



Session Two

Sizzle of the Outdoor Program

Time Allowed

15 minutes

Teaching Objectives

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

Materials Needed

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

Recommended Facility Layout

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

Delivery Method

- Instructor-led discussion

Presentation Procedure

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

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

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

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

The Importance of the Outdoor Program

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

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

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



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

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

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

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

Troop Opportunities for Outdoor Adventures

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

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

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

Instructors' Note

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

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

The Challenge of Delivering the Outdoor Program

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

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

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

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

Summary

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

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

Pop Quiz

Instructors' Note

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

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



Session Two

Nuts and Bolts of the Outdoor Program

Time Allowed

40 minutes

Teaching Objectives

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

Materials Needed

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

Recommended Facility Layout

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

Delivery Method

- Instructor-led discussion

Presentation Procedure

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

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

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

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

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

- *Skills*
- *Safety*

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

Instructors' Note

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

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

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

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



SKILLS

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

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

RESOURCE ONE—BSA TRAINING OPPORTUNITIES

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

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

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

Instructors' Note

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

Introduction to Outdoor Leader Skills

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

RESOURCE TWO—SUPPORTIVE ADULTS

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

- During BSA training opportunities, participants will meet many Scouters who have much knowledge to share about running an outdoor program.
- District roundtable meetings and other gatherings of troop leaders bring new and experienced Scoutmasters together

from a number of troops to share ideas, successes, and problem-solving skills to the outdoor program.

- The parents of the Scouts in your troop can be valuable sources of information and support for the outdoor program. Those without much outdoor adventure experience may be very interested in learning along with the Scoutmaster and the Scouts as a troop develops its program and then fulfills its plans for outdoor activities. Even those who have no interest in taking part in the activities may be very supportive in helping Scouts organize gear and menus, and in helping provide transportation to and from the sites of troop adventures.

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

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

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

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

Instructors' Note

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

RESOURCE FOUR—BSA OUTDOOR-RELATED LITERATURE

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

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

Session 2, slide 8



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

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

Instructors' Note

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

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

Session 2, slide 9



Leave No Trace

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

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

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

The Principles of Leave No Trace

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

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

Instructors' Note

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

Wilderness Use Policy of the Boy Scouts of America

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

BSA Property Smart

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

Conservation Projects and the Outdoor Program

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

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

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

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

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

Camping and Conservation Awards

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

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

Safety

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

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

Instructors' Note

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

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



Elements of Trek Safely

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

Instructors' Note

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



Additional Guidelines for Specific Activities

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

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

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

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

Safety and Difficult Situations

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

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

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

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

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

Session 2, slide 13



The Risk Zone

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

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

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

Driver's Pledge

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

Do all that you can to keep Scouts safe.

Open the discussion for questions concerning the outdoor program.

Instructors' Note

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

Announce a five-minute break.



Session Two

Outdoor Program Patrol/Group Activity

Time Allowed

20 minutes

Teaching Objectives

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

Materials Needed

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

Recommended Facility Layout

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

Delivery Method

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

Presentation Procedure

Session 2, slide 14



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

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

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

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

Presentation Summary

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

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



Session Two Reflection

Time Allowed

15 minutes

Teaching Objectives

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

Materials Needed

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

Recommended Facility Layout

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

Delivery Method

- Instructor-led discussion

Presentation Procedure

Instructors' Note

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

Experiencing Reflection

Open an informal discussion with participants, inviting them to share some of their reactions to their experience with Scoutmaster and Assistant Scoutmaster Leader Specific Training. Encourage the sharing of ideas by asking questions that cannot be answered with a simple yes or no. Guide participants toward thinking through what they have experienced in this training, the effect of that experience, and the lessons they can draw from it.

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

1. Avoid the temptation to dominate the conversation. Nondirective questions can inspire others to share their understandings, concerns, and vision.
 - What did you think about this activity?
 - What did you like best?
 - What did you like least?
 - What did you learn?
 - How would you do this activity differently next time?
2. Be positive. Reflection can be enlightening and often fun.
3. Remind everyone that the environment of Scouting is a "put-down free zone"—we want to build up others, not put them down.
4. Encourage the group to determine the value of the experience they just had, focusing first on positive aspects.

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

Session 2, slide 15

Exploring Reflection

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

"Reflection is a form of careful listening and sharing that allows Scouts and leaders to assess an experience and get from it the greatest value it has to offer."

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

Ask participants to describe what they saw you doing in guiding the recent discussion and how the guidance you provided turned a normal visit into a meaningful reflection.

Review your perception of the ways in which you guided the group discussion. Mention the six pointers for leading reflections that you were prepared to use during the reflection. (The pointers are noted above in the guidelines for leading the "Exploring Reflection" activity.)

Opportunities for Reflection

Reflection can happen at any time during a Scouting experience and can take any number of shapes.

FORMAL

Perhaps the most formal form of reflection is a Scoutmaster's conference with a Scoutmaster guiding a boy in exploring the meaning of his completion of requirements for a higher rank. A board of review can also serve as a reflection. So can a Scoutmaster's Minute at the close of a meeting.

An organized reflection can also be important at the end of an activity or it may take place in the middle of an event, especially if Scouts are struggling to solve a problem or need to stop and work through a disagreement. One exam-

ple of a reflection that you have seen is the video segment "Activity Review," which showed the patrol leaders' council discussing a failed service project.

INFORMAL

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

Reflection and the Values of Scouting

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

Summary

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

For an in-depth discussion of reflection, see *The Scoutmaster Handbook*, Chapter 11, "Working with Boys."



Session Two

Advancement Program

Time Allowed

35 minutes

Teaching Objectives

Through this presentation, instructors should convey the following points:

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

Materials Needed

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

- *Scoutmaster and Assistant Scoutmaster Leader Specific Training* video, No. AV02V015
- *Troop Program Resources*, No. 33588A (One copy to show participants.)
- First Class—First Year Tracking Sheet, No. 34118B (One copy to show participants.)
- Advancement poster (Hang this in the meeting room before the beginning of Session Two.)
- PowerPoint® slides or overheads from CD, if desired
- Flipchart or other means of writing discussion notes

Recommended Facility Layout

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

Delivery Method

- Instructor-led presentation and discussion

Presentation Procedure

Learning and Teaching in Scouting

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

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

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

Learning and the BSA Advancement Program

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

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

Session 2, slide 16



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

The Four Steps to Advancement

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

Step One: A Scout Learns

Instructors' Note

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

Video No. 7—Teaching Scout Skills

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

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

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

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

WHO CAN TEACH SCOUTING SKILLS?

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

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

Step Two: A Scout Is Tested

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

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

Step Three: A Scout Is Reviewed

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

SCOUTMASTER'S CONFERENCE

Instructors' Note

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

Session 2, slide 18

Video No. 8—The Scoutmaster Conference

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

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

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

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

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

Session 2, slide 19



THE BOARD OF REVIEW

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

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

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

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

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

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

Step Four: A Scout Is Recognized

Instructors' Note

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

Session 2, slide 20



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

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

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

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

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

Resources for the BSA Advancement Program

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

Timing of Advancement

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

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

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

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

Summary

Instructors' Note

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

Advancement and The Scoutmaster Handbook

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

Instructors' Note

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



Strengths of the Boy Scout Advancement Program

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

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

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

The Methods of Scouting

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

ADVANCEMENT AND THE METHODS OF SCOUTING

GROUP EXERCISE

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

The Ideals

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

The Patrol Method

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

The Outdoors

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

Advancement

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

Association With Adults

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

Personal Growth

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

Leadership Development

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

The Uniform

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

LASTLY, KEEP ADVANCEMENT IN PERSPECTIVE

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

Instructors' Note

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

Summary Assignment

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

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