Subject: The Role of the Outdoor Skills Director

Course: Outdoor Skills

Time Frame
60 minutes

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

- Describe the role of outdoor skills instruction in the Scouting program.
- Describe the role of the outdoor skills program in summer camp.
- List the skills required of a good outdoor skills director.
- State and agree to the responsibilities of the outdoor skills director.

Training Aids and Equipment Required

- Rank, awards, and merit badge requirements charts from the *NCS Outdoor Skills Lesson Plan Resource Manual,* No. 20-188

Materials for Distribution

- Position Description: Outdoor Skills Director
- Necessary Scout Skills for Merit Badges
- *Cub Scout/Webelos Scout Outdoor Program Guidelines,* No. 13-631

Methods and Overview

- Minilecture: The Role of the Outdoor Skills Director
- Minilecture: Staff Relations and Staff Morale

LESSON PLAN: The Role of the Outdoor Skills Director

The Role of the Outdoor Skills Director

Tell participants they have a key position on the summer camp staff. They and their staff will work very closely with first-year campers in developing basic Scouting skills.

The people on their staff should be very proficient in basic Scouting skills. They must be able to work closely with 11- and 12-year-old Scouts.

Explain that this week participants will go through an intensive training program that will help fine-tune their skills. They can then return to their home camps and fine-tune their staff members' skills.

Distribute and review the Position Description: Outdoor Skills Director and Necessary Scout Skills for Merit Badges handouts.

Staff Relations and Staff Morale

Explain to participants that as the outdoor skills director, they have a direct responsibility to their staff and to the leaders and campers who come to their camp. Remind them that they cannot do everything themselves but must work with their staff and the rest of the camp staff. Their leadership will largely determine how well the outdoor skills area functions.

Staff Relations

Tell participants that as outdoor skills director, they must:

1. Really enjoy outdoor skills.
2. Set the proper example in all ways.
3. Be honest and fair with their staff members.
4. Take a personal interest in their staff members as individuals.
5. Be loyal to their staff members.
6. Provide the best possible leadership.
7. Anticipate and provide for the needs of their staff members.
8. Recognize the efforts and good work of their staff members.
9. Be enthusiastic with their staff members and in their area.
10. Prepare, and explain if necessary, simple position descriptions for each staff member.
11. Get to know each staff member.
12. Do everything possible to increase personal pride among staff members.

Be willing to share unpleasant tasks with the staff members.

Staff Morale

Morale is the mental and emotional state of the individual and is obviously influenced by many factors. Morale must have a solid basis of certain definable factors that lead to a general feeling of confidence, well-being, and accomplishment. Remind participants that their leadership and management will affect staff morale.

Good morale is based on:

1. Doing well.
2. Doing an important assignment.
3. Receiving recognition for doing a good job.

Explain that some factors that heavily influence morale are:

1. Staff management—The basis for good staff management is planning, organization, and continuing supervision.
2. Information sharing—Keep staff well informed. Don't allow them to receive information from rumors.
3. Staff training—"Train them, trust them, and let them lead" is one motto that is useful to remember. Staff training is one of the outdoor skills director's most important responsibilities. Developing a training outline that includes essential skills and attitudes will help staff members do their assignments well. Carry out staff training efficiently and skillfully. Inject positive attitudes, enthusiasm, and spirit into the staff. The staff, in turn, will pass them on to the campers.

Remind participants that staff members must be recognized as individuals and that each must believe that the tasks assigned to him or her are important.

POSITION DESCRIPTION: Outdoor Skills Director

Incumbent: _____

Reports to: Program director

Requirements

- Be at least 18 years old.
- Have current (within five camping seasons) certificate of training from a BSA Outdoor Skills National Camping School.
- Be proficient in basic and advanced 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 18-year-old campers.
- Have management skills to train and supervise staff.

Responsibilities

Supervise outdoor skills areas in camp, including backpacking, basic first aid, camping, cooking, fishing, hiking, orienteering, pioneering, wilderness survival, woods tools, and the first-year camper program.

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 outdoor skills area including demonstration sites and model campsite.
- Counsel Scouts in outdoor skills merit badges, including Backpacking, Camping, Cooking, First Aid, Fishing, Hiking, Orienteering, Pioneering, and Wilderness Survival.
- Work with the commissioner staff to assist units in advancement programs and outdoor skills.
- Ensure that property and equipment in the outdoor skills area is properly maintained.
- Instruct other outdoor skills programs and badges, including the Totin' Chip, Firem'n Chit, and Paul Bunyan Woodsman.
- At the conclusion of the camp season, close the outdoor skills area properly and submit final inventory of equipment and closeout report to the camp commissioner.
- Perform other duties as assigned.

Necessary Scout Skills for Merit Badges

	Merit badge								
Scout skill	**Backpacking**	**Camping**	**Cooking**	**First Aid**	**Fishing**	**Orienteering**	**Pioneering**	**Wilderness Survival**	**Total merit badges**
Knots		X			X		X		3
Lashing		X					X		2
Splicing		X					X		2
Woods tools		X	X	X			X		4
Cooking	X	X	X	X					4
Compass	X	X				X		X	4
Fire building	X	X	X	X				X	5
Games			X	X		X	X		4
Wilderness survival	X	X	X	X					4
Leave No Trace	X	X	X			X			4
First aid	X	X	X	X	X			X	6
Total skills	6	10	7	6	2	3	5	3	

Subject: Advancement

Course: Outdoor Skills

Time Frame
90 minutes

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

- Explain how Boy Scout advancement works.
- Develop activities that support Cub Scout advancement.
- Help troops plan a good summer camp experience.
- Explain concepts and philosophy of the first-year Scouting program.

Training Aids and Equipment Required

- *Resident Camping for Cub Scouts, Webelos Scouts, and Parents,* No. 33814
- *The Boy Scout Handbook,* No. 33105
- *The Scoutmaster Handbook,* No. 33009
- *National BSA Advancement Policies and Procedures,* No. 33088
- *Summer Camp Merit Badge Program Outlines,* No. 18-150
- *Boy Scout Requirements,* No. 33215D
- *Boy Scout Advancement* video, AV-02V001
- *Troop Program Features, Volumes I, II, and III;* Nos. 33110, 33111, and 33112
- *Boy Scout Camp Resident First-Time Camper Program,* No. 33498
- VCR/TV
- Flip chart and markers

Materials for Distribution

- First Class Tracking Circular, No. Y34118A, for each participant

Methods and Overview

- Minilecture and discussion: A Show of Hands
- Video presentation, minilecture, and discussion: Understanding Advancement

LESSON PLAN: Advancement

A Show of Hands

Ask how many of those in the session are former Scouts. How many have attained the First Class rank? Are there any Eagle Scouts in the group? Ask those who were in Scouting, especially those with rank advancement, to share some of the special things they remember.

Point out that even if a youth doesn't attain Eagle Scout rank, he will always remember the fun times he had in Scouting.

One primary objective of this training session is to ensure that everyone understands that Scouting must be fun. Troop programs properly planned and carried out will result in rank advancement by the troop members.

Understanding Advancement

Tell participants that they are about to see a video about Boy Scout advancement. This video applies to summer camp as well as to the Scout's troop and community.

Following each segment of the video, make a presentation that reinforces the material discussed in the video.

Things to Look For

Introduce the first part of the video, "Understanding Advancement," by asking the participants to look for the following:

- Why the BSA has advancement.
- The role adults play in the advancement process.
- The four steps in rank advancement.

Show the video.

Feedback from the Group

Be sure to emphasize that troop program results in Scout advancement. Also note that parents can fill significant resource and support roles for their son's troop. Point out that advancement recognizes the Scout's achievement and encourages him to continue his efforts.

Ask the group what role adults play in the advancement process. List the responses as they are given. Be sure they include:

- Merit badge counselors
- Scoutmaster
- Scouting skills instructor
- Board of review member
- Interested parent

Ask participants to name the four steps in rank advancement. Seek responses from the group and list them on the chart. Be sure they include:

- The Scout learns.
- The Scout is tested.
- The Scout is reviewed.
- The Scout is recognized.

Briefly discuss each of these points. Explain that the first part of the video is designed to give the participants a broad view of the advancement program and that more time will be spent on each point later in the session.

The Ultimate Goal

Summarize this portion by pointing out that the ultimate goal is to have, by the end of their first year, a troop of net contributors, that is, Scouts who can take care of themselves and others in the outdoors.

Summer camp is the place where Scouts have opportunities to fulfill advancement requirements that cannot be done at home. Camp is a wonderful opportunity for putting Scouting into practice.

Cub Scout Advancement

Resident Camp Standards for Cub Scouting require a theme be used at resident camps for Webelos and Cub Scouts. Themed activities are designed (or you can use the national themes) to support Cub Scout and Webelos advancement.

Tell participants that later in the week they will spend some time developing one of those themes to use in camp.

Subject: National Standards

Course: Outdoor Skills

Time Frame
60 minutes

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

- Summarize the national standards that are applicable to their sites and programs, and safety and sanitary procedures.
- Explain the need to implement and maintain all these standards.
- Understand that these are minimal standards (not standards of perfection) and that they cannot be compromised.

Training Aids and Equipment Required

- *Camp Health and Safety,* No. 19-308
- *Camp Program and Property Management,* No. 20-920
- National Standards for Resident Camp Accreditation kit, No. 19-108 (current year)
- Flip chart and markers

Materials for Distribution

- Precamp/Postcamp Inspection Checklist, No. 19-134
- Camp Accreditation—Cub Scout/Boy Scout Resident Camp Methods and Procedures, No. 19-111 (current year)

Methods and Overview

- Minilecture: Precamp Inspection
- Discussion: Review of National Standards

LESSON PLAN: National Standards

Precamp Inspection

Have participants take out their copies of the Precamp/Postcamp Inspection Checklist.

Explain that the precamp inspection must be made prior to the opening of the camp season. The regional office must receive the inspection checklist and certification at least 120 days prior to the opening of camp.

Clarify that when the precamp inspection has been completed and the precamp inspection form is properly completed, the council will have a list of deficiencies that must be corrected before the camp may open. Tell participants to view this list as a work list.

The camp must comply with all mandatory standards before the camp may open. Thus, the earlier the precamp inspection, the more time available to correct problems. If possible, a postcamp inspection should be conducted immediately after the closing of camp. This permits extra time to get tasks accomplished. The unaccomplished tasks remain on the precamp work list.

Explain that about 60 to 90 days before camp opens, the Scout executive and council president may review the precamp/postcamp items. They also use Camp Accreditation—Cub Scout/Boy Scout Resident Camp Methods and Procedures (current year), and review the items under the heading "Council Precamp Review" to see if standards are met. If they are marked no, then the camp managers will have until camp opens to comply with the standards. An agreement is then signed that the camp will meet all standards.

Explain that a second visit is made while the camp is in operation. It is conducted as early in the camp season as possible. The inspectors will review the mandatory standards to assure compliance and will deal in-depth with any standards not previously met.

Review the general procedures and what a new camp director can expect.

On-Site Camp Visitation

Preparation responsibilities of the program director:

1. Make sure key members of the summer camp staff are aware of the standards for their areas.
2. Organize all permits (state licenses, NCS certificates, drinking water test results) in an orderly manner to facilitate the review of each area's compliance with standards.
3. Lead visits to the program areas. The camp director or business manager should lead visits to administrative areas. Key staff members should be available in each area visited.
4. Explain to participants what mandatory standards are and how they pertain to the inspection. Verify new standards with participants.

Review of National Standards

Lead a roundtable discussion to cover the following items from the national standards. This presentation is keyed to the *2001 National Standards for Boy Scout Resident Camps.*

M-A1 Be familiar with your camp's plans for handling major emergencies. Many are applicable to the outdoor skills area. How do they impact your operation?

62 Do you have a readily available inventory of your outdoor skills materials?

62 You are responsible for the maintenance of your material. Do you need help with the technical points to make this happen?

M-10 Do you have written plans for the training for all staff members? Do you have plans to cross-train all staff members?

16 Are you doing your part to support your camp's conservation plan? Do you have any input for this plan?

M-69 Outdoor skills are the heart of your program. Be sure that you understand the many intricacies that are involved.

70 You should play a supporting role in this one.

75 This point is often ignored, maybe because the outdoor skills staff doesn't come up with innovative and challenging, as well as fun, ideas for meals. This is a major task for the outdoor skills staff.

M-69 Be sure that you are in compliance with this mandatory standard.

M-3 These standards also apply to all outpost locations and outdoor skills areas.

M-66 Be sure that you have reviewed all these standards with all staff members.

Review all G standards and how they apply outdoor skills areas. Discuss these in depth. Review all H standards relative to toilets, latrines, and sewage in outdoor skills areas. Also check M-H10 on flammable liquids and H-11.

78 Fishing is part of the outdoor skills program. It requires close coordination with other staff members.

M-24 Use the buddy system at every opportunity, so that it becomes a part of all camp life.

Subject: Outdoor Skills and Teaching Methods

Course: Outdoor Skills

Time Frame
60 minutes

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

- Explain basic methods of teaching outdoor skills.
- Locate appropriate areas in which to practice outdoor skills.
- Use camp activities to generate Scouts' interest in outdoor skills.

Training Aids and Equipment Required

- Flip chart and markers
- Effective Learning Process chart from *NCS Outdoor Skills Lesson Plan Resource Manual,* No. 20-188
- Merit badge pamphlets from participants' notebooks

Materials for Distribution

- *The Boy Scout Handbook,* No. 33105, one for each participant

Methods and Overview

- Minilecture and discussion: Why Outdoor Skills Activities
- Minilecture: Outdoor Skills in Camp
- Minilecture: Location of the Outdoor Skills Area
- Minilecture: Use of the Outdoor Skills Area
- Brainstorming and discussion: Making Outdoor Skills Popular in Camp

LESSON PLAN: Outdoor Skills and Teaching Methods

Scouting know-how is what puts the brand of "real Scout" on any youth. Scout leaders take pride when youths apply Scouting skills to real-life situations. Public attention is drawn to spectacular events: "Boy Scout saves two companions in ice rescue"; "Scout rescues buddy after boat overturns"; "Quick-thinking Scout applies first aid to accident victim."

Scouting skills are not taught to put youths in headlines, but they do help make useful, self-reliant, participating, confident citizens. The main point here is that someone taught these youths. Someone showed them how. Someone helped them learn the subject. There was a place to practice, and the necessary equipment was on hand.

The Scout camp is the ideal place to teach and test Scout skills. The advancement of Scouts in camping units is an important result of the outdoor experience. Indeed, every boy should have many advancement opportunities in camp. He should acquire outdoor skills—rope work, campcraft, cooking, axmanship, orienteering and compass use, hiking, camping, backpacking, wilderness survival, fishing, and pioneering. All these are covered in this course.

Why Outdoor Skills Activities

Asking participants why outdoor skills are included at summer camp should elicit the following responses. Write them on a flip chart and mention any that participants fail to note.

- To help Scouts develop the basic skills of hiking and camping.
- To teach Scouts to become better stewards of the outdoors.
- To teach Scouts how to appreciate and understand the outdoors by making the best use of their own camp facilities and their natural surroundings.

- To train Scouts in campcraft and woodcraft skills so that they will be capable of camping successfully on their own.
- To provide proper knowledge of health and safety practices and to create an environment in which boys may develop healthy mental attitudes so that personal fitness may be a reality.

Outdoor Skills in Camp

The trend to program flexibility and decentralization takes on added significance as we consider outdoor skills teaching methods and the use of activities areas, rope work, axmanship, and other skills in camping. We need to be flexible to meet the program needs and desires of each troop or patrol.

Some outdoor skill subjects are best taught in a central area where the camp has set up the equipment, the ideas, and the instructor in one place. Central sites work well for the cooking demonstration area and the pioneering area.

However, there is much to be said in favor of having certain outdoor skills training and practice at troop sites. Axmanship, rope work, compass practice, fitness exercises, handicraft, and several other subjects work well at troop sites.

Each camp must decide for itself what plan or combination of plans it will pursue. The important concern is that every troop, patrol, and individual has adequate opportunity to learn and practice basic outdoor skills. A review of the Effective Learning Process chart will give and overview of the many effective approaches to teaching and learning that can be adapted to outdoor skills.

Advantages of the Central Activity Area

- Staff help is available or on call for a longer time each day.
- Staff maintenance of the area keeps it looking sharp at all times.
- Equipment is usually more extensive and complete.
- Central areas present an attractive "Scout" appearance to the youth, the parents, and the visitors.

Teaching Outdoor Skills in Camp

Tell participants to strive for the following in every teaching situation:

- Have all necessary materials on hand.
- Be sure everyone in the group can see the instructor and any exhibits the instructor will use.
- Be sure everyone in the group can hear the instructor clearly. The instructor must speak up.
- If the group is to be seated, any or all of the time, make sure everyone is comfortable.
- Use notes or a teaching outline. Never be embarrassed to refer to notes. This shows you're prepared.
- Make use of visual aids—charts, graphs, pictures, and flip charts. Better still, show a sample or give an accurate demonstration.
- Outdoor skills can't be learned by sitting. Get the group to practice the skill as soon as it is explained clearly.

Four Steps in Learning Outdoor Skills

1. The learner (Scout) hears an explanation and description.
2. The Scout sees a demonstration. The instructor shows how.
3. The Scout practices the skill. He does it again and again.
4. The Scout may then act as instructor or coach to another person and teach the skill.

Explain to participants that it is only after all four steps above are completed that we can be sure that the skill has been learned. The most common mistake instructors make is to talk about the subject rather than demonstrate it and get the group into active participation quickly.

Tell participants to remember, too, that the instructor is busiest when the Scouts try the skill. The instructor moves about coaching, making helpful suggestions, and ensuring that instructions are being followed.

Location of the Outdoor Skills Area

Outdoor skills areas should be located in proper settings. For example, set up tents and campcraft in wooded areas suitable for camping. Set up the axmanship area in a shaded place near a supply of wood. Teach conservation in several natural locations, preferably on or near a body of water or stream. Conduct compass and orienteering sessions in an area typical of the surrounding country.

The second consideration is to locate the areas where they are readily seen and where camping groups have easy access to them. Isolating these areas may lead to their being lost to the program use.

Construction of the Outdoor Skills Area

Inform participants that outdoor skills areas in camp must be:

- Substantially built. Use appropriately sized poles and rails. Use tent pegs that hold. Secure lashings with proper size lines. (Avoid using binder twine in this construction if possible.)
- Structurally correct. Lashings must be tied right and tight. Fire lays should be correctly and in proper proportion relative to size. All knots must be tied correctly. (Refer to *The Boy Scout Handbook.)*
- Sharply maintained. All equipment and construction must be complete and neatly maintained. Allow no sagging tents, loose lines, or refuse on the ground. All items should be identified by proper signs of similar design. Keep areas looking used but not abused.

Use of the Outdoor Skills Area

Tell participants that:

- Teaching methods may involve aids, demonstrations, practice sessions, and recreations of actual situations.
- Activity areas should be action areas available for contests and fun games rather than exhibits where the campers look, observe, and later attempt to remember in order to duplicate what they've seen.
- Someone should be assigned from the staff to maintain each area. A checkup should be made each day for needed repairs, replacement of supplies, and general improvements.
- Staff members should promote the use of the areas for practice sessions and for contests—interunit, interpatrol, and other contests—for individual skill development and instruction.

- An outdoor skills area is primarily a teaching device. It becomes significant only when the units and individual Scouts take instruction, then go into the field and apply the knowledge they have acquired.
- Instruction is given by staff personnel or by unit instructors.
- The central staff is charged with the responsibility of maintaining high-quality instruction.
- All information and all demonstrations must be correct in form and content.
- Instruction may be given to individuals, patrols, special interest groups, or troops.

Making Outdoor Skills Popular in Camp

Divide participants into small groups and allow the groups time to brainstorm on the topic of how to make outdoor skills popular in camp. At the end of the allotted time, elicit ideas from each group and note them on a flip chart. Make sure the following are included and discussed.

- Provide and maintain good facilities and equipment for demonstrations, training, and participation.
- Provide specialists who can train unit leaders in colorful and effective methods of instruction.
- Include outdoor skills in camp special events and contests, and encourage every unit to participate in these events.
- Create incentives for individual, patrol, and unit excellence in these skills, with a different "skill of the day" contest each day.
- Develop a practical application of these skills in the camp program.
- Use attention-compelling teaching methods.
- Assist unit leaders in planning unit activities that depend on proficiency in these skills.
- Show—and encourage outdoor skills staff members to show—obvious enthusiasm for these skills to help increase participation and interest.
- Establish a tradition around a weekly camp special event in which such skills as axmanship, rope work, pioneering, orienteering, and cooking are featured.
- Widely publicize colorful outdoor skills events before camp opens. They will be talked of in home units and communities, and Scouts will look forward to them, discussing plans and content of special events soon after their arrival in camp.
- Create competition in skills with suitable awards or recognition during the camp week. Some examples are:
  - — A medal to the Scout who can do the fastest square lashing on the lashing rack.
  - — A medal to the Scout who can make the fastest time on the heaving bar with the timber hitch.
  - — A tin-can loving cup rotated daily to the patrol that can tie the taut-line hitch around the maypole the fastest.
  - — A second trophy rotated daily to the patrol that can tie the knots on the practice ladder the fastest.
  - — In the ax yard, develop the Paul Bunyan Woodsman recognition for boys who can attain certain basic qualifications with an ax, such as proper sharpening, felling, lopping, chopping, and splitting. Also award the Totin' Chip and Firem'n Chit.
  - — At a cooking demonstration give an "engraved" pie tin to the boy baking the best pie. In the orienteering area, award a tin cup to the patrol coming closest to a given point in a triangular compass course of the Silver Dollar game.
  - — Have an honorary color guard for the evening color ceremony. This could be the patrol having the sharpest knives, the best tent pegs, the best whipped ropes, the most original neckerchief slides of native materials, or the cleanest and neatest patrol camp.

Subject: Youth Development

Course: Outdoor Skills

Time Frame
2 hours

Instructional Objectives
At the end of this session, participants should be able to

- Describe Ethics in Action as it relates to the BSA.
- Explain how the BSA prepares youth to make ethical choices.
- Recite the values that the BSA strives to instill in youth.
- Explain how values must be age-appropriate for youth.

Training Aids and Equipment Required

- Higher Art (Handouts)
- *Ethics in Action* video, No. AV-01V003 (Includes "Ages and Stages" and "Reflecting")
- *The Values of Men and Boys in America*, No. 2-073
- *A Year in the Life of a Cub Scout . . . Boy Scout . . . Venturer*, No. 02-302

Materials for Distribution

- Drawing paper and pencil or crayon for each participant
- Stiff cardboard or thick magazine, one per participant (For use as a writing surface)

Methods and Overview

- Minilecture: Scouting's Tie With the Development of Youth
- Minilecture and group discussion: What Is Youth Development
- Minilecture: Ethics in Action
- Minilecture and small-group discussion: Incorporating Reflection and Reflecting
- Minilecture: Scouting Is Youth Development Through Learning and Experience

LESSON PLAN: Youth Development

Scouting's Tie With the Development of Youth

Scouting and Values

Tell participants how Lord Robert S. S. Baden-Powell founded the Scouting movement back in 1907. Like many people in those days, he recognized that schools could not do all that was needed to help boys survive and prosper in Great Britain's rapidly growing urban, technological society. The Boy Scouting educational program was designed to supplement what boys were learning in school by teaching them positive attitudes, values, and skills.

When Boy Scouting came to the United States in 1910, it kept Baden-Powell's original focus on personal character, physical fitness, practical skills for a career, and service to others. Today, the Boy Scouts of America still serves as a model program of education in which youth learn about citizenship, recreation, responsibility, caring, and interdependency—the ways in which we are linked to others in friendships, groups, families, and community.

Today's Youth

Tell participants: *Life in modern times is complex. Youth are confronted with a wide array of possibilities, choices, and risks. They must learn much about the nearby world of the neighborhood, community, town, or city, and about the larger world. They must master the intellectual and interpersonal skills necessary in our rapidly changing society.*

Tell them it's not surprising that the world can be a frightening and confusing place for youths. Even young people who live in small towns and rural areas are exposed to dangers such as alcohol and drugs, which seem to be everywhere, and which can hurt and even kill.

Explain how hard it can be to know what is right, to figure out the right thing to do. Schools don't teach wisdom. They often don't teach **how** to think about situations and **how** to decide what is right. Programs like Scouting can help, and there is a real place for such programs.

Tell participants that Scouting comes to boys **through them**, the leaders. Scouting can be a secure place where youth can sort through and do something about the things that matter, the ideas they believe in, and the people about whom they care. Scouting is a place to think about and act on one's values.

Introduce and discuss *The Values of Men and Boys in America.*

What Is Youth Development

Tell participants that youth development means the patterns of change that occur over time, as youth leave childhood and enter adolescence, then young adulthood. As children mature, their bodies change and develop, as do their emotions and their relationships with friends and adults. There are changes, too, in the moral questions and issues that concern and matter to them.

Developing and growing isn't just a matter of physical growth. As a young boy develops, he may find that a task he was unable to do at one age because he wasn't yet coordinated now becomes something he can do because he has matured. The task could be anything from shooting a basketball to hammering a nail, from lighting a paper match or climbing a rope to walking and conversing at the same time.

Growth and development occur in all living organisms. As plants, animals, and people grow older, they change and typically become more complex. If one watches tomato plants in a garden, one can see that even as each plant grows in its unique way, all the plants generally change in pretty much the same way. They get taller, they grow more leaves, the tomato flowers appear and then fall off; small tomatoes appear, grow larger, ripen, and so on.

With plants, we know that if you want the best results, you plant the seeds in well-prepared soil, then water and fertilize regularly.

With babies, we know that from conception there are certain things we can do to increase the chances that a baby will be healthy, smart, and confident. When the baby becomes an adolescent, we know there are some guidelines to follow that raise the odds that this person will become a fine adult.

Obviously, no parent, Scout leader, development specialist, university professor, or religious teacher knows exactly how to guarantee the development of a young person into a fine adult. None of us has all of the answers.

This does not mean that each of us is on our own, either. What Scouters, parents, religious leaders, child development specialists, and professors **do** know and usually agree on is that enhancing personal development requires guidelines.

Discuss how we use values and ethics together to decide what matters to us in our everyday lives. Our uniqueness as individuals lies in part in our ethics and how we live up to them. For example, we use ethical criteria to judge other people and to decide whether or not we want them as friends. Values and ethics really matter.

We learn about values and ethics from many places in a variety of ways. Sometimes directly and sometimes indirectly, parents teach us their values and ethics rules. Schools expose us to the values and ethics codes of others beyond our own families. Our religious training helps us to master values and ethics based on ancient traditions. We learn from our friends and neighbors, even from our foes. We learn from other sources, as well. Books, newspapers, films, and television are important sources of values. So are the clubs, teams, and groups to which we belong. Among these, of course, is Scouting.

Scouting is a set of values and a code of ethics. What matters about being a Scout is not the uniform or ranks or badges; it is what these things stand for. Scouts stand for a set of values about living in harmony with the world—with people, other living creatures, and the environment. The Scout Oath and the Scout Law are about the quality of a Scout's relationship to the world.

Scout Oath or Promise

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

Scout Law

A Scout is
Trustworthy
Loyal
Helpful
Friendly
Courteous
Kind
Obedient
Cheerful
Thrifty
Brave
Clean
Reverent

In ancient times, parents, teachers, and youth leaders worried about the same issues that concern us today—nurturing and educating youth so that they would become responsible, caring, **moral** adults and good citizens.

In our pluralistic American society, we tolerate many different viewpoints and ways of life. Social and political freedoms are valued. It is acceptable for people to be different. Yet, we have broad agreement about values and standards that cuts across our differences. For example, most of us agree about what constitutes ethical behavior. This is reflected in the public outrage that follows when a violation of public trust is revealed, as for example, when a public official uses that office for personal gain. We perceive "ethical misconduct" when a government official gains from conflict of interest, or a religious leader compromises his or her marriage vows, or a parent abuses a child.

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

Ethics in Action

Tell participants: *Ethics in Action is about helping youth master the skills they need to figure out what they believe and then to act responsibly.*

Ethics in Action builds upon and extends four core Scouting values: personal honesty, fairness in one's dealings, respect for others, and maintenance of a healthy self.

Enhancing a youth's ability to make wise ethical decisions is at the core of the BSA's mission.

Tell participants that the word *action* in Ethics in Action is crucial. It is not enough to talk about ethics and values; they must be lived in everyday life.

Although putting ethics into action is important for everyone, it is crucial that youth who have the desire to help others find their way and achieve something in their schools, troops, or communities, be **ethical leaders.** Developing the qualities of ethical leadership is an ongoing process, not an isolated experience or activity. In the course of this development, youth leaders will change, and adult leaders will change, too.

Ethics in Action addresses youth and adult development in the sphere of ethics and values. It builds ideas and beliefs that really matter.

Ethics in Action teaches these values through experiential learning. It is a way to help youth and adult leaders use special shared experiences to understand ideas, feelings, and actions related to values and ethics.

Ethics in Action activities focus on one kind of systematic change in youth—the change in how youth think about ethics and values. Ethics in Action is a method, a set of processes based on what we understand about youth development. But in content, it is a Scouting emphasis. It brings a development perspective to Boy Scouting. To this mixture is added a lot of common sense and practical knowledge about youths and about life.

Ethics in Action Is *Scouting*

Tell participants that values are the beliefs and principles we consider important and try to live by. For example, we value democracy. We may value certain traditions, such as the Sunday family dinner, or certain ideas, such as that all people are equal, regardless of race, sex, age, or social class.

Ethics relates to what we believe to be good or bad, and what moral obligations our beliefs carry. Ethics involves the rules for deciding right and wrong and the code of conduct that is based on our decisions. While not everyone has exactly the same set of values and beliefs, there are many areas in which most people agree. For example, most of us believe it is wrong to steal. Almost everyone agrees that physical assault or violence is wrong, that it is wrong to cheat in school, and that it is unjust to punish someone who is not guilty of wrongdoing.

The Values of Men and Boys in America shows that the earlier young people are taught ethics and values, the better they respond. Maintaining ethical values is a challenge that we all face. We must take responsibility for our actions instead of rationalizing our behavior. That may mean facing the consequences of making poor choices.

What was true in Baden-Powell's day remains true today: Schools cannot take sole responsibility for educating our youth. Nor can we delegate sole responsibility for instilling ethical standards in our youth to parents, or to the community. We cannot sit back and blame the media—television, movies, the press—for loss of values.

Our young people's development must concern us all. We must actively teach our youth values and ethics. Through Scouting, we can continue to play an important part in enhancing the development of those important standards.

How We Learn

We adults work at jobs that we have somehow learned to do. When we think about how we have mastered our work tasks or a hobby, we usually come up with an answer such as, "I learned it on the job," or, "I just watched some guy do it and I caught on," or, "The company had a training program," or, "I learned it from my dad." Many of the tasks and skills we learn are mastered through experience.

Experiential learning is the basic approach of most informal, out-of-school educational programs like Scouting. In experiential learning, we think first about the need and about what is reasonable to do; that is, we discuss and define the issues. We explore alternatives, rationalize strategies and tactics, and prepare. Then, we take action. This final step is crucial in experiential learning. We think about and reflect on what we did and all that happened. This is where we really learn.

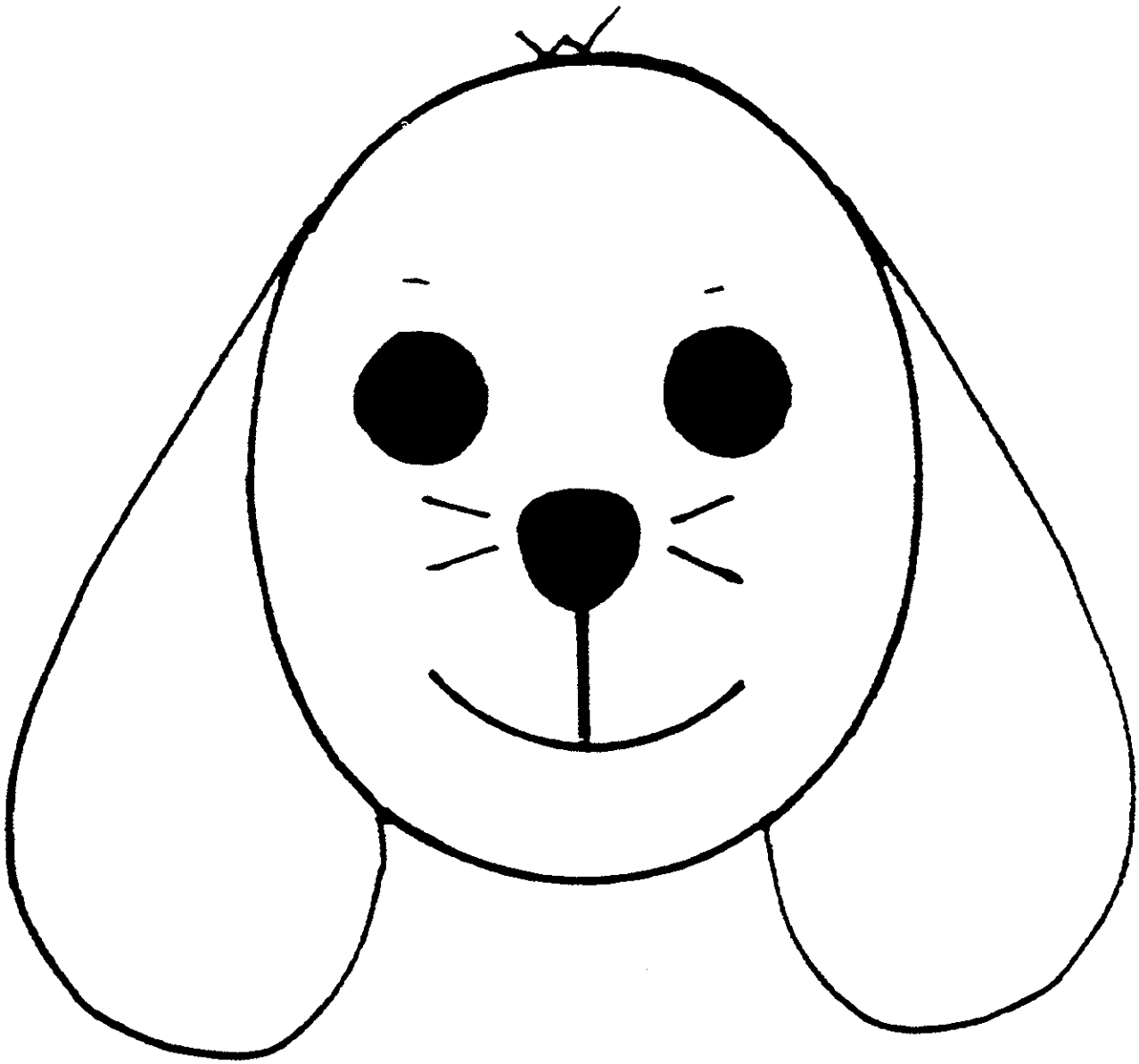
It is so simple and so basic. Whether you farm, program computers, teach school, sell insurance, or clean offices, the process is the same. Learning from experience is learning by doing and reflecting.

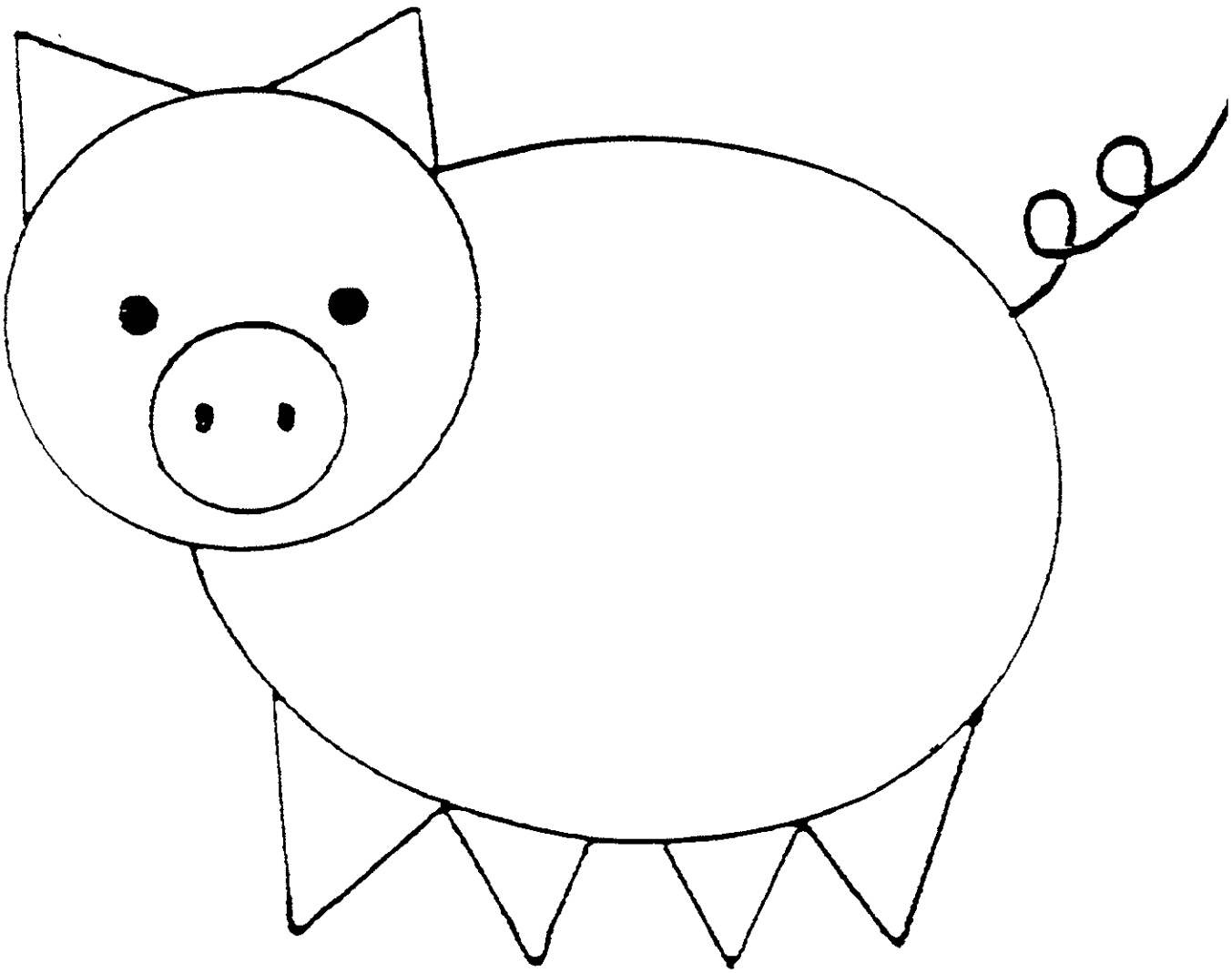
Tell participants: *We are now going to try a little experiment in experiential learning.*

High-Minded Art

For this activity you will need drawing paper and a pencil or crayon, and a surface for writing (stiff cardboard or a fairly thick magazine will do) for each participant.

Higher art figures contain simple outline drawings. Hang one up so that all can see it. Have the participants put a piece of drawing paper on their writing surface and then put both on top of their head and try to draw what they see. Compare the artwork results.





Incorporating Reflection and Reflecting

Reflection. Reflection might be the only term in the experiential learning cycle that is somewhat unfamiliar. Reflection includes two processes: Thinking about what occurred, and then making sense of it. Reflection helps us integrate our experiences into life. We use this process to learn from experience, and we learn from our experiences only if we know how to listen.

Reflection can be a silent, private "conversation" with oneself, or it can include others. It can even be a written process, or a combination of the three. Boy Scouting occurs in small groups, so the reflection part of Ethics in Action is a spoken, small-group process led by an adult. Leading group reflection takes skill, but one that can easily be learned.

Reflecting. At this point, break participants into buzz groups for a reflection exercise using open-ended questions.

Samples of open-ended questions:

- How did you feel when you tried to do a good job on this activity?
- If frustrated were a better word to describe how you felt, rather than saying you felt dumb, or stupid, what caused that frustration?
- How might the inability to do this activity well have changed you? How might your experience be compared to someone who had a learning disability?
- Think about what it must be like to feel frustrated every time you try to do a certain thing that other youths seem to have no trouble with. After a while, what do you think you might do?
- Think of someone who has difficulty doing one thing but is really good at another task. How might you help this person feel good about the things he or she can do?

Ethics in Action combines old and new ideas and approaches. Some parts of it will look familiar while other parts will be new. Tell participants they may take it apart or rebuild it to suit their teaching purposes.

Scouting Is Youth Development Through Learning and Experience

Show and Tell: Tiger Cub Big Idea, Boy Scout Ethics in Action, Junior Leader Training, and Moral and Ethical Choices

Explain how Ethics in Action permeates the Scouting programs, from Tigers Cubs to Venturers. Tell participants: *Ethics in Action emphasizes and enhances the development of values and ethical standards in youth and in adult leaders. Using approaches developed in formal and informal education programs, Ethics in Action helps youth achieve heightened awareness and competence in deciding what matters to them in their everyday lives.*

Explain how Ethics in Action helps youths become the person they think they ought to be.

Ages and Stages

Time permitting, show "Ages and Stages" from the Ethics in Action video.

Tell participants there are two key points to understand about youth development:

1. Age and physical development often don't coincide.
2. As youth grow older, they tend to mature not only physically and mentally but also in their system of values and beliefs, in their ideas and feelings, and in how they act upon them.

It is easy to see the discrepancies between age and development. Go anywhere a group of eighth graders congregates—the local shopping mall, an eighth-grade classroom, a middle-school basketball game, or a Scout troop meeting—and look at the group. Even if the boys are all the same age, they will vary greatly in height and weight; some will already need to shave; some will still have high voices while others will have developed the lower voices of young men.

The second point about youth development also is easily observable. Groups of adolescents will cluster where they feel the most comfortable. The youngest ones will tend to cluster in groups of the same sex and developmental stage. The next older youths will be in mixed-sex groups, while the oldest may start to pair off in boy-girl couples.

It is important to remember that youths are individuals who develop at their own pace. Thus, the term "normal" covers a wide range of individual differences. While we might make comparisons between and among youths, there is no right or wrong rate of development. Changes in each phase of a youth's development may occur at different speeds and through a different number of stages.

For instance, a boy's body might change more rapidly than his coordination, his friendships, his values and ideals, or his interest in girls. This uneven development is called *developmental asynchrony*. It can be seen in the little boy with the soprano voice who already understands calculus, or in the 6-foot-tall 15-year-old who seems perpetually stuck in the adolescent behavior of an 11-year-old. From a developmental perspective, both are unique individuals. They may be a little out of synch, but both are developing normally. In a supportive environment, these youths have a good chance of entering the adult stages of their lives feeling good about themselves.

Like all other aspects of development, ethics development can be thought of as change from the less complex to the more complex, in a more or less orderly sequence. Unlike physical development, which sooner or later takes place in us all and at its own pace, ethical or moral development must be promoted and encouraged more directly.

Moral development can be strongly influenced by experience. The pace of change from one stage to another, and the number of stages that a person eventually moves through, can be influenced by certain kinds of experiences. The evolution of an individual's ethics relies on more than genetics and early family environment.

Ethics development takes place over many years; indeed, some would say that it takes place over an entire lifetime. The way that young people talk about moral issues seems to be related to their current stage of mental development, but the expressions of moral issues often seem to have little to do with the way that young people act when they have to make ethical decisions. Sometimes, very young children put aside self-interest and do thoughtful things, while older youngsters who should "know better" continue to act in very immature or selfish ways. These discrepancies complicate our understanding of just how moral development occurs.

In recent years, however, researchers have begun to talk about the two "voices" people use to decide about moral issues. One voice is **justice**, which centers on rules, and the other voice is **caring**, which centers on relationships with others. Both are very important.

Justice. Justice is the quality of being fair. Justice looks out for the rights of individuals.

Even a small child understands the concept of fairness, though little children are mainly concerned with obeying the rules in order to avoid punishment. However, by the time a boy reaches Boy Scout age, he probably will have begun to understand such concepts as the Golden Rule. As a teen and young adult, he will be able to separate "what is" from "what should be," and he should be able to act according to his own moral standards, regardless of what others think.

Caring. The voice of caring receives less attention, but it is equally important in our society, for ours is a nation that cares for the common good. When it comes to their behavior, young children are concerned mainly about the consequences for themselves. But they gradually come to care about the consequences for others as well. Later, caring includes respect for others and personal responsibility for the well being of others.

One of the powers of the peer group in adolescence is that these youth really care about one another. As adults, we sometimes mistrust peer pressure because of its power to draw group members into doing things that we think young people shouldn't do. But, probably more often than not, peer pressure is a powerful pressure for youth to do the *right* thing.

Together, the voices of justice and caring are powerful. They combine right and wrong, personal responsibility, concern about the consequences of one's behavior, and respect for oneself as well as for others.

Ethics in Action emphasizes both justice and caring, which help develop ethical leaders. Ethical leaders, in Boy Scouting, must be concerned about the individual and the group, about justice and caring. Scouting encourages the development of the individual through the group, for a Scout is concerned with the individual and the group, with the self and others, with the troop and the community.

Summary

In doing Ethics in Action activities, Scouts share experiences and reflect on them. Ethics in Actions activities create opportunities for the mastery of knowledge and skills such as

- Working together, or cooperating
- Problem solving
- Service to the community

These activities do not just happen, however; the Scout leader has an important role to play. A Scout leader serves as a *teacher* in an informal community education program. As a leader of youth, the Scouter's primary teaching method is experiential education. Scout leader skills include *how* to use experiential education methods to help Scouts design and implement the community service projects from which they will learn about values and ethics. Leaders help them learn what it means to be a Scout and how to be a Scout.

Subject: Methodology of Working With Scouts

Course: Outdoor Skills

Time Frame
90 minutes

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

- Explain the basic methodology of working with Scouts.
- Appreciate the unique characteristics of Scouts and camp staff members.
- Understand how communication styles differ among people.
- Help new and returning campers develop trust in the camp staff members.

Training Aids and Equipment Required

- Flip charts and markers

Materials for Distribution
None

Methods and Overview

- Minilecture: Acceptance
- Minilecture, group activity, and discussion: Fear and Trust
- Group activity and discussion: Trust Circle
- Minilecture: Communication

LESSON PLAN: Methodology of Working With Scouts

Youth join Boy Scouts to have fun and to do adventurous things with their friends. The Scout patrol is designed especially to provide those opportunities for fun and adventure. When a troop comes to camp, it comes with patrols and individual Scouts who have spent a great deal of the past year preparing for this highlight adventure.

Camp staff members should recognize that Scouts are looking for fun and adventure, and they should be able to help those Scouts achieve their goal. Good communication skills will allow staff members to help Scouts alleviate any anxiety and to develop a bond of trust with the campers.

Acceptance

Tell participants that all kinds of Scouts arrive at camp. They will all look different; they will have different voices, talents, and abilities. That means each week, the camp staff will have a very different camp. The weekly change provides many opportunities. Staff members should be able to pinpoint at least one good point about each Scout they work with, each fellow staff member, and themselves.

Generally, it may be easier to find things we don't like in people than to find things we do like. Outlook tells us something about ourselves. It shows whether we have a positive or negative outlook toward life. Because we generally find what we are looking for, life is much more rewarding and exciting if we have a positive outlook. If we expect a person to do something miserable, we probably find that he does it. If we expect him to do something good, we'll probably find that he does it. But, we'll likely overlook the positive if we're looking for the negative.

Part of the strength of a patrol, troop, or camp lies in the fact that each person is different and brings different resources to the group. Think how boring it would be if everyone were alike—if we all looked alike, had the same ideas and skills, and liked exactly the same things. There would be no stimulation at all, and many tasks couldn't be done because no one had the know-how.

The point is to enjoy the differences in the staff members who work with you and the Scouts who attend the outdoor skills program area, and accept each person as he or she is.

Fear and Trust

Tell participants that they also need to develop trust in one another. "Trustworthy" is the first point of the Scout Law. Trust that no Scout will deliberately bug you and that other staff members will try to support you.

Divide the participants into pairs. Have one partner in each pair agree to close his or her eyes while the other person guides him or her on a "blind walk" for about three minutes. This is an exercise in trust, and because the guide is responsible for the safety of the partner, in no way is he or she to play tricks on the "blind" friend.

At the end of the walk, the "blind" person in each pair opens his or her eyes, and partners talk about the experience. Then partners change places so that the other partner is guided on a "blind walk." Again, at the end of the walk, each pair discusses its experiences and talks, especially about the feelings each person had.

The walks should be as varied as possible—indoors and outdoors, up and down steps, over different ground surfaces. Add interest by having pairs stop to listen, smell, or touch different surfaces and objects. Have partners experiment as they go. Guides should support and encourage the "blind" partners but not force them to do things they don't want to do.

Tell participants that "confidence" is another word to describe trust. First, a person has self-confidence. Then, each person can develop confidence in other people and in different situations. One person may feel very confident on skis but quite afraid to stand up and make a speech. If trust (confidence) is at one end of a scale, fear is at the other end.

Explain that as we move away from fear, we become more trusting. One way a person can measure trust is by how much or how little fear he or she feels. In the blind walk did the "blind" person want to open his or her eyes at certain times? Maybe so. That is a sign of fear.

Remind participants that it's OK to feel afraid, because fear is a feeling that helps protect us from harm. The important thing is to sort out realistic fears from unrealistic ones. What fears might generate from the outdoor skills program area? How would participants deal with them? (Discuss briefly with the group.)

Tell participants that in their blind walk, they probably tried to sort feelings of fear. Ask them to think about which feelings came from lack of confidence or trust in themselves and which came from thoughts about the person who was the guide.

Have participants pair off with new partners for one more blind walk.

One thing to have participants think about during this exercise is how much the guide tries to control the "blind" person. Do guides give their followers no freedom to make decisions for themselves, or do they offer guidance but let the "blind" person be in control of themselves?

Trust Circle

Another trust exercise for the group to try is the trust circle. Members stand in a fairly close circle and face inward. One person volunteers to go to the middle, and the gap closes. The person in the middle stands feet together with knees and body straight, closes his or her eyes, and topples over. As the person falls toward the circle, the other participants' hands come up to catch the person. The group passes the person around or back and forth across the circle so that he or she falls in different directions. The circle keeps this up for a couple of minutes. The person in the middle relies on this circle of buddies. Break that trust and the person may never trust again.

When the person in the middle has had enough, talk about the experience. What did it feel like generally? How did it feel to trust other hands? What messages did those hands give?

After the discussion, send a new volunteer into the middle. Anyone who is not ready should not be forced to go take a turn in the middle. Remember that all people are different. Some will be able to trust more easily than others. Accept this and help everyone grow in confidence by encouraging and supporting them. Jeers and put-downs will do exactly the opposite.

These exercises are designed to provide outdoor skills directors with an experience comparable to that a Scout may have when he comes to camp. Even if he has been to camp several times, the Scout may be apprehensive about new encounters. Remind participants that they must work hard to establish the trust necessary to communicate. They must remember to never force a Scout to do something that he does not want to do. Force never makes for a positive experience. Tell participants to try to provide a Scout several opportunities to do something that he is hesitant to do, but never force him.

Communication

Blaming and name calling are two of the biggest blocks to communication between people. They are putdowns intended to make others feel bad about themselves. They destroy respect and generate hostility.

Explain to participants that earlier it was suggested that they accept others as they are. That doesn't mean that they have to like everything others do. If they are having difficulty with someone who is annoying them, they should talk with the offending person about whatever it is that is annoying and how they feel about it. They should do it without calling names, assigning blame, or making judgments. Names, blame, and judgments only build walls between people.

Tell participants that they must always keep in mind that their role in summer camp is to provide a quality experience for the Scouts who attend. That takes communication. Outdoor skills directors have to listen to what Scouts want.

Finally, remind participants that they can learn from Scouts. We are never too old to learn from people around us. Everyone we come in contact with has knowledge to share. Tell participants to take time to listen to what others have to say.

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

LESSON PLAN: First-Time Camper Program

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.

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.

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.

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.

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.

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.

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—¼-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
1 = First 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	

Subject: Effective Teaching/Learning Strategies

Course: Outdoor Skills

Time Frame
2 hours

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

- Tell why effective learning strategies are of major importance in helping Scouts become successful.
- Teach someone else a skill.
- List five elements of effective teaching/learning.

Training Aids and Equipment Required

- Flip chart and markers
- Methods of hanging posters—wall and masking tape or clothesline and clothespins
- *Scoutmaster Handbook,* No. 33009A

Materials for Distribution

- One adhesive bandage per participant, plus six extras
- Differences Between Children and Adults as Learners (Handout)
- Factors that Can Enhance Effective Learning Strategies (Handout)

Methods and Overview

- Minilecture and demonstration: The Adhesive Bandage
- Minilecture and discussion: The Learning Process
- Minilecture and discussion: The Process of Effective Learning
- Minilecture: Recycling Information and Relearning
- Group exercise: Learning Takes Practice

LESSON PLAN: Effective Teaching/Learning Strategies

Preparation

As the participants enter the meeting area, distribute one regular-size adhesive bandage to each. Tell them that this is a mini-first-aid kit and ask them to put it safely away somewhere on their person "so it will be handy in an emergency."

Warm Up

Warm up the group with a lively stunt or action song. Announce that the subject to be covered is effective learning. Explain that all of us in leadership positions are involved in making sure effective learning occurs at our summer camps.

The Adhesive Bandage

Ask one of the participants to come forward. Give that person an adhesive bandage. Ask the volunteer to pretend that he or she has scraped the knuckle of an index finger and to apply the adhesive bandage to the knuckle. Unless the volunteer has seen this demonstration before, he or she will almost always stick the bandage completely around the finger.

Admire the work, then ask the person to flex the finger. Ask: *What happened? Did the tape bunch up under the joint and the gap open on top to let in all the germs?*

Ask the person to remove the bandage and apply a new one. This time, have the volunteer wrap the bandage in a *spiral* over the knuckle. Explain how, when flexing the finger, the bandage stays neatly in place. Ask: *You learned something new, didn't you?*

(If the participant knows about the spiral bandage and applies it that way, point out the advantages to the group.)

Another Adhesive Bandage Demonstration

Now ask all participants in the group who are left-handed to raise their left hand high in the air. Now ask all the right-handed participants raise their right hands.

Ask: *You have just deeply scraped the index finger knuckle of the hand that is in the air. It is all bloody, and you can't use the hand. Remember your mini-first-aid kit? Take out your adhesive bandage and apply it in a spiral to the injured knuckle. No fair using the injured hand!*

Because participants are using their "wrong" hand, there will be lots of fumbling. Many will have placed their adhesive bandage in their wallet and will have a real struggle getting it out. There is bound to be lots of humor as the group struggles.

The Learning Process

Make the Point

Ask: *What did we just learn?* Accept responses from the group and emphasize the following:

- An adhesive bandage on a spiral lets you bend your finger.
- It is hard to do something with only one hand, very hard when it is your "wrong" hand.
- A shirt pocket is a good place to carry an adhesive bandage—you can get to it with either hand.
- This is a good demonstration to use with a patrol or troop.

What We Really Did

Point out what the group really did was demonstrate how learning can be managed. Ask: *Wasn't it more fun than a lecture on adhesive bandages? You all got involved. Wasn't this better than hearing a speech or watching a demonstration?*

The Process of Effective Learning

Explain that the most effective learning occurs from the point of view of the learner. Effective learning consists of setting up (or taking advantage of) a situation that can be used to involve a group or individual in action that results in something being learned. There are five parts to this process. (List them on the flip chart.)

1. Learning objectives
2. The discovery experience
3. Teaching/learning
4. Application
5. Assessment and evaluation

Point out that these are part of a process. With one exception, they are not necessarily steps that must be followed in any particular order. Look at each part.

Learning Objectives

Write "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 if you are making some sort of presentation at camp, the learning objectives should be written out in advance so you will know what you want to achieve. For informal situations, the objectives wouldn't be written out, but the instructor *would* have them in mind.

Merit badge requirements provide an excellent example of what Scouts should be able to do after a skill has been taught.

Ask the group to imagine that they are going to teach a patrol three knots used to tie a rope to a stake or pole. The clove hitch, two half-hitches, and taut-line hitch have been selected. Ask: *What would the learning objective be?* Accept a response like the following.

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

- Properly tie the clove hitch, two half-hitches, and the taut-line hitch.
- Explain situations where these knots would be useful.
- Use these knots in a real outdoor situation.

Remove and post the flip-chart sheet.

The Discovery Experience

Another vital part of managing learning is what we might call a "discovery experience." Write the words on the flip chart. Ask: *What do you think this means?*

Explain that a discovery experience is any sort of occurrence that has three results. Write headings on the flip chart as you describe them.

1. **Knowledge is confirmed.** People discover what they *do* know. Up to now, they may not have been sure.
2. **A need to know is established.** People discover that they do not know something that they must know in order to succeed in what they want to do.
3. **Motivation is kindled.** They discover that they want to learn more.

Point out that sometimes a discovery experience just happens. An alert staff member can then turn this happening into a learning experience. Often, an instructor will set up a discovery experience—like the adhesive bandage stunt.

Ask: *What kind of a discovery experience might lead up to a skills session on these three knots?* Accept suggestions from the group. Which discoveries might have just happened; which might have been contrived?

Note the need for some guided discovery experiences. Some learning situations will suggest themselves. The astute teacher capitalizes on opportunities for teaching/learning and helps manage learning in a productive manner.

Remove and post the flip-chart sheet.

Teaching/Learning

Explain that once the discovery experience has shown you what the person already knows, you have some choices to make:

- Stop. The person knows and can do what is desired. The learning objectives have been met.
- Subtract what the person knows from what is desired and work on what the person needs to know.
- Give the person the full instruction session. People will learn what they need to know and will review what they already know.

Say: *Now you will do some teaching and the other person will do some learning.*

Write "Teaching/Learning" on the flip chart and state that this is the most important part of the process.

How We Learn

State that there are three basic ways that we learn: hearing, seeing, and doing. Ask the group to recall what has been talked about so far in this session.

Hearing. Write "Hearing" on the flip chart and ask for ways we learn by hearing. Aim for the following and list on the chart:

- Lecture
- Discussion
- Information conversation
- Dramatization

Recall the session so far. Ask: *What are some of the things we have learned by hearing?* Solicit a response from the group.

Seeing. On the flip chart write "Seeing." Ask for ways we learn by seeing. Aim for the following and list them on the flip chart.

- Reading material
- Displays
- Visual arts, filmstrips
- Flip charts and posters
- Demonstrations
- Movies and TV

Ask: *What are some of the ways we have learned by seeing?* Solicit a response from the group.

Doing. Write "Doing" on the flip chart. Ask: *How might we learn by doing?* List the responses on the flip chart, and aim for the following.

- Trial and error
- Figuring it out for yourself
- Experimenting
- Doing what we've seen or heard others do

Ask: *What are some of the things we have learned by doing?* Solicit a response from the group.

Minidiscoveries

State that good teaching is really a series of minidiscovery experiences. The task or skill or idea is broken down into simple steps so learners can confirm what they *now* know, *need* to know, and *want* to know. Each step should lead to some success; that is important to keep learners encouraged that they are making progress. Remove and post the flip-chart sheet.

Application

Write "Application" on the flip chart. State that this is another part of effective teaching. Ask: *What does this mean?* Accept suggestions from the group and summarize by writing the following on the flip chart: Using what you have learned to see how it works.

Ask: *What were some of the applications used in the adhesive bandage stunt?* Solicit responses from the group.

Ask: *What are some of the applications that could be used in the session on knot-tying?* Solicit responses from the group.

Ask: *Would a game be a good application?* Refer to the Knot-Tying-Relay, in the *Scoutmaster Handbook.*

Post the responses on the flip chart.

Assessment and Evaluation

Assessment
Ask participants:

- *What did you learn from this exercise?*
- *How well did you learn it?*

Evaluation—A judgment based upon the assessment.

State that a very important part of effective learning is assessment and evaluation. Write these words on the flip chart. Ask: *What do you think these words mean?* Accept suggestions and summarize by writing the following: "Review what happened to see if the objectives were met."

Remind participants that assessment and evaluation are almost constant in everything we do. We ask ourselves, "Did it work? Do I understand? What do I do next?" Remove and post the flip-chart sheet.

Recycling Information and Relearning

Ask: *What do you do if you assess and evaluate and discover that the person has* ***not*** *learned what you tried to teach?* Accept suggestions and summarize by explaining the need to recycle—teach it again. The approach may have to be changed, you may have to slow down, the steps may have to be simplified.

Summary

Referring to the sheets that have been posted, point out that effective teaching involves several leadership skills. Ask: *What are they?* Seek responses from the group and make the following points:

- You must understand the individual's or group's needs and characteristics. The needs will tell you what learning is required. The characteristics will suggest how to teach.
- You will need to know and use the resources available.
- Good communication is vital.
- The skill of representing is used as you teach effectively. You are representing a plan, program, or idea to the person you are working with.

Emphasize that effective learning always starts with learning objectives, but the other parts seldom need to follow in exact sequence. A learning experience will involve many discoveries, continuous evaluation, teaching/learning in several steps, and frequent applications (which will be evaluated), that will lead to further discovery, and so on.

Learning Takes Practice

Explain that you now want all members of the group to experience this process.

Organize the section into small groups.

Ask each group to develop an outline of how it would teach a Scout skill in camp using the steps described as part of Effective Learning Strategies.

Tell each group that it can determine its own topic. Also, tell each group that it will share its plan with the larger group.

Allow time for each group to develop its plan, then reassemble the large group to share what was done.

Summarize this activity by asking each participant to indicate how he or she learns best.

Effective teaching includes:

1. Methods of teaching
2. Means of organizing instruction
   —Direct instruction
   —Guided discovery
   This includes the development of lesson plans.

Remind everyone that knowing the characteristics of the group, making learning interactive, and having FUN will help make summer camp a great experience!

Differences Between Children and Adults as Learners

Children

- Rely on others to decide what is important to be learned.
- Accept the information being presented at face value.
- Expect what they are learning to be useful in their long-term future.
- Have little or no experience upon which to draw—are relatively "clean slates."
- Have limited ability to serve as a knowledgeable resource to the teacher or fellow classmates.

Adults

- Decide for themselves what is important to be learned.
- Need to validate the information based on their beliefs and experiences.
- Expect what they are learning to be immediately useful.
- Have much past experience upon which to draw—may have fixed viewpoints.
- Have significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Factors That Can Enhance Effective Learning Strategies

- Clear learning
- Interdisciplinary methods of presentation
- Creative methods of presentation
- Variety of instructional methods
- Well-developed lesson plans
- Synergy/interaction among learners
- Effective listening
- Modeling effective practices
- Knowing the needs of the group
- Accommodation for learners with disabilities
- Consideration of diversity issues
- Keep it simple, make it fun

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

LESSON PLAN: Staff Training

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.*

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.

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.

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.

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?

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.

Subject: The Role of Aquatics in the Camp Program

Course: Outdoor Skills

Time Frame
60 minutes

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

- Explain the policies and program procedures involved in Boy Scout camp aquatics.
- Explain the emergency procedures to use in case of a lost swimmer.
- Identify the qualifications and duties of the several aquatics staff members.
- Outline the health and safety factors involved in the aquatics area in summer camp.
- Evaluate a camp aquatics program.

Training Aids and Equipment Required

- *Resident Camping for Cub Scouts, Webelos Scouts, and Parents,* No. 33814
- *Camp Program and Property Management,* Aquatics Program Section, No. 20-920
- *NCS Aquatics Lesson Plan,* No. 20-153
- *NCS Outdoor Skills Lesson Plan Resource Manual,* No. 20-188
- *Cub Scout Academics and Sports Program Guide,* No. 34299 (see Swimming section)

Materials for Distribution
None

Methods and Overview

- Minilecture and discussion: Introduction
- Minilecture: Emergency Procedures
- Minilecture: The Wayward Buddy Tag
- Minilecture: Personnel
- Minilecture: Scheduling
- Minilecture: Program
- Minilecture: Policy
- Minilecture: Cub Scout Programs
- Minilecture: Health and Safety
- Minilecture: Program Evaluation
- Discussion: Summary

LESSON PLAN: The Role of Aquatics in the Camp Program

Introduction

Tell participants this session is held for the management, program directors, commissioners, outdoor skills directors, and chaplains sections of National Camping School, apart from the aquatics section. Try to anticipate questions and concerns about the relationship between aquatics and the overall camp program.

Discuss ways to overcome the "them and us" attitude sometimes found in the relationship between the aquatics program and the rest of the camp. The attitude, outlook, and sincerity of the aquatics director will be as important as what the director has to say. Review housing, assignments, and all camp activities that can be used to better integrate the aquatics staff into the total staff.

Emergency Procedures

Quickly review with participants the procedures to be followed in case of an aquatics emergency. Refer the participants to *Camp Program and Property Management,* No. 20-920.

The Wayward Buddy Tag

The Setting

The Monday morning activity period has just ended on the waterfront. As the last guard is about to leave the area through the turnstile gate, he notices a single buddy tag hanging on the "in" board in the beginner area.

Glancing around quickly, he sees no one within the fenced swimming area. Reading the buddy tag, he shouts the name of the Scout. No answer comes from among the several Scouts still drying and dressing near the clothesline.

Lost Bather Drill

Immediately, all available qualified personnel are organized, and the search begins. Initial concentration is in the beginner area, but the search quickly expands to other areas. A runner leaves the waterfront for the campsite.

Emergency Communications

A prearranged signal summons additional personnel to aid in the lost bather drill. Direct communication with camp headquarters relays information from the tag—the name, unit, and campsite of the Scout. Another runner, also headed for the campsite, leaves the office.

Transport Equipment

A vehicle with life-support equipment arrives at the waterfront for transportation of the victim. The lost bather drill continues.

The Result

Runners arrive at the campsite; their arrival creates a commotion. Going directly to the leader's tent, they locate the Scoutmaster or adult leader in charge and inquire as to the whereabouts of the Scout identified on the tag.

Runner: *Can you tell me where I might find L. Butts?*

Leader: *Last I saw him, he was going to the waterfront.*

Runner: *Where is his tent?*

All three rush to the boy's tent, which is found empty. Shouting for Butts, the trio hears a response from a nearby tent. Bursting into the tent, they find the "missing" child. He is still in his swimsuit, slightly wet, sitting on a friend's bunk, with his fingers tangled in a basket he has been weaving for his mother.

The 11-year-old looks up wide-eyed. Sensing that he is somehow the subject of all this commotion, he is startled and frightened. Actually, he pales noticeably, and a lip quivers.

The waterfront runner asks, "Are you L. Butts?" The child nods.

What Now?

At this point the instructor asks the question, "What now?" and solicits suggestions from the participants. After each suggestion, the instructor makes no comment. When everybody has had a chance to suggest the next step, the instructor continues the narrative.

Runner: (To the boy) *I'm sorry, we had some confusion this morning at the waterfront. You just go ahead with what you are doing.*

(The runner should also apologize to the adult leader as the runners leave the campsite. As soon as possible, notice should reach the camp office that the emergency response and search can be ended.)

What Next?

As soon as the program area is cleared, the aquatics director should gather the staff and review checkout procedures to determine why the system failed and ensure that the situation is not repeated. Later in the day the camp director talks with the aquatics director to be sure the error has been recognized and that corrective action has been taken. It is made clear that a second occurrence will warrant a meeting of the full aquatics program staff with the camp director.

Who's Responsible?

Tell students: *Operation of the check-in and checkout procedure is the responsibility of the aquatics staff. If the turnstile and "in" board are properly staffed, no Scout will pass in or out of the aquatics area without his tag and his buddy. This applies to boating and canoeing as well as swimming. It would be irresponsible to rely on the Scouts to make the mechanics of the buddy system work. Many are no more than 11 years old, first-time campers, and not accustomed to using the buddy tag. Given the chance, three out of five Scouts would forget early in the week and possibly one in five will still be forgetful at week's end.*

The first point of Safe Swim Defense, ***qualified supervision,*** *recognizes that boys who are having fun with friends in the water are not likely to be fully able to protect their own health and safety. We are serving the Scout. We do not expect him to do our job. Certainly we do not punish the Scout, "beach" him, or embarrass him. We must not discourage his enthusiasm for aquatics, camping, and Scouting because we are unable to operate the waterfront according to BSA standards. See "Aquatics Administration," section IV, Aquatics,* Camp Program and Property Management.

Personnel

Briefly review the personnel presentation of aquatics program from *Camp Program and Property Management.* Encourage discussion of the role of the aquatics director, intrastaff relationships, and the "bronze god" lifeguard stereotypes so that participants understand the need for cooperation and harmony throughout the entire staff.

Scheduling

Review the scheduling presentations in the *NCS Aquatics Lesson Plan.* Point out that the importance of flexible scheduling to assure that each Scout has a chance to participate in the aquatic program.

Program

Review the five elements involved in the aquatics program and how each is accomplished:

1. Instruction for Scouts
2. Instruction for leaders
3. Demonstrations
4. Recreational activity
5. Special unit activity

As is true in the rest of the camp, the aquatics program exists to strengthen the unit program and the role of the unit leader. Explain that wherever possible, unit leadership will be involved in these program elements.

Policy

State the general policy objective underlying all BSA aquatics rules and procedures, and comment on how the policies are determined. Advise that "Aquatics Administration" in *Camp Program and Property Management* is the generally accepted guide to policy, but that the *Guide to Safe Scouting* is also an excellent reference that will be more familiar to most unit leaders. When pieces of literature conflict or there is doubt about current policy, a local council professional can contact the national BSA Health and Safety Service for clarification.

Emphasize these five points:

1. Remember that policy is to serve the program, not the convenience of the aquatics staff.
2. The circumstances in which there is no choice but to decline are rare and unlikely.
3. If you must decline, be firm, be sympathetic, be courteous, and suggest alternatives.
4. As far as possible, anticipate questions and problem situations in advance. Work with your camp management to plan ahead.
5. When making critical policy decisions, be sure all appropriate persons are involved in the decision making.

Cub Scout Programs

Refer the group to the Cub Scout water games found in *Resident Camping for Cub Scouting,* No. 33814, and *Cub Scout Academics and Sports Program Guide,* No. 34299. Review the Cub Scout Camp Aquatics presentation in the *NCS Aquatics Lesson Plan.* Stress the emphasis on fun activities, learn-to-swim needs, and the importance of learning safety attitudes at an early age.

Health and Safety

Review the principal health and safety concerns found in the aquatics program section of *Camp Program and Property Management,* No. 20-920.

Emphasize how important it is that unit leaders receive instruction in Safe Swim Defense, Safety Afloat, personal flotation device (PFD) policy, and health concerns related to aquatics. Note there will be a demonstration of this instruction tonight after dinner—announce the location.

Program Evaluation

Explain that a key to the evaluation of the aquatics program is a personal observation of the aquatics area in action. The camp director and program director should plan to spend some time at the waterfront to serve as objective observers of the program.

Look for active participation by Scouts, how the aquatics staff relates to the individual Scout, and evidence of skills development.

Comments by leaders are particularly valuable. If leaders are not pleased with the program we deliver, we are not serving their needs or those of their Scouts.

Summary

Explain that the aquatics section in the *Camp Program and Property Management* manual is the primary resource and policy document for Scouting aquatics. Each camp director and program director should have access to a copy.

Encourage questions and discussion by the participants to ensure that they understand the role of aquatics in the total camp program.

Subject: Counseling

Course: Outdoor Skills

Time Frame
60 minutes

Instructional Objectives
At the end of this session, participants will be able to

- Explain how counseling in Scouting helps individuals solve their own problems.
- List the six fundamentals of good counseling.
- Apply effective techniques to a variety of counseling situations.

Training Aids and Equipment Required

- *Scoutmaster Handbook,* No. 33009A
- *Camp Program and Property Management,* No. 20-920 (See "The Chaplain as Counselor" in section VI.)
- Flip chart and markers

Materials for Distribution
None

Methods and Overview

- Minilecture: Why We Counsel
- Minilecture: When We Counsel
- Minilecture and group discussion: Counseling Fundamentals
- Minilecture and group discussion: Reactions and Responses
- Minilecture and group discussion: Know Your Own Limits
- Group exercise: Counseling Takes Practice

LESSON PLAN: Counseling

Why We Counsel

Ask participants to suggest why we counsel in camp. Note the suggestions on the flip chart, aiming for the following main points. We counsel in camp to

- Help solve problems.
- Encourage and reassure.
- Help develop a more effective Scout or leader.
- Help develop more effective staff members.

Point out that the counselor can never really solve the problem for the individual. The counselor can only lead the individual to find *his or her own solution.* This is the key to good counseling.

When We Counsel

Tell participants that the opportunities to counsel are frequent and varied. Counseling might take place in any of the following instances:

- Staff leader to staff leader
- Staff leader to staff member
- Staff member to staff member
- Staff leader to unit leader
- Friend to friend

Counseling Fundamentals

Good counseling is a skill that cannot be learned quickly. Experience is needed, but we can acquire some fundamentals that will help in "first aid" counseling situations.

As you cover the material in the rest of this session, note the following fundamentals on the flip chart.

Choose a Good Setting

Explain that counseling is best done in a relaxed and comfortable setting. When the individual seeks you out, you might not have much choice. If you are initiating the session, don't summon the individual. Instead, go to that person. Avoid the office, talking across a desk, or other "authority" settings. Aim for privacy and try to avoid distraction.

While looking for a place where you cannot be overheard, make sure you are plainly visible to others. Sometimes the appearance of what you are doing is as important as what you are actually doing. Counselors should never put themselves in a compromising situation.

Listen Attentively

The hardest part of counseling is listening closely to the individual. This can be difficult, for many of us lack good listening skills. Remember to give your undivided attention—establish a comfortable distance, face the individual, and maintain good eye contact. Let the person know you are willing to take time to hear him or her out.

The goal of counseling is to first get the story told, fully and completely. Keep the individual talking. Sympathetic sounds, nods of the head, positive body language, and fixed attention will help the person open up to you. If the person winds down, start up again with a question like, "Gosh, what did you do then?" or "Boy, how did you feel about that?"

Understand What Is Being Said

Tell participants that as they listen, they should try to really *understand* what the individual is saying. They should listen for key facts and keep these in mind. The person appreciates sympathy but really wants empathy.

- Sympathy is what you feel for a man who has fallen down a well.
- Empathy is what you feel when you are down the well with him.

Tell participants to be sensitive to the individual's situation—background, experience, goals, pressures, and circumstances. You will be better able to understand where this person is coming from.

Give No Advice

Tell participants that as soon as they hear the individual's problem they probably will have all sorts of great suggestions to help. Tell them: *Bite your tongue—give no advice!* The individual usually will reject suggestions instantly and probably knows the "textbook" solution and has applied it ineffectively. This person may not yet have told the complete story so would not expect a practical solution.

In many counseling situations, individuals are not really looking for a solution. In this situation, people simply want to unburden themselves. They know what to do, may already be doing it, but they want encouragement and reassurance. Advice may confuse the issue.

Summarize What Is Being Said

From time to time as the problem unfolds, summarize what the individual has said. Include the facts that you have picked up. The summary will assure the person that you were listening and did understand. It also will help keep this person on track and to organize thoughts into a logical sequence that could lead to a possible solution.

Get All the Facts

As you listen and summarize, try to get all the facts that bear on the problem. Remember that opinions, emotions, feelings, and reactions are facts just as surely as hard data are. As the facts are gathered, you can be sure that the individual has all of the information needed and knows what resources might be available.

Explore a Variety of Solutions

Some possible solutions may now be explored. Encourage the person to think of a variety of ways to handle the problem. Again, offer no advice. Explore possibilities that the subject suggests, and encourage the person to choose one with which he or she feels comfortable.

Recognize that the individual has done more thinking about the problem than you have. The individual might have a solution in mind and may only need confirmation. This person might have tried some solutions but done so inexpertly and can be guided toward a more skillful approach.

The final step is planning the implementation—who will do what and when. Then, follow up if necessary.

Reactions and Responses

In order to put these principles successfully into operation, you, as counselor, must show that you are listening, that you are interested, that you understand.

Tell participants that certain comments or reactions could help reassure the individual that you are listening and to keep the person talking.

- Restate the person's words in your own way.
- Make a statement regarding the person's feelings. People have their feelings hurt, so it may help in counseling if the individual feels you have concern for his or her feelings. Something as simple as saying, "It made you feel pretty bad, huh?" can make a difference.
- Indicate that you are listening and that you understand. "I understand," "Uh huh," or a nod of the head might suffice. "Tell me about it," or "Go ahead" are encouraging.
- Infrequently, ask the person a question. For example, try, "Uh huh, what happened then?" or "How did you feel about it?" Don't cross-examine the person or even give that impression.

The suggested responses or reactions might not feel natural to you. If not, devise your own responses. Remember the purpose of the responses as you come up with your own.

Know Your Own Limits

Remind participants that we are not expert counselors, clinical psychologists, or behavioral scientists. We offer "first aid" for a problem that could be deep-seated. **Know your limits.** If you feel that professional help is needed, do not suggest it directly but steer the person in that direction. If the person acknowledges the need for professional help, the counselor should help this individual find it.

Tell participants that if their camp has one, the camp chaplain—usually an ordained member of the clergy or a seminarian—can be of valuable service in cases of homesickness, family emergencies, staff conflicts, medical problems, and many other delicate situations.

Be a Friend

Skilled counseling never appears to be counseling. When the camp director drops by the troop site, asks the Scoutmaster, "How's it going?" and then listens to all the problems, the camp director doesn't appear to be a counselor but a concerned friend.

Your Personal Counselor

Ask the participants: *Where does the camp director or program director go for counseling?* Point out that each of us needs a good friend in whom we can confide. Suggest that each participant seek out such a person. Everyone will need such a friend about the second week in camp.

Counseling Takes Practice

Ask participants to think of a problem they expect to face when they return to their home camp. Explain that they are going to test their counseling skills. Divide them into groups of three, separating each group from the other groups. In each group have one person be the counselor; another the person with the problem; and the third person be the observer. Every group should situate itself so that the two participants face each other and the observer can see their faces.

Allow about seven minutes for each exercise—five minutes for counseling, two minutes for evaluation. Stop sooner if groups get stuck. Allow the observer to comment, then rotate positions and repeat until all have had at least one opportunity to be the counselor.

Note: Allow at least 30 minutes for this exercise.

Evaluate the Session

The observer should evaluate each session using the following observations for their counselor. Write the questions on the flip chart, and allow participants to copy the questions.

- Was the counselor a good listener?
- Did the counselor give advice?
- Was the counselor able to keep the individual talking?
- Did the counselor help this person find a solution? More than one?
- Did the counselor question just enough? Too much? Not enough?
- Do you think the individual was helped with the problem?

As a wrap-up while the participants are still in groups, ask some of the same questions around the group to get reactions and comments.

Summary

Emphasize again that counseling is not easy: It takes much practice. Seek out informal counseling opportunities and apply the techniques in a variety of situations. Sharpening counseling skills on small problems serve as good preparation for the big crises.

Tell participants: *Remember to be a good listener and do not offer advice. Whey you speak, you only repeat what you already know. If you listen, you may learn something!*