Scoutmaster
Position-Specific Training



BOY SCOUTS OF AMERICA®

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Organizing and Delivering the Course: Notes for the Training Team

Why Training?

To do anything well, people need training, in whatever form that takes. Training may be formal or informal; it may help someone learn to ride a bicycle, drive a car, or perform better at a job. Training can be conducted in a group setting or individually. In the end, the result of high-quality training is a person's ability to do something new or better, and a feeling of satisfaction from the accomplishment.

How effectively the Boy Scouts of America influences the lives of youth depends on its leaders and their ability to apply the aims and methods of Scouting—these are the keys, and developing the ability to use these keys is what this course is all about.

Scoutmaster Position-Specific training, course code S24, is the BSA's initial level of training for the top leaders of Boy Scout troops. It is designed for Scoutmasters, assistant Scoutmasters, and junior assistant Scoutmasters. However, committee members and other adults connected to a Boy Scout troop are welcome to attend.

When Scoutmaster Position-Specific training and Introduction to Outdoor Leader Skills (IOLS) have both been completed, new Scoutmasters will have the tools needed to begin an effective Boy Scouting program.

How to Use This Syllabus

Throughout the syllabus, trainers will find notes to the instructor that incorporate important points to help deliver quality training. The following icons are used throughout to bring attention to key points, best practices, and potential pitfalls:



Spark

This icon highlights important points for the instructor to reinforce.



Helpful Tool

This icon signals an expanded explanation that may help trainers and participants better understand the point being made.



Best to Avoid

This cautionary note will help the instructor stay within the intent of the lesson and avoid tangential discussions. It may be better to conduct these discussions during a break or in a different setting.

Scoutmaster Position-Specific training is intentionally designed as a half-day course in order to respect the time of busy Scoutmasters, and where possible, it may be offered in conjunction with IOLS. Scoutmaster Position-Specific training cannot provide adult leaders everything they need to know to be successful Scoutmasters. The unit commissioner, the *Troop Leader Guidebook*, the *Boy Scout Handbook*, and supplemental training will fill in most of the gaps.

The burden is on the training team to ensure the participants perceive this initial training as effective, useful, and fun. This training experience should leave the Scoutmasters who attend enthusiastic about participating in additional district, council, regional, and national training opportunities as they continue in the program.



Unless specified, this syllabus is not intended to be read verbatim.

The content notes in the individual lessons are, in most cases, written to help the trainers develop their presentations. Trainers should be familiar with the content and be able to present it without reading. Experienced trainers should use their own words, but they must make sure to cover the content and meet the objectives of the sessions.

One of the keys to success is for trainers to observe the participants during the sessions—especially during the hands-on phases—to be sure they are engaged and have learned the topic before moving on.

There are no PowerPoint slides provided. It is recommended that the training team use a variety of teaching methods to achieve the desired learning objectives.

To paraphrase a famous Walt Disney quote, Scoutmaster Position-Specific training should be so much fun and so valuable that participants want to come back and bring their friends.

Prerequisites

Youth Protection training is a joining requirement for all registered adult leaders in the Boy Scouts of America. Therefore, it is assumed that every adult attending this course has completed Youth Protection training. If this is not the case, the individual should complete Youth Protection training as soon as possible. Be sure to check with each participant attending the course; if any are missing Youth Protection training, help them locate a convenient opportunity to take the training as soon as possible.

Also share with participants, preferably before the course, that Boy Scout Leader Fast Start training is a short online course that provides some basic knowledge and an introduction to Boy Scouting terminology. Fast Start offers new leaders a starting point, and Scoutmaster Position-Specific training builds upon that foundation. Fast Start is not a requirement for becoming a "trained" leader (see "What Makes a Trained Leader?" Appendix E), but new leaders will find it to be an excellent introduction to Scouting, and they should be encouraged to review it before taking this course. Youth Protection training and Fast Start may be found at www.MyScouting.org.

Course Objectives

The purpose of Scoutmaster Position-Specific training is to provide an active, fun, and positive learning experience for new and experienced Scoutmasters to learn and apply proven techniques for running an effective Boy Scout troop. Scoutmasters will learn how to meet the aims of Scouting by applying the eight methods of the Boy Scouting program during the four main sessions of the course:

- Patrol Method
- Support Team
- Advancement
- Annual Planning

References

Scoutmasters will need to be familiar with the publications noted below. These references were also used to create this course. Course faculty should highlight and show the relevant BSA literature used during each lesson.

District and council training teams should consider having copies of the *Troop Leader Guidebook* and the *Boy Scout Handbook* available for purchase prior to the training. It will be necessary to have excerpts from *Program Features for Troops, Teams, and Crews*, *Troop Program Resources*, and the *Guide to Safe Scouting* available for use during group work or as handouts.

- *Troop Leader Guidebook*
- *Boy Scout Handbook*
- *Program Features for Troops, Teams and Crews, Volumes 1, 2, and 3* (available at Scout shops, at Scoutstuff.org, or in a Kindle version at amazon.com)
- *Guide to Safe Scouting* (available as a PDF at www.scouting.org/HealthandSafety)
- *Troop Program Resources* (available from your council Scout shop or www.scoutstuff.org)
- *Senior Patrol Leader Handbook*
- *Patrol Leader Handbook*
- *Guide to Advancement* (available as a PDF at www.scouting.org/advancement)
- Posters, "Aims of Boy Scouting" and "Methods of Boy Scouting" (Appendix B)



Ensure the participants know to bring their copies of the *Troop Leader Guidebook* and *Boy Scout Handbook*, as they will need to refer to these publications during the training.

Other great BSA publications, such as Trek Safely and Safe Swim Defense, should be reserved for future supplemental training opportunities. *Scouting* magazine is another resource for staying abreast of program ideas. There are also useful newsletters and forums available on www.scouting.org. It may be appropriate to have samples of these pamphlets, magazines, publications, and newsletters displayed on a side table in order to generate interest in future learning and program opportunities. It is also helpful to provide participants a handout or flier listing upcoming council and district program and training events.

Time

Scoutmaster Position-Specific training should take about 4½ hours. The sessions are intentionally short: They introduce the subjects and show the participants how to use the BSA literature. Specific questions should be addressed to the troop guides during breaks and during follow-up coaching sessions with the troop's unit commissioner.



Training teams are urged to conduct a faculty development session prior to offering this training in order to facilitate timing of presentations and to avoid faculty duplication.

Another outstanding opportunity to explore these topics in detail is through supplemental training provided by the district or council. Supplemental training allows experienced unit leaders to share the lessons they have learned with new Scoutmasters. The council may utilize roundtables and other supplemental training opportunities to delve into additional topics in detail.

