\_\_\_

Date \_\_\_\_\_ Time of day \_\_\_\_\_

Other observations \_\_\_\_\_

Animal/Sign \_\_\_\_\_

Place \_\_\_\_\_ Confirmed by \_\_\_\_\_ Troop \_\_\_\_\_

Date \_\_\_\_\_ Time of day \_\_\_\_\_

Other observations \_\_\_\_\_



# TIPS FOR CAMPING IN BEAR COUNTRY

Using the below information, teach the Scouts in your troop how to deal with black bears.

- If a bear comes into your campsite, immediately make noise and try to scare it away. Watching and photographing a bear only makes it comfortable around humans—they need to associate us with loud noises and danger.
- Police your campsite each night for trash and place it in an appropriate container. Make a trash run each day.
- Make sure that the Scouts in your troop are showering daily and sleeping in a clean shirt.
- Remind Scouts to keep all food and toiletries out of their tents.

## FEED A BEAR, KILL A BEAR!

Black bears inhabit much of North America. These large, powerful animals play an important role in the ecosystem.

Today, increasing numbers of people routinely live and play in bear country. For many Scouts and leaders, seeing a bear is rare and may be one highlight of your camp experience. Learning about wildlife and being aware of bears' habits will help you fully appreciate these unique animals and the habitat in which they live.

Bears are intelligent and curious. They can see color, form, and movement. Although their vision is good, they generally rely on their acute senses of smell and hearing to locate food and warn them of danger. If a bear stands upright or moves closer, it may be trying to detect smells in the air. This isn't necessarily a sign of aggression.

## BLACK BEARS

Black bears typically roam over large areas, with some home ranges covering up to 75 square miles. Black bears eat both plant and animal food, but the bulk of their diet is plant material. The animal foods they eat are usually ants, grubs, and animals that

are already dead or partially decayed. Above all, the black bear is an opportunist and will take advantage of almost any readily available food source, including food that people eat.

Bears may be active at any time, day or night, most often during morning and evening twilight. They like to stay concealed in thick cover such as dense brush, and they normally expose themselves to open areas only to get food. When not feeding or looking for food, they rest in day beds next to a log, behind a large tree or a steep slope, in dense brush, or in the depression left by an uprooted tree. In late summer, black bears try to fatten up for winter hibernation. During this period they may actively feed for up to 20 hours per day.

## Protecting Food and Property

Although black bears are generally shy and avoid contact with humans, there are some precautions you can take to further discourage encounters. You are responsible for doing all you can to prevent conflicts with bears.

The best way to prevent food pilfering by most animals, especially bears, is to keep a clean camp. The less food odor in your campsite, the less chance the animals will linger when they make their rounds. Wash dishes immediately and dump the water away from camp. Dispose of garbage immediately in camp trash cans. Never bury it or throw it in a latrine. Wipe your table and clean up immediately after eating.

Store your food safely. When possible, store food and coolers in a car trunk or suspended from a tree at least 12 feet off the ground and 6 feet out from the tree. Don't underestimate the ingenuity of a bear!

Most black bears will not enter a tent with people in it, but it is still a good idea to keep food and food odors out of tents and sleeping bags. Wash food from your face and hands before going to

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bed, and hang clothing beyond reach of bears if it has food or cooking grease on it. To a bear, even toothpaste, camera film, and sunscreen are food. Store them accordingly.

When leaving your campsite, prevent possible damage to tents by tying tent flaps open so bears can easily check inside.

## If a Black Bear Visits

A black bear in your campsite requires caution but not necessarily great alarm. Most black bears are timid enough to be scared away by yelling, waving, and banging pans. Make sure the bear has a clear escape route and then yell and wave. Do not rush toward the bear. Do not throw rocks, take photographs, or approach a bear.

People are often more timid at night than they are during the day, but bears retreat at night as well as by day. If you awaken to discover a bear nearby, do not play dead and do not strike the bear. Talking in a calm tone of voice will let the bear know you are alive and well. If the bear is several feet away, you may be able to slip out of your sleeping bag and retreat. Back away slowly. Running may provoke a bear.

Coming between a female bear and her cubs is dangerous. If a cub is nearby, try to move away from it. Be alert—other cubs may be in the area.

Fortunately, black bears usually use at least as much restraint with people as they do with each other. Black bears typically behave as subordinate toward people when escape is possible.

**Remind Scouts that we are the visitors on the camp property and it is our duty as Scouts to preserve the integrity of the wilderness and keep the wildlife wild. Remember, feed a bear, kill a bear! Thanks for your assistance.**



## NOTES

## NOTES