

# National Camping School



## FIRST YEAR CAMPER LESSON PLAN **Resource Manual**

BOY SCOUTS  OF AMERICA



# **National Camping School First Year Camper Lesson Plan Resource Manual**







## **Purpose of Boy Scouts of America**

It is the purpose of the Boy Scouts of America to provide for boys an effective program designed to build desirable qualities of character, to train them in the responsibilities of participating citizenship, and to develop in them physical fitness, thus to help in the development of American citizens who:

- Are physically, mentally, and emotionally fit.
- Have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness.
- Have the desire and the skills to help others.
- Understand the principles of the American social, economic, and governmental systems.
- Are knowledgeable about and take pride in their American heritage and understand America's role in the world.
- Have a keen respect for the basic rights of all people.
- Are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society and in the forums of the world.

The Boy Scouts of America accomplishes this purpose by making its program available in partnership with existing groups having compatible goals, including religious, educational, civic, fraternal, business, labor, and governmental bodies.



# First Year Camper Lesson Plan Resource Manual

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## **OUTDOOR PROGRAM: KEY TO RETENTION – George Trosko, Boy Scout Division Director**

### **GOOD BSA TRENDS: The growth of Quality Program**

Increased Eagle Scouts (2% to 5%)

Boy Scout Retention has increased to 76%

More activities for older Scouts.

### **BUT STILL TOO MANY 12-14 YEAR OLDS DROUP OUT**

38% dropped due to program problems

32% had time constraints

23% had people issues

Of the 38% who dropped due to program, the reasons:

1. Boring programs
2. Poorly run and disorganized
3. Not fun
4. Not interesting
5. Not enough activities
6. Too hard/like school

### **NATIIONAL RETENTION STUDY SHOWED THE IMPORTANCE OF ADVANCEMENT**

51% OF THE DROPS WERE AT Scout or Tenderfoot level.

Another 18% were Second Class.

Achieving First Class rank quickly is a big retention issue.

Summer camp attendance helps. First year Scout programs at camp are important.

(The advancement issue correlates with the age of the dropouts.

39% of the drops occurred during the first year of the program.

59% of the drops occur within the first two years.)

### **TROOPS NEED TO CONDUCT MORE OUTINGS**

51% in study camp 5 times a year or less, (20% twice or less, 31% 3-5 times).

Kids still enjoy the outdoors.

We need more training – it makes the outings happen.

Boys join expecting a lot of fun outdoor activities.

We have to do a better job of delivering the promise.

### **IMPROVING COUNCIL CAMPS**

33% of council camp attendance is from out-of-council troops. Competition is increasing.

People will gladly pay the extra costs for quality.

Quality summer camp program elements include:

Enthusiastic Staff

- o Quality Facilities and Equipment
- o Age Appropriate Activities
- o Imaginative Programs
- o Giving Campers What They Want/Need
- o Utilizing Effective Teaching Methods
- o Supporting the Aims and Objectives of BSA

Complaints about our summer camp programs:

- o Too Much Advancement and not enough fun
- o Overuse of Competition
- o Lack of Inclement Weather Activities
- o Activities that are Not Age Appropriate

### **UNDERSTAND CAMPING RECORD OF EVERY TROOP-THEN SCHEDULE ACTION TO HELP**

Help from commissioners or experienced Scoutmasters who can mentor struggling unit leaders.

Use roundtables and other training and manpower resources to help troops camp every month.

Resources like Troop Program Features improve program quality.

### **EVERYBODY IS IMPORTANT**

If we improve outdoor program we can keep even more boys active.

BSA mission is to serve each boy long enough to instill values.

Our challenge is summed up in two words: **MORE OUTDOOR!**

First Year Camper Programs as a Chinese Menu

<b>COLUMN A</b> Subject Matter Taught: Rank Requirements Camp Program Areas Ideals Methods Camp History/Lore Merit Badges	<b>COLUMN B</b> Skill Areas: Map and Compass Knots and Lashings Ecology/Conservation Camping Cooking Woods Tools Aquatics Handicrafts Flag Etiquette Other	<b>COLUMN C</b> Dining Model: Eat Lunch with Camp Cook Lunch in Program Other
<b>COLUMN D</b> Program Model: Fully-matrixed Self-contained Hybrid	<b>COLUMN E</b> Scheduling Model: Half Day Entire program Aquatics/program switch 3/4 Day Full Day Individual Periods Other	<b>COLUMN F</b> Recognition Model: Beads Patch Flap-shaped Square/circle/oval Progressive Recognition Other
<b>COLUMN G</b> Staffing Model: Variable 1:10 Ratio 1:15 Ratio Fixed	<b>COLUMN H</b> Milestone Event Orienteering Course Five-Mile Hike with Map and Compass Overnighter Other	<b>COLUMN I</b> Structure: Troop Structure Class Structure Other

These choices are not all-encompassing. They are but a small sampling to give an idea of the enormous complexity involved in designing and running a First Year Camper Program.

## The First Year Camper Program

Why do we have a First Year Camper Program?

- To provide a fun experience for scouts
- To provide a special environment for new scouts
- To teach new scouts basic Scouting skills
- To orient new scouts to summer camp

The better experience scouts have, the more likely they are to remain in Scouting:

Boy Scout retention is at 76% (an increase).

However, too many 12-14 year olds are dropping out:

- 38% dropped due to program problems
- 32% had time constraints
- 23% had people issues
- Of the 38% who dropped due to program, the reasons:
  1. Boring programs
  2. Poorly run and disorganized
  3. Not fun
  4. Not interesting
  5. Not enough activities
  6. Too hard/like school

Advancement and Retention:

- 51% of the drops were at Scout or Tenderfoot level.
- 18% of the drops were Second Class.
- Achieving First Class rank quickly is a big retention issue.
- The advancement issue correlates with the age of the dropouts:
  - 39% of the drops occurred during the first year of the program.
  - 59% of the drops occur within the first two years.

(Source: "Outdoor Program: Key to Retention," George Trosko, Boy Scout Division)

The longer scouts remain in Scouting...

- The more time we have to instill in them the Ideals of Scouting
- The more opportunities they have to have fun!

Purpose

*The Purpose of the First Year Camper Program is to provide Scouts with a fun, exciting program that instills in them the Ideals of Scouting, prepares them to be an active member of their troop and patrol, and gives them the opportunity to advance in rank.*

Models

First Year Camper Programs can be run in a number of different ways. Most fall on a spectrum between two different models:

1. Completely matrixed—the First Year Camper Program is run using staff out of various program areas
2. Completely self-contained—the First Year Camper Program is either part of the Outdoor Skills area or its own area and does not interact with any other program area

No matter which model you use, focus on the *full* first year experience (not just advancement)

### Characteristics of First Year Campers

- 10-60% of all campers
- Primarily 11 year olds
- 95% are former Webelos
- May have overnight camped in Cubs or gone to day camps
- Full of energy
- Honest
- Inquisitive
- Excited / Excitable
- At a stage of rapid growth where their mental activities and physical attributes don't match
- Peer pressure is a big influence on their choices

### Keys to Success for First Year Camper Programs:

1. Time (Program Components)
  - a. Rank Requirements—outdoor-related (map and compass, knots and lashings, etc.)
  - b. Camp Program Areas (see Teamwork)
  - c. Ideals—Scout Oath, Law, Motto, and Slogan
  - d. Methods—Ideals, Patrols, Outdoors, Advancement, Personal Growth
  - e. Camp Lore/Unique Elements
  - f. Merit Badges (age-appropriate) —Ecology, Handicrafts, Sports, Aquatics, etc.
2. Talent (Staff)
  - a. Quantity (proper camper:staff ratio)
  - b. Characteristics
  - c. Skills
3. Treasure (Resources)
  - a. Sufficient quantity (think “hands on”)
  - b. Good quality
4. Teamwork (Program Integration)
  - a. Think broadly: “First Year Camper Experience”
  - b. Help Scouts get exposed to all parts of camp

### Customers

- Scoutmaster: responsible for advancement and well-being of Scouts
- Parent: wants best possible safe experience for son
- Scout: wants to have *fun*
- Council: wants to increase retention rates

*Remember: today's First Year Campers are tomorrow's Counselors-in-Training, but only if they have a good summer camp experience!*

### Resources

- First Year Camper Director NCS Section: April 20-22, 2007—Camp Resolute
- Northeast Region First Year Camper NCS Website: <http://www.pioneeringprojects.org/NCS/>
- First Year Camper Program Guide: <http://ajm.pioneeringprojects.org/FYCPG.htm>
- National First-Time Camper Program Guide: #33498A (restricted item)
- Northeast Region First Year Camper Program Task Force: [amiller@pioneeringprojects.org](mailto:amiller@pioneeringprojects.org)

# Introduction

The First Year Camper Program is the most important program run by a Boy Scout resident summer camp, and choosing or creating the syllabus for that program is a heavy task. This *Guide* is but one way to run a First Year Camper Program, and the purpose of this introduction is to explain the importance of the program, its origin, its philosophical basis, its goals, and what this Guide provides.

## *The Importance of the First Year Camper Program*

No matter how you look at it, the First Year Camper Program is the most important program at any Boy Scout Resident Summer Camp. No other program has the impact on scout retention, advancement, and spirit that the First Year Camper Program does. To explore this, let's quickly look at some statistics on Scout retention. Nation-wide, 24% of all boys who join the Boy Scouts of America will leave the program; 51% of those scouts will not reach Second Class; 69% will not reach First Class. 39% of the boys who will drop out will do so during their first year in the program; 59% will drop within their first two years in the program. Further, 38% of the 12-14 year olds who drop out of the Scouting program do so because their experience has been boring, uninteresting, not fun, or too much like school. Analysis done by the Boy Scout Division shows that a Scout who is advancing through the ranks is far more likely to remain in the Scouting program. Achieving First Class quickly goes a long way to ensuring that a Scout remains a Scout, and the First Year Camper Program is a key element in this process and thus should be a key element in any council's strategy to improve Scout retention rates. Its importance to the retention of Scouts cannot be overstated.

## *The Origin of This Guide*

This Guide was written to serve as the basis for the Rawhide Program at the Bert Adams Scout Reservation in Covington, GA. At the time it was originally written (2002), there were no syllabi available, either through the National Supply Division or on the internet from other councils. Furthermore, there was instability inside the First Year Camper Program at Bert Adams (one summer saw three different area directors come and go), resulting in a program of varying quality. A written guide would provide: a forum by which a well-planned, structured program could be established; a resource for the staff implementing the program; consistency across summer camp seasons by standardizing and formalizing the program; and a resource for other camps interested in improving their First Year Camper Program or in seeing how this important task was approached in other areas. This program, as implemented at Bert Adams, met with great success and has been adapted for use by a number of councils and has been used by the Southern Region National Camping School as an example of how to set up a First Year Camper Program. It is not perfect, nor will it ever be so. It is, however, a good start.

### *Philosophy*

The program presented in this Guide represents a philosophy on running a First Year Camper Program that is fundamentally different from the way it is run at most camps. This philosophy is based on a number of bedrock principles:

- *The purpose of the First Year Camper Program is to prepare a Scout to be an active participant in the activities of his troop.*

The First Year Camper Program focuses on more than just rank requirements; it teaches the Scout about the structure of a Troop and the Patrol Method as well. Every day begins with a Troop Meeting, in which the Scout is part of a model troop.

- *“The patrol system is not one method in which Scouting for boys can be carried on. It is the only method.” –Sir Robert Baden-Powell*

The First Year Camper Program is organized around the Patrol Method. Scouts are a member of a ten-person patrol, assigned a Troop Guide, and share in the leadership responsibilities of the patrol. Interpatrol competitions (held during the Troop Meeting) and the Patrol Leaders’ Council meetings further emphasize the importance of the Patrol as the fundamental unit of a Troop.

- *The purpose of summer camp is to supplement, not replace, the Troop’s advancement program.*

Troops do not go to summer camp because they are in need of an outdoors program; they go to camp as a reflection of their strong outdoors program. The First Year Camper Program should not cover all of the Tenderfoot, Second Class, and First Class Rank Requirements; it should cover the Rank Requirements that are difficult for the Troop to cover. For that reason, the program in this Guide does not have an overnighter; instead, it has a five-mile hike with map and compass and a mile-long orienteering course, requirements that are more difficult for a troop to cover.

- *First Aid is a truly important skill.*

The power to save a life is an important one and deserves more than cursory coverage. Five hours of instruction are devoted to covering the First Aid rank requirements in a learn-by-doing environment.

- *Cooking is an integral part of camping and need not be difficult.*

70 minutes per day (except Friday) is devoted to cooking meals. Scouts start out by preparing a sandwich and, by Thursday, are cooking a meal they designed as a patrol. The recipes progress in difficulty throughout the week, so that scouts are not overwhelmed the first day with a complex meal and gain confidence in their cooking skills as the week progresses. Cooking rank requirements are covered by the Patrol Guide while the patrol is eating, ensuring a captive (and happy) audience.

- *Scouts need to have a sense of accomplishment.*

Four hours of instructional time is spent in the handicrafts lodge where Scouts earn age- and skill-appropriate merit badges that provide them with a tangible sense of accomplishment.

- *Scouts need to have fun!*

While this is the last principle listed, it is one of the most important. Boys do not join Scouting because it builds character; they join it to have fun. If the First Year Camper Program is not fun and they do not enjoy themselves, they may not be in the Scouting program for very long.

*Goals of the First Year Camper Program*

The First Year Camper Program will:

- Teach each Scout the skills he needs in order to be a successful member of the Troop in a learn-by-doing environment.
- Emphasize the Patrol Method as the way a Troop is run.
- Allow a Scout to both advance in rank and earn merit badges.
- Be fun!

*About this Guide*

This Guide is designed to contain all of the information needed to conduct a successful First Year Camper Program. Schedules, equipment lists, syllabi, presentations, a staff training program, hints on administration, checklists, and more are provided so that a quality program can be offered in an efficient manner. The Appendix is filled with a wide range of useful information, and the Daily Program Notes section provides helpful hints for successfully getting through the day. The Guide's companion website, <http://ajm.pioneeringprojects.org/FYCPG.htm>, contains additional resources.

If you have any suggestions for improving this guide, please do not hesitate to contact the author at [amiller@pioneeringprojects.org](mailto:amiller@pioneeringprojects.org).





# **FIRST YEAR CAMPER MODELS**

## *TRAILBLAZER CAMP MOUNTAIN RUN, BUCKTAIL COUNCIL*

The Trailblazer program at Camp Mountain Run is a specific program area set aside for first year campers. It is located on the outskirts of camp, away from the distractions of other program areas. Trailblazer is self-contained, with all of the staff and materials necessary to run a full day program.

There is a full-time director and 2 full-time assistants at Trailblazer. The staff lives in the site, demonstrating a model campsite to the young scouts and keeping watch over the equipment stored there. All of the required materials (rope, bow saws, hand axes, compasses, first aid kits, etc.) are onsite to cover the Tenderfoot, Second Class and First Class requirements. There are also props for games and other 'fun' materials in the site to make the area an exciting place to be.

Scouts spend the entire morning and afternoon at Trailblazer. The morning session (9 am to 12 pm) is spent at the site going over basic scout skills and requirements (knots, first aid, orienteering, etc.). After lunch, Trailblazers meet again but leave the site to do an activity at another area in camp. Trailblazers visit Handicraft, the Rifle Range, the Archery Range, the Pool and the Lake during the week. At these areas, the scouts may work on a few requirements (i.e. Swimming and water rescue requirements for First Class at the Pool) or they may just get to enjoy the activities the program areas has to offer (i.e. shooting a .22 for fun at the Range). In these areas, the Trailblazer staff takes a step back into a supportive role and allows the area personnel lead the activity. The trailblazers have the evenings to them selves in which they can check out the open program areas in camp, stop by the Trading Post, or work on having requirements signed off with their scoutmasters. This also gives the Trailblazer staff the opportunity to relax and to set up for the next day's sessions.

## **First Year Camper Models**

### **Camps Bowman and Marriott, National Capital Area Council**

Camps Bowman and Marriott will offer a very flexible program that can be tailored to the individual Scout. We will have a FYC coordinator who will meet with the Scouts at the morning and evening Flag ceremonies. This person will act as the big brother to the younger Scouts, similar to a Troop Guide in your troops at home. Each program area will set aside time for the first year campers to visit their area and receive the specific training they require. Scoutmasters will be asked to certify all Scouts who have met the Scoutmasters expectations in their first year. We will recognize these Scouts at the Friday evening Campfire.

### **FIRST CLASS ADVENTURE (FCA)**

Camp Marriott calls its first year camper program, First Class Adventure (FCA). FCA, based on the Patrol Method, begins with the basics of the Patrol Method, Patrol living, and Patrol outings. Basic Scout skills are introduced, and practiced, such as campsite selection and set-up, knots and lashings, useful camp gadgets, Totin' Chip, Firem'n Chit, outdoor cooking, native plants and animals, safe hiking, the famed five mile hike, and orienteering. FCA gives new Scouts the basics while allowing them to experience all Program Areas and enjoy their first summer camp experience.

The FCA schedule is as follows

- Program areas have specific times blocked off to focus on FCA. Please refer to the merit badge schedule for times.
- Wednesday evening will be Foil Dinners and overnigher at FCA Area. Scouts may bring their own tents if they desire.
- Thursday will be the Hike, departing at 12:30pm. Required items for the Hike are – water, daypack, rain gear, hiking stick, dry shoes and socks, and a Patrol First Aid Kit for a hike.
- Thursday evening will be shooting at Field Sports.

Mon-Fri Mornings Merit Badge suggestions

- Swimming C- for FCA Scouts Only
- Fishing
- Basketry
- Leatherwork
- Instructional Swim

Mon-Wed and Fri Afternoon Merit Badge suggestions

- Mammal Study- for FCA Scouts Only
- Fire Safety
- Basketry
- Leatherwork
- Instructional Swim

**Subject: First-Time Camper Program****Course: Outdoor Skills****Time Frame**

2 hours

**Instructional Objectives**

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

- State the concept of the summer camp program and categories of time the program includes.
- List an inventory of equipment and resources needed to run a first-time camper program.
- Explain how the first-time camper program fits into summer camp and how it operates.
- Describe the keys to successfully operating the first-time camper program.
- Develop a rudimentary program schedule.
- Incorporate program outlines in developing first-time camper programs.

**Training Aids and Equipment Required**

- Equipment and resources listed on the Equipment and Resources Needed for Camp list

**Materials for Distribution**

- Equipment and Resources Needed for Camp list (one for each participant)
- Sample Schedule (one for each participant)
- Suggested Overall Camper Schedule (one for each participant)
- *NCS Outdoor Skills Lesson Plan Resource Manual*, No. 20-188
- *Resident Camp First-Time Camper Program*, No. 33498

**Methods and Overview**

- Minilecture: Summer Camp Program Concept
- Minilecture: First-Time Camper Program
- Minilecture: Program Support
- Minilecture: Scheduling

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**LESSON PLAN: First-Time Camper Program**

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The Camping and Conservation Service has developed the first-time resident camper program to teach skills needed for rank advancement for Tenderfoot through First Class. The program activities are flexible and can fit into any summer camp schedule. This program is *not* intended to make youth into First Class Scouts during one week at camp. It is intended to supplement the troops' skills development training.

Remind participants that some Scouts involved in this program will be more experienced than others. Some Scouts have been members of a troop for nine or 10 months. For others, this may be their first Boy Scout camping experience. Remind participants that they should help make the experience a good one.

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**Summer Camp  
Program Concept**

Tell participants that Scout camps across the country have a variety of schedules and program times. The summer camp program should address three categories of time for *all* Scouts to participate in activities. These categories include:

- **Personal/advancement.** This is time for rank advancement or merit badge work.
- **Troop time.** This also may include advancement-related activities like a troop swim, troop time on a shooting range, campwide games, or special activities a troop does by itself.
- **Personal interest.** This time could be spent working on merit badges, fishing, enjoying the outdoors, or visiting an area of camp in which a Scout may have special interest.

These categories apply to all Scouts in camp, not just to the first-time campers.

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**First-Time  
Camper Program**

The activities in the first-time camper program operate the same way the troop program does year-round. New Scouts may work on Tenderfoot through First Class rank requirements simultaneously. Each day's activities at camp center on skills development for these first three ranks. Some Scouts may have attained some of these skills before attending camp, and they may work only with those skills they need to perfect.

The staff for this program will sign off on the Scouts' advancement requirements for any of the activities. Each Scoutmaster will receive a progress report on the last day of camp. This report consists of a check sheet of activities related to Tenderfoot through First Class requirements that the Scouts worked on during the week.

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**Program Support**

Explain to participant that there are several keys to the success of this program.

First, the program director must properly staff and provide support materials. The number of staff members should be in the ratio of eight Scouts to one staff member. This may seem staff-intensive, but there are several ways to accommodate the program. One is to use counselors-in-training to work with the Scouts. Utilize troop guides as staff people. Offer them a reduced camp fee if they work half-days with the first-time camper program.

Second, Scoutmasters must be informed before they come to camp about how the program will operate. Some activities require preparation before the Scouts arrive at camp. Leaders will be able to help the Scouts prepare. Inform the Scoutmaster about any Scouts who are having difficulty with some program activity so that he can give the Scout additional help in the troop campsite. The Scoutmaster or assistant Scoutmaster for the new Scout patrol should have the First Class tracking sheet and use it to schedule his Scouts for skill sessions.

Third, the staff that implements this program must be enthusiastic and creative. Several books contain resource material to help the staff prepare a quality program, including the *Resource Manual*. The program activity outlines in that manual refer to pages in *The Boy Scout Handbook* that support the requirements on which the Scouts will be working. *Troop Program Features, Volume I*, No. 33110; *Volume II*, No. 33111, and *Volume III*, No. 33112, contain resource ideas and games to support teaching skills. Some excerpts have already been duplicated from *Troop Program Features* and included in the program outlines.

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## **Scheduling**

Research shows that about half of BSA's summer camp attendees are first-time attendees. This means a great many Scouts will participate in this program. Scheduling may become a challenge. Some resources may not be available to meet the needs of all the Scouts at the same time. The outdoor skills director may have to develop a rotating schedule to meet this high demand.

A sample schedule follows this lesson plan. This sample may help outdoor skills directors organize a camp schedule.

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## **Summary**

Remind participants that it is important that this program be hands-on. Tell participants to keep instruction as brief as possible and let the Scouts spend the majority of their time practicing what they have learned. Practice can come in the form of games and competitions. Some games that relate to the skill learned that hour appear at the end of most skill sessions. The objective of this program is to help Scouts master skills they will use the rest of their lives. Fun is the key word. Learning can be fun, but the outdoor skills staff has to work to make it fun. The program activities take time to prepare. Make sure the staff knows how to teach each of the skills planned for each session.

For Scouts to come back next year, they have to have a quality fun experience this year. Tell participants to use as much of the camp program areas as they can so the Scouts see the whole camp in operation while they are there.

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## Equipment and Resources Needed for Camp

Review with participants the following equipment and resources they will need to run the first-time camper program. Answer any questions they may have.

- *The Boy Scout Handbook*, No. 33105
- *Boy Scout Songbook*, No. 33224A
- *Camping* merit badge pamphlet, No. 33256A
- *Cooking* merit badge pamphlet, No. 33349A
- *Dutch Oven Cooking*, No. 3539
- *Ecology and Conservation Teaching Charts*, No. 21-387
- *Group Meeting Sparklers*, No. 33122A
- Nature resource books
- *Outdoor Code Poster*, No. 33689A
- *Outdoor Code Pocket Cards*, No. 33428A
- *Troop Program Features, Volumes I, II, and III*, Nos. 33110, 33111, and 33112
- Backpacks (for demonstration)
- Bandage material for first aid
- Bow saw, No. YO1128 (one per four Scouts)
- Compasses, No. 1071 or No. 1070 (one per two Scouts)
- Felling ax (one per four Scouts)
- Liquid-fuel stove
- Patrol cooking equipment
- Pocketknives, sharpening stones (one per two Scouts)
- Rope— $\frac{1}{4}$ -inch (sisal and nylon)
- Scout staves—3 per Scout (for pioneering projects)
- Topographic maps of camp (one per two Scouts)
- Two-man tents (for demonstration)
- Water carrier, No. YO1231
- Waxed stitching string (for whipping post)

# Sample Camp Schedule

Time	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 A.M.	T—Rope	T—Rope	T—Rope	T—Rope	T—Rope
or	2—Map/Compass	2—Map/Compass	2—Map/Compass	2—Map/Compass	2—Map/Compass
2:00 P.M.	1—Nature	1—Nature	1—Nature	1—Ecology/ Conservation	1—First Aid
10:00 A.M.	2—Knife/Ax	2—Knife/Ax	2—Knife/Ax	2—Knife/Ax	2—Knife/Ax
or	T—First Aid	T—First Aid	T—First Aid	2—First Aid	2—First Aid
3:00 P.M.	1—Rope	1—Rope	1—Rope	1—First Aid	1—First Aid
11:00 A.M.	2—Cooking	2—Cooking	2—Cooking	2—Cooking	2—Cooking
or	2—First Aid	2—First Aid	2—First Aid	1—First Aid	1—First Aid
4:00 P.M.	2—Nature	2—Nature	2—Ecology/ Conservation	1—Map/Compass	1—Map/Compass

T= Tenderfoot  
2= Second Class

## Suggested Overall Camper Schedule

Time	Activity	Category
9:00-9:55 A.M.	Outdoor skills	Personal/advancement
10:00-10:55 A.M.	Outdoor skills	Personal/advancement
11:00-11:55 A.M.	Outdoor skills	Personal/advancement
12:30 P.M.	Lunch	Troop time
2:00-2:50 P.M.	Patrol/troop activities	Troop time
3:00-3:50 P.M.	Patrol/troop activities	Troop time
4:00-5:20 P.M.	Patrol/troop activities	Personal interest
6:00 P.M.	Supper	Troop time
7:00-8:30 P.M.	Open activity period	



## **First Year Camper Program Syllabi**

In addition to the material contained within this Resource Manual, the following syllabi have been included in your participant packets:

- National First-Time Camper Program Guide
- First Year Camper Program Guide
- Trails Head Program Guide
- First Class, First Year Program



## Fun Cooking Workshop Recipes

Note: This is not intended to be a comprehensive list of fun recipes for First Year Campers. It is but a small sample of the types of fun cooking activities that can be performed.

### Ziploc Bag Ice Cream

1/2 cup milk	Ice
1 Tbsp Sugar	Pint Ziploc
1/2 tsp Vanilla	Gallon Ziploc
Couple tablespoons rock salt	

Mix edible ingredients in pint Ziploc and seal. In gallon Ziploc bag, put ice and the rock salt. Place the small bag into the big bag. Seal and Shake for 5 to 10 minutes.

### Spoon Fudge

1 lb. powdered sugar	1/2 cup cocoa
3 oz. cream cheese	1 tsp. Vanilla
3 Tbsp butter or margarine	1 gallon zip lock bag

Put all ingredients in bag, let out air, and knead until fully mixed.

### Banana Hot Boat

Bananas	Mini marshmallows
Chocolate chips	Aluminum foil

Cut a v-shaped wedge from the top of an unpeeled banana. Fill wedge with pieces of chocolate and marshmallow. Wrap in foil and place on coals for 8-10 minutes.

### Dutch Oven Popcorn

Butter	Salt
Popcorn	Paper sandwich bags

Line Dutch Oven with aluminum foil. Melt 1 stick of butter in Dutch oven. Cover most of the bottom of the oven with one layer of popcorn. Place lid on the oven, and bake until the sounds indicate all the corn has popped; during the popping time, you should lift the oven by the bale and rotate the oven to better stir the whole batch of corn.

Pour popped corn, along with additional melted butter and salt for desired taste, into a paper bag. Shake the bag to distribute salt. Serve while warm.

### Egg in orange peel

Egg  
Orange

Scoop out the orange pulp and eat it, then crack an egg into it and set on coals to cook.

**Chili Foil Dinner**

Hamburger patty  
Tomato Sauce  
Chili Powder  
Onion  
Kidney Beans

Potatoes (optional)  
Carrots (optional)  
Salt/pepper to taste  
Aluminum foil

Lay slices of potatoes, onion, and carrots, along with chili powder, kidney beans, and tomato sauce, on a sheet of heavy-duty foil then place hamburger patty on top. Cover with slices of potato, onion, and carrots. Season with butter, salt, and pepper. Cook 20-30 minutes over hot coals, turning twice during cooking.

**Broomsticks**

Biscuits in a tube  
Cinnamon  
Sugar

Powdered Sugar  
Broom handle or 1" dowel rod

Make sure your dowel rod or broom handle is clean. Lightly grease the stick with butter, Pam or vegetable oil. Take one biscuit and roll it in your hands to form a long strand of dough. Coil the dough around the stick to form a spiral shape. Bake the dough over hot coals for 5-10 minutes or until golden brown. Remove the twisted baked good from the stick and roll it in your favorite topping.

**Bacon in a Paper Bag**

Lunch-size Brown Paper Bag  
Bacon

Stick  
Twine

Cut bacon strips in two, place at the bottom of the paper bag, covering the bottom. It is important that you have thick strips of bacon as thin ones will stick and adhere to the paper bag when cooked. Fold lunch bag down three times and poke a hole through it with the stick, so that the bag is hanging on the end of the stick. Hold over charcoal and watch the grease from the bacon protect the bag and cook the meal.

Position Description: First Year Camper Program Director

Reports to: Program director

Requirements

- Be at least 18 years old.
- Have current (within five camping seasons) certificate of training from a BSA First Year Camper Program National Camping School.
- Be proficient in basic outdoor skills.
- Understand the Boy Scout advancement program.
- Be a registered member of the Boy Scouts of America.
- Have the ability to work with 11- to 13-year-old campers.
- Have management skills to train and supervise staff.

Responsibilities

Supervise the First Year Camper Program in camp, including, as appropriate, basic first aid, camping, cooking, map and compass, pioneering, nature, aquatics, and woods tools.

Specific Duties

- Train staff members in necessary skills.
- Oversee first-year camper outdoor skills instruction and support testing of Tenderfoot, Second Class, and First Class skills.
- Supervise and evaluate outdoor skills instruction areas and staff.
- Set up First Year Camper Program area including demonstration sites and model campsite.
- Work with the commissioner staff to assist units in advancement programs and outdoor skills.
- Ensure that property and equipment in the First Year Camper Program area is properly maintained.
- Instruct basic outdoor skills programs, including the Totin' Chip and Firem'n Chit.
- At the conclusion of the camp season, close the First Year Camper Program area properly and submit final inventory of equipment and closeout report to the camp commissioner.
- Perform other duties as assigned.

## **Japan's Got Us Beat in the Service Department, Too**

By Hillary Hinds Kitasei

My husband and I bought one souvenir the last time we were in Tokyo—a Sony compact disc player. The transaction took seven minutes at the Odakyu Department Store, including time to find the right department and to wait while the salesman filled out a second charge slip after misspelling my husband's name on the first.

My in-laws, who were our hosts in the outlying city of Sagaminhara, were eager to see their son's purchase, so he opened the box for them the next morning. But when he tried to demonstrate the player, it wouldn't work. We peered inside. It had no innards! My husband used the time until the Odakyu opened at 10 o'clock to practice for the rare opportunity in that country to wax indignant. But at a minute to 10, he was preempted by the store ringing us.

My mother-in-law took the call, and had to hold the receiver away from her ear against the barrage of Japanese honorifics. Odakyu's vice president was on his way over with a new disc player.

A taxi pulled up 50 minutes later and spilled out the vice president and a junior employee who was laden with packages and a clipboard. In the entrance hall the two men bowed vigorously.

The younger man was still bobbing as he read from a log that recorded the progress of their efforts to rectify their mistake, beginning at 4:32 p.m. the day before, when the salesclerk alerted the store's security guards to stop my husband at the door. When that didn't work, he turned to his supervisor, who turned to his supervisor, until a SWAT team leading all the way to the vice president was in place to work on the only clues, a name and an American Express card number. Remembering that the customer had asked him about using the disc player in the United States, the clerk called 32 hotels in and around Tokyo to ask if a Mr. Kitasei was registered. When that turned up nothing, the vice president commandeered a staff member to stay until 9 p.m. to call American Express headquarters in New York. American Express gave him our New York telephone number. It was after 11 when he reached my parents, who were staying at our apartment. My mother gave him my in-laws' telephone number.

The younger man looked up from his clipboard and gave us, in addition to the new \$280 disc player, a set of towels, a box of cakes, and a Chopin disc. Three minutes after this exhausted pair had arrived they were climbing back into the waiting cab. The vice president suddenly dashed back. He had forgotten to apologize for my husband having to wait while the salesperson had rewritten the charge slip, but he hoped we understood that it had been the young man's first day.

## Subject: Staff Training

## Course: Outdoor Skills

**Time Frame**  
60 minutes

### Instructional Objectives

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

- Determine what staff training is needed.
- List the opportunities for staff training.
- Prepare a training plan for camp.

### Training Aids and Equipment Required

- *NCS Outdoor Skills Lesson Plan Resource Manual*, No. 20-188
- Flip chart and markers

### Materials for Distribution

- *Summer Camp Staff Training Guide*, No. 20-115, for each participant
- *Staff Training and Parent Orientation Guide*, No. 13-167, for each participant

### Methods and Overview

- Minilecture: Provide Adequate Training
- Minilecture and discussion: Training Opportunities
- Group project: Design a Staff Training Plan
- Minilecture: Camp Staff Management Research
- Minilecture: Role Conflict and Role Ambiguity
- Minilecture and discussion: Recommendations
- Minilecture: Staff Development
- Minilecture: Staff Morale

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## LESSON PLAN: Staff Training

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### Provide Adequate Training

Tell participants that proper and adequate training of the staff is vital to the success of the camp. Too often, the tasks of getting the physical plant ready to open take priority over adequate staff training. This must never happen. Three and one-half days of training must be provided for all staff members.

Refer to the *NCS Outdoor Skills Lesson Plan Resource Manual*, *Summer Camp Staff Training Guide*, and to the *Staff Training and Parent Orientation Guide*. Thumb through these publications with the group, pointing out that many of the subjects in the outlines are similar to those in the camping school. Run through the subject of BSA Youth Protection from the training guide as an example. Ask participants to make careful notes of how the faculty deals with the subjects as the school proceeds and to make appropriate notes in their notebooks since they will be conducting this training in their home camps.

### Training Opportunities

Remind the group that formal training the week before camp opening has been recommended. Other opportunities are available, however. List these on the flip chart and discuss each briefly:

- In town or at camp in advance of camp
- On the job during camp
- At staff meetings devoted to training
- In training by department
- Through individual coaching
- By using the library and other resources for help

Tell participants: *The flow of your training should be smooth and informative. Prioritize your sessions; that is, don't leave BSA Youth Protection until the last day. It also is helpful to use the aims and methods of Scouting to aid in your training. Remember that training is ongoing (before, during, and after camp). Make use of the national standards. Recognize and utilize resources such as specialists and educators, and remember in all your training, build a team.*

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### **Design a Staff Training Plan**

Ask each participant to design a staff training plan for the home camp using the *Summer Camp Staff Training Guide* or *Staff Training and Parent Orientation Guide*. See the sample outline in the *Resource Manual* for a guide.

Divide the participants into small working groups so that persons from the same council will be working together. If there is only one person from a council, have that person work with others from a similar size camp. At the very least, make tentative assignments for instructors, locations, dates, and times. As the groups work, discussion is helpful, as long as the total group is progressing toward the goal. Stop the exercise when productive results seem to reach an end or it is time for the break and the next session.

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### **Camp Staff Management Research**

Advise participants that high-quality staff is essential for successful camp operations. Staff retention has long been an issue for camp directors. In the 1950s, the reasons staff gave for returning to work at a camp included

- Liking children and the outdoors
- Getting adequate time off
- Having good staff-director relations
- Enjoying good food
- Getting away from the city
- Having fun
- Making some money

More recent research in this area has shown reasons that are more sophisticated, such as getting to use personal skills and talents, deriving personal satisfaction and enjoyment, and working with other staff members.

Directors should focus on ways to motivate staff, such as by assigning responsibility, providing opportunities for achievement, and giving recognition.

Depression and hostility in staff members seem to increase with the length of the program. It is important that administrators be aware of factors that help eliminate staff stress, because this stress can be detrimental to staff unity and morale and to the overall program. Avoid staff stress and burnout at all costs—staff unrest spreads like wildfire. Keep unrest in check by stamping out gossip as soon as it starts.

The concern with determining causes of the camp staff's stress and burnout represents an important shift in research. Unchecked staff stress can erode the framework of an organization. Therefore, it is important to identify and measure some of the variables affecting the camp staff experience and to make recommendations to camp directors that will lead to better staff management.

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## Role Conflict and Role Ambiguity

Tell participants that there are five types of role conflict.

- **Intrasender role conflict** occurs when a staff member receives conflicting messages about his or her role from the same person. For example, a staff member might receive conflicting messages from the same section head, especially if that section head lacks confidence and issues contradictory instructions.
- **Intersender role conflict** occurs when a staff member receives conflicting messages from two or more people who should be presenting a unified message. For example, a staff member may be permitted by the program director to take Scouts on a nature hike off camp property, only to be reprimanded by the camp director.
- **Personal-role conflict** occurs when there is a conflict of expectations between the individual and his or her role in camp. New staff members might, for example, find their expectations regarding responsibilities, living conditions, and social environment are not met in a particular camp setting.
- **Intrarole conflict** occurs when an individual occupies two or more roles (or assignments) within a camp organization, whether the separate roles are formal or informal. An example might be a staff member who is both a merit badge counselor and a section head. This individual's roles can come into conflict as authoritative and peer-group obligations clash.
- **Role overload** occurs when an individual takes on a number of roles that are compatible except with regard to time constraints. For example, an individual who overextends himself or herself by volunteering for special projects and events might find that while the nature of the duties of each project comply with the overall role, there is not enough time to complete all the projects in a satisfactory manner. This forces the individual either to prioritize or to become overtired.

Tell participants that in each example of role conflict, it is easy to see how the situation can result in stress.

Explain that there are three basic ways in which role ambiguity can occur. The first occurs when there is a lack of clear information regarding which role an individual should adopt. This can occur when a first-time section supervisor must decide whether to portray himself or herself to the other staff members as the director's right-hand person or as the staff members' buddy. In the absence of direction from appropriate supervisors, this section head may not realize which role is most appropriate, a situation that could result in role ambiguity and stress.

The second type of role ambiguity occurs when the role to follow is evident, but information on just how to carry out the role is lacking. Again, section supervisors might realize that the appropriate behavior combines responsibility with compassion, but they might not know how to demonstrate this behavior in the context of camp.

The third type of role ambiguity occurs when the individual does not realize the consequences of the role behavior he or she has selected. For example, a new staff member might have engaged his or her group in an activity that the director, upon notification of the event, deems inappropriate. The director might even reprimand this staff member. The staff member might have been using his or her best judgment but simply did not possess the same level of knowledge and experience on the subject as the camp director. In other words, the staff member lacked the appropriate information to carry out his or her duties effectively.

Tell participants that role ambiguity can be summarized as a situation arising when the appropriate information is not made available to the individual, which results in uncertainty and stress.

## Recommendations

Explain to participants that staff members ask important questions pertaining to their work experiences at camp. Staff members today want to know the answers to such questions as why they have to report to two different people and what the justification is for various policies and procedures that are in place.

Sophisticated young people are working in the camp industry. This sophistication should be reassuring to camp directors, as long as camp directors realize they must meet the needs of those camp staff members if they are to operate successful programs.

Role conflict and role ambiguity may exist in the environment of the summer camp. And if they do, they likely will affect the levels of job satisfaction and job stress. Variables such as staff gender and camp size also affect levels of role conflict and role ambiguity. Research tells us that male and female staff members differ in their perceptions of role conflict, and that staff members from large and small camps differ in their perceptions of role ambiguity.

Given this information, the following recommendations are offered:

1. Because role conflict and role ambiguity may exist for camp staff members, and because conflict and ambiguity may lead to higher levels of job stress, camp directors should not only acknowledge the presence of such stress, they also should try to identify sources of role conflict and role ambiguity. Adopting a practical attitude toward the reduction of job stress is the best way to maintain consistently good staff morale throughout the summer.
2. Camp directors should acknowledge that the two genders may have differing needs. Acknowledging these needs is especially important in the recruitment, induction, and orientation stages, because information given staff members at those times may determine how well a staff will work together—and avoid stress—in the summer.
3. Staff members from small camps reported significantly higher levels of role ambiguity than did staff members from large camps. Those who manage small camps might be required to better clarify to their staff the camp's goals and objectives, placement of authority, staff evaluation practices, and staff responsibilities. Small-camp directors should consider re-evaluating their practices to ensure that staff members receive a comprehensive induction into the organization.
4. Finally, camp directors should acknowledge and even encourage (within the boundaries of the organization) positive individuality among their staff members. Keep in mind that the campers will remember the people who affected them before they will remember any activity or event. Allowing people to be individuals generally allows them to be at their best.

## *Project*

By Day Five, participants should have drafted an outline for staff training week in their camp. Review each participant's outline and discuss any omissions or problems with each participant individually.

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## Staff Development

Note that the steps used in developing a camp staff or any group are:

1. **Establish the group.** As a group is formed, it must first get established and start to develop a group identity. This requires some level of communication within the group, some knowledge of each other as far as personalities, capabilities, traits, and more. The group members must get to know each other well enough to build trust and realistic relationships with one another.

2. **Develop the group's capability.** The group and its members must learn how to do things as a group. They must learn new ideas and ways to resolve individual and group problems. They must decide on ways to do things as a group and carry out plans together. Practice in doing this will make the group better and better.
3. **Teach the group to do its job.** The group and its members must learn to share leadership effectively among themselves and set the example in everything they do. This helps the group to do its job with a minimum of fuss.

The primary function of the leader of the group is to strike a working balance between keeping the group together and getting the job done. This requires that the leader always be alert to the interactions within the group in addition to monitoring the attitude each group member maintains with other group members and with those outside the group.

### ***Important Considerations for Staff Members***

There are three important considerations that must be stressed to staff members:

1. The use of effective teaching techniques in interactions with staff members and in staff members' interactions with the units and individuals in camp
2. The use of counseling methods whenever staff members interact and work with troop leaders and members in camp
3. Setting the example in *everything* every staff member does

### ***Steps Supervisors Can Take***

Tell participants that there are steps supervisors can take to develop the staff:

1. Have each staff member complete a personal resource questionnaire, similar to the one participants filled out for this NCS section, and go over each questionnaire carefully.
2. Learn enough about each person to build a personal relationship.
3. Have a position description, in writing, listing what is required of each person. The description should include requirements regarding uniforms, attendance requirements, and duties specific to each person's primary assignment as well as general staff responsibilities.
4. Meet individually with each staff member and review what is expected of each person. Give each person a copy of his or her position description or duties during camp.
  - Be prepared to do some individual coaching if needed to clarify items or eliminate misunderstandings.
  - Be sure each instructor has lesson plans and all support material for sessions.
5. Ensure that all staff trainers are thoroughly familiar with effective teaching techniques. The emphasis is on learning, not teaching. Be prepared to go over effective teaching techniques with staff members.
6. Be sure all staff members are familiar with counseling. Briefly discuss counseling techniques as needed.
7. Develop staff spirit and morale.
  - Have staff members draw up and agree to their own code of conduct, including a course of action for disciplinary problems. If they have an opportunity to share in the decision-making process, they are more likely to support the program.
  - Remember always that morale is based on:
    - Having an important assignment. Each position description should be thoughtful and meaningful.
    - Doing the assignment well. Instill a sense of responsibility and pride in the assignment.
    - Giving recognition for doing the job well. Be sure to tell them when they do well.

***Questions to Consider in Managing a Staff***

1. Do you include *all* staff members in the planning process whenever possible?
  2. Do you communicate a personal interest in your staff individually and as a group?
  3. Does your staff have opportunities to give feedback to you?
  4. Does each of your staff members have an opportunity to take responsibility for some aspect of your area?
  5. Do you evaluate every staff member at least once about the middle of each camp session?
  6. Do you conduct staff meetings on a regular basis?
  7. Do you plan staff activities (for training and for fun) to ensure that the staff functions well together?
  8. Do you work constantly on building and maintaining staff morale?
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**Staff Morale**

The following are steps to initiate to build staff morale, motivation, and attitude:

1. Encourage each staff member to adopt a project of some kind and work on it throughout the summer. Mention the projects to the campers and commend the staff members. Identify the projects with names in the area. They might include a pet pioneering project, a special knot board, a “gimmick” in the outdoor skills area, a giant-size fire by friction, or an outdoor skills game with props.
2. Encourage each staff member to develop a specialty for which he or she becomes the local expert in promoting and teaching in the area. This can build pride in their work. Staff members might specialize in fancy knots, special lashings, pioneering projects, starting campfires in a variety of ways, or cooking.
3. Designate a staff member of the day. Put his or her name on the bulletin board and have some special treat for that person. Use this as a recognition for outstanding staff performance.

Use team-building and initiative games.

Let the staff plan an outdoor skills competition with patrol versus patrol.

## First Year Camper Rank Requirements Worksheet

The purpose of this worksheet is to help identify which rank requirements will be taught in a specific First Year Camper Program.

- In the *Troop* column, place an “X” next to any requirement that is easy for a Troop in your council to cover away from summer camp as part of their regular annual program.
- In the *Camp* column, place an “X” next to any requirement that can be covered in your camp with the staff and equipment present this summer.
- In the *FYCP* column, place an “X” next to the requirements you will cover in your First Year Camper Program. Keep in mind your guiding principles, and base your decision off of those and the X’s in the other two columns.

	<b>Troop</b>	<b>Camp</b>	<b>FYCP</b>
<b>Tenderfoot</b>			
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.			
2. Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.			
3. On the 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.			
4.			
a. Demonstrate how to whip and fuse the ends of a rope.			
b. Demonstrate you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.			
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.			
6. Demonstrate how to display, raise, lower, and fold the American flag			
7. Repeat from memory and explain in your own words the Scout Oath, Law, motto, and slogan.			
8. Know your patrol name, give the patrol yell, and describe your patrol flag.			
9. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Describe what a bully is and how you should respond to one.			
10.			
a. Record your best in the following tests:			
i. Push-ups			
ii. Pull-ups			
iii. Sit-ups			
iv. Standing long jump			
v. 1/4 mile walk/run			
b. Show improvement in the activities listed in requirement 10a after practicing for 30 days.			
11. Identify local poisonous plants; tell how to treat for exposure to them.			
12.			
a. Demonstrate how to care for someone who is choking.			
b. Show first aid for the following:			
i. Simple cuts and scrapes			
ii. Blisters on the hand and foot			
iii. Minor (thermal/heat) burns or scalds (superficial, or first degree)			
iv. Bites and stings of insects and ticks			

	<b>Troop</b>	<b>Camp</b>	<b>FYCP</b>
v. Venomous snakebite			
vi. Nosebleed			
vii. Frostbite and sunburn			
13. Demonstrate scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.			
14. Participate in a Scoutmaster conference.			
15. Complete your board of review			
<b>Second Class</b>			
1.			
a. Demonstrate how a compass works and how to orient a map. Explain what map symbols mean.			
b. Using a compass and a map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.			
2.			
a. Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.			
b. On one of these campouts, select your patrol site and sleep in a tent that you pitched.			
c. On one campout, demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.			
d. Use the tools listed in requirement 2c to prepare tinder, kindling, and fuel for a cooking fire.			
e. Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.			
f. Demonstrate how to light a fire and a lightweight stove.			
g. 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.			
3. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.			
4. Participate in an approved (minimum of one hour) service project.			
5. Identify or show evidence of at least ten kinds of wild animals (birds, mammals, reptiles, fish, mollusks) found in your community.			
6.			
a. Show what to do for "hurry" cases of stopped breathing, serious bleeding, and ingested poisoning.			
b. Prepare a personal first aid kit to take with you on a hike.			
c. Demonstrate first aid for the following:			
i. Object in the eye			
ii. Bite of a suspected rabid animal			
iii. Puncture wounds from a splinter, nail, and fishhook			
iv. Serious burns (partial thickness, or second degree)			
v. Heat exhaustion			
vi. Shock			
vii. Heatstroke, dehydration, hypothermia, and hyperventilation			
7.			
a. Tell what precautions must be taken for a safe swim.			
b. 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.			

	Troop	Camp	FYCP
c. 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.			
8.			
a. Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco, and other practices that could be harmful to your health. Discuss your participation in the program with your family.			
b. Explain the three R's of personal safety and protection.			
9. Demonstrate scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.			
10. Participate in a Scoutmaster conference.			
11. Complete your board of review.			
<b>First Class</b>			
1. Demonstrate how to find directions during the day and at night without using a compass.			
2. 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.)			
3. Since joining, have participated in ten separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight.			
4.			
a. Help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner and that requires cooking at least two meals. Tell how the menu includes the foods from the food pyramid and meets nutritional needs.			
b. Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients.			
c. Tell which pans, utensils, and other gear will be needed to cook and serve these meals.			
d. 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.			
e. On one campout, serve as your patrol's cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in requirement 4a. Lead your patrol in saying grace at the meals and supervise cleanup.			
5. Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen.			
6. Identify or show evidence of at least ten kinds of native plants found in your community.			
7.			
a. Discuss when you should and should not use lashings			
b. Demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.			
c. Use lashing to make a useful camp gadget.			
8.			

	<b>Troop</b>	<b>Camp</b>	<b>FYCP</b>
a. Demonstrate tying the bowline knot and describe several ways it can be used.			
b. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.			
c. Show how to transport by yourself, and with one other person, a person:			
i. from a smoke-filled room			
ii. with a sprained ankle, for at least 25 yards.			
d. Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).			
9.			
a. Tell what precautions must be taken for a safe trip afloat.			
b. Successfully complete the BSA swimmer test.			
c. With a helper and a practice victim, show a line rescue both as tender and rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)			
10. Demonstrate scout spirit by living the Scout Oath (Promise) and Scout Law in your everyday life.			
11. Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your troop's activities. Invite him to a troop outing, activity, service project or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active.			
12. Describe the three things you should avoid doing related to use of the Internet. Describe a cyberbully and how you should respond to one.			
13. Participate in a Scoutmaster conference.			
14. Complete your board of review.			

Rank Requirements Revision Date: January 1, 2009



# Giving Effective Presentations

(Staff Week Presentation)

<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Flipchart, prepared beforehand</li> <li>• <i>First Year Camper Program Guide</i></li> </ul>
<b>Learning Objectives</b>	<p>At the end of this session, each participant should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the purpose of effective teaching</li> <li>• Explain the steps usually needed for effective teaching</li> <li>• Explain the importance of hearing, seeing, and doing in effective teaching</li> <li>• Demonstrate effective teaching methods</li> <li>• Help someone else learn a skill</li> </ul>
<b>Teaching-Learning</b>	<p>Announce that the subject to be covered is how to teach effectively. Explain that soon they will be teaching skills to first year scouts, and that it is important for them to be able to teach them effectively, as these are skills the scout will be using throughout his career.</p> <p>Say: “The purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence in individuals and in a group.”</p> <p>Ask the group to define “Knowledge”, “Skill”, “Motivation”, and “Confidence”.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> is what you know. It’s what a person learns through familiarity or experience.</li> <li>• <b>Skill</b> is the ability to use what you know.</li> <li>• <b>Motivation</b> is the desire to do something.</li> <li>• <b>Confidence</b> is the belief that you can do it.</li> </ul> <p>Emphasize that <b>the purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence.</b></p> <p>Make the following point:  <b>“For teaching to be effective, learning must take place.”</b></p> <p>“That is the point of effective teaching.”          “What we are going to do now is take a closer look at the process, at the skill of effective teaching.”</p>
<b>State the Learning Objectives</b>	<p>Display the flip chart with the learning objectives. Explain to the group that at the end of this presentation they should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Explain the purpose of effective teaching</li> <li>• Explain the steps usually needed for effective teaching</li> <li>• Explain the importance of hearing, seeing, and doing in effective</li> </ul>

- teaching
- Demonstrate effective teaching methods
- Help someone else learn a skill

### **Five Steps of Effective Teaching**

“There are five steps in effective teaching.”

- Learning objectives
- Discovery
- Teaching-learning
- Application
- Evaluation

Refer the staff to the *Guide*, page 154

“Each of these is part of a process. Let’s look at each part.”

### ***Learning Objectives***

Write the words *Learning Objectives* on the flip chart.

Ask: “What do you think this means?” Accept suggestions, and summarize by writing “What the person should be able to do as a result of the learning.”

Point out that when you make a presentation, the learning objectives should be written out in advance so you’ll know what you want to achieve. For informal situations, the objectives wouldn’t be written out, but you would have them in mind.

“When you set learning objectives, you really do two things:

- You decide what to teach.
- You set specific objectives for what the participant should be able to do when the presentation or demonstration is over.

“You think of what you are going to do in terms of both teaching and learning.”

### ***Discovery***

Write the word *Discovery* on the flip chart.

“The next step in effective teaching is the *discovery*. What do you think that means?” Accept suggestions, and summarize as follows:

A discovery is any experience that has three results for the participant:

- Help the participant find out what he really knows
- Help him to find out what he doesn’t know
- Give him a reason to want to learn

Often an instructor will set up a discovery. Furthermore, sometimes a discovery will just happen. An alert instructor can turn this into a learning experience.

A discovery also has important results for the presenter. “What do you think these results might be?” Summarize as follows:

- You find out how much the participant knows

- You determine how much of the subject you need to cover

Explain that, based on the discovery, you have some choices to make.

You could:

- Stop. You are certain that the participant knows and can do what's desired. The learning objectives have been met.
- Deduct what the participant already knows from what's desired, and work on what the participant needs to know.
- Give the full session. The participant will learn what he needs to know and will review what he already knows.

Point out that once you have made your choice, you can do some teaching, and the participant can do some learning.

"This is important!"

- Try to make the discovery as interesting as you can
- Remember, you want to get the participant's attention and give him a reason to learn

### ***Teaching-Learning***

Write the words *Teaching-Learning* on the flip chart and state that this is the most important part of the process of effective teaching.

"We say that for teaching to be effective, learning must take place. So, in teaching-learning, you teach and they learn."

Point out that **people learn by hearing, seeing and doing**. In other words, **tell them, shown them, then let them try it**.

Write the following on the flip chart:

Three basic ways that we learn

- Hearing — Tell them
- Seeing — Show them
- Doing — Let them try it

**Hearing.** Write the word *Hearing* on the flip chart and ask for ways we learn by hearing. Listen for the following answers and list them on the flip chart:

- Lecture
- Informal Conversation
- Discussion
- Dramatization

**Seeing.** Write the word *Seeing* on the flip chart. Ask for ways we learn by seeing. Listen for the following answers and list them on the flip chart:

- |                    |                  |
|--------------------|------------------|
| • Reading Material | • Flip Charts    |
| • Posters          | • Displays       |
| • Demonstrations   | • Visual Aids    |
| • Movies           | • TV, videotapes |

**Doing.** Write *Doing* on the flip chart. Ask “How do we learn by doing?” Listen for the following answers and list them on the flip chart:

- Trial and error
- Experimenting
- Figuring it out for ourselves
- Do what we’ve seen or heard others do

### **Use Effective Communication**

Good communication skills are vital in teaching-learning. Remember to keep communication two way to be effective.

### ***Application***

Write the word *Application* on the flip chart. This is the next step in effective teaching. “What do you think this means?” Summarize by writing: “Using what you’ve learned to see how it works.” In other words, **let them do it on their own.**

Make the learning real. Let the scout practice the skill on his own.

### ***Evaluation***

Write the word *Evaluation* on the flip chart. “What do you think this means?” Summarize by writing the following: “Review what happened to see if the objectives were met.”

In other words, **check the work with these questions in mind: “How did they do?” “How did I do?” “Did learning take place?”**

State that evaluation is an important part of effective teaching—and many other things. Evaluation is almost constant in everything we do. We are always checking for the following: “Did it work? Do I understand? What do I do next?”

### **Recycling**

“What do you do if you evaluate and discover that the person has *not* learned what you tried to teach him?”

Answer: Recycle—teach it again. You might have to change your approach, go slower, make the steps simpler, etc., but you must teach it again.

### **An Important Concept**

Remember that there is an important idea that you should always keep in mind when making a presentation, giving a demonstration, or teaching a skill:

**“For teaching to be effective, learning must take place.”**

**Conclusion**

Effective teaching always starts with learning objectives, but the other steps seldom need to follow in an exact sequence. Learning will involve many discoveries, continuous evaluation, teaching-learning in several steps, and frequent applications, which will be evaluated, lead to further discovery, and so on.

“Remember, the purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence in individuals and in a group. By effective teaching, a leader helps a group develop real capability—to work together and to get the job done.”

**Presentation Tips**

But it would be remiss if we didn't give you some advice for your presentations.

- Use notecards. Refer to them often, but don't read verbatim. Your words are always more natural than scripted words.
- Be excited to be there, or at least sound like it. If you sound excited about the topic, the scouts will be excited about the topic
- Start on time, end on time. Remember that things are tightly scheduled here, and it's important to stay on schedule.



## Day Four: The Teaching EDGE™



This session on the Teaching EDGE™ and the Geocache Wide Game later on Day Four can be conducted either with GPS receivers or with compasses. The attraction of GPS receivers is that it is a new technology for many Scouts and thus the opportunity to learn and use a new set of skills.

The compass version is available at <http://www.JLTbsa.org>.

### Time Allowed

60 minutes

### Format

Patrol presentation

### Responsible

Troop guide

### Location

Patrol site or some other location where the session of one patrol will not interfere with the activities of other patrols. Each location should be suitable for locating waypoints with a global positioning system receiver.

### Learning Objectives

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

- List and describe the four steps of the Teaching EDGE™.
- Recognize the importance of using effective communication skills as tools for teaching.
- Discuss using different methods of teaching/leading depending on a team's stage of development.
- Use a GPS receiver to find a destination.

### Materials Needed

- GPS receivers (at least one per patrol)
- Written in easily visible format on individual sheets of paper, the latitude and longitude of four or five waypoint locations within a few minutes' walking distance of the patrol presentation area
- Printed Teaching EDGE™ slides from the National Youth Leadership Training DVD – one set for each patrol
- Communication Skills Checklist (appendix; Participant Notebooks)

### Delivery Method

During the NYLT staff training that precedes an NYLT course, troop guides should become familiar with the GPS receivers they will be using during this session. All receivers are operated in basically the same way, but different models differ in the ways they are programmed for use. The instruction manual for each GPS model can be an invaluable aid in mastering – and then teaching – the use of that particular receiver.

Before the NYLT course begins, each troop guide should determine the sample waypoints that will be used during his presentation of the Teaching EDGE™ session. To double-check the accuracy of the waypoint information (and as a way for all presenters to improve their GPS skills), invite the troop guides of the other patrols to use their GPS receivers to locate those waypoints.



An enjoyable means of practicing GPS use is to log onto Internet Web sites featuring coordinates for finding geocaches in one's neighborhood or hometown.

The Teaching EDGE™ session reminds NYLT participants that repetition is a key to mastering a skill. Before an NYLT course begins, troop guides should put in enough practice time with GPS receivers to feel comfortable teaching the skill to others.



Troop guides should keep in mind several facts concerning GPS receivers.

- The accuracy of a GPS receiver varies according to the number of satellites within its range. In general, a receiver can bring a user within a 50-foot radius of a waypoint.
- Deep valleys, ravines, and other confining terrain may block some satellite signals and make a GPS receiver less accurate than when it is in more open territory.

## Presentation Procedure



Show slide 4-1,  
The Teaching Edge;  
then slide 4-2,  
Introduction

## Introduction

Explain that later in the day the patrols will take part in a Geocache Wide Game.

Geo is the root of the word geography. It comes from the Greek word for earth. A cache is something stowed. In this case, something hidden.

To do well in the geocache challenge, patrols will use a number of Scouting skills. One will be following instructions to find locations.

As a preparation for the Geocache Wide Game, this session will go over the steps for finding locations with a GPS receiver.



**Note to presenters.** You are teaching the patrol how to use a GPS receiver, but more importantly you are teaching them how to teach. In teaching GPS skills, use the Teaching EDGE™ – *Explain, Demonstrate, Guide, Enable*. Use your best communication skills to get your message across.





Presenters describe how a GPS receiver works.

For explanations of latitude and longitude, as well as illustrations that can be used as visual aids during this NYLT presentation, see the Boy Scout Handbook and the Fieldbook. Another good visual aid is an inflatable globe that includes lines of latitude and longitude.

### 1. Briefly discuss the concept of latitude and longitude.

Lines of latitude are numbered from the equator to each of the poles. Lines of longitude are numbered from the *prime meridian* – the line of longitude running through the Royal Observatory at Greenwich, England.

Every location on Earth can be identified by the grid formed by lines of latitude and longitude. Lines of latitude and longitude are numbered by degrees, minutes, and seconds.

Locations are sometimes cited in decimal form. For example, the location of the BSA's national office is

32 degrees, 53.145 minutes North

96 degrees, 58.203 minutes West

### 2. Show the GPS receiver.

*Explain* the idea that the receiver picks up signals from a system of satellites. The receiver can calculate the angles of the signals from the satellites and determine the latitude and longitude of the receiver at that moment. It also can be used to lead the way to any location programmed into the receiver.

*Demonstrate* how to use a GPS receiver to determine the current location. Explain each step very clearly using your best communication skills.

Next, demonstrate how to program the GPS receiver with a destination. (In GPS usage, this is called a *waypoint*.) For example, you could use the location of the BSA national office. The GPS receiver should provide the direction of travel to reach the waypoint, and also an accurate measurement of the distance between your current location and the waypoint.

*Guide* patrol members in using a GPS receiver to determine their current location. Provide patrol members with a waypoint approximately 100 yards from their current location. (It's a good idea to have the waypoint location written in large numbers on a poster or sheet of paper.) Guide them through the process of programming the waypoint into their GPS receivers and then using the receivers to lead them to the location.

When you are satisfied that those you are teaching have mastered the skill to the degree that they can do it on their own, *Enable* patrol members to continue with little further input from you. Let them know that in order to truly own the skill, they need to practice it many times. You will be there if they have questions or need help, but to the greatest degree possible you are enabling them to use the skill on their own.



Show slide 4-3,  
The Teaching EDGE™

### ***Transition to the Teaching EDGE***

Ask the group to offer some observation on the methods you used to teach them how to use a GPS receiver.

Explain that you went about it with four very clear steps:

- First, you *Explained* how to do the skill.
- Second, you *Demonstrated* how to do the skill.
- Third, you *Guided* others to do the skill, providing ongoing feedback.
- Fourth, you *Enabled* others to use the skill, providing them with the time, materials, and opportunity to use the skill successfully.

*Explain, Demonstrate, Guide, Enable....* The first letters of those words spell *EDGE*. This teaching method is called the *Teaching EDGE™*. Write this on the flip chart or reveal a chart with it already written.

### **NYLT AND THE TEACHING EDGE™**

Explain that everyone at NYLT who has taught something during this NYLT course has used the Teaching EDGE™. For example, the Orientation Trail was set up to teach using the Teaching EDGE™. Instructors at troop meetings used the Teaching EDGE™ to teach lashings and the use of backpacking stoves. The Teaching EDGE™ has been everywhere in the NYLT course.

Let's take a closer look.

### ***Explore the Teaching EDGE™***

Emphasize this important point:

*The Teaching EDGE™ is how we teach every skill during an NYLT course. It is also the method for you to use when you are teaching skills in your home troop and outside of Scouting whenever you are called upon to teach something.*

Discuss *Explain, Demonstrate, Guide, Enable* with the group. Ask them to share their ideas on the importance of each step of the Teaching EDGE™:

#### **■ Explaining is important because...**

It clarifies the subject for the learner AND for the instructor. That's why I began teaching GPS use by explaining how the GPS receiver works.

#### **■ Demonstrating is important because...**

It allows learners to see as well as hear how something is done. They can follow the process from beginning to end. That's why I showed you the steps in finding your current location using the GPS receiver.

#### **■ Guiding is important because...**

It allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill. That's why I had you use the GPS receiver to determine your location while I coached you through the process.

### ■ Enabling is important because....

It allows learners to use the skills themselves. It also encourages repetition – an important part of mastering a skill. That's why I encouraged you to keep using the GPS receiver even though I had stepped into the background. I wanted you to keep practicing until you really owned the skill.

Talk briefly about the importance of repetition.

No one learned to play a piece on a musical instrument by playing it just once. No athletic team practiced only once before the first game of a season.

Repeating a skill helps make it real for a learner. He gains possession of it. It becomes his own. With enough repetition, you can learn a skill well enough to teach it to others – a clear sign that you really have mastered the information.

### ***Communication Skills***

Teaching is communicating. You're sharing information. You're moving ideas from inside of your head to the insides of the heads of others.

Good communication skills go a long way in making teaching possible.

Ask participants to point out a few of the communication skills you have been using to teach this session on the Teaching EDGE™. If you wish, you can ask them for a brief evaluation of your communications skills, using Start, Stop, Continue. The point here is to make participants aware of the power of communication skills in teaching effectively.



Show slide 4-4,  
Communication Skills.

With the participation of patrol members, review the Communication Skills Checklist from their Participant Notebooks.

### ***Presenting the Stages of Skill Development***

Remind participants that in an earlier session they discussed the four stages a team goes through as team members are learning a skill or working toward a goal.

Ask the group to give a brief explanation of the four stages. If they are able to do that, great. If they stumble over some of the details, help them along so that you can quickly get the information about the stages of team development into the discussion:

- Forming
- Storming
- Norming
- Performing

Explain that an individual learning a skill goes through those stages, too.

**Forming.** He begins with low skill but high enthusiasm. He is excited about the possibilities but doesn't yet know how to perform the skill.

**Storming.** As he works at the skill, he may become discouraged. His skill level is still low, but because he now knows how much work this will be, his enthusiasm can fade.

**Norming.** With work, a person will make advances in learning how to do something. His skill level will rise and so will his enthusiasm.

**Performing.** When he has mastered a skill, a person's enthusiasm will be high. He will have made the skill his own and will know it so well that he can teach it to others.

Ask the group: *Why would it be helpful for a teacher to know the development stage of learners?* Entertain answers.

The idea you want to draw out is that when you know a learner's stage of development, you can adjust your teaching methods to match that person's needs at the moment.

Show the patrol this chart:

Stages of Skill Development	Best Teaching Approach
Forming	
Storming	
Norming	
Performing	

Discuss each of the phases from a teacher's point of view:

#### **Forming (low skill, high enthusiasm)**

A person is enthused about something new and motivated to learn, but has a low level of skill. An instructor will need to do lots of careful *Explaining* – telling the learner exactly what to do and how to do it.

In other words, **Explaining ("Giving Directions/Telling")**. (Write *Explaining ("Giving Directions/Telling")* on the chart next to *Forming*.)

#### **Storming (low skill, low enthusiasm)**

A person has been at it long enough to realize that mastering a skill may not be easy and that lots of work remains to be done. As a result, his enthusiasm and motivation are low. Skills are still low, too. An instructor must *Demonstrate* the new skill to the learner, clearly showing him what to do and how to do it.

In other words, **Demonstrating ("Showing How It's Done")**. (Write *Demonstrating ("Showing How It's Done")* on the chart next to *Storming*.)

### Norming (increasing skill, growing enthusiasm)

As a learner keeps at it, his level of skill will rise. He realizes he is making progress, and so motivation and enthusiasm will rise, too. An instructor will need to *Guide* the person – giving him more freedom to figure out things on his own, supporting him with encouragement, and helping him move closer to the goal.

In other words, **Guiding ("Coaching and Confirming")**. (Write *Guiding* ("Coaching and Confirming") on the chart next to *Norming*.)

### Performing (high skill, high enthusiasm)

Skills are high and so is enthusiasm and motivation. A learner has reached the point where he can act independently and be very productive. An instructor can offer him plenty of freedom to make decisions on his own and to keep moving ahead. The instructor can help the person evaluate future progress using SSC – - Start, Stop, Continue.

In other words, Enabling ("**Supporting Doing It On Their Own**"). (Write *Enabling* ("**Supporting Doing It On Their Own**") on the chart next to *Performing*.)

The completed chart will look like this:

Stages of Skill Development	Best Teaching Approach
Forming	Explaining ("Giving Directions/Telling")
Storming	Demonstrating (Showing How It's Done")
Norming	Guiding ("Coaching and Confirming")
Performing	Enabling ("Supporting Doing It On Their Own")



Show slide 4-5,  
Stages and Approaches.

Point out that when a person starts to learn a new skill or sets out toward a new goal, he will be back in the *Forming* stage. Sometimes people who have moved all the way to *Norming* or even *Performing* may run into roadblocks and have failures, slipping back to *Storming*. That's part of the process. With experience, they will be better able to flow back and forth from one stage to another. Their experience can help them move forward more quickly to more productive stages.

An instructor will want to adjust his approach to match the current skill development stage for the people he is teaching.

### Summary



Show slide 4-6,  
Summary.

Explain how you used the Teaching EDGE™ throughout this session. In teaching the skills:

You *Explained* what you were teaching.

You *Demonstrated* it.

You *Guided* others in doing it.

You *Enabled* those you are teaching to begin using these skills on their own.

Point out that you also used the Teaching EDGE™ to help the patrol understand the skill of effective teaching. Use specific moments from the session to illustrate your use of the Teaching EDGE™.

Close by emphasizing that whenever participants are in teaching and leadership situations, the Teaching EDGE™ will get them through.

### ***Looking Ahead***

Explain that patrol members can use the morning patrol activity that follows to practice the skills they have just learned. Through repetition, they will be enabled to use the skill well. They also can practice using the Teaching EDGE™ by teaching the skill of using the GPS receiver.

## ***Day Four – The Teaching EDGE (Compass Version)***

**TIME** 50 minutes

**LEADER** Troop Guide

**FORMAT** Patrol presentation

### **LOCATION**

Patrol campsite or some other location where the session of one patrol will not interfere with the activities of other patrols. Each location should be suitable for taking bearings with a compass.

### **LEARNING OBJECTIVES**

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

- List and describe the four steps of The Teaching EDGE (*Explain, Demonstrate, Guide, Enable*)
- Recognize the importance of using effective communications skills as tools for teaching.
- Discuss using different methods of teaching/leading depending on a team's stage of development (*Forming, Storming, Norming, Performing*)
- Use a compass to take bearings and set a course of travel to a destination.

### **MATERIALS**

- Compasses. (At least several per patrol. Ideally each Scout will have a compass.)
- Teaching EDGE PowerPoint slides printed out—one set for each patrol

### **PREPARATIONS**

- Before the JLT course begins, each troop guide should determine landmarks for taking compass bearings during his presentation of The Teaching EDGE session. To double-check the accuracy of the bearings, (and as a way for all presenters to improve their compass skills), invite the troop guides of the other patrols to use their compasses to take bears on the landmarks to be used during the presentation.

### **INTRODUCTION**

Explain that later in the day, the patrols will take part in a Geo-Cache Wide Game.

**Show PowerPoint Slide—*Introduction...Later today...***

- *Geo* is the root of the word *geography*. It comes from the Greek word for *earth*.
- A *cache* is something stowed. In this case, something hidden.

To do well in the Geo-Cache Challenge, patrols will use a number of Scouting skills. One will be following bearings to find locations.

As a preparation for the Geo-Cache Wide Game, this session will go over the steps for taking bearings and finding locations.

[[Begin Compass Point]]

Note to presenters: You are teaching the patrol how to take a bearing, but more importantly you are also teaching how to teach. In teaching the compass skills, use *The Teaching EDGE—Explain, Demonstrate, Guide, and Enable*. Use your best communications skills to get your message across.

[[End Compass Point]]

***Explain:***

Describe the method for following a compass bearing:

1. Holding a compass where everyone can see it, identify the compass housing, the base plate, and the needle. Be sure they all understand the compass parts.
2. Explain that the compass housing should be turned until the bearing you want to follow—for example, 170 degrees—is lined up with the Direction of Travel Arrow.
3. Explain that the next step is to hold the compass in front of you, then turn your body until the needle settles over the orienting arrow in the compass housing.
4. Explain that the final step is to follow the Direction of Travel Arrow with your eye and locate a landmark toward which it is pointing. You're ready to walk toward that landmark—following the bearing you were given.

***Demonstrate:***

Show the group how to use a compass to follow a bearing. This time, explain each step very clearly as you go along. Use your best communications skills.

Demonstrate the steps you had explained a moment ago.

***Guide:***

Ask patrol members to use compasses to take a bearing you will give them (340 degrees, for example). Guide them through the process of using the compass to find a landmark on that bearing.



***Enable:***

When you are satisfied that those you are teaching have mastered the skill to the degree that they can do it on their own, you can enable them to continue with little further input from you. Let them know that in order to truly own the skill, they need to practice it many times. You will be there if they have questions or need help, but to the greatest degree possible you are enabling them to use the skill on their own.

## **TRANSITION TO THE TEACHING EDGE**

Ask the group to offer some observation on the methods you used to teach them how to use a compass to take a bearing.

### **Show PowerPoint Slide—*The Teaching EDGE***

Explain that you went about it with four very clear steps:

- First, you explained how to do the skill.
- Second, you demonstrated how to do the skill.
- Third, you guided others to do the skill, providing ongoing feedback.
- Fourth, you enabled others to use the skill, providing them with the time, materials, and practice to succeed.

**Explain, Demonstrate, Guide, Enable...** The first letters of those words spell ***EDGE***. This teaching method is called ***The Teaching EDGE***.

(Note: Write this on the flip chart or reveal a chart with it already written.)

## **JLT and the Teaching EDGE**

Explain that everyone at JLT who has taught something during this JLT course has used the Teaching EDGE.

For example, the Orientation Trail was set up to teach using the EDGE. Instructors at troop meetings used the Teaching EDGE to teach lashings and the use of backpacking stoves. The Teaching EDGE has been everywhere in the JLT course.

Let's take a closer look.

## **EXPLORE THE TEACHING EDGE**

Discuss ***Explain, Demonstrate, Guide, Enable...*** with the group.

Ask them to share their ideas on the importance of each step of the Teaching EDGE:

- ***Explaining is important because...***  
*It clarifies the subject for the learner AND for the instructor. That's why I began teaching compass use by explaining the process of taking a bearing.*
- ***Demonstrating is important because...***  
*It allows learners to see as well as hear how something is done. They can follow the process from beginning to end. That's why I showed you the steps in taking a bearing.*
- ***Guiding is important because...***  
*It allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill. That's why I had you take compass bearings while I coached you through the process.*
- ***Enabling is important because...***  
*It allows learners to use the skills themselves. It also encourages repetition—an important part of mastering a skill. That's why I encouraged you to continue taking bearings even though I had stepped into the background. I wanted you to keep practicing until you really owned the skill.*

## **Speaking of Repetition**

Talk briefly about the importance of repetition:

No one learned to play a piece on a musical instrument by playing it just once. No athletic team practiced only once before the first game of a season.

Repeating a skill helps make it real for a learner. He gains possession of it. It becomes his own. With enough repetition, you can learn a skill well enough to teach it to others—a clear sign that you really have mastered the information.

## **COMMUNICATIONS SKILLS**

Teaching is communicating. You're sharing information. You're moving ideas from inside of your head to the insides of the heads of others.

Good communications skills go a long way in making teaching possible.

Ask participants to point out a few of the communications skills you have been using to teach this session on the Teaching EDGE. If you wish, you can ask them for a brief evaluation of your communications skills, using *Stop, Start, Continue*. The point here is to make participants aware of the power of communications skills in teaching effectively.

With the participation of patrol members, review *Communications Skills Checklist*. (They can find copies of the checklist in their JLT Participant Notebooks.)

**Show PowerPoint Slide—*Communications Skills. ... “Teaching is communicating.”***

***Communications Skills Checklist***

- \_\_\_ Neutral Position. The speaker stands comfortably before the patrol, hands at his sides.
- \_\_\_ Feet. The speaker positions himself where everyone can see and hear him. If possible, the speaker moves around during the presentation.
- \_\_\_ Hands. The speaker uses his hands as communicating tools.
- \_\_\_ Mouth. The speaker communicates loudly enough for everyone to hear, and clearly enough for everyone to understand. He varies the tone of his voice as he talks.
- \_\_\_ Eyes. The speaker makes eye contact with listeners.
- \_\_\_ Ears. The speaker is aware of his audience.

**PRESENTING THE STAGES OF SKILL DEVELOPMENT**

**Remind:**

Remind participants that in an earlier session they discussed the four stages a team goes through as team members are learning a skill or working toward a goal.

**Ask:**

Ask the group to give a brief explanation of the four stages. If they are able to do that, great. If they stumble over some of the details, help them along so that you can quickly get the information about the stages of team development into the discussion:

- Forming
- Storming
- Norming
- Performing

**Explain:**

Explain that an individual learning a skill goes through those stages, too.

- ***Forming.*** He begins with low skill but high enthusiasm. He is excited about the possibilities but doesn't yet know how to perform the skill.

- **Storming.** As he works at the skill, he may become discouraged. His skill level is still low, but because he now knows how much work this will be, his enthusiasm can fade.
- **Norming.** With work, a person will make advances in learning how to do something. His skill level will rise and so will his enthusiasm.
- **Performing.** When he has mastered a skill, a person's enthusiasm will be high. He will have made the skill his own and will know it so well that he can teach it to others.

**Ask:**

Ask the group, "Why would it be helpful for a teacher to know the development stage of learners?" Entertain answers.

The idea you want to draw out is that when you know a learner's stage of development, you can adjust your teaching methods to match that person's needs at the moment.

Show the patrol this chart:

Stages of Skill Development	Best Teaching Approach
Forming	
Storming	
Norming	
Performing	

Discuss each of the phases from a teacher's point of view:

- **Forming**—(low skill, high enthusiasm)  
A person is enthused about something new and motivated to learn, but has a low level of skill. An instructor will need to do lots of careful explaining—telling the learner exactly what to do and how to do it.

In other words, **Explaining**—"Giving Directions"

(Write *Explaining*—"Giving Directions" on the chart next to *Forming*)

- **Storming**—(low skill, low enthusiasm)  
A person has been at it long enough to realize that mastering a skill may not be easy and that lots of work remains to be done. As a result, his enthusiasm and motivation are low. Skills are still low, too. An instructor must demonstrate the new skill to the learner, clearly showing him what to do and how to do it.

In other words, **Demonstrating**—“*Showing How It’s Done*”

(Write *Demonstrating*—“*Showing How It’s Done*” on the chart next to *Storming*)

- **Norming**—(increasing skill, growing enthusiasm)  
As a learner keeps at it, his level of skill will rise. He realizes he is making progress, and so motivation and enthusiasm will rise, too. An instructor will need to guide the person—giving him more freedom to figure out things on his own, supporting him with encouragement, and helping him move closer to their goal.

In other words, **Guiding**—“*Coaching and Confirming*”

(Write *Guiding*—“*Coaching and Confirming*” on the chart next to Norming.)

- **Performing**—(high skill, high enthusiasm)  
Skills are high and so is enthusiasm and motivation. A learner has reached the point where he can act independently and be very productive. An instructor can offer him plenty of freedom to make decisions on his own and to keep moving ahead. The instructor can help the person evaluate future progress using the SSC Tool—*Start, Stop, Continue*.

In other words, **Enabling**—“*Supporting Those Who Can Do the Skill On Their Own*”

(Write Enabling—“Supporting Those Who Can Do the Skill On Their Own” on the chart next to Performing.)

The completed chart will look like this:

Stages of Skill Development	Best Teaching Approach
Forming	Explaining (“Giving Directions”)
Storming	Demonstrating (“Showing How It’s Done”)
Norming	Guiding (“Coaching and Confirming”)
Performing	Enabling (“Supporting Doiong It On Their Own”)

**Also—**

- Point out that when a person starts to learn a new skill or sets out toward a new goal, he will be back in the Forming stage.
- Sometimes people who have moved all the way to Norming or even Performing may run into roadblocks and have failures, slipping back to Storming. That's part of the process. With experience, they will be better able to flow back and forth from one stage to another. Their experience can help them move forward more quickly to more productive stages.
- An instructor will want to adjust his approach to match the current skill development stage for the people he is teaching.

## **SUMMARY**

### **Show PowerPoint Slide—*Summary***

#### ***Explain:***

Explain how you used the Teaching EDGE throughout this session. In teaching the skills:

- You *Explained* what you were teaching.
- You *Demonstrated* it.
- You *Guided* others in doing it.
- You *Enabled* those you are teaching to begin using these skills on their own.

#### ***Explain:***

Point out that you also used the Teaching EDGE to help the patrol understand the skill of effective teaching.

Use specific moments from the session to illustrate your use of The Teaching EDGE.

#### ***Close:***

Close by emphasizing that whenever participants are in teaching and leadership situations, The Teaching EDGE will get them through.

## **LOOKING AHEAD**

Explain that patrol members can use the Morning Patrol Activity that follows to practice the skills they have just learned. Through repetition, they will be enabled to use the skill well.

They can also practice using the Teaching EDGE by teaching the skill of measuring distances by pacing.



## The Trainer's EDGE™ Staff Development Session

This session should be provided as a handout for all staff. This important session provides a standard for all course presenters. Tell participants: You are being provided this session as a handout because it will be up to each of you to incorporate these skills into your styles.

We are going to talk about five ways you can use body language to help learning occur. They are:

1. Understand that training is not presenting.
2. Connect with the learner/participants using your eyes, ears, and mouth.
3. Use your arms and hands for effective training.
4. Use your position.
5. Use media to make your point.

Along the way, stop, and give the learners a chance to try the techniques being taught. We are using the Teaching EDGE™ – *Explain, Demonstrate, Guide, Enable*.

### 1. Understand that training is not presenting.

Training is different than presenting. In presenting, the speaker has all the knowledge and the listeners are supposed to absorb the information. In school, you may have been taught to present. In training, the speaker not only presents information but does so in a way to ensure learning occurs. The key ingredient is care for the learner/participant. Training causes learning to happen in the head of the learners/participants.

So, how do you get the learners to learn? There are three key things you as a trainer can do:

- Know the subject very well. If you know your subject, you help the learners to understand.
- Show respect for your learners by being organized. Make sure videos and other training material are ready, and handouts are prepared and easy to get to. Remember the Scout motto: "Be Prepared."
- Have an attitude of caring. This is using your position – your body language – to show that you are open and care about the learners. You want to make sure that they get something from the training session.

Be aware of your posture. You want to project a neutral, open stance. Stand upright, two feet on the ground, hands at your side. It is harder that it looks – but it shows the learners that you are open.

Let's try it now: Stand upright, hands at your side, (The presenter should demonstrate the open stance.) Don't put your hands in your pockets, or shift from side to side. If you put your hands in front of you, you create a barrier between you and the learner. Don't put your hands behind your back – you don't want to project yourself as the commandant, or the person in control.

User your body to communicate an open, caring message to the learner.



## **2. Connect with the learner/participants using your eyes, ears, and mouth.**

Trainers are going to make eye contact with participants. You should look at a participant as you say each phrase or sentence, catching the learners in the eye.

When you look them in the eye, you also are getting feedback. If you find this hard to do, then focus on a spot on the forehead or just above the head.

Focus on one learner at a time and then move to another. The learners will feel that you care. Focus on one and then the next and the next.

Let's give this a try. Let's break up into groups of six to eight people and each take a turn saying something simple, like the Scout Oath or Scout Law. Focus on one participant at a time, one phrase per participant.

When the exercise is over, the presenter explains that another way to use the eyes is to collect feedback.

Communication is a two-way activity, and while you use your eyes to project out, you also use them to gather information. Is the audience paying attention? Is anyone taking notes? Do they need to take notes? Are they talking? If so, are they talking because they are excited? Do the learners need a break? Do they need a chance of pace? You as a trainer need to get feedback and respond.

Just as you use your eyes to get feedback, you can also use your ears to gauge the learners' comprehension and attention.

Ask questions. Ask if there are any questions. When questions are asked, listen closely to what the learners is saying.

Repeat the question. This does two things: It allows the others to hear the question, and it clarifies your understanding of what the learner was asking.



Who will answer the question? Sometimes it will be the trainers. But can't the learners also provide the answer? You may want to ask if anyone knows the answer.

If it is a point covered earlier, you can ask the learners if anyone remember what was said. That will demonstrate if the learners actually comprehend the message.

Using your mouth is important, too. When training a group, imagine there is a wall behind the last row of learners, and that there is a person behind that wall. You need to talk loud enough for all of your learners to hear – including that imaginary person behind the wall.

You also need to vary your tone. If you are monotone – if you use little inflection – you risk putting your learners to sleep. You should practice your presentation in front of a mirror or record it on tape and listen to your tone.

Remember, you have been given two eyes, two ears, and one mouth. Use them proportionally.

### **3. Use your arms and hands for effective training.**

Some people talk with their hands, constantly moving them. Constant movement of hands can be like with noise – learners tune it out. Instead, use your hands to emphasize points rather than create a blanket of white noise.

Be careful about hammering into your hand to make a point. Can you imagine a 20-minute talk of having every little point hammered on? The learners will feel hammered, too.

Use your hands purposefully. Use of your hands can drive up the energy in the room.

When using your hands, think about the full range of motion. (Instructor demonstrates by holding hands out in full extension in front, from hands together arcing outward to arms extended and from hands down to hands up like a touchdown signal.) Use the whole space. Don't talk with your elbows in at your sides and hands out. (Instructor demonstrates.)

If you get a chance, watch yourself on a videotape.

Also be aware of what is in your hands. If you are holding a pen, make sure you do not click it nervously. Don't cause distractions for your learners. Put the pen down.

It is OK to use notes – just don't hold them in front of you. Look at them, then put them by your side or put them down.

As I said using your hands helps drive up the energy in a training room. But how do you manage that energy? What happens when the energy in the room is high – when people want to talk or when they are raising their hands to comment?

Use the same hands that help drive the energy.

When you use your hands, hold your arm out with the hand open and palm up. It is open, welcoming. Scan the room, using your eyes to find who has a question (Presenter demonstrates.)

What happens if five people raise their hands? Use your hands to direct the verbal traffic. (The trainer demonstrates by holding one arm out, palm up, to recognize a questioner while using the other hand, palm out, in a stop-sign like motion to hold off the other questioner.) Your hand is open to the one to speak while the holding hand recognizes but delays the others. When you are ready, turn your stop sign into a welcoming, palm-up hand to recognize the next learner.

If no one answers your question, don't call on people by name, it is threatening.

Also, don't point. That is threatening, to. Use the open hand.

#### **4. Use your position.**

No, we are not talking about using your position as the leader. We are talking about how you use your body during a training session – your position relative to the learners.

Most of us are often full of energy when we are training. Sometimes we pace back and forth. That can be distracting to the learners. Instead, channel that energy into your voice, using your eyes to and ears to gather feedback from the learners.

Movement should be purposeful. Move to get something to show, or toward the flip chart for emphasis. Or, move toward a participant to show attention. Don't forget to walk backward to get back to teaching position. It is not as easy as you think. Practice it sometime before you try it.

Practice using your position to manage the classroom. Let's say there is a group of learners who are chatting or otherwise not paying attention and disrupting. Walk up to them and simply put out your hand – palm down, not in their face – perhaps on the table or table level. Often, they will stop talking. If they don't, turn your back to them. During a break, you might want to privately ask if they can help you so the participants can hear. You may have an adult talk to them.

Let's try this: Have a small group sit to the side and chat while someone talks, perhaps reciting the Scout Oath or Law. Use the tactic mentioned above.

#### **5. Use media to make a point.**

What is media? Why do we use media? For excitement, to generate interest, for better understanding. All of those are appropriate answers.

When you want learners to focus on the media, move closer to it. If you want your learners to quit focusing on it, walk away from it. This works for all media – from flip charts to video.

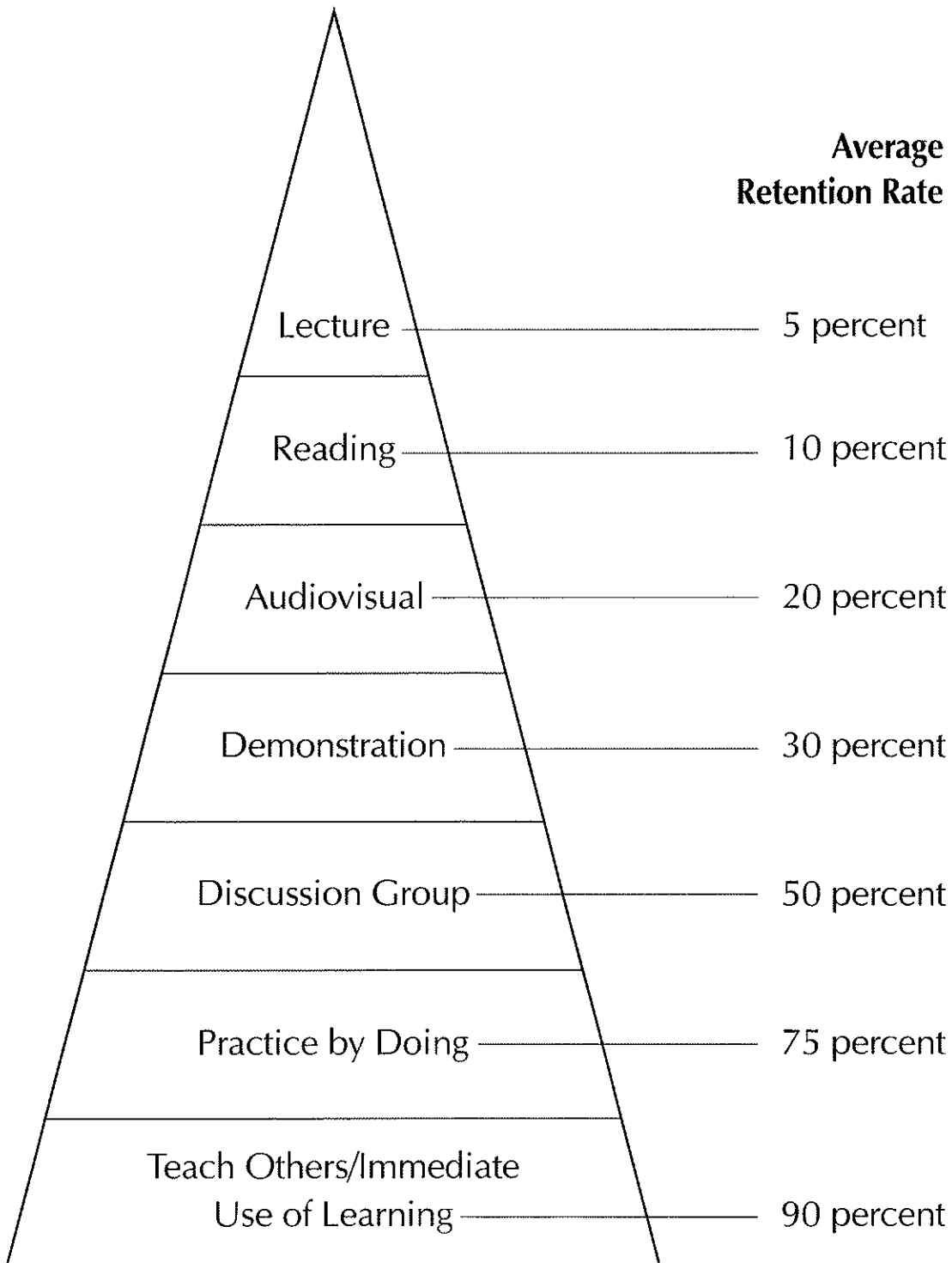
Often presenters misuse media. They use it to help them remember what to say. Instead, media should be used to help the learners know where we are, where we are going, and what to remember.

You should know your material – remember our earlier point. Being organized shows the learner you care. When you know your material, the media is for the learner and not the presenter.

Remember to use the Trainer's EDGE™: *Explain, Demonstrate, Guide, Enable*.  
Go out and practice your training skills.



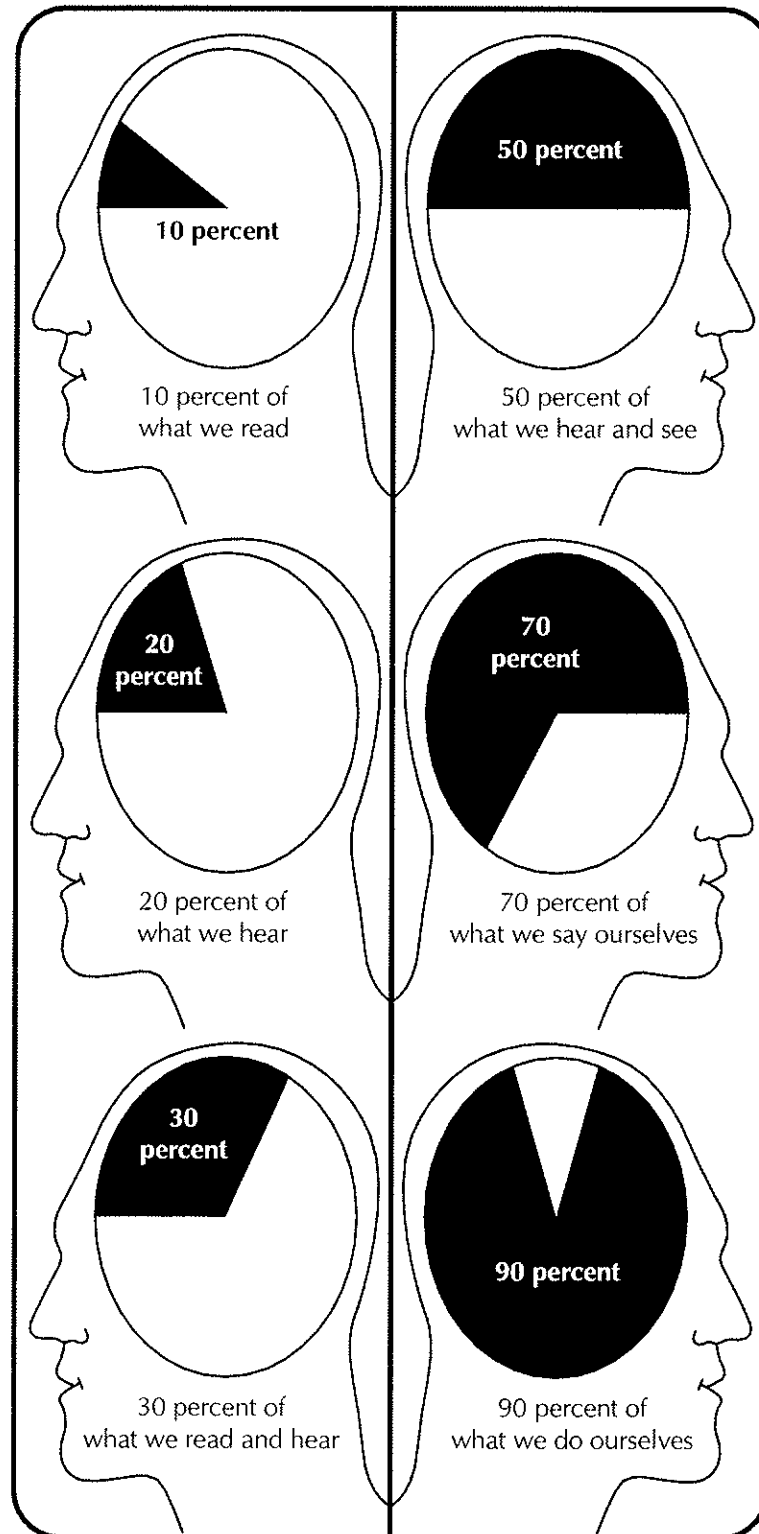
## Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

# How People Learn

What do we absorb or retain?





# Teaching Strategies for Merit Badge Instruction



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## Goals of Training

Upon completing training the  
staff member will be able to:

1. Explain the three modes of learning.
2. Describe the different learning objectives.
3. Develop an effective lesson plan.
4. Incorporate a variety of teaching strategies for small & large groups.



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## Modes of Learning

Auditory Learner



Learning retention

20%



Visual Learner

30%

50%

Kinesthetic

Learner



75%

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## Learning Objectives

Merit Badge Requirements:

“Demonstrate”

“Make”

“Show”

“Develop”

“Write”

“Design”

=

Physically  
“doing”  
the skill



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## Learning Objectives

### Merit Badge Requirements:

“Explain”

“Tell”

“Describe”

“Name”

“Identify”

“Discuss”

=

“Verbalizing”  
content  
knowledge



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## The Lesson Plan



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# The Lesson Plan

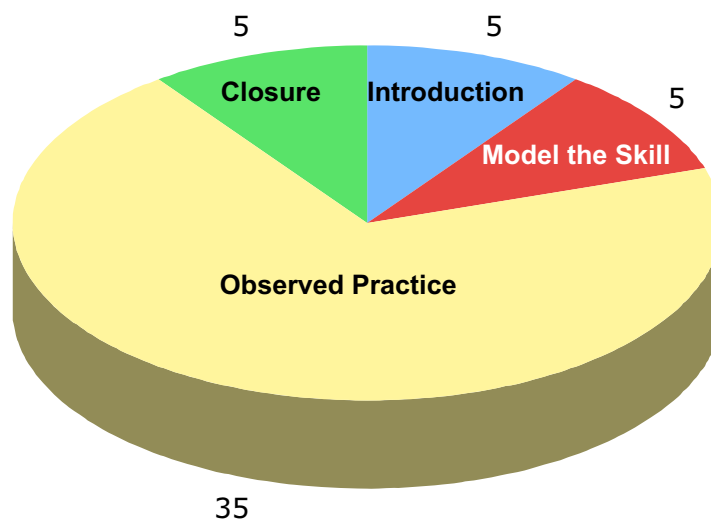
## Pre-lesson Planning



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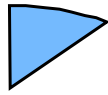
# The Lesson Plan

## The 50 Minute Lesson



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## The Lesson Plan



### Introduction

#### 1. Introduce the lesson for the session.

- Safety rules, objective, etc.

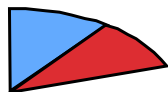
#### 2. Tie in or associate with the real world

- Why is it important
- When they might use the skill



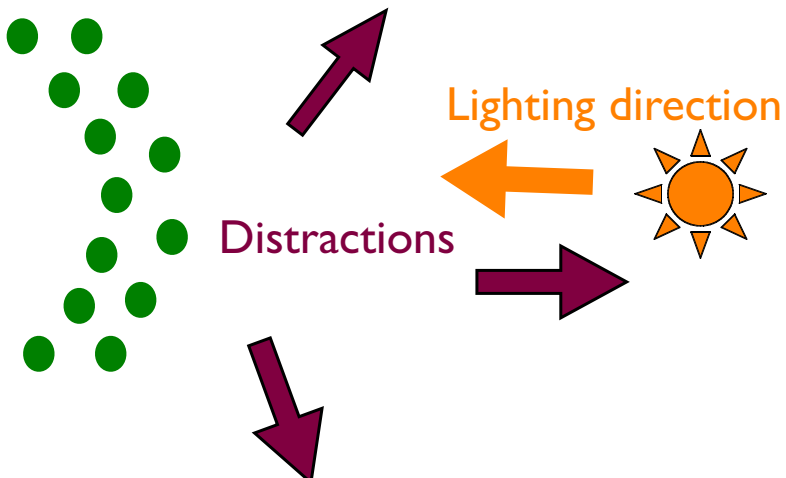
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## The Lesson Plan



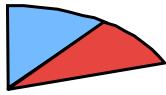
### Model the Skill

#### 1. Position the scouts appropriately to view the skill being modeled.



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## The Lesson Plan



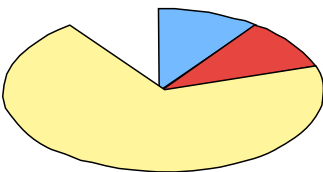
### Model the Skill

1. Position the scouts appropriately to view the skill being modeled.
2. Use proper voice level and eye contact.
3. Demo the skill.



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## The Lesson Plan



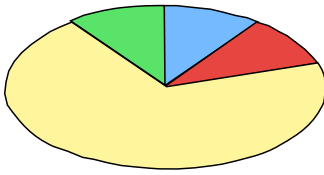
### Observed Practice

1. Allow time for practice/activity and to answer questions.
2. Make observations & evaluate:
  - Note completions
  - Praise positives
  - Correct negatives



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## The Lesson Plan



## Closure

1. Summary of the session.
2. Points to remember for next session.
3. Last minute questions.



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# Teaching Strategies



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## Teaching Strategies

### Think Time

Excellent for Discussions

#### 1. State the Rules;

“ Think Time for 10 Seconds.  
No hand raising or calling  
out until I ask for an  
answer.”



#### 2. Ask the Question.

#### 3. Wait the FULL time provided.

#### 4. Ask for Hands.



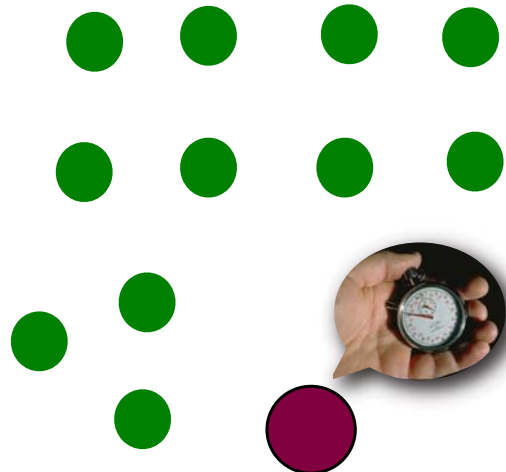
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## Teaching Strategies

### Pair Share

Excellent for discussions with large groups

#### 1. Use Think Time



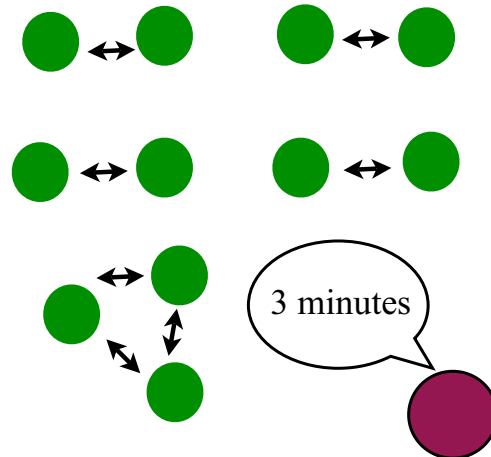
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## Teaching Strategies

### Pair Share

Excellent for discussions with large groups

1. Use Think Time
2. Have “Pairs” share their answers for given amount of time that YOU determine.



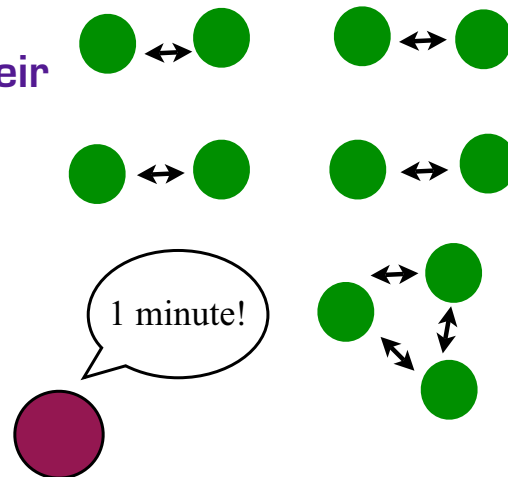
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## Teaching Strategies

### Pair Share

Excellent for discussions with large groups

1. Use Think Time
2. Have “Pairs” share their answers for given amount of time that YOU determine.
3. Give warning of time remaining.



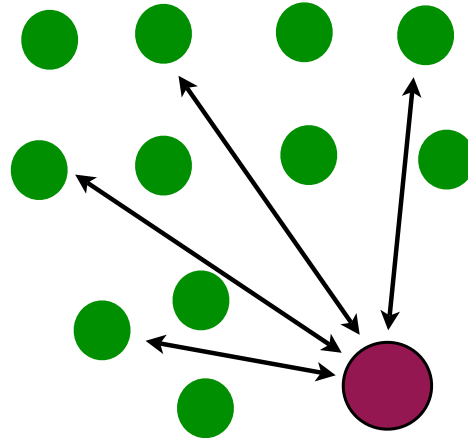
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## Teaching Strategies

### Pair Share

Excellent for discussions with large groups

1. Use Think Time
2. Have “Pairs” share their answers for given amount of time that YOU determine.
3. Give warning of time remaining.
4. Solicit answers.



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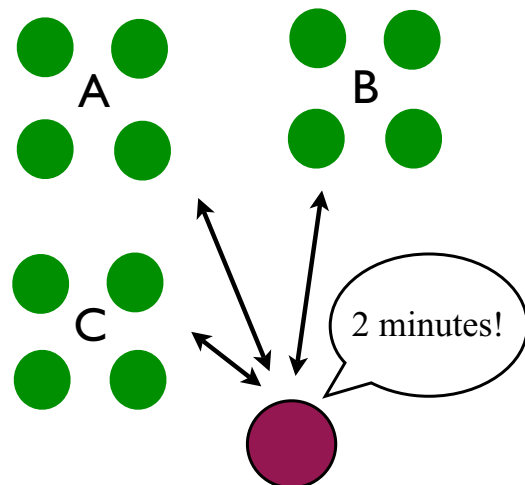
## Teaching Strategies

### Pair Share SQUARE

Excellent for higher level concept discussions

large groups

1. Assign Groups.
2. Use “Think Time”.
3. Use “Pair Share”.
4. Have “Pairs” share with group.
5. Give warning of time remaining.
6. Solicit answers.



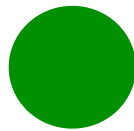
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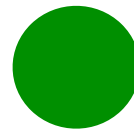
# Teaching Strategies

## Cooperative Group Learning

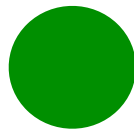
### Group A



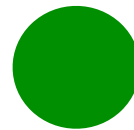
Mature, Experienced



Average



Average



Novice

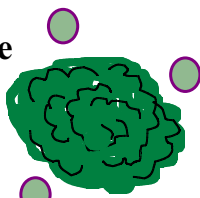


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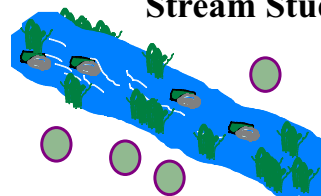
# Teaching Strategies

## Learning Stations

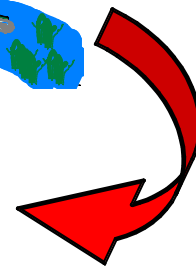
Station #1  
Type of Tree



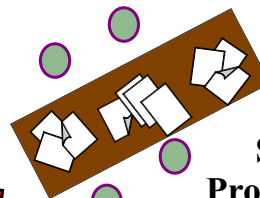
Station #2  
Stream Study



Instructor



Station #4  
Aquarium Study



Station #3  
Problem Solving

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# Modeling Teaching Strategies



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## Modeling Teaching Strategies Choral Repetition

Excellent for:

“Tell”

“Name”

“Identify”

Name and point out parts  
of the Arrow



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## Modeling Teaching Strategies

### Think Time

10 Seconds

“What is Layering?”

### Pair Share

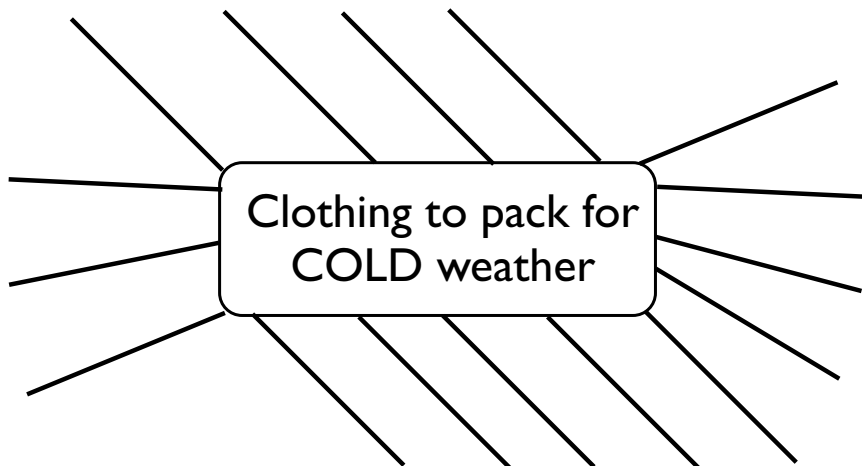
3 Minutes



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## Modeling Teaching Strategies

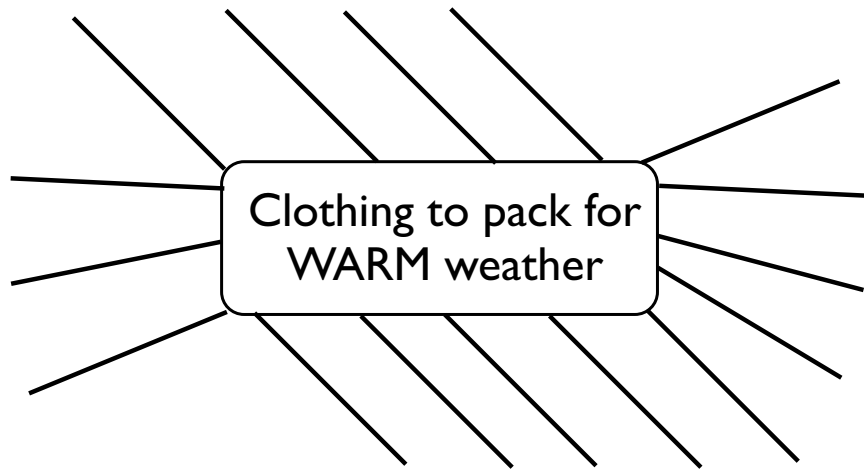
### Place-mat



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## Modeling Teaching Strategies

### Placemat



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## Modeling Teaching Strategies

### Cooperative Group Learning

### Think Time

“WHAT IS THE PROPER FOOTWEAR FOR THESE ENVIRONMENTS?”



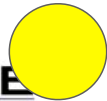
Arid, desert hiking



Eastern woodland forest



Rocky Mountain hiking



Snow camping northern United States



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# Modeling Teaching Strategies Cooperative Group Learning

## Pair Share

“WHAT IS THE PROPER FOOTWEAR FOR THESE ENVIRONMENTS?”



Arid, desert hiking



Eastern woodland forest



Rocky Mountain hiking



Snow camping northern United States



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# Modeling Teaching Strategies Cooperative Group Learning

## Pair Share SQUARE

“WHAT IS THE PROPER FOOTWEAR FOR THESE ENVIRONMENTS?”



Arid, desert hiking



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Snow camping northern United States



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# Modeling Teaching Strategies Cooperative Group Learning

## Think Time



**Pair Share 2 Minutes**

**Pair Share Square**

**5 Minutes**

“How is the right footwear important for protecting your feet?”



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# Congratulations

**You all just completed merit badge requirements for:**

**Archery; Req. 2a**

**Camping; Req. 5a, b & d**



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Arete Consulting LLC is focused on developing cutting edge training techniques for today's government and private industry sectors. With experience ranging from creative outdoor educational strategies to specific security training, Arete Consulting LLC's experienced developers and trainers provide sharp solutions for you.



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# Presentation Evaluation Form

Presenter: \_\_\_\_\_ Evaluated by: \_\_\_\_\_  
 Presentation: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Item	+	=	-	Comments
<b>PREPARATION</b>				
Presentation Plan				
Organization				
Materials				
Rehearsal				
<b>PRESENTATION</b>				
<i>Personal</i>				
Body Language				
Diction				
Grammar				
Volume				
Filler Words				
Flow				
Eye Contact				
Enthusiasm and Spirit				
<i>Group</i>				
Control				
Involvement				
<i>Presentation</i>				
Content				
Staying on Subject				
Use of Visual Aids				
Use of Time				
<b>EFFECTIVE TEACHING</b>				
Discovery				
Teaching-Learning				
Application				
Evaluation				
Conscious Use of Skill				
Learning Took Place				
<b>COMMENTS</b>				

**Remember: For teaching to be effective, learning must take place**

## Presentation Assessment Form

Presenter: \_\_\_\_\_ Assessor: \_\_\_\_\_  
 Subject: \_\_\_\_\_ Date: \_\_\_\_\_

### ASSESSMENT OF SKILL PRESENTATION

Assessment Item	+	=	-	Comment
Preparation				
• Presentation Plan				
• Organization				
• Materials				
• Rehearsal				
Presentation				
<i>Personal</i>				
• Body Language				
• Diction				
• Grammar				
• Filler Words				
• Flow				
• Enthusiasm and Spirit				
• Use of neutral position				
• Visible to audience				
• Use of hands and arms				
• Volume/Varied tone				
• Eye contact				
<i>Group</i>				
• Control				
• Involvement				
• Awareness of listeners				
<i>Presentation</i>				
• Content				
• Staying on Subject				
• Use of Visual Aids				
• Use of Time				

### TEACHING EDGE ASSESSMENT

Assessment Item	+	=	-	Comment
Presentation Preparation Component				
• Materials assembled in advance of presentation				
• Presenter identified learning objectives				
“Explain” Component				
• Captures attention of learners				
• Explains concept being explained in more than one way				
• Uses media (whiteboard, flipchart, etc.) to organize info				
• Interacts via questions and answers with learners				
“Demonstrate” Component				
• Presenter clearly demonstrates skill				
• Presenter identifies steps needed to complete skill				
• Presenter identifies areas of difficulty in mastering skill				
“Guide” Component				
• Assists learner in applying the skill				
• Provides feedback during guiding process				
“Enable” Component				
• Learners are able to apply skill independently				
• Presenter evaluates learner’s ability to apply skill				

Other Comments:

# BROWNSEA ISLAND ADVENTURE WEEKLY SCHEDULE

**\*\*SUBJECT TO CHANGE\*\***

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Opening Ceremony - 9:30am Introductions Team Building Activities My Buddy Who Are We? Troop Meeting – 11:30 - Presentation of Staves - Presentation of Booklets	Meet at Patrol Meeting Location – 9:30am Totin' Chip To the Colors PDQ Balls PDQ Beppss Patrol Choice	Troop 2 - Meet at Patrol Meeting Location – 9:30am Troop 1 – Meet at Patrol Meeting Location – 10:30am Firem'n Chit, Art of Fire Who am I? Extrication Patrol Choice	Meet at Patrol Meeting Location – 9:30am Why Knot? True North Crispy Critters Patrol Choice	Troop 1 - Meet at Patrol Meeting Location – 9:30am Troop 2 – Meet at Patrol Meeting Location – 10:30am Fill out Weekly Reflection Portion of Passport. Patrol Choice Activities
<b>LUNCH w/Patrols</b>  Fill out Patrol Section of Passport Patrol Choice Activities  Release around 3:30pm  Evening Activity for Patrol?	<b>LUNCH</b>  Meet at Patrol Meeting Location – 1:30 Whats the # for 911? Patrol Choice  Troop 1 Patrols Load gear into truck between 2-3pm.  Depart for Overnighter by 4pm.	<b>LUNCH w/Patrols</b>  Patrol Choice  Troop Competition: Either Fire building or Extrication	<b>LUNCH</b>  Meet at Patrol Meeting Location – 1:30 Patrol Choice  Troop 2 Patrols Load gear into truck between 2-3pm.  Depart for Overnighter by 4pm.	<b>LUNCH w/Patrols</b>  COLLECT PASSPORTS! Dismiss from Lunch for Campwide games.  Graduation Ceremony – 4pm <b>FULL CLASS A!</b>
<b>DINNER(we serve)</b>  <u>Possible Evening Activities:</u> Dutch Oven Cooking – Open Swim/Boat – Dream Catcher Class - Busk - Snake Show -	<b>DINNER</b>  <u>Possible Evening Activities:</u> Water Polo – Frog Hike –	<b>DINNER</b>  <u>Possible Evening Activities:</u> Powwow – Snake Show?	<b>DINNER</b>  <u>Possible Evening Activities:</u> Water Carnival –	<b>DINNER</b>  Campfire – 8:15pm

## Dan Beard Program

The Dan Beard Program provides a comprehensive program to all first time summer campers. Scouts will be given a form to track their progress in the program to review with their Scoutmaster. The program is located in the Scout Craft Area.

### General Schedule

	2:00 - 3:30 pm	3:30 - 5:00 pm
Monday	<b>Camp Tour</b>	Tenderfoot Requirements 7. Scout Oath, Law, Motto, and Slogan 9. Buddy System 4a. Whip & Fuse Rope 4b. Two Half Hitches/Taut Line Hitch
Tuesday	Tenderfoot Requirements 5. Rules of Safe Hiking 6. Flag Etiquette 11. Identify Poisonous Plants	Tenderfoot Requirements 12a. Hemlich Manuever 12b. First Aid 1. Compass, Map and Symbols 5. Identify Wild Animals
Wednesday	Second Class Requirements 6a. First Aid/Hurry Cases 6b. First Aid Kit 6c. First Aid 7a. Safe Swim Defense 2e. Cooking Fires 2f. Lightweight Stoves	First Class Requirements 1. Directions without a Compass 2. Measure Height and Width 7a. Lashings 7b. Timber Hitch, Clove Hitch, Square and Diagonal Lashings 7c. Camp Gadgets
Thursday	First Class Requirements 8a. Bowline 8b. Bandages 8c. Transport from a Smoke-filled Room Sprained Ankle 8d. Hear Attacks/CPR	First Class Requirements 4a. Patrol Menu 4b. Shopping List for Menu 4c. Cooking Gear 4d. Food Storage 6. Identify Plants

### Camp Craft Skills

Monday	Totin Chip, Paul Bunyan, Advanced Fire Building, Firemn Chit
Tuesday	Totin Chip, Paul Bunyan, Advanced Fire Building, Firemn Chit
Wednesday	Totin Chip, One Handed Bowline Contest <i>Join us for the Camp Bake-Off Wednesday night after dinner.</i>

Appendices:

## Massawepie Trail Blazer 2005 Program Weekly Schedule

	T I M E	Monday	Tuesday	Wednesday	Thursday	Friday
Session I	9:00 AM	Tote - n - Chip	First Aid *	Hiking / Map & Compass	Hike	First Aid **
		Tend 2nd 1st	Tend 2nd 1st	Tend 2nd 1st		Tend 2nd 1st
		2c	11 6a 8b 12a 6c 8c 12b 8d	5 1a 1		11 6a 8b 12a 6c 8c 12b 8d
	10:30 AM	Flag Etiquette/ Whipping & Fusing	Knots	Lashings	TrailBlazers Hiking Experience 2nd 1b	Fire Building
		Tend 2nd 1st	Tend 2nd 1st	Tend 2nd 1st		Tend 2nd 1st
		4a 6	4b 8a	7a 7b		2d 2e
	LUNCH SIESTA					
Session II	2:00 PM	Tote - n - Chip	First Aid *	Hiking / Map & Compass		First Aid **
		Tend 2nd 1st	Tend 2nd 1st	Tend 2nd 1st		Tend 2nd 1st
		2c	11 6a 8b 12a 6c 8c 12b 8d	5 1a 1		11 6a 8b 12a 6c 8c 12b 8d
	3:30 PM	Flag Etiquette/ Whipping & Fusing	Knots	Lashings	Closed	Fire Building
		Tend 2nd 1st	Tend 2nd 1st	Tend 2nd 1st		Tend 2nd 1st
		4a 6	4b 8a	7a 7b		2d 2e

\*\* Continued in a later session.

\*\*\* Continuation of previous session.

### Evening Sessions

**Swimming** - 2nd Class #7a,b&c; 1st Class #9a,b&d

**Nature** - 2<sup>nd</sup> Class # 5; 1st Class #6

**COPE** - There will be a special Trail Blazer only session in the COPE area.

**Night Hike** - 1st Class #1

**Make Ups & Reviews** - Trail Blazers will be open for review and make-ups every evening. Tenderfoot physical fitness requirement (#10) and 1st class menu planning requirement (#4a,b,c,& d) will be offered on an individual basis any evening.

# Daily Schedule

	<b>SUNDAY</b> (Day 1)	<b>MONDAY</b> (Day 2)	<b>TUESDAY</b> (Day 3)	<b>WEDNESDAY</b> (Day 4)	<b>THURSDAY</b> (Day 5)	<b>FRIDAY</b> (Day 6)
8:00 am				Staff Meeting		
8:30 am				Troop Meeting		
9:30 am				Period I		
10:30 am				Period II		
11:30 am				Period III		
12:20 pm				Food Issue Begins		Five Mile Hike – Trail Lunch
12:30 pm				Patrol Leader's Council Meeting		
12:40 pm				Food preparation must begin by this time		
12:55 pm				Eat lunch, cooking presentation		
1:30 pm				Period IV		
2:30 pm				Period V		
3:30 pm				Closing Session of the Day		
3:45 pm				Orienteering Course (optional for participants) / Staff Meeting		
7:00 pm	Organization Session with Scouts					

## Monday – Thursday

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	Handicrafts	Scout Skills
Period II	Scout Skills	First Aid	Handicrafts	Scout Skills	Swimming
Period III	First Aid	Handicrafts	Scout Skills	Swimming	Scout Skills <sup>1</sup>
Period IV	Handicrafts	Scout Skills	Swimming	Scout Skills	First Aid
Period V	Scout Skills	Swimming	Scout Skills	First Aid	Handicrafts

## Friday

	Patrol A	Patrol B	Patrol C	Patrol D	Patrol E
Period I	Swimming	Scout Skills	First Aid	First Aid	Scout Skills
Period II	Scout Skills	First Aid	Swimming	Scout Skills	Swimming
Period III	First Aid	Swimming	Scout Skills	Swimming	First Aid
Period IV	Hike				
Period V					

### Daily Emphasis:

Day 2: Map and Compass

Day 3: Woods Tools

Day 4: Pioneering

Day 5: Fire / Nature

Day 6: Finish work from previous days

Note: In the event that rain forces the cancellation of one of the daily emphases, back up presentations can be used:

- Flags
- Safety
- Scout Oath / Law / Motto / Slogan

<sup>1</sup> If the nature hike is only available in the afternoon on Thursday, switch the second Scout Skills session with Handicrafts, so that the Thursday schedule reads: Scout Skills, Swimming, Handicrafts, First Aid, Scout Skills.

## Blue Ridge Mountains Council

### Brownsea Island Schedule

(detailed version found on page 83)

9:15-9:30	<b>Opening Ceremony</b> - Opening Ceremony will be in the chapel.
9:30-12:00	<b>Patrol Time</b> - Specific time at a secluded site to work with the Patrol Guide on rank requirements and prepare for the troop competition.
12:00-1:45	<b>Lunch &amp; Free Time</b>
2:00-3:30	<b>Patrol Time</b> - Continue learning and practicing essential Scout skills.
3:30-5:00	<b>Troop Competition</b> - Each day the patrols will compete against each other in a skill they have learned that day. Competitions may include: knot tying, orienteering, fire building, first aid and team interaction games.

### Camp Powhatan Schedule

Daily Schedule	
7:45 a.m.	Flag Raising Leader's Meeting (after 2nd breakfast shift)
9:00 a.m.	Merit Badge Block 1
9:15 a.m.	Brownsea Island Participants meet at the Chapel for opening ceremony
10:00 a.m.	Merit Badge Block 2
11:00 a.m.	Merit Badge Block 3
12:15-1:00 p.m.	Open Lunch
2:00 p.m.	Merit Badge Block 4
3:00 p.m.	Merit Badge Block 5
4:00 p.m.	Merit Badge Block 6
5:30 p.m.	First Dinner Shift
6:30 p.m.	Dinner/Flags followed by 2nd dinner shift
TBA	Evening Activities
11:00 p.m.	Taps

### Camp Ottari Schedule

Daily Schedule	
7:00 a.m.	Bird Study & Fishing Merit Badge
8:00 a.m.	Flag Raising and Breakfast
after breakfast	Leader's Meeting
9:00 a.m.	Merit Badge Block 1
9:15 a.m.	Brownsea Island Participants meet at the BSI Troop site for opening ceremony
10:00 a.m.	Merit Badge Block 2
11:00 a.m.	Merit Badge Block 3
12:15-1:00 p.m.	Lunch
2:00 p.m.	Merit Badge Block 4
3:00 p.m.	Merit Badge Block 5
4:00 p.m.	Merit Badge Block 6
6:00 p.m.	Retreat, all troops present in Class A Uniform
6:15 p.m.	Dinner
7:30 p.m.	Evening Activities
11:00 p.m.	Taps

## 2006 Massawepie Scout Camps Master Schedule

	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>MORNING</b>	6:20		Polar Bear	Polar Bear	Polar Bear	Polar Bear	Polar Bear	
	7:00		Reveille & Food Pick Up	Reveille & Food Pick Up	Reveille & Food Pick Up	Reveille & Food Pick Up	Reveille & Food Pick Up	Reveille & Food Pick Up
	7:40		Colors	Colors	Colors	Colors	Colors	Colors
	8:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	9:00 to 12:00		Merit Badge Program	Merit Badge Program	Merit Badge Program	Merit Badge Program	Merit Badge Program	Check Out & Departure
<b>AFTERNOON</b>	12:00	Arrival & In Activities	Food Pick Up	Food Pick Up	Food Pick Up	Food Pick Up	Food Pick Up	
	12:15		1st Lunch & Siesta	1st Lunch & Siesta	1st Lunch & Siesta	1st Lunch & Siesta	1st Lunch & Siesta	
	1:15		2nd Lunch & Siesta	2nd Lunch & Siesta	2nd Lunch & Siesta	2nd Lunch & Siesta	2nd Lunch & Siesta	
	2:00 to 3:30/4:00		Merit Badge Program	Merit Badge Program	Merit Badge Program	Merit Badge Program	Merit Badge Program	
	3:30/4:00 to 5:00	Patrol Cooking Food Pick Up (4:00)	Open Program	Open Program	Open Program	Open Program	Open Program	
<b>EVENING</b>	5:00		Food Pick Up	Food Pick Up	Food Pick Up	Food Pick Up	Food Pick Up	
	5:40	Retreat	Retreat	Retreat	Retreat	Retreat	Retreat	
	6:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
	7:00 - 8:30	Orientations & MB Drop/Add	Open Program	Open Program	Open Program	Open Program	Closing Campfire (7:30)	
	9:00	Leader / S.P.L Meetings	Opening Campfire & O.A. Call Out	Pre-Ordeal Ceremony & Troop Activities	Troop/Patrol Campfires in Camp Sites	Brotherhood Ceremony	Bark Eater Ceremonies	
	10:00	Taps	Taps	Taps	Taps	Taps	Taps	

\*Waiters report 15 minutes before each meal



General Camp Schedule

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:15 am				Sunrise Swim			
6:55 am				Reveille			
7:10 am				Waiter's Call			
7:15 am				Assembly (at flag plaza)			
7:30 am				Breakfast			
8:30 am				SESSION 1			Check-out
9:30 am				SESSION 2			
10:30 am				SESSION 3			
11:30 am				SESSION 4			
12:35 am				Waiter's Call			
12:45 pm				Assembly (in front of Dining Hall) for 12:50 Lunch			
1:15 pm	Check-in  Health reviews Swim checks		SPL Council (each day after lunch, at the Program Center)				
2:00 pm			ACTIVITY PERIOD A				
3:45 pm		ACTIVITY PERIOD B	WATER CARNIVAL!	PERIOD B	CAMP GAMES		
5:15 pm		Adult Leaders' Meeting at Program Center					
5:40 pm		Waiter's Call			Waiter's Call		
5:45 pm		Assembly (at flag plaza)					
6:00 pm	Dinner in Dining Hall		Camp BBQ	Dinner in Dining Hall			
7:00 pm		ACTIVITY PERIOD C			Closing Campfire		
7:15 pm	Kickoff Sessions						
8:30 pm	Vespers			OA Campfire	ACTIVITY PERIOD D		
9:00 pm	Opening Campfire						
9:45 pm	Call to Quarters (all campers in campsites)						
10:30 pm	TAPS (Lights out, all quiet in camp)						

# Camp Meriwether

## 2006 Program Schedule

(Subject to Change)

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 AM		Rise & Shine	Rise & Shine	Rise & Shine	Rise & Shine	Rise & Shine	Rise & Shine
7:55 AM		Flag	Flag	Flag	Flag	Flag	Campfire Check-out
	Arrive at Camp Meriwether between 12:30 - 1:00PM wait in parking lot for Troop Guide (Bring a sack lunch)	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	7:30 - 8:30 Leader Check-out & Packet Pick up
8:00 AM		Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	8:00 - 8:50 Breakfast
9:00 AM		Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	9:00 Closing Flag
10:00 AM		Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	Merit Badge Instruction	9:15 Departure
11:00 AM							
12:00 PM		Lunch	Lunch	Lunch	Lunch	Lunch	
	Camp Tour, Health Checks, Swim Check * Troop Check-in 1:00 - 3:00PM Adult Leader Meeting 3:00PM	Afternoon Program TIFC	Afternoon Program TIFC	12:45 Chapel Afternoon Program TIFC Chill Cocktail	Afternoon Program TIFC	The Amazing Huallaballoo Race	
5:55 PM	Flag	Flag	Flag	Flag	Flag	Flag	
8:00 PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
7:00 to 9:00 PM Evening Program	7:30 Chapel 8:00 Campfire	Evening Program Stake Break Trifolion	Evening Program Beach Party	Evening Program SM / Staff Shoot OA Campfire** (8-10)	Evening Program Sandcastle Contest	8:00 Closing Campfire	
10:00 PM	10:00 TAPS	TAPS	TAPS	TAPS	TAPS	TAPS	

\*One adult leader must check in with the Business Manager at South end of Discovery Lodge between 1:30 - 3:00PM.

\*\* OA Campfire is open to all. OA membership is not required to attend.

### Program Scheduling Worksheet

Scheduling a program can be a difficult task. This worksheet sets out an algorithm that will hopefully simplify your task. Because all programs are different, it may not perfectly fit yours.

1. The daily timeblock

How much time will you devote to your program each day? Part of this involves the available time, but another part involves determining if you will try to run two different groups though each day (e.g., a morning and afternoon session). Write down the available time per session per day below:

Day	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Time Available						

2. Beginning and ending each program day

What event (if any) do you want to use to start the program day?

To end it?

3. Activities and Group Events

What other group events and activities do you want to have (e.g., Mountaintop Experience, non-instructional games, lunch)? List if the item will be a daily activity or a one-time activity.

4. Teaching Topics

Which topics (from the What do we Teach session) do you want included in your First Year Camper Program (e.g., Methods, Ideals, Rank Requirements, Merit Badges, Camp Lore, and Camp Program Opportunities). List if the topic will be taught in its own period (e.g., a merit badge) or as part of another activity (e.g., teaching the ideals through an opening assembly).

5. Rank Requirements

Identify the upper-level groups of rank requirements that you would like to teach (e.g., aquatics, first aid, map and compass, woods tools). List if the topic will be covered every day (e.g., aquatics) or once (e.g., map and compass).

6. Merit Badges

Identify the merit badges (or group of badges, such as handicrafts) you would like to teach. List if the merit badge (or group) will be covered every day (e.g., swimming) or only once (e.g., basketry).

7. List the thematic periods for each day

Collecting data from the above questions, make a general list of the topics that will need to be covered each day (e.g., Troop Meeting, aquatics, handicrafts, first aid, scout skills, lunch)

8. Set times for the periods

First, identify how long your opening and closing activities (if any) will last:

Subtract that time from your available daily program timeblock:

Determine what the length of the other periods need to be (if you don't plan on rotating groups through various activities, you can have different-sized periods).

9. Determine what will be taught in each thematic period each day  
Thematic periods that take place at other areas (e.g., aquatics, handicrafts) don't necessarily require you to decide what is taught each day. Thematic periods that take place at the First Year Camper Program area (e.g., first aid, scout skills) do. List below the requirements you plan to cover each day in the various thematic periods:

Day	Thematic Period	Requirements
-----	-----------------	--------------

10. Mountaintop Experience

What Mountaintop Experience would you like to have?

When will it occur in your schedule (it's fine if you need to shorten instruction on one day to fit the Mountaintop Experience in)?

This isn't a comprehensive method, and it's likely that it won't work for all programs. Hopefully it will assist your thinking when you approach your program.



# REMEDY

**PLAYERS** 4 Teams of 2-8 People  
2-3 Actors

**PROPS** 4 Sets (YELLOW, RED, ORANGE and BLUE) of 24 Ailment Cards  
1 Set of LIGHT YELLOW Remedy Cards  
1 Hat or Bowl

## RULES

- 1 Place LIGHT YELLOW Remedy Cards in a hat or bowl. Mix them up.
- 2 Hand out YELLOW, RED, ORANGE, and BLUE Ailment Cards to each team.
- 3 Have 2 people draw a remedy from the hat/bowl and act out the injury and the treatment. BE CAREFUL not to say what the injury is. You may say what steps you are taking to treat the injury.
- 4 As you play out the injury, each team may discuss what they think the injury is and select that card from their pile. They will lay that card FACE DOWN in front of the group.
- 5 When every team has made a choice and their cards are face down in front of them, have each team turn their answer over.
- 6 If they are correct, the team is awarded **1 point** and will place that card out front, FACE UP, to keep score. If they are incorrect, the team does not get awarded the point and places the card into a discard pile.
- 7 Play several rounds. The teams with the most points at the end wins.

## EXAMPLE OF PLAY

**4 Teams**

Red

Blue

Yellow

Orange

### ROUND 1

**1st Remedy:**

Object in the Eye

**Actors: #1:**

<Pretends to rub eye>

**#2:**

"Wow, what happened? Oh, don't rub it. You could scratch it. Lets try blinking and crying."

**#1:**

<blinks> "It's not working."

**#2:**

"Ok, lets use the corner of a gauze pad, very gently."

**#1:**

"There, I think we got it."

**Teams:**

Each team lays out 1 card, face down. When every team has a card down, one by one they turn it over.

**Red:**

Object in the Eye, 1 Point

**Blue:**

Object in the Eye, 1 Point

**Yellow:**

Object in the Eye, 1 Point

**Orange:**

Object in the Eye, 1 Point

**Score:**

Red: 1

Blue: 1

Yellow: 1

Orange: 1

## ROUND 2

**2nd Remedy:** Heat Exhaustion  
**Actors:** #1: <Walking slowly, looks tired, wipes forehead>  
#2: "Are you ok? Here, sit down in the shade. Lets get all of his extra clothing off, you don't need that coat."  
#1: <Pretends to remove coat>  
#2: "Drink some cool water, but sip it."  
#1: <Pretend to sip water>  
**Teams:** Each team lays out 1 card, face down. When every team has a card down, one by one they turn it over.  
**Red:** Heat Exhaustion, 1 Point  
**Blue:** Heat Exhaustion, 1 Point  
**Yellow:** Heat Stroke, No Point  
**Orange:** Heat Exhaustion, 1 Point  
  
**Score:** Red: 2 Blue: 2 Yellow: 1 Orange: 2



# REMEDY SET UP

## YOU WILL NEED:

5 Colors of Card Stock (5 sheets per color)

Scissors

Clear Contact Paper

1. Print out 4 sets (5 pages each set) of the Ailments Cards. Use 4 different colors of card stock (one color for each set).
2. Cut out the Ailment Cards and laminate them.
3. Print out 1 set of the Remedy Cards. Use any color of card stock that you wish.
4. Cut out and laminate the Remedy Cards.
5. Feel free to change the colors of the cards on the How To Play sheet to match the colors of the cards that you made.

**SUNBURN**  
**(1ST DEGREE BURN)**

---

**BEE STING**

---

**HYPOTHERMIA**

---

**HEAT STROKE**

---

**HEAT**  
**EXHAUSTION**

**SPRAINED  
ANKLE**

---

**HEAD INJURY**

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**BROKEN LEG**

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**OBJECT IN THE  
EYE**

---

**FISH HOOK  
PUNCTURE**

**LARGE WOUND**

---

**BROKEN ARM**

---

**INTERNAL  
POISONING**

---

**POISON IVY**

---

**BLISTERS**

---

**SMALL CUT**  
**(MINOR BLEEDING)**

---

**FROST BITE**

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**SHOCK**

---

**SNAKE BITES**

**BLOODY NOSE**

---

**SEVERE  
BLEEDING**

---

**CHOKING**

---

**2ND DEGREE  
BURN**

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**3RD DEGREE  
BURN**

<p><b>SUNBURN</b> <b>(1ST DEGREE BURN)</b></p> <ul style="list-style-type: none"> <li>+ Rinse with cool water.</li> <li>+ Apply burn cream or aloe.</li> </ul>	<p><b>BEE STING</b></p> <ul style="list-style-type: none"> <li>+ Scrape away the stinger with the edge of a knife or a credit card.</li> <li>+ Clean &amp; dress the wounds.</li> <li>+ Apply an ice pack to reduce swelling.</li> </ul>
<p><b>BROKEN LEG</b></p> <ul style="list-style-type: none"> <li>+ Treat for hurry cases and shock.</li> <li>+ Use splints to stabilize the fracture, making sure that the splints extend above and below the break.</li> <li>+ Tie using a square knot, but do not tie directly on top of the break.</li> </ul>	<p><b>HEAD INJURY</b></p> <ul style="list-style-type: none"> <li>+ Apply direct pressure with a sterile bandage.</li> <li>+ Tie a cravat around the head and secure with a square knot.</li> </ul>
<p><b>POISON IVY</b></p> <ul style="list-style-type: none"> <li>+ Wash skin with natural soap within 10 minutes of touching the plant.</li> <li>+ Use calamine lotion to cool and soothe any rashes.</li> </ul>	<p><b>SEVERE BLEEDING</b></p> <ul style="list-style-type: none"> <li>+ Apply direct pressure with a sterile bandage.</li> <li>+ Elevate the wound above the</li> <li>+ Apply additional bandages if necessary.</li> <li>+ Use pressure points to slow blood flow.</li> </ul>
<p><b>BLISTERS</b></p> <ul style="list-style-type: none"> <li>+ Cut moleskin in the shape of donuts.</li> <li>+ Fit the donut around the injury.</li> <li>+ Clean the area, sterilize a pin and drain the fluid.</li> </ul>	<p><b>3RD DEGREE BURN</b></p> <ul style="list-style-type: none"> <li>+ Do not douse with cold water.</li> <li>+ Do not apply cream of any kind.</li> <li>+ Get the patient to a hospital.</li> </ul>

<p><b>FROST BITE</b></p> <ul style="list-style-type: none"> <li>+ Get the victim indoors.</li> <li>+ Use the palm of your hand or your belly to warm the injured area.</li> <li>+ Run warm water over the injury.</li> <li>+ Wrap the injury in a warm blanket.</li> </ul>	<p><b>CHOKING</b></p> <ul style="list-style-type: none"> <li>+ Encourage the person to continue coughing.</li> <li>+ Do not slap the person on the back.</li> <li>+ Use the Heimlich Maneuver.</li> </ul>
<p><b>HEAT EXHAUSTION</b></p> <ul style="list-style-type: none"> <li>+ Have the victim lie down in a cool place.</li> <li>+ Elevate the person's legs.</li> <li>+ Remove excess clothing.</li> <li>+ Apply wet cloths or ice packs and fan the victim.</li> <li>+ Have the person sip cool water.</li> </ul>	<p><b>HEAT STROKE</b></p> <ul style="list-style-type: none"> <li>+ Lay the victim down with the head and shoulder's slightly elevated.</li> <li>+ Cool the victim down any way you can.</li> <li>+ Perform rescue breathing if necessary.</li> </ul>
<p><b>SPRAINED ANKLE</b></p> <ul style="list-style-type: none"> <li>+ Leave your shoe or boot on.</li> <li>+ Use a bandana or other cloth to wrap the foot; tie with a square knot.</li> <li>+ Apply cold cloths or ice packs to reduce swelling.</li> </ul>	<p><b>SHOCK</b></p> <ul style="list-style-type: none"> <li>+ Treat any other hurry cases.</li> <li>+ Keep the airway open.</li> <li>+ Lie the victim down and raise their feet 10-12 inches.</li> <li>+ Place blankets or coats over and under the victim.</li> </ul>
<p><b>LARGE WOUND</b></p> <ul style="list-style-type: none"> <li>+ Apply direct pressure to stop the bleeding.</li> <li>+ Clean and dress the wound.</li> </ul>	<p><b>HYPOTHERMIA</b></p> <ul style="list-style-type: none"> <li>+ Get the victim into someplace warm and into some dry clothes.</li> <li>+ Zip the victim into a warm sleeping bag.</li> <li>+ Have the person sip warm liquids.</li> <li>+ Apply hot water bottles to the armpit and groin areas.</li> </ul>



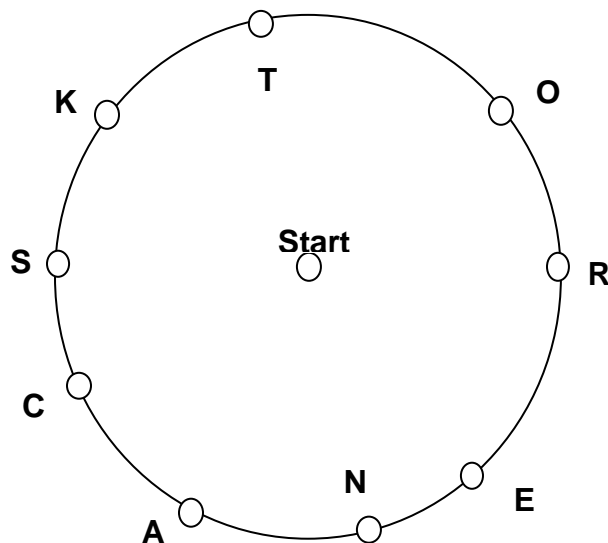
<b>OBJECT IN THE EYE</b> <ul style="list-style-type: none"> <li>+ Don't rub your eye!</li> <li>+ Blink to get tears to wash it out.</li> <li>+ Use the corner of a gauze pad or bandana to brush it out.</li> </ul>	<b>FISH HOOK PUNCTURE</b> <ul style="list-style-type: none"> <li>+ Don't pull the hook out, you'll tear more skin.</li> <li>+ Push the hook further until the barb comes through the skin.</li> <li>+ Use wire cutters to clip off the barb.</li> <li>+ Pull out the fishhook, clean and dress the wound.</li> </ul>
<b>BROKEN ARM</b> <ul style="list-style-type: none"> <li>+ Support the arm with a sling made from a bandana.</li> <li>+ Tie behind the neck using a square knot.</li> </ul>	<b>INTERNAL POISONING</b> <ul style="list-style-type: none"> <li>+ Call 911 or poison control.</li> <li>+ Do not induce vomiting.</li> <li>+ Do not drink anything unless told to by a health care professional.</li> <li>+ Save any vomit in a container for identification purposes.</li> </ul>
<b>BLOODY NOSE</b> <ul style="list-style-type: none"> <li>+ Lean forward, not backward.</li> <li>+ Pinch the nose until bleeding stops.</li> </ul>	<b>SMALL CUT (MINOR BLEEDING)</b> <ul style="list-style-type: none"> <li>+ Clean the wound with soap and water.</li> <li>+ Apply a bandage.</li> </ul>
<b>SNAKE BITE</b> <ul style="list-style-type: none"> <li>+ If within 3 minutes, use a venom extractor.</li> <li>+ Remove any rings or jewelry.</li> <li>+ Position the bite lower than the rest of the body.</li> <li>+ Do not make any cuts into the bite</li> </ul>	<b>2ND DEGREE BURN</b> <ul style="list-style-type: none"> <li>+ Rinse with cool water.</li> <li>+ Do not pop any blisters.</li> <li>+ Dress the wound with sterile gauze.</li> </ul>



# STARENOCK SET UP

## YOU WILL NEED:

- 2 Colors of Card Stock (5 of one color, 1 of another color)
  - Scissors
  - Clear Contact Paper
  - Vis A Vis Makers (Overhead projector markers)
  - 10 Cones or posts: 9 with one of the letters S, T, A, R, E, N, O, C, and K on it; 1 for the starting point
  - Piece of twine, 25 feet long
  - Orienteering compass
1. Print out 1 set (5 pages each set) of the Score Cards. There are 20 score cards per set.
  2. Cut out the Score Cards and laminate them.
  3. Print out the STARENOCK Master Sheet. Use any color of card stock that you wish.
  4. Mark 9 cones or posts each with a different letter. Mark one cone or post as Start.
  5. Place the Start cone in the middle of an open, flat field. Have a person stand with the cone Start between their feet, holding one end of the string and the compass.
  6. Have another person take the other end of the string and the S cone and walk out till the string is taught.
  7. Have the person in the middle set the compass to each of the bearings on the master sheet. The person on the outside will place the letters at the correct bearings, using the string to keep them all an equal distance from the center.



# HOW TO PLAY

1. Give each participant a compass, a score card, and a vis a vis marker.
2. One at a time, each participant will start in the middle with the Start cone between their feet. They will use the compass to line up the first bearing under the first line on their score card.
3. When they line the compass up with a letter, they will walk to it and write that letter on the first blank.
4. At that first letter, they will stand with the cone between their feet and find the second bearing listed on their scorecard. Then they walk to the next letter it points to and write it down on the second blank on their card.
5. Continue this method until all five blanks on the card are filled with a letter. The letters should form a common 5-letter word in the English language.
6. The participant brings the card to the leader who checks the word on the Master Sheet. If it is correct, clean off the card using a wet cloth and give the participant a different card. If it is incorrect, go to the last correct letter on the card and start from there.

***HINT: Use your eyes. Find the bearing but do not continue walking just because the bearing points in between two cones. The cones are the border of this course. Look around you for the closest cone to your position.***

1

65      190      334      210      65

2

290      30      130      300      184

3

100      300      170      30      160

4

30      286      140      295      90

**9**

<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>65</b>	<b>230</b>	<b>30</b>	<b>160</b>	<b>0</b>

**10**

<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>30</b>	<b>230</b>	<b>24</b>	<b>100</b>	<b>160</b>

**11**

<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>320</b>	<b>170</b>	<b>86</b>	<b>300</b>	<b>90</b>

**12**

<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>320</b>	<b>220</b>	<b>70</b>	<b>160</b>	<b>0</b>

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**17**

<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
130	280	24	100	260

**18**

<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
30	214	356	220	90

**19**

<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
30	230	0	50	140

**20**

<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
320	220	90	190	8

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5

65      190      260      324      0

6

130      334      100      160      0

7

130      334      246      120      0

8

30      214      324      90      0



**13**

---

**246**

---

**144**

---

**30**

---

**160**

---

**0**

**14**

---

---

**65**

---

**284**

---

**60**

---

**140**

---

**295**

**15**

---

---

**130**

---

**280**

---

**24**

---

**100**

---

**160**

**16**

---

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**65**

---

**190**

---

**300**

---

**50**

---

**140**

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# STARENOCK MASTER SHEET

## DEGREES FROM CENTER

S	65 <sup>0</sup>	R	246 <sup>0</sup>	N	320 <sup>0</sup>
T	130 <sup>0</sup>	O	210 <sup>0</sup>	C	33 <sup>0</sup>
A	350 <sup>0</sup>	E	290 <sup>0</sup>	K	108 <sup>0</sup>

## ANSWER KEY

<b>1</b>	S	T	A	R	S
	65	190	334	210	65
<b>2</b>	E	N	T	E	R
	290	30	130	300	184
<b>3</b>	K	N	O	C	K
	100	300	170	30	160
<b>4</b>	C	A	K	E	S
	30	286	140	295	90
<b>5</b>	S	T	O	R	E
	65	190	260	324	0
<b>6</b>	T	A	C	K	S
	130	334	100	160	0
<b>7</b>	T	A	N	K	S
	130	334	246	120	0
<b>8</b>	C	O	R	K	S
	30	214	324	90	0
<b>9</b>	S	O	C	K	S
	65	230	30	160	0
<b>10</b>	C	R	A	C	K
	30	230	24	100	160
<b>11</b>	N	O	T	E	S
	320	170	86	300	90
<b>12</b>	N	E	C	K	S
	320	220	70	160	0
<b>13</b>	R	O	C	K	S
	246	144	30	160	0
<b>14</b>	S	N	A	K	E
	65	284	60	140	295
<b>15</b>	T	R	A	C	K
	130	280	24	100	160
<b>16</b>	S	T	E	A	K
	65	190	300	50	140
<b>17</b>	T	R	A	C	E
	130	280	24	100	260
<b>18</b>	C	O	N	E	S
	30	214	356	220	90
<b>19</b>	C	R	E	A	K
	30	230	0	50	140
<b>20</b>	N	E	S	T	S
	320	220	90	190	8

# ***PFADFINDER***

## ***Orienteering Course***

### **SET UP**

1. Plot out a 9-point orienteering course and record the bearings and distance on the Master Sheet and on the ScoreCard.
2. Attach the assigned letters (tape, stickers, paint, etc.) to your control markers on the course.
3. Detach and photocopy the ScoreCard.

### **RUNNING THE COURSE**

1. This is run as any other orienteering course, except that at each control marker, the participants must look for a letter.
2. Record the letter in the space next to the marker number on the score card.
3. At the end of the course, place the letters in the appropriate boxes to spell the hidden word.
4. The Hidden Word: *Pfadfinder*, (fod-fin-dare), a German word meaning Pathfinder, their word for Boy Scout.

<b><i>MASTER SHEET</i></b>				
<b>FROM</b>	<b>TO</b>	<b>BEARING</b>	<b>DISTANCE</b>	<b>LETTER</b>
Start	1			D
1	2			E
2	3			N
3	4			F
4	5			P
5	6			R
6	7			I
7	Finish			A

P	F	A	D	F	I	N	D	E	R
<b>5</b>	<b>4</b>	<b>Finish</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>6</b>

----- (cut here) -----

<b><i>SCORE CARD</i></b>				
<b>FROM</b>	<b>TO</b>	<b>BEARING</b>	<b>DISTANCE</b>	<b>LETTER</b>
Start	1			
1	2			
2	3			
3	4			
4	5			
5	6			
6	7			
7	Finish			

<b>5</b>	<b>4</b>	<b>Finish</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>6</b>



# USELESS KNOWLEDGE TRIVIA

1	What is the plastic thing on the end of your shoelace called?	Aglet
2	What are the bumps on a basketball called?	Pebbles
3	How many bumps per square inch?	144
4	What is the only battleship in the US Navy with a one syllable name?	USS Maine
5	On what date did the R.M.S. Titanic sink?	15-Apr-12
6	How many people died on the Titanic?	1502
7	What does RMS stand for in ships?	Royal Mail Steamer
8	How many people were on the first lifeboat as the Titanic sank?	15
9	What is the speed of a housefly in flight?	4 mph
10	What is Black Beard the Pirate's real name?	Edward Teach
11	How many people were killed in the St. Valentine's Day Massacre?	7
12	Where is the world's largest baked potato?	Blackfoot, Idaho
13	Who wrote the Lord of the Rings?	J.R.R. Tolkien
14	What does the JRR stand for in his name?	John Robert Reuel
15	Who was William H. Bonney?	Billy The Kid
16	What were the two super battleships from Japan in WWII?	Yomato & Musashai
17	Who was the founder of Macintosh Computers?	Steve Jobs
18	What are the dimples on a golf ball for?	Spin the ball for distance
19	How many dimples are on a golf ball?	300-500
20	Who was the first man to set foot on five continents?	Captain James Cook
21	What are horses, rats and rabbits not able to do?	Vomit
22	What book was given to all officers in the Confederate army?	Les Miserables
23	What were the years that the Civil War took place?	1861-1865
24	In downtown Lima Peru there is a brass statue of who?	Winnie the Pooh
25	How many holes does a Chinese Checker board have?	121
26	Fire escapes, windshield wipers & bullet-proof vests have what in common?	Invented by women
27	Who wrote Harry Potter?	J.K. Rowling
28	How tall is a Smurf?	3 apples high
29	How many Smurfs does it take to make gold?	6
30	What is Old Ironsides?	USS Constitution
31	Who invented the submarine?	Cornelius Van Drebble
32	What is the world's most poisonous animal?	Poison arrow frog
33	Where is the world's largest frying pan?	Long Beach, Washington
34	How big is the world's largest frying pan?	18 feet, 4 inches

# USELESS KNOWLEDGE TRIVIA

35	Who/what were the world's first 3 passengers in a hot air balloon?	Sheep, duck & rooster
36	What US film was called "The The Rambunctious and Clever Ones" in Taiwan?	Wayne's World
37	What word starts and ends with 'und'?	Underground
38	How many stars are in the Paramount Pictures logo?	22
39	What was the first video ever played on MTV?	Video Killed the Radio Star
40	In Norse mythology, Odin traded an eye for what?	Wisdom
41	Marie Antoinette wore what color shoes when she was beheaded?	Purple
42	What was Tom Thumb's real name?	Charles Sherwood Stratton
43	How many stitches are on a baseball?	108
44	What sunk the Lusitania?	German U-boat 5/8/1915
45	What was the name of the famous German battleship in WWII?	Bismark
46	What was the name of the man that finally caught Al Capone?	Elliot Ness
47	What crime did Al Capone finally get convicted of?	Tax Evasion
48	Where is the world's largest ball of twine?	Cawker City, Kansas
49	How much does it weigh?	9 tons
50	What year did the farmer start the ball of twine?	1953
51	Who invented the Jenny Coupler, an automatic railroad car coupler?	Andrew Beard
52	What is the standard gauge (distance between inside edges) of a railroad track?	4 feet 8 1/2 inches
53	What was the first war in which railroads were used to move troops and supplies?	Civil War
54	What was the first railroad built?	Baltimore & Ohio
55	When did construction start on the first railroad?	1828
56	How many lines are on the edge of a US dime?	118
57	What did George de Mestral invent?	Velcro
58	When was Velcro invented?	1948
59	What gave George de Mestral the idea for Velcro?	Burrs stuck to his clothes
60	What two words combine to make up the word Velcro?	Velour & Crochet
61	What are the only 2 common English words that end in "gry"?	Angry and Hungry
62	What favorite sweet did Ruth Wigfield invent?	Chocolate Chip Cookie
63	When was the chocolate chip cookie invented?	1930
64	Where was the Chinese Fortune Cookie invented?	California, USA
65	What was Albert Einstein's first job?	Patent Clerk
66	According to the TV ad, how many licks does it take to get to the center of a Tootsie Pop?	3
67	What crimes caused Billy the Kid his first run-in with the law?	He stole some butter

# USELESS KNOWLEDGE TRIVIA

68	Who is Martha Jane Burke better know as in the old west?	Calamity Jane
69	What day of the week was the Declaration of Independence signed, July 4, 1776?	Thursday
70	When did the first moon landing occur?	20-Jul-69
71	What happened to Dick Grayson's, Batman's sidekick Robin, parents?	Died in a trapeze accident
72	What was the 6th tribe added to the Iroquois League?	Tuscarora
73	What is the flattest state in the U.S.? (difference in elevation from mts. to valleys)	Florida (334 ft elevation diff.)
74	In 1972, what organization had its members learn how to treat rat bites and read subway maps?	Boy Scouts of America
75	What was the name of the first NASA Space Shuttle?	Enterprise
76	How did the first NASA space shuttle get its name?	Star Trek fans wrote letters
77	Where did George Armstrong Custer make his last stand?	Little Big Horn, Montana
78	In bowling, what is a turkey?	3 strikes in a row
79	What hand of cards was Wild Bill Hickock holding when he was gunned down?	Pair of Aces, Pair of Eights
80	What is the card hand pair of aces & pair of eights called?	Dead Mans Hand
81	How many players per team are allowed to suit up for an NHL game?	20
82	What year did the first Earth Day take place?	1970
83	What was the name of Captain Ahab's ship in Moby Dick?	Peaquad
84	Which Union general burned Atlanta during the Civil War?	General Sherman
85	How much does Plymouth Rock weigh?	4 tons
86	How many islands are there in the Hawaiian Islands?	132: 8 major, 124 islets
87	What are the numbers of the 3 interstate highways that run coast to coast?	1 10, 1 80, 1 90
88	What was Doc Holiday's real name?	John Henry
89	What is America's largest city by area?	Juneau, Alaska (3108 sq. miles)
90	What event took place on December 16, 1773?	Boston Tea Party
91	How many crates of tea were thrown overboard at the Boston Tea Party?	342 crates
92	What lies at latitude 39 degrees 43 minutes in the northeast U.S.?	Mason-Dixon Line
93	In MLB, how many pitches does one baseball last before being switched for a new	5 pitches
94	What popular sport was known in ancient Germany as Heidenwerfen?	Bowling ('strike down the heathens')
95	What tree is used to make baseball bats in MLB?	Ash
96	What is the real name of Batman villain The Riddler?	Edward Nigma
97	How thick is a regulation ice hockey puck?	1 inch
98	What gang is always trying to steal Scrooge McDucks money?	The Beagle Boys
99	What number did baseball great Lou Gehrig wear?	4
100	What is the name of Charlie Brown's, Linus' and Lucy's elementary school?	Birchwood

# USELESS KNOWLEDGE TRIVIA

<b>A</b>	Who was the founder of scouting?	Lord Robert Baden-Powell
<b>B</b>	Who brought Boy Scouting to America?	William D. Boyce
<b>C</b>	Where was he from?	Chicago
<b>D</b>	What do we call the story of how scouting came to America?	The Good Turn
<b>E</b>	Who was the founder of Girl Scouting?	Lady Olave Baden-Powell
<b>F</b>	Who brought Girl Scouting to America?	Juilette Gordon Low
<b>G</b>	What do the 3 fingers in the scout sign stand for?	Duty to God, County and Self
<b>H</b>	How many merit badges were in the BSA Handbook in 1910?	14
<b>I</b>	Which of those badges did not get carried over to the 1911 handbook?	Master at Arms
<b>J</b>	What did that badge involve?	Learning 3 different fighting styles
<b>K</b>	What 2 types of scouts are/were modeled after branches of the military?	Air Scouts and Sea Scouts
<b>L</b>	What handicap afflicted Juilette Gordon Low?	She was deaf
<b>M</b>	What 3 horse races make up the Triple Crown?	Kentucky Derby, Belmont Stakes, Preakness Stakes
<b>N</b>	What were the original 5 tribes of the Iroquois League?	Mohawk, Seneca, Onondaga, Oneida, Cayuga
<b>O</b>	What are the 7 colors of the rainbow?	Red, Orange, Yellow, Green, Blue, Indigo & Violet (Roy G. Biv)
<b>P</b>	Who is buried in Grant's tomb?	No one. Both he and his wife are entombed above ground in a mausoleum.
<b>Q</b>	What are the 7 wonders of the ancient world?	Temple of Artemis at Ephesus Mausoleum at Halicarnassus Colossus of Rhodes Hanging Gardens of Babylon Lighthouse at Alexandria Great Pyramid at Giza Statue of Zeus at Olympus
<b>R</b>	How many merit badges were in the 1911 Scout Handbook?	57
<b>S</b>	What legendary creature is believed to drain the blood out of goats and other livestock in Puerto Rico and Mexico?	El Chupacabra (the goat sucker)



# **TEAMBUILDING**

## **GROUP CONTRACT**

### **Five Finger Contract**

**Props:** None

**Time:** 10 minutes

Before you start your week, it is good to establish guidelines for your group. Each finger on your hand stands for an important guideline. The pinky finger is the smallest and easiest to break, so it stands for safety; both your own and the groups'. The ring finger is the one we place wedding rings on, a sign of commitment, so it stands for a commitment to participate in the activities. The middle finger, usually meant for disrespect, stands for respect here- respect for the staff, for the other kids in the group, for nature and for yourself. (Approach this one maturely and matter-of-factly and it won't be a problem). The index/pointer finger is usually used to point the blame on someone else, but we will turn it around and put the responsibility on our self. The thumb stands for a good attitude and fun, so give a thumbs up. Have the kids shake hands with everyone in the group. The contract is signed and sealed.

## **NAME GAMES**

### **Names in Motion**

**Props:** None

**Time:** 10 minutes

Standing in a circle, everyone thinks of an activity they like to do outside (i.e. bike riding) and a motion to demonstrate it. The leader begins sharing his/her name and a favorite activity while doing the motion. The group repeats the leader's name and does the motion. The second person in line says his/her name and motion and the group repeats it as well as the leader's name and motion. Continue around the circle, adding everyone's name and motion one at a time and repeating the other all the way back to the leader. If the group is large, go half way in one direction and then halfway in the other direction.

### **Gimme Five**

**Props:** None

**Time:** 5 minutes

After learning everyone's name, have the group stand in a close circle with their hands out as if they are about to be given "five". The leader stands inside the circle first while someone calls out the name of a member in the group. Upon hearing their name, that person calls out another name. Meanwhile, the leader in the middle is trying to slap the hand of the person whose name was called, before they have the chance to call someone else's name. If the leader succeeds, the person who got slapped stands in the middle and the leader joins the circle, beginning the game again by calling out someone's name. If the leader is too slow, they keep trying until they get someone. If a person flinches, by pulling his/her hand away before it gets slapped, or if they say their own name or the name of the person in the middle, s/he goes into the middle of the circle.

## **Name Juggle**

**Props:** 3-5 soft, toss-able objects

**Time:** 10 minutes

After learning everyone's name, have the group stand in a wide circle with his or her hands out as if ready to catch a ball. The leader will start by saying the name of a person across from him/her in the circle and tossing (underhand) them one of the objects (i.e. nerf ball). That person will then call out another person's name in the circle and toss them the ball. Continue tossing the ball around until everyone has caught it once. Once a person has caught it, have them place their hands behind their back. The last person to catch it should toss it back to the leader, saying his/her name. Each person must remember who he or she threw it to, as the leader will now add more objects to be tossed. For an even greater challenge, try tossing one object in the reverse order (starting with the last person to catch the ball at the start of the game).

## **GROUP CHALLENGE**

### **Circle In A Circle**

**Props:** 2 hula-hoops, different colors

**Time:** 15 minutes

Ask the group to form a circle and join hands. Place the hula-hoops between two people, resting them on their grasped hands. Keeping their hands joined, the group must and pass the hoops around the circle in opposite directions by climbing through them and helping their partner do the same. Encourage people to help one another and to spot for safety. Race the hoops and see which 'team' wins. Since everyone touched both hoops at one point, everyone wins and the group realizes that they must work together for the task to be successful.

### **Jump Rope**

**Props:** 50-ft rope (retired COPE ropes works the best)

**Time:** 20 minutes

Ask the group to gather on one side of the rope. Have two people (staff, leaders, etc.) be the rope turners. The rope will start swinging and the goal is simply to get the entire group from one side to the other. However, if one member of the group is hit with the swinging rope, everyone must start over. As they work together to get everyone across, the group will figure out that they need to count the swings of the rope and run as it hits the ground. Once they have successfully completed the task, give them a new challenge. Have the entire group get from one side to the other in a limited number of rope swings. If they complete that task, see if they can get everyone across in only one swing of the rope. Look for planning sessions and team leaders to emerge.

### **Line Ups/Quad Jam**

**Props:** none/blindfolds/quad jam (see below)

**Time:** 10 minutes

Ask the group to stand in a line, shoulder to shoulder. From this moment on they are unable to speak. The group must line them selves up in any one of the following orders: Height, hair length (visual clues are easy and a good way to start); shoe size, number of siblings, number of pets, month and day of their birth; alphabetically by name, favorite ice cream, city/state of birth, favorite anima, etc. If the group members think they are in the right place, have them give 'thumbs up'. If they think they are in the wrong place, have them give 'thumbs down'. Once

everyone feels they are in the right spot, have the group say their order out loud. For an added challenge, blindfold a few members of the group or the entire group. For even more challenge, use a quad jam. A quad jam is a series of 4 logs or beams placed in a square, raised up off the ground by large blocks (only about a foot off the ground). When using a quad jam for Line-Ups, the participants must line themselves up around the square without stepping down off the logs. Use spotters inside and outside the square and encourage everyone to support each other. Look for group communication, problem solving and individual support.

## **Human Knot**

**Props:** none

**Time:** 30 minutes

Ask a group of 10-16 people to form a tight, shoulder-to-shoulder circle. Each person extends his or her right hand and grabs the right hand of someone across the circle. Each person should then hold out their left hand and grab the left hand of someone else across the circle, so that each person is holding two different peoples' hands. This hand to hand configuration should come out equal, so if you have an odd number of people, ask someone to join their left hand with someone else's right hand. The object is to undo the knot without letting go of their hands. They can let go to change their grasp to a more comfortable position. Emphasize safety when twisting and climbing through the knot; we don't want to hurt anyone's arms. It is possible to have more than one circle form depending on the way the hands were connected. If the group is struggling, offer some 'knot first aid' and cut one of the connections. This will form a string instead of a circle and be a little easier to untangle. Look for individual support, communication, and an emerging leader. Also, look for comfort barriers being broken; some members may not like close contact with other people.

## **Trust Circle**

**Props:** none

**Time:** 15 minutes

All team members, except one, stand in a tight circle shoulder to shoulder. One team member stands in the middle of the circle as the leaner. The leaner stands with feet together and arms crossed over their chest. Emphasize that they must remain as stiff and as straight as possible with their feet firmly planted. Those in the circle are spotters and should stand with one leg forward, one leg back and should have their hands up at chest level. Use the following commands out loud:

Leander: "Spotters ready?"

Spotters: "Ready!"

Leander: "Falling?"

Spotters: "Fall Away!"

After hearing the command to fall Away, the leaner should lean into the hands of the spotters. Spotters should then pass the leaner around the circle slowly and gently. After some time, spotters may pass the leaner across the circle. When the leader indicates, the spotters gently stand the leaner back up. Look for levels of physical, emotional and psychological support, trust, and risk taking.

### **Helium Hoops**

**Props:** 1 or 2 hula-hoops

**Time:** 20 minutes

Have the group stand in a tight circle with their index fingers outstretched. Rest a hula-hoop on their fingers, instructing them not to grab the hoop with their thumbs, just let it rest on their fingers. The goal is to lower the hoop to the ground (this is actually quite difficult) and everyone must remain in contact with the hoop at all times. If the group is large, split the group among 2 hoops so everyone has room.

### **Blind Shapes**

**Props:** blindfolds, 50-ft rope

**Time:** 20 minutes

Have the participants form a loose circle and put on a blindfold. Give the group a length of rope, emphasizing that the entire group must hold on to the rope during the activity. They may slide their hands along the rope, but they may not let go. Have the group form the perfect shape (square, triangle, rectangle, trapezoid, etc.) using the entire length of rope. As an added challenge, when placing the rope in the participants' hands, cross the circle to tangle the rope. There may be some initial confusion, as people will not understand that the rope is tangled. Look for the people who hold the ends of the rope to step into a leadership role, the generation of ideas and the frustration building among some members.

## **NATURE GAMES**

### **Camouflage Game**

**Props:** None

**Time:** 15 minutes

Find a spot in the woods that is poison ivy free and suitable for kids to walk through. Designate one person as "it." That person will close their eyes and count to 20 while all the other students go into the woods and hide. Let the students know that they must be able to see the person "it" from their hiding place. When "it" opens their eyes, they must stay in that spot and point to people they see hiding. If "it" is having difficulty finding some people, have them close their eyes and count again while all the hiders change spots, this time hiding closer to the person that is "it." Once people have hid again, others that were caught may help out the person "it." Use this game to discuss camouflage.

### **Sound Maps**

**Props:** Pencils and blank paper

**Time:** 10 minutes

Give each student a piece of paper and a pencil. Spread them out in a pleasant area. Have them mark an X in the center of the paper to represent where they are. Each time they hear a sound, be it water, wind, animal, etc., have them mark it down on their sound map with symbols or words. After an appropriate amount of time, bring the group back together and discuss what they heard. Were there any sounds they did not recognize? What did they learn about the forest by sitting quiet for a few minutes?

## **Meet a Tree**

**Props:** Blindfolds for each pair of kids

**Time:** 15 minutes

Find a spot on the trail relatively free of ground debris and poison ivy. Set boundaries and have the students to partner up. One partner will carefully lead a blindfolded partner to a tree and guide them in their sensory exploration of it—feeling its size, nooks and crannies, smelling it. After bringing that explorer back to the starting point, their eyes are opened and it's their challenge to find their tree.

## **Oh Deer!**

**Props:** 4 cones, blank paper or dry erase board, 3 markers

**Time:** 20 minutes

Introduce this activity by discussing animals' requirements for survival. All animals need food, water, and shelter. Next, line students up on opposite sides of a playing field facing one another. Half the students should be in each line, and lines should be 20 to 30 feet apart. Explain that one line of students will represent the deer, and the other line will represent the food, water, and shelter. Resources will be represented by hand placements—food will be represented by hands placed over the stomach, water will be represented by hands placed over the mouth, and shelter will be represented by hands placed tent-like over the head. Have students practice each of these motions. Ask lines to turn around and face away from one another. Students in the resource line will decide which of the 3 resources they want to be and make the appropriate hand sign.

Students in the deer line will decide which of the 3 resources they will need to get this round and make the appropriate hand sign. On the signal, students will turn around and face one another again, maintaining their hand signs. Deer will then walk to the resource line and choose a person displaying the same resource they are displaying. "Caught" resources are taken back to the deer line, representing deer survival and reproduction. Deer who don't find a matching resource die, decompose, and become a resource for the next round.

Play at least 5 or 6 rounds of the game. After each round, graph the number of deer in the population on a line graph. Introduce droughts (no water resources), forest fire (no shelter), water pollution (all the deer who chose water die and become a resource), etc. When the activity is done, sit down with the students and talk about the graph and the fluctuation in the deer population. Talk about how a forest habitat provides resources for the deer. Discuss what happens when there are too many deer. Introduce the concept of carrying capacity. Could this game work if we substituted humans for the deer? Show the students that humans too need food, water, and shelter and are subject to carrying capacity.

# **GAMES FOR FYC REQUIREMENTS**

## **Red, Shed, Fred**

**Props:** Compasses, large teaching compass

**Time:** 10 minutes

Go over the parts of a compass. **Base plate**- plastic base of the compass, with straightedge/ruler on the sides.

**Direction of Travel Arrow**- arrow printed on the front end of the base plate, also known as 'Fred'. Fred always points away from you! **Housing**- round dial on the base plate with

numbers and marks corresponding to 360 degrees. It spins! **Orienteering Arrow**- arrow painted inside the housing that turns as housing turns, also known as ‘**Shed**’. **Compass Needle**- floating arrow in the housing, half red and half white. The red part always points north, also known as ‘**Red**’.

To have the kids find a bearing, have them first plug the compass into their belly button (hold the compass flat in their palm and hold it against their belly). You and the compass are now one. This prevents them from turning the compass instead of turning **with** the compass. Turn the housing to a bearing and **Put Red in the Shed and follow Fred!** Turn your body until the needle fits inside the orienteering arrow in the housing and look straight ahead to where the direction of travel arrow is pointing. Put Red in the Shed and follow Fred!

### **Triangle Tactics**

**Props:** Compasses, spot markers

**Time:** 15 minutes

This activity allows the group to practice walking on a bearing. Place your spot marker at your feet. Dial up 60° (line 60 up with the Direction of Travel Arrow), identify an object directly in front of your line of travel (something that won’t move, such as a tree) and walk 5 steps toward that object. It is important to look at the object as you walk and not at your feet because you might stray off the bearing. Dial up 180°, find an object and walk 5 steps. Finally, dial up 300° and take another 5 steps. You should end up at your original spot! Any combination of three bearings that increase by 120° each time (like 120°, 240° and 360°/0°) would work.

### **Square Skills**

**Props:** Compasses, spot markers

**Time:** 15 minutes

A variation on Triangle Tactics, except that you make a square by taking 4 bearings increasing by 90° each time.

### **10 Essentials Feud**

**Props:** flipchart or dry erase board, post it notes, markers, bells or buzzers

**Time:** 15 minutes

Before you play, write down the 10 Essentials (in order as in the Scout Handbook) on the flipchart or board and use post-it notes to cover them up. Make a ‘cheat sheet’ for yourself so you know the correct order. Divide the group up into 2 teams and play the Feud! Have the first person in each team come up and stand before a bell or buzzer. “Name one of the 10 Essentials that you should take with you on any hike or camping trip.” Whoever hits the bell first gets to answer. If the answer is on the list, reveal the word on the board. If there is an answer higher than the one said, the other player gets to guess. The team with the highest guess takes control and each teammate may guess until the team gets 3 strikes. After a team receives 3 strikes, the other team may make a single guess to win the game. Try this with other Wilderness Survival and Hiking information: 7 Priorities to Wilderness Survival, Warm Weather and Cold Weather Clothing Characteristics, Types of Poisonous Plants, etc.

## **GAMES TO PASS THE TIME**

### **Ancient Numbers**

**Props:** pile of sticks

**Time:** 10 minutes

Tell the group that you have studied ancient numbers. Make a big show about arranging the sticks on the ground. Then ask the group what number is represented. Rearrange the sticks to represent a new number. The trick is to rest your hands on the ground next to the sticks with your finger showing what number it is. For example, if you want them to guess three, after arranging the sticks, rest your hands on the ground with 3 fingers out and the rest tucked into your fist. Kids and adults will go crazy trying to figure out how the pile of sticks they see represents the number 3 and they will want to try it on others once they learn the trick.

### **Your Hand, Your Neighbor's Hand**

**Props:** 1-4 beads (stones, pinecones, etc)

**Time:** 10 minutes

Have the group stand in a tight circle. Have everyone hold their left hand out, palm up and make a fist with their right hand. Start the chant 'Your hand, your neighbor's hand; your hand, your neighbor's hand...' demonstrating the motion of placing your right hand in your left hand, then placing your right hand into the open hand of the person on to your right. A bead will be placed in someone's hand and will be passed along the circle, using the right hand to move the bead from person to person. One person will begin the middle and will start with their eyes closed. Once the bead gets moving, have the person in the middle open their eyes. If the person in the middle points to someone, they must show if the bead is in their possession. If the person is holding the bead, he or she goes into the middle of the circle. If they do not have the bead, the bead and the chant continue until the person in the middle locates the bead. Add more beads for extra excitement. The person in the middle still only needs to find one bead.

### **Smaug's Jewels**

**Props:** 1 bandana, rope

**Time:** 10 minutes

Smaug is the red dragon that invaded the home of the dwarves under the Lonely Mountain in *The Hobbit* by J.R.R. Tolkien. He sat atop his mound of treasure, taking note of any piece that was missing. One person in the group will be Smaug and will stand in the center of a large circle of rope. His jewels, the bandana, will be placed at his feet. He cannot sit or stand on them, and he cannot pick them up. The other members of the group start on the outside of the circle. They will all try to retrieve Smaug's treasure at the same time. If the dragon tags them, they must go back to the outside of the circle before sneaking in again. If one of the players grabs the treasure and gets to the outside of the circle before being tagged, that person becomes the next Smaug.

### **Partner Tag**

**Props:** 4 cones

**Time:** 10 minutes

Set boundaries using the cones and have everyone choose a partner. Each pair decides who is "it" and who is going to be chased first. Each "it" only chases his/her own partner. When tagged, the person being chased becomes "it" but has to do a 360° turn before beginning the

chase. This gives the partner the chance to escape. The roles continue to reverse until everyone is exhausted. You can play Partner Tag in slow motion if you need to calm everyone down before the next activity or if the ground is too slippery.

### **Have You Ever?**

**Props:** spot markers

**Time:** 10 minutes

The group stands in marked spots (using plastic lids, wood cookies, etc.) around a circle with a caller in the middle. The caller says, “Have you ever (ridden a bicycle)?” and everyone who has done so must find a new spot in the circle (not the one right beside them). Meanwhile, the caller is also trying to find an empty spot. Whoever ends up without a spot becomes the caller. The caller’s question should be something that s/he has done and should be appropriate for the age of the group.

### **Green Glass Door**

**Props:** none

**Time:** 15 minutes

Tell the kids that you have a Green Glass Door and that certain things can be behind it and certain things cannot. For instance, books are behind the green glass door, but magazines are not. Trees are, but a forest is not. Kittens are, but cats are not. The trick is that only things with a double letter in the word are allowed behind the **green glass door**.



## **RIDDLES**

**For all of these riddles, participants are allowed to ask yes and no questions.**

### **Horse –Tower – Man**

**Riddle:** A horse jumps over a tower and lands on a man. The man disappears. Where does this take place?

**Answer:** A Chessboard. A knight can jump over pieces, such as the rook, and when it lands on a pawn, the pawn is captured and removed from the board.

### **The Man on the 10<sup>th</sup> Floor**

**Riddle:** A man lives on the 10<sup>th</sup> floor of a building. On sunny days, he rides the elevator up to the fifth floor and takes the stairs the rest of the way. On rainy days, he rides the elevator all the way up. Why does he do this?

**Answer:** The man is very short and cannot reach the buttons 6-10 in the elevator. On rainy days, he has an umbrella with him and can use it to reach the button for his floor.

### **The Bus Driver**

**Riddle:** You are driving a bus from Pittsburgh to Chicago. At the first stop, 6 people get on. At the second stop, 3 people get off 4 people get on. At the third stop, 2 people get off and 4 people get on. At the fourth stop, 5 people get off and 3 people get on. What is the name of the bus driver?

**Answer:** The first line is 'You are driving a bus' so the name of the driver is your name.

### **The Apple**

**Riddle:** A man is sitting at a desk, dead! On the desk are an apple and a glass of water. How did he die?

**Answer:** The apple is an Apple Computer and the man spilled the water on the computer, electrocuting himself.

### **Sewing in Bed**

**Riddle:** A woman was sitting in bed sewing and she died! The coroner found no blood and no puncture wounds. How did she die?

**Answer:** She was sewing in a waterbed. She dropped the needle, popping the bed and she drowned.

### **Cabin in the Woods**

**Riddle:** Three people are dead in a cabin in the woods. How did they die?

**Answer:** The cabin here is the cabin of a plane. The people died when their plane crashed in a forest.

### **The Full Backpack**

**Riddle:** A man is found dead in the desert wearing a full backpack. How did he die?

**Answer:** His backpack is full because his parachute didn't open when he jumped out of the plane.



## **BarkEater Honor Camper Program**

### Background:

Initiated in the summer of 2005 at Massawepie Scout Camps, BarkEater is a unique honor camper program. Its purpose is to enrich the summer camp experience and to increase year-to-year retention of youth. It is a five-year program of progressive requirements, program and recognition. It is informed by the highly successful Mic-O-Say and Pipestone programs at H. Roe Bartle Scout Reservation in Missouri and Seven Ranges Scout Reservation in Ohio. Both of those programs have led to the following results:

- Boys earning the Eagle Scout rank (as a percent of all Boy Scouts in their respective councils) at over twice the national average
- Full camps with waiting lists each summer
- Over 80% of registered Scouts attending the council camps each summer
- Few, if any, units attending out of council summer camps
- Out of council units actively seeking a summer camp experience at those camps

### Official Purpose:

To help Massawepie retain and/or improve attendance in the face of declining Cub camping numbers, through recognition opportunities requiring five years of attendance at Massawepie and highlighting unique Massawepie/Adirondack features and lore.

### Objectives:

- A way to keep the camp full as a smaller number of boys cycle through the program in the future
  - Camp retention – each boy comes back for a greater number of years
  - A higher percentage of in-council units attend Massawepie
  - Massawepie becomes a camp of choice for out of council units
- Bring prestige to Otetiana Council through a well known camp program
- Teach the boys environmental stewardship
- Instill a sense of pride and ownership in the camp
- Reinforce Scouting values

### Intent for the Campers:

- Teach the boys:
  - to be a stewards of the Adirondacks/forest
  - to appreciate the Adirondacks
  - Scouting values

### Program Elements:

- A program that builds upon itself each of five summers at camp
- Special progressive recognition for each of the five summers
- Distinctive ceremonies, the likes of which have not been experienced in this region

## Massawepie Scout Camps, Otetiana Council, Rochester, NY

- A greater grounding in Adirondack and Massawepie history and lore
- Elements that reinforce the aims and ideals of Scouting

### Most Important Elements of a Successful Program:

- Unique, progressive recognition
- Unique, memorable ceremonies
- Mystique building
- Increased honor camper program elements as the years progress from one to five
- Program is integrated into the fabric/day-to-day operation of the camp



**Fifth year recognition**

## Massawepie Scout Camps, Otetiana Council, Rochester, NY

**Massawepie BarkEater Program Overview & Requirements**

Year/Name/Theme	Massawepie Experience	Massawepie & Adirondack Lore	Environmental Awareness	Service in Camp	Scout Spirit in Camp	Advancement	Ceremony & Recognition
1) Pioneer	Complete a day Hike around Massawepie Lake (or, if unable, then visit Mountaineer)	Describe the origin of "BarkEater" and of "Pontiac Point."	Identify loon and/or osprey or their signs, & tell why each species has been threatened	Take part in unit service project at camp	Live by the Scout Oath and Law at camp	Scout (Joining Requirements)	1 <sup>st</sup> year ceremony and 1 <sup>st</sup> year beaver token
2) Mountaineer	Climb the tower or go on a Polar Bear swim or go on an approved mountain bike ride or participate in the Scoutcraft Challenge	Describe the location and years of operation of the Childwold Park Hotel. Take a walking tour of the historical locations at Pioneer with the map/guidebook.	Identify the 4 distinct calls of the common loon	Take part in a unit service project at camp	Live by the Scout Oath and Law at camp	Second Class	2 <sup>nd</sup> year ceremony and 2 <sup>nd</sup> year beaver token
3) Forester	Participate in the Massawepie Lumberjack Challenge	Describe who the local Boy Scout council bought Massawepie from (including the nature of their business) and the date of purchase	Visit a beaver house or dam. Discuss the impact beavers have on the environment	Take part in a unit service project at camp	Live by the Scout Oath and Law at camp	First Class	3 <sup>rd</sup> year ceremony (upper level ceremony circle) and 3 <sup>rd</sup> year beaver token
4) Voyageur	TBD	TBD.	TBD	Show leader-ship in a unit service project at camp	Set a Scout Spirit example for others	Star	4 <sup>th</sup> year ceremony (upper level ceremony circle) and 4 <sup>th</sup> year beaver recognition
5) Ha-de-ron-dah (BarkEater)*	TBD	TBD	TBD	Serve in the special 5 <sup>th</sup> year service project <sup>1</sup>	Set a Scout Spirit example for others	Life	5 <sup>th</sup> year ceremony (5 <sup>th</sup> year ceremony circle) and beaver's teeth
Notes:	May have completed experience in a previous year at Massawepie				Can be rejected by camp director	OK if all finished except B.O.R.	

\*Alternate path for 5<sup>th</sup> year: Be a Life Scout (or all but BOR) and complete a Massawepie Trek.

<sup>1</sup> This will be a significant, memorable project that creates a greater appreciation for and investment in Massawepie and/or the Adirondacks in general. It may be done in conjunction with park rangers, the department of environmental conservation, etc.



## Examples of First Year Recognition:

Tuscarora Council (Goldsboro, NC) – Tkahsaha Patch



Hawk Mountain Council (Reading, PA) – Kittatinny Award

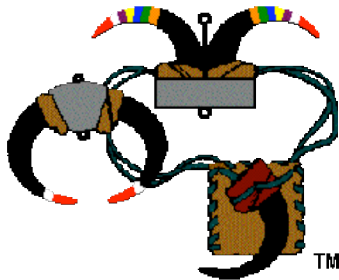


Atlanta Area Council (Atlanta, GA) – Rawhide Patch



## UNUSUAL PROGRESSIVE RECOGNITION<sup>1</sup>

Heart of America Council (Kansas City, MO) – Tribe of Mic-O-Say



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<sup>1</sup> Progressive recognition shown for Mic-O-Say, first year recognition shown for Pipestone and fifth year recognition shown for Barkeater.

Buckeye Council (Canton, OH) – Pipestone



Otetiana Council (Rochester, NY) – BarkEater