A sample schedule for this training might look like this:

Start	End	Title	Instructor	Remarks
8 a.m.	8:30 a.m.	Gathering Activity (during registration)		
8:30 a.m.	8:45 a.m.	Opening and Introductions		
8:45 a.m.	9 a.m.	Aims and Methods		
9 a.m.	9:20 a.m.	Role of the Scoutmaster		
9:20 a.m.	9:55 a.m.	The Patrol Method		
9:55 a.m.	10:05 a.m.	Break		
10:05 a.m.	10:35 a.m.	The Troop Meeting		
10:35 a.m.	10:55 a.m.	Advancement		
10:55 a.m.	11:15 a.m.	The Support Team		
11:15 a.m.	11:30 a.m.	Break		
11:30 a.m.	12:10 p.m.	Annual Planning		
12:10 p.m.	12:20 p.m.	Wrap-Up		
12:20 p.m.	12:30 p.m.	Closing		
12:30 p.m.	1 p.m.	Faculty Reflection (no participants)		
		Clean up facility (no participants)		

Faculty Uniforms

The course faculty members should set a good example as trainers and representatives of the local council. Accordingly, they are expected to wear the complete and correct Scouting field uniform appropriate to their Scouting positions during the course.

Organizing the Class: Modeling the Patrol Method

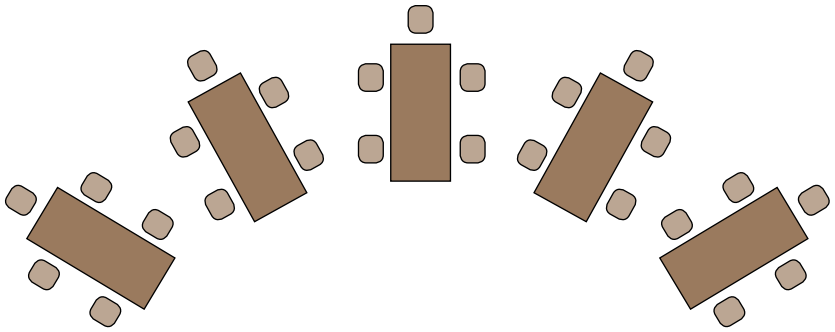
The course is intended to be taught in small groups of five to six participants in order to model and demonstrate the patrol method, the BSA's essential, small-group, peer-learning method. At times during the course, a faculty member will act as a facilitator for each patrol, modeling the role of a troop guide, with one facilitator for each group of five or six participants. Therefore, the class size will dictate the number of faculty members needed to run the course. The training

is intended to be conducted with the minimum amount of lecture. Boys and adults stay with Scouting when their patrols and troops are active—in the outdoors, during meetings, and when learning. The learning in this course models the feeling boys get when they belong to a patrol, and the course reinforces the patrol method by example.

Even training sessions that have a small number of participants should still try, as much as possible, to model the patrol method. Consideration should be given to using smaller groups of three or four Scouters in order to re-create the sense of camaraderie.

The optimum facility will be arranged to accommodate the patrol model. Auditorium-style seating is nearly always the least effective classroom arrangement for a course such as Scoutmaster Position-Specific training as it inhibits student interaction, social bonding, and the shared reinforcement that is the hallmark of the patrol method. Training outside is almost always the best location!

It is recommended to use a classroom (or picnic table) seating style that encourages collaboration and sharing among the participants, such as the one shown below, which allows all participants to see the instructor as well as collaborate among the members of the small group:



Be sure to consider any requirements for special access to facilitate participation by Scouters with unique circumstances.

There should be sufficient open space readily available for the participants to conduct the group activities. Be cognizant of the weather and "Be Prepared."

Faculty Development

The training team serves as an important recruiting and retention tool for the district and council. The ability of training teams to deliver effective training programs has proven to have a direct and measurable impact on the success of Scouting.

Faculty development is an ongoing process designed to ensure the quality, consistency, and effectiveness of the council's learning programs. Faculty development for Scoutmaster Position-Specific training is composed of pre- and post-course group sessions, as well as individual preparation.

Pre-course faculty development sessions offer the training team the opportunity to review, assign, and adjust responsibilities for promotion, setup, registration, lesson assignments, and logistics. Faculty development is also an opportunity for team building among the training team. As trainers also donate their time, talents, and "treasure," the lead faculty member should endeavor to make the faculty development sessions just as effective, useful, and fun as the training course will be for the participants.

The faculty should practice the presentations so that new trainers may observe the experienced ones, all trainers may practice giving meaningful and constructive feedback, and new trainers have the opportunity to practice in front of a "friendly" and supportive audience. Practicing the presentations also provides "insurance" so that other instructors are prepared to step in should unforeseen events prevent the primary instructor from teaching.

During the pre-course faculty development, the following should be accomplished:

- Review the course schedule.
- Review the evaluations from the previous course or iterations of the same course.
  - — Look for trends from previous courses and follow-up evaluations provided by the unit commissioners.
  - — Discuss how previous concerns will be addressed and how positive events will be repeated in this course.
- Assign specific tasks:
  - — Promotion
  - — Logistics
  - — Registration
  - — Troop guides (faculty members assigned to each patrol to facilitate the learning)
- Review opportunities for Fundamentals of Training and Trainer's EDGE to enhance presentation and facilitating skills.
- Practice the games and the advancement simulation.
- Practice a meaningful opening ceremony.
- Make arrangements for the facility (confirm location, time available, access, parking, usage fees, tables and chairs, flags).
- Be mindful of the budget: Use council procedures for funds accountability.
- Prepare or obtain needed training aids (flip charts, whiteboards, markers, power strips, extension cords, easels, blue tape, computer, projector, screen, activity supplies, game materials).
- Print training materials (handouts, etc.).
- Prepare the location (signs, heating and air conditioning, lighting, registration, clock).
- Obtain needed comfort items and refreshments (coffee, snacks, soft drinks, etc.).
- Prepare a clean-up plan.

Evaluation

A suggested participant assessment is provided in the appendix. Consider inviting a neutral party to the training to monitor and evaluate the course—an observer's feedback can help overcome program stagnation. As a follow-up, provide time in the schedule for the faculty to reflect on the course.

Ensure the unit commissioners check with the participants 90 to180 days after the course to determine course effectiveness and suggested improvements. This communication also provides an opportunity to receive feedback about supplemental training needs.

Use the post-course feedback to guide council and district supplemental training programs.

A short, post-course faculty reflection session should be conducted immediately after the course concludes and the participants have departed. The intent of this session is for the faculty to reflect on the effectiveness of the course just concluded. Reflection is a simple, effective tool for continuous improvement. Key to successful reflection is maintaining a spirit of openness and learning, rather than fixing. The faculty members should offer their own assessments of the effectiveness of that day's lessons and present ideas for improvement.

Several methods can be used for reflection. Among the more common ones used in Scouting are "Start-Stop-Continue," "Thorns, Buds, and Roses," and "What, So What, What Next," although any model may be used as long as the training team captures the desired outcomes, the actual results, and why the results were different (both positive and negative) from those expected.

Once the faculty has completed its internal reflection of the course, members should then review the participants' assessments. When taken together, the different forms of evaluations will help the training team maintain the quality and relevance of the course offerings.

The Simulation

The advancement simulation is a multipurpose training technique using a game to introduce the Scouts' advancement program. It encourages faculty interaction with the participants as the troop guides answer questions within their patrols about advancement. The simulation also builds camaraderie and teamwork among the participants, while also modeling healthy competition between patrols. Finally, it reinforces the patrol method by encouraging cooperation within the patrols as the participants work toward Boy Scout advancement individually and as a patrol.

Have a copy of the advancement tracking sheet (Appendix I) preprinted and waiting at each participant's seat.

Overview: At different points within the course, a "Scoutmaster" will turn over advancement cards (Appendix J). Each card corresponds to a rank requirement as described on the card. The rank advancement and merit badge cards have been designed to be printed on card stock. Training teams may choose to laminate them to save printing costs for future presentations of the course.

Merit badge cards are given out as incentives for participation in the different activities and games during the course. There are cards depicting all Eagle-required merit badges (merit badges with white borders) and 13 non-required merit badges (green borders). Make enough merit badge cards to allow for two cards per participant for each of the eight sessions. That does not mean each participant will get one—some may get more than one—but that should be an adequate number of merit badge cards to run the course.



It is important to note that boys must earn their rank requirements and merit badges. The use of merit badges as "rewards" or "incentives" for participation during the course is to make the training fun and active for the participants and does **not** imply that rank requirements and merit badges are **given** away.

Provide each faculty member with a stack of merit badge cards. The faculty should give these merit badges to the participants as "rewards" for interacting with the faculty as they arrive and during breaks, and also for participating in the games and exercises. This interaction helps ensure the faculty is fully engaged with the participants and also encourages the participants to engage with each other during the course. As questions arise about advancement, troop guides should ensure that participants fully understand how merit badges support and enhance the program.

As advancement cards are turned over, the participants will fill out their tracking sheets. The merit badge cards are used for the ranks of Star, Life, and Eagle. It should be made clear that participants likely will not complete rank advancement during the course.

Developing the Learning Culture

Scoutmaster Position-Specific training focuses on the essentials of being a good Scoutmaster. The training builds upon other resources and training opportunities by teaching participants how to succeed in the near future as new troop leaders, but does not "crush" them with materials that are better learned in future training.

Faculty members should bring their own personalities and enthusiasm to the training sessions, but should not wander from the desired learning outcomes laid out in this guide. High-quality, supplemental learning programs offered by districts and councils will provide plenty of opportunities for new Scoutmasters to gain the additional skills and tools they will need to grow as leaders.

In the months and years to come, opportunities for continuous learning will allow participants to discover more about Scouting, leadership, and the best practices other Scoutmasters have developed to enhance their troop's effectiveness in delivering the Boy Scouting program.

The goal is that every youth has a trained leader. The training team supports Journey to Excellence goals by creatively seeking ways to train every leader.

Participants should leave the course confident that they have the initial skills and resources they will need to succeed as Scoutmasters. More importantly, perhaps, is that they leave feeling that the time they invested in the training was well-spent. People talk. A training team that consistently delivers fun, active, and high-quality learning experiences will become known. The opposite is also true.

Finally, upon completion of this training, new Scoutmasters should feel that they are now part of a bigger group of dedicated, like-minded Scouters. They should also know that the district and the council are there to help them with unexpected circumstances, build exciting programs for the Scouts, and make their commitment to Boy Scouting fun for both the boys and the other adult leaders in their troops.

Have fun!



Course faculty should ensure that they focus their enthusiasm on this initial training. Wood Badge, Powder Horn, and other advanced training opportunities will be introduced after the participants have gained some experience as leaders in Boy Scouting.

Gathering Activity

Time

The training team should be ready at least 15 minutes before the planned registration time in order to meet and greet early arrivals. The gathering activity ends at the training start time.

Objectives

The purpose of this activity is to:

- Model the gathering activity of a troop meeting
- Provide a fun, active way for the participants to get to know each other
- Provide an informal way for the participants to meet the faculty
- Make the participants feel welcome

Reference

- *Troop Program Resources*

Materials

- Training attendance report
- Materials for the game (see suggestions below)
- Merit badge cards for the faculty to hand out
- Copies of the selected gathering activity page from *Troop Program Resources* as a handout

Delivery Method

Game

Preparation

At registration, have a sheet to record the number of years each participant has been involved in Scouting. The person with the fewest years should be approached to "volunteer" to be the Scoutmaster. Reassure him or her that you will provide the questions he or she needs to ask at the appropriate time.

Introduction

The founder of the Scouting movement, Robert Baden-Powell, is credited with saying, "Scouting is a game with a purpose." This is especially true when providing a program for Scouts that meets the aims of Scouting. The purpose of a gathering activity before a troop meeting is to give the boys something fun to do as other troop members arrive. When used as part of this training, it helps the participants feel welcome and makes a first impression of Scouting as fun and active. This same philosophy would also apply to potential new members who visit the troop—a first impression of a group that is fun, active, and welcoming.

Gathering activities should be simple; they should not require detailed explanation of the rules, and they should encourage participants to share, interact, and easily add new players. Pick one of the simpler initiative games from chapter 2 of *Troop Program Resources*. Some samples may be found below. Be sure to mention to the participants the source of these and other appropriate games for the Scouts.

The course director and faculty need to arrive early enough to ensure that registration is set up and the first sessions are prepared before the gathering activity begins (15 minutes before registration start time). The faculty should be fully able to participate in the activity in order to begin developing the informal social bonds that new Scoutmasters will appreciate as they progress in Scouting.

Game Options

These and other games are found in *Troop Program Resources*.

The Maze

This game is similar to "Human Knot," which participants may have played before.

Procedure: The patrol forms a circle. Each patrol member reaches across with his right hand and takes someone else's right hand. Then each group member takes the left hand of a different person. On signal, two players (appointed beforehand) let go of their right hands only. No one else may let go. These two "loose ends" will attempt to straighten out the maze of hands into a straight line.

Beach Ball

Equipment: One or two beach balls

Procedure: Challenge the group to keep a beach ball in the air for 100 hits. If they achieve the goal, challenge them to go for a record. Play becomes very competitive, and they are competing against their own best effort. A player cannot hit the beach ball twice in a row. Use two balls in a large group.

Ring on a String

Equipment: A small ring that can be hidden in a fist (about 1 inch) and a string or clothesline that is long enough for all players to handle at once

Procedure: Have the Scouts form a circle, facing inward, with one Scout in the middle. Slip the string through the ring and tie the ends together. Place the string inside the circle and have each Scout hold it with both hands. The idea is to pass the ring around the circle from hand to hand, unnoticed by the Scout in the middle. The Scout in the middle says, "Stop," at which time the other Scouts stop passing the ring and the Scout in the middle tries to guess where the ring is by pointing to the hand he thinks is holding the ring. If he is correct, the ring holder goes to the middle and the guesser takes his place in the circle. The Scout in the middle must keep guessing until he locates the ring.

Ring Ball

(a version of Keep Away, played in a circle)
Equipment: A volleyball, basketball, or rubber gym ball

Procedure: The Scouts form a circle. One Scout, chosen to be "It," is stationed inside the circle. Play begins by passing the ball to a Scout other than It. The ball is passed around or across the circle from Scout to Scout, while It tries to intercept it and force it to touch the floor. If It can make the ball touch the floor, the last Scout to have touched the ball goes to the center, and the game continues. Emphasize to the players that It must make the ball hit the floor. Thus, if a Scout in the circle can catch the ball before the ball hits the floor, It has failed even though he might have touched or hit the ball.

Incentive

Provide a random merit badge to each person who participates in the gathering activity. Do not tell the participants the reason for the card at this point.

Opening and Introductions

Time

15 minutes

Objectives

The purpose of this session is to:

- Formally introduce the participants to each other
- Have the faculty interact with the participants
- Model a meaningful opening

Reference

- *Troop Program Resources*

Materials

- A copy of the course schedule for each participant
- A United States flag
- A troop flag (optional)
- A state flag (optional)
- Copy of the advancement checklists (Appendix I)
- Poster of Scout Oath, prominently displayed (may be handwritten)
- Poster of Scout Law, prominently displayed (may be handwritten)

Delivery Method

Ceremony

Preparation

Choose an appropriate opening from chapter 3 of *Troop Program Resources*.

The faculty should practice the opening during faculty development.

Opening



Take a moment to demonstrate the Scout sign and Scout salute. The few participants who do not know how to perform them may be too shy to ask.

Welcome the participants to the course. Remind them this is the first of the two learning sessions that will qualify them as trained Scoutmasters.

- Highlight the primary reference materials.
- Conduct a meaningful ceremony.
- Ask a participant to lead the group in the Scout Oath.
- Ask another participant to lead the group in the Scout Law.

- Briefly introduce the faculty (name and current position is sufficient).
- Have the participants introduce themselves in their patrols.
- Have troop guides briefly explain the advancement simulation to their patrols.

Summary

Nearly everything they will need to know about being a Scoutmaster can be found in the *Troop Leader Guidebook*. We will reference it many times during this course. In fact, one way to think about this course is that it teaches participants to find the answers they will need by using their *Troop Leader Guidebook*.

As they may gather from the opening passages we read about the promise of Scouting, the *Boy Scout Handbook* reflects the heart and soul of Boy Scouting. It is the book that each Scout in the troop will need to have, as both a guidebook and a manual of possibilities. Between its covers they will find the lore of Scouting that has evolved from 1910 to the present. The *Boy Scout Handbook* is a guide to outdoor skills, to the values of Scouting, and to ways in which the Scouting program can be delivered.

Beyond the handbooks for Scoutmasters and Boy Scouts, the BSA offers a host of written resources such as *Troop Program Resources* and *Guide to Safe Scouting*. We will discuss those during this course when their importance arises.

Incentive

Provide a merit badge to the participants who volunteered to lead the Scout Oath and Scout Law.

The course director will turn over three advancement cards. Tell the participants to check off the corresponding boxes on the advancement sheet for each card. Troop guides should be ready to coach their patrol members.

Aims and Methods of Scouting

Time

15 minutes

Objectives

The purpose of this session is to:

- Understand the aims of Scouting
- Explain how the Boy Scouting methods achieve the aims of Scouting
- Examine how programs stray from the aims and methods.

References

- *Troop Leader Guidebook*
- Aims of Scouting handout (Appendix C)
- Age-Appropriate Guidelines for Scouting Activities (Appendix F)
- The Boy Scout Outdoor Program at: www.scouting.org/Home/OutdoorProgram/BoyScoutOutdoorProgram

Materials

- Flip chart and markers for each small group or patrol
- Three poster board signs, each with an aim of Scouting written in large letters

Delivery Method

Brainstorming as a troop (full group)

Introduction

This session is intended for the participants to learn how Boy Scouting uses its unique, age-appropriate methods to achieve the aims of Scouting.

Aims of Scouting

Ask the troop to name the aims of Scouting. As they provide the aims (character development, citizenship, and physical and mental fitness), a faculty member will post one of the three poster board signs in a prominent position.

Ask the participants to define each aim briefly in order to take the participants' understanding beyond a simple listing of the three aims. They may use their handouts as a reference.

Aims of Scouting:
Character Development
Citizenship Training
Physical and Mental Fitness

Incentive

Award a merit badge to each participant who offered a definition of one of the aims.

Statement

The course director should say, "The troop committee is looking for a Scoutmaster." Ask for volunteers and then "select" the least-experienced person identified earlier during registration.

Provide the new Scoutmaster with the deck of rank advancement cards.

Methods of Boy Scouting

Provide copies of the *Troop Leader Guidebook*. Distribute flip charts and markers.

Assign each patrol two or three methods to research and share with the group. Have each patrol look up the methods used by Boy Scouting. Troop guides should facilitate discussion within their patrols. Then have each patrol report how the methods achieve the aims of Scouting. The patrols' answers may include:

Character development:

- Ideals
- Adult association
- Personal growth
- Leadership development
- Uniform

Citizenship training:

- Ideals
- Patrols
- Outdoors
- Personal growth
- Leadership development

Fitness:

- Ideals
- Personal growth
- Outdoors
- Advancement

Conclude with a restatement of the mission of the Boy Scouts in order to reinforce the linkage between the aims and methods. Say: "The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law. We use the methods of Scouting—including advancement, the outdoors, and adult association—to accomplish these goals."

Incentive

Once the patrols have described how their methods achieve the aims of Scouting, have the participant Scoutmaster turn over three more advancement cards. The participants should check off corresponding boxes on their advancement sheets.

How Programs Stray

Once the participants begin discussing experiences they have had as they applied the methods to the Boy Scouting program, lead them into a brief discussion of potential pitfalls to avoid. This discussion is intended to allow them to apply their past Scouting and personal experiences to their roles as Scoutmasters.

Potential answers may include:

- Adults setting low expectations for youth leaders
- Adults not adapting to their changing roles as they progress through the different programs (for example, the Webelos den leader who becomes an assistant Scoutmaster but continues to treat Boy Scouts like Cub Scouts)
- Straying from the age-appropriate guidelines set by the BSA—for example, letting younger youth participate in older-Scout activities
- Not conducting the program according to BSA guidelines
- Favoritism in recognition
- Multiple standards



Be careful not to let this discussion devolve into a complaining session.

Incentive

Once the patrols have finished discussing how they might avoid straying from the aims and methods, have the participant Scoutmaster turn over three more advancement cards. The participants should check off corresponding boxes on their advancement sheets.

Conclusion

Boy Scouting is a program that serves youth from 10 through 17 years old. Scoutmasters must stay true to the aims of Scouting and help youth leaders in troops plan and lead exciting, fun, and safe activities using the methods of the Boy Scouting program.

Role of the Scoutmaster

Time

20 minutes

Objectives

The purpose of this session is to:

- Discuss the qualities of a Scoutmaster in a boy-led troop
- Describe what a Scoutmaster must be, know, and do

Reference

- *Troop Leader Guidebook*

Materials

- Flip charts and markers

Delivery Method

Small-group discussion

Qualities of a Scoutmaster

The participants will describe their image of a Scoutmaster. They should discover the qualities and skills they should possess or learn in order to be effective Scoutmasters.

As the participants brainstorm the qualities and skills of an effective Scoutmaster, list their answers on a whiteboard or flip chart. Be sure the following qualities and skills are included:

- Works well with boys
- Cares about Scouts and ensures their safety
- Teaches Scouts how to do things for themselves
- Understands the Scouting program
- Sets a positive example
- Is comfortable in the outdoors
- Develops the other adult leaders
- Communicates well with adults and Scouts

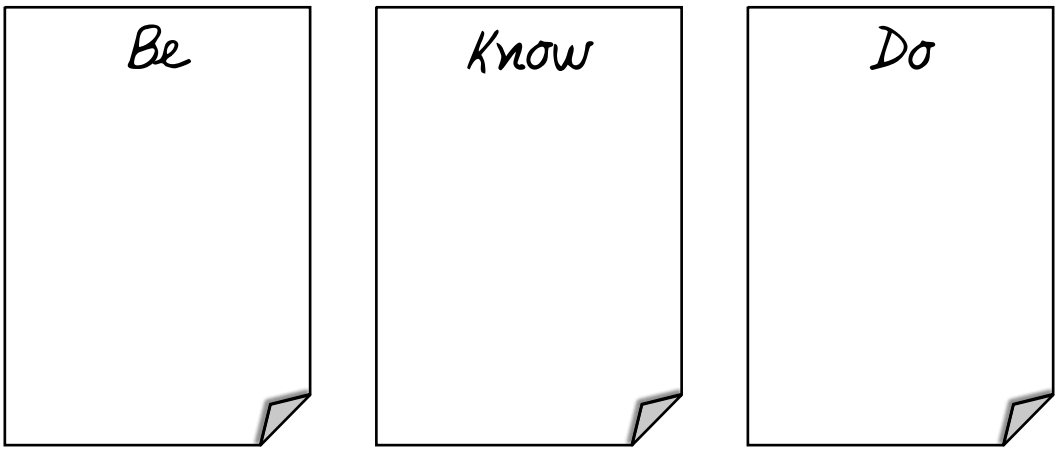
Explain that all of the qualities and skills needed to be an effective Scoutmaster can be divided into three categories: what a Scoutmaster must BE, KNOW, and DO. By recognizing these qualities, a person is well on the way to becoming a successful and effective Scoutmaster.

Be, Know, Do

Give each patrol three sheets of flip chart paper, with BE, KNOW, and DO already written at the top of each, and a marker.

Ask each patrol to spend five minutes brainstorming what a Scoutmaster should be, know, and do and then record their answers. After five minutes, have the patrols contribute answers to the group. This may be done by having each patrol provide one answer for each category until all

answers are exhausted or by having a patrol present their answers for a single category and then having the other patrols add to the first patrol's list.



Answers should include at least the following:

A Scoutmaster must BE …

- A good role model for the leadership skills expected of the boys
- A coach and a guide as the boys grow through Scouting
- An example for the aims of Scouting
  —Exemplary character
  —Model citizen
  —Physically fit, mentally awake, and morally straight
- Approachable
- Respectful
- Trusted

A Scoutmaster must KNOW …

- That Boy Scouting works best when the boys are the leaders
- That the patrol method is the best way to run a troop
- The basic skills that are expected from the boys
- How to use the *Guide to Safe Scouting* in developing the troop's program
- The tools and resources available from the district and council
  —Unit commissioners
  —Training opportunities for youth and adults
  —Roundtables and supplemental training opportunities
  —High-adventure opportunities to keep older boys enthusiastic

A Scoutmaster must DO …

- Everything he can to help the boys become confident leaders
- Appropriate modeling so Scouts apply the aims of Scouting in their daily lives
- Needed training to develop assistant Scoutmasters
- His own recurring and supplemental training to improve and refresh his Scouting skills
- The work needed to partner with the troop committee
- Everything necessary to communicate effectively with boys, parents, and other leaders in the troop
- Everything needed to uphold the standards of the BSA and the chartered organization



"Be, know, and do" is a proven leadership development methodology that has been used successfully through the years by the BSA.

Once the patrols have presented their results, encourage others to add their own ideas. The patrols should add the other patrols' ideas to their pages. After all the ideas have been gathered and recorded, post the patrols' pages on the wall so everyone may refer to them during the course.

Incentive

The instructor should award a merit badge to the participants who give particularly good answers. Troop guides should award a merit badge to participants who encourage and facilitate participation by others in their patrols.

While a faculty member posts the Be-Know-Do pages on the walls, have the participant Scoutmaster turn over three more advancement cards. The participants should check off corresponding boxes on their advancement sheets.

Summary

Scoutmasters have important roles to play to ensure a successful Scouting experience for the Scouts and for the chartered organization. The best Scoutmasters give the Scouts opportunities to learn, practice, and demonstrate good leadership in Scout-led troops.

The Patrol Method

Time

35 minutes

Objectives

The purpose of this session is to:

- Understand what a Boy Scout patrol is
- Describe the different types of patrols
- List the members of the patrol leadership and briefly describe their duties
- Understand the importance of patrol meetings

Reference

- *Troop Leader Guidebook*

Materials

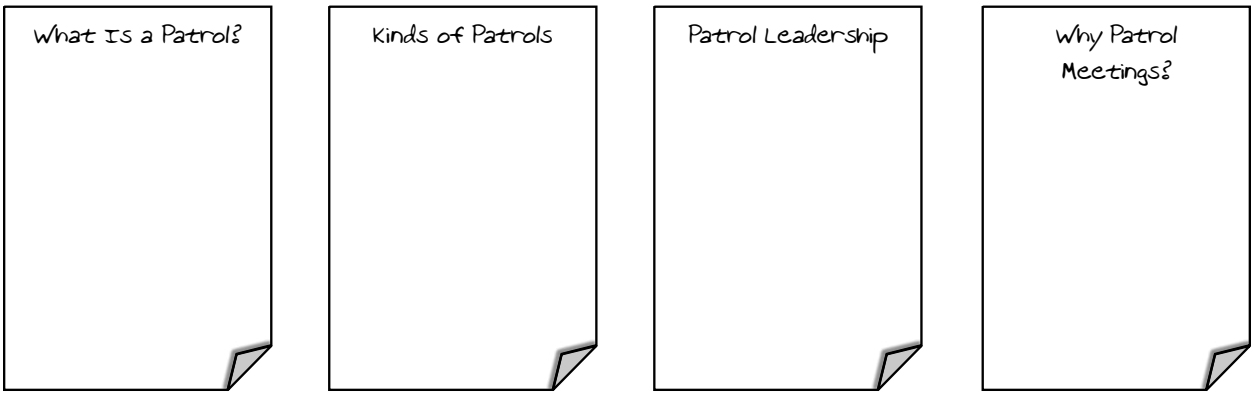
- Flip charts and markers (different color for each patrol)
- Stopwatch (or watch with a second hand)

Delivery Method

Game and guided discussion

Preparation

Have four flip chart pages prepared as shown. Have additional pages available to add if the participants fill up a page during the activity.



Introduction

Baden-Powell famously said: "The patrol method is not a way to operate a Boy Scout troop, it is the only way. Unless the patrol method is in operation you don't really have a Boy Scout troop."

In Scouting, a troop is composed of several patrols. Boy Scouting happens in the context of a patrol. The patrol, a small team of eight or so Scouts, is more than an organizational convenience or a Boy Scout version of the Cub Scout den. It is the place where boys learn skills, take on leadership responsibilities, and develop friendships that will often last throughout their lifetimes.

In this session, we will define a patrol, understand the different kinds of patrols, discuss patrol leadership, and appreciate the importance of regular patrol meetings.



Chapter 3 of the *Troop Leader Guidebook* is full of important information. The syllabus uses a game to get the participants involved rather than lecturing to them. It also models a way that is very effective with Scouts who are full of energy and who have been sitting in school most of the day.

Game

Have the troop guides post the previously prepared flip chart pages around the room. Each patrol is given a different color of marker and will be assigned to one of the four questions. Do not tell them which question they will be assigned before giving the instructions. The patrols should use the *Troop Leader Guidebook* to help them answer the questions.

When the facilitator says "Go," each patrol will go to their assigned question. They will have one minute to write down their answers. Stress that neatness in handwriting counts, as the other patrols must be able to read and understand the other patrols' answers.

After one minute, the patrols rotate to the next question and add to the previous patrols' answers. Do not give a break as they rotate (patrols will not have a full minute on rounds two and three).

One minute later, the patrols rotate again and add more answers.

For the fourth round, give the patrols two minutes. This extra time will allow them to read the chapter in the *Troop Leader Guidebook* a bit more slowly, and they may pick up some of the smaller points that were missed by the other patrols.

Once the participants have taken their seats again, have the troop guides move the completed flip charts to the front of the room. Determine which patrol gave the most answers (based on the different marker colors for each patrol), and declare a winner.

Reflection

Q: What was the point of the game we just played?

A: To model the patrol method, an active way of learning, and have fun

Q: What elements of the patrol method did you observe?

A: Team effort, leadership, competition, camaraderie, developing friendships

Q: How might you use this short example to ensure fun, exciting, and active troop meetings?

A: Teach Scouts to incorporate the games and skill-development activities from *Troop Program Resources* into their troop meeting plans, and encourage Scouts to devise their own ways of making troop meetings fun, exciting, and active.

Provide a merit badge to participants who contribute to the reflection.

What Is a Patrol?

- Basic unit of a troop
- 6-8 Scouts
- Has a boy leader
- Has a name
- Has a flag
- Has a yell
- Camps together
- Competes as a team
- Leads ceremonies
- Are semipermanent

Kinds of Patrols

- New-Scout patrol
- Traditional patrol
- Older-Scout patrol
- National Honor Patrol (award)

Patrol Leadership

- Patrol leader
- Assistant patrol leader
- Scribe
- Quartermaster
- Cheermaster
- Troop guide (as coach)
- Patrol advisor (as advisor)

Why Patrol Meetings?

- Plan patrol activities
- Collect the dues
- Prepare for outings
- Clean and repair gear
- Play games
- Work on skills
- Rehearse ceremonies

Lead a guided discussion on the different kinds of patrols. Ask the participants to describe the three kinds of patrols. Write their answers on a whiteboard or another flip chart.

New-Scout Patrol

- Just joined the troop at the same time
- New to Scouting
- Were probably a Webelos den or group of friends
- Patrol leaders serve shorter terms
- Has an older Scout to assist them (troop guide)
- Has an assistant Scoutmaster to coach them

Traditional Patrol

- Friends with similar interests and abilities
- Chose to be in the patrol together
- Range of ages (no more than three years between oldest and youngest)

Older-Scout Patrol

- Experienced Scouts
- 14 years or older
- Participate in higher adventures (see age-appropriate guidelines)
- Serve as youth leaders
- Keeps older Scouts engaged and contributing

Ask what might be the advantages and disadvantages of each. Answers should include:

- A new-Scout patrol can be a positive and encouraging way of integrating new boys into a troop who have just arrived from Cub Scouting.
- New-Scout and traditional patrols offer opportunities to learn and practice leadership early.
- Patrols succeed when the troop assigns one of its best Scouts to serve as the troop guide and help the younger Scouts succeed. The opposite is also true.



Many troops assign an assistant Scoutmaster, called a patrol advisor, to each patrol. At a minimum, an assistant Scoutmaster should serve as patrol advisor to the new-Scout patrol. The patrol advisor advises and supports the patrol leader and troop guide, but does not take over their responsibilities in any way.

- Older Scouts may have a "been-there-done-that" attitude. An older-Scout patrol will provide these Scouts an experience that is more closely related to the types of activities and challenges appropriate for older Scouts.



An assistant Scoutmaster assigned to the older-Scout patrol helps the members turn their outing ideas into action. He or she works to ensure that patrol activities complement, rather than conflict with, troop activities and may also guide the members along the trail to the Eagle Scout rank.

Balancing the Patrols' Needs

Most patrol activities take place in the context of troop activities, but that doesn't mean that every patrol has to do the same things on every outing. Give each patrol a different theme from *Troop Program Resources* that is appropriate to your area (e.g., snow sports may not be appropriate for a Florida troop or water sports for an Alaska troop).

Ask each patrol to take five minutes to discuss and design a weekend outing that addresses the needs of the three types of patrols. At the end of the five minutes, have a patrol representative describe their weekend to the group.



This activity serves the dual purpose of getting the patrol to share ideas based on their assigned theme and also sparking new ideas for troop activities from the whole group.

After the patrols present their ideas, the instructor should remind the group that all three types of patrols may conduct activities separate from the troop if they follow these guidelines:

- The Scoutmaster and the participants' parents give permission.
- The activity doesn't conflict with the troop calendar.
- The policies in the *Guide to Safe Scouting* are followed, including the need for two-deep adult leadership.

With proper training, guidance, and approval, a patrol can conduct day hikes and service projects without the presence of adult leaders. However, appropriate adult leadership must be present for all overnight Scouting activities.



To help reduce opportunities for bullying, there should be no more than three years of age difference between a patrol's oldest and youngest members.

National Honor Patrol Award

An easy way to build patrol spirit is to promote the National Honor Patrol Award, which is given to patrols that meet prescribed requirements over a three-month period. The requirements are listed below.

Ask the participants to refer to the *Troop Leader Guidebook*, and have them share the requirements for the National Honor Patrol Award. Record their answers on a whiteboard or flip chart. Their answers should include:

- Have a patrol name, flag, and yell. Put the patrol design on equipment, and use the patrol yell. Keep patrol records up to date.
- Hold two patrol meetings every month.
- Take part in at least one hike, outdoor activity, or other Scouting event.
- Complete two Good Turns or service projects approved by the patrol leaders' council.
- Help two patrol members advance one rank.
- Wear the full uniform correctly at troop activities (at least 75 percent of the patrol's membership).
- Have a representative attend at least three patrol leaders' council meetings.
- Have eight members in the patrol, or experience an increase in patrol membership over the previous three months.



If the issue comes up about using the patrol method in a very small troop, it is recommended that the instructor refer the questioner to the *Troop Leader Guidebook*, make a point of following up with the questioner during a break, and ensure the unit commissioner is prepared to help the Scoutmaster with the challenges of a small troop.

Summary

The patrol is the primary element in a successful troop. The patrol leaders and youth troop leaders—called the patrol leaders' council—lead the troop. Your advancement sheets reinforce the importance of the patrol method and the understanding that the patrol is a requirement for Second Class. We will continue to use the patrol method throughout the course.

Incentive

Award a merit badge to the participants who answer the questions. The participant Scoutmaster turns over another three advancement cards. The participants should check off corresponding boxes on their advancement sheets.

Take a 10-minute break

Remember, this is an opportunity for the participants to interact informally with the faculty members and ask questions for which they need more detailed explanations than time permitted during the lessons. Troop guides should take note of any previously unanswered questions and follow up with those participants during the break.

The faculty should distribute merit badges to those who engage with the faculty and with other participants on topics related to leadership and Scouting in general. Be liberal.

The Troop Meeting

Time

30 minutes

Objectives

The purpose of this session is to:

- Explore the purposes of troop meetings
- Discuss the value of using the troop meeting plan
- Explain the importance of allowing a troop meeting to be planned, conducted, and reviewed by the Scouts themselves
- Review the vital role a Scoutmaster plays by providing coaching, support, and leadership to Scouts

Reference

- *Troop Leader Guidebook*

Materials

- Flip charts and markers

Handouts

- Troop Meeting Plan from www.scouting.org/filestore/pdf/34425.pdf and *Program Features for Troops, Teams, and Crews, Volume 1* (one per participant)
- Extracts from *Program Features for Troops, Teams, and Crews* (choose a different program theme for each patrol) and three copies of a different monthly program theme for each patrol. For example, one patrol gets three copies of the Hiking program theme, another gets Backpacking, and so on.

Delivery Method

Guided discussion

Introduction

Do boys join Scouting just to attend meetings? The answer is probably no. Ask them, and they will say they joined to have fun, set out on adventures, make friends, learn new skills, and explore the outdoors.

Troop meetings can be the catalyst that makes all of that possible for Scouts, but for that to happen, the meetings must be fast-paced, interesting, and varied. They need to lead toward exciting patrol activities in the outdoors. They need to be the glue that holds a troop's patrols together. Properly conducted, they can be all of that and more.

Why Have Troop Meetings?

Troop meetings serve many purposes, including these:

- Motivating Scouts
- Strengthening patrols

- Promoting patrol spirit
- Encouraging Scouts to learn and practice Scouting skills
- Allowing Scouts to exercise leadership

As a tool for delivering the promise of Scouting, troop meetings are especially effective because they are planned, organized, and carried out by the Scouts themselves. Scouts take ownership of the meetings and are empowered to lead the events that make up each meeting.

Of course, Scouting gives boys the resources they need to make their troop meetings successful. As Scoutmasters, you can provide the support and guidance that will allow them to make the most of those resources.



The troop meeting plan is a format that has developed over many years of Scouting experience. It presents Scouts with a very effective way to put together troop meetings that are enjoyable, productive, and meaningful and that stay within a reasonable time frame.

Using the Troop Meeting Plan

Perhaps the most important resource for helping Scouts develop effective troop meetings is the tried-and-true method called the troop meeting plan. A blank Troop Meeting Plan can be found in *Program Features for Troops, Teams, and Crews*. On their tables, participants will find an example of a monthly program theme. Take a moment to review the theme for your patrol and note that it provides suggestions for the patrol leaders' council to run an entire month's worth of fun and productive meetings related to the theme as well as ideas for the monthly outdoor event. Tell participants that if their troop does not already have copies of *Program Features for Troops, Teams, and Crews* available, they can find it at Scout shops, at Scoutstuff.org, or in a Kindle version at amazon.com.

Point out that the meeting plan involves seven distinct parts:

- Preopening
- Opening
- Skills instruction
- Patrol meetings
- Interpatrol activity
- Closing
- After the meeting



In discussing the essential elements of a troop meeting, the following descriptions will be useful. Participants can also find this information in the *Troop Leader Guidebook*.

Preopening

As Scouts begin to arrive for a troop meeting, the senior patrol leader or an older Scout assigned by the senior patrol leader should get them involved in a game or project designed so that additional Scouts can join in as they show up. The preopening is often well-suited for the outdoors.

The person in charge of the preopening activity should be ready to start at least 15 minutes before the scheduled beginning of the meeting. An assistant Scoutmaster may be assigned to coach and support the Scout leading the preopening. To keep meetings fresh, the preopening activity should not be the same every week.



Point out that participants have already taken part in a preopening activity: the get-acquainted game at the beginning of session one. Instructors can use that example to highlight ways of ensuring that a preopening is effective, enjoyable, and timely.

Opening

The senior patrol leader calls the meeting to order at the appointed time, instructing Scouts to line up in formation by patrols. The patrol responsible for the opening might conduct a flag ceremony and then lead troop members in reciting the Scout Oath and Scout Law.

If time permits, the course director might model another, different sort of opening ceremony. Ideas for opening ceremonies may be found in the *Patrol Leader Handbook*.

A typical ceremony can follow these guidelines:

- An instructor in the role of senior patrol leader directs, "Color guard, raise the colors." The patrol leader of the color guard takes charge, calling the members of the troop to attention, asking them to make the Scout salute, then instructing the color guard to advance and present the colors.
- After the flag has been placed in the flagpole holder at the front of the room (the color guard may also present a troop flag), the patrol leader leads the group in reciting the Pledge of Allegiance and the Scout Oath and Scout Law, then directs the color guard to retire.

Variations on the opening ceremony may include other meaningful activities such as singing a patriotic song or presenting an historic American flag and explaining its history.

Skills Instruction

Skills instruction might focus on skills Scouts will need to fully participate in an upcoming activity or skills they must acquire for advancement. A troop with Scouts of about the same experience level could separate into their patrols to maximize learning experiences. Troops with Scouts of various ages and expertise may organize instruction at three levels—basic information for a new-Scout patrol, more advanced instruction for traditional patrols, and the most challenging level for an older-Scout patrol.

Instruction should be hands-on learning rather than lecturing.

Those leading the sessions will be Scouts serving as troop instructors with expertise in a particular area (they should be well-prepared ahead of time), adult Scout leaders, or outside authorities willing to share their knowledge with the troop.

Patrol Meetings

After skills instruction, the senior patrol leader will announce that it is time for each patrol to go to its designated meeting area, usually in the same room (or outdoor area) as the troop meeting. Each patrol leader takes charge of his patrol's meeting.

Note: This short session is different from the patrol meeting that takes place outside of the troop meeting.

Matters to be handled during the patrol meeting include taking attendance, collecting dues, planning the patrol's involvement in upcoming troop activities, selecting menus for hikes and campouts, assigning patrol members to specific tasks, and working out any other details for the smooth operation of the patrol. The length of the patrol meetings will depend upon how much business the patrols must handle.

Interpatrol Activity

Led by the senior patrol leader or an assistant senior patrol leader, this part of the meeting allows all the patrols to interact with one another in a competition or in a cooperative effort. The activity could be a game that tests the skills Scouts are learning for an upcoming event—a race by each patrol to set up a tent properly, for example, or for patrol members to tie a set of knots correctly.

Games involving teamwork and ethical decision making may also be appropriate.

Closing

The closing is the Scoutmaster's portion of the meeting.

The Scouts should be paying attention. It may help to dim the lights and have everyone seated. Outstanding business can be dealt with first, such as reminders for upcoming meetings or outings. Scouts who have advanced since the last meeting can be recognized. This is also a good time to praise Scouts for Good Turns, positive ethical decisions, and jobs well done.

The heart of the closing is the Scoutmaster's Minute—the Scoutmaster's opportunity to share a story based on Scouting's values. Personal experiences or one of the many Scoutmaster's Minutes found in the "Ready References" chapter of the *Troop Leader Guidebook* can be used.

The story should contain a thought for the Scouts to carry home with them. The closing may also include a simple ceremony, a song, or a prayer.

After the Meeting

At the end of the meeting, the service patrol for the week puts away any troop equipment and returns the room to its original condition.

Meanwhile, the senior patrol leader should meet briefly with members of the patrol leaders' council and the Scoutmaster to review the meeting, make plans for the next meeting, and decide which patrol will be the upcoming service patrol.

Planning

Later in Scoutmaster Position-Specific training, long-range program planning for a troop will be addressed.

The Scoutmaster's Role in Troop Meetings

A troop meeting should be planned, organized, and run by the senior patrol leader, the patrol leaders, and other members of the troop. In fact, a Scoutmaster takes a prominent role in a troop meeting only three times:

- Offering the senior patrol leader support and guidance as the meeting begins.
- Sharing the Scoutmaster's Minute at the close of the meeting.
- Meeting with the senior patrol leader and members of the patrol leaders' council to assess the meeting and review plans for the next troop meeting.

At first glance that may not seem to be much involvement for the primary adult leader of a Scout troop. The fact is, though, that troop meetings operating this way are an indication that the Scoutmaster has utilized time and energy where it is most effective: in preparing young people to take on the leadership of their troop and of its meetings.

One of the times when the Scoutmaster's input is most appropriate is during the planning that occurs before a meeting.

Conclusion

Review the importance of a boy-led troop with the participants. Ask the participants the following:

1. Who plans and runs a troop meeting?

   Answer: The patrol leaders' council and the youth leadership.

2. How much talking should the Scoutmaster do during a troop meeting?

   Answer: Not much. There is no set answer, but less is better. The Scoutmaster's role is to coach and prepare the youth leadership before the meeting.

3. Is your troop a boy-led troop?

   Answer: This one is a moment for the participants to reflect on how their troops run. There is no need for them to answer to the group. Remind the participants that if their troop is not a boy-led troop, the district and council are prepared to help them get there. Refer them to the unit commissioners and supplemental training opportunities, and remind them of the opportunity to observe and learn from more experienced adult leaders during coaching and mentoring sessions.

Advancement

Time

20 minutes



Instructors should note that this section is only intended to introduce the participants to the advancement program and inspire them to ask questions of their troop guides and learn more at council and district supplemental training opportunities, such as roundtables and University of Scouting.

Objectives

The purpose of this session is to:

- Describe how advancement connects to aims and methods
- Discuss the importance of personal growth and responsibility as part of advancement
- Understand the role of the unit advancement coordinator
- Describe the responsibilities of the Scoutmaster related to advancement

Handouts

- The Scoutmaster Conference (Appendix G)
- Sample Scoutmaster Conference Questions (Appendix H)

References

- *Boy Scout Handbook*
- *Guide to Advancement* (The instructor should be thoroughly familiar with the content of this key reference, especially Unit Advancement Responsibilities; Mechanics of Advancement: In Boy Scouting and Varsity Scouting; Unit Leader (Scoutmaster) Conference; Initiating Eagle Scout Board of Review Under Disputed Circumstances; and Complete All the Requirements.)
- Awards, Activities, and Opportunities pages at www.scouting.org/Home/BoyScouts
- *Boy Scout Requirements* for current year

Delivery Method

Guided discussion. This lesson covers a great deal of information; a large-group presentation with directed questions is recommended. The instructor will need to manage the time carefully.

Outline

Advancement presents a Scout with a series of challenges in a fun and educational manner. As he completes the requirements, he achieves the three aims of Scouting: character development, citizenship training, and mental and physical fitness.

Ask, "How does advancement provide opportunities for personal growth and taking responsibility?" The participants' answers may include:

- Exhibiting Scout spirit by living the Scout Oath and Scout Law
- Demonstrating citizenship through service to others
- Improved personal fitness through development of healthy habits

- Showing dependability through positions of responsibility
- Learning new skills
- Instructing others in Scout skills

It is important to remember that in the end, a badge recognizes that the Scout has gone through an experience of learning something he didn't previously know. As a result, through increased confidence, he discovers or realizes he is able to learn similar skills or disciplines. Advancement is thus about what a young man is now able to learn and to do, and how he has grown.

Scouting offers young boys tremendous opportunities to learn a wide range of skills and to grow through the BSA's experiential learning method that is part of the advancement program. As a Scout advances, he grows in confidence and self-reliance, and he builds upon his skills and abilities.

Brainstorm different methods and activities the unit can use to guide Scouts through advancement. Answers might include:

- Skill sessions during Scout meetings
- Campout planning
- Meetings with a merit badge counselor before Scout meetings or after school
- Patrol meetings outside the troop meeting with troop guide or troop instructor present
- Troop camping, service projects, and one-day activities
- Long-term camping
- High-adventure activities
- Council specialty camps (aquatics camp, climbing camp, etc.)
- National Outdoor Awards

Many resources are available to a Scoutmaster to provide ideas on ways to plan activities through which boys learn skills and advance through Scouting. Ask participants to name some resources they are aware of that can help units with their planning. Answers might include:

- *Program Features for Troops, Teams, and Crews*
- *Boy Scout Handbook*
- *Fieldbook*
- *Boys' Life*
- Roundtable programs
- University of Scouting courses
- Introduction to Outdoor Leader Skills training

There are four steps in Boy Scout advancement. They are:

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

The BSA's advancement program provides positive reinforcement to the Scouts. Recognition is achieved through the badges they earn and meaningful presentation ceremonies. Just as important, though, is the sincere support that adults offer young people throughout their experience within and beyond Scouting.

Incentive

Award a merit badge to participants who answer the questions.

Unit Advancement Coordinator

The troop committee is responsible for keeping the advancement records. The committee will include an advancement coordinator, who has these responsibilities:

- Support the Scoutmaster's vision for advancement
- Help stimulate the advancement program
- Help plan regular courts of honor
- Obtain the necessary badges and certificates
- Arrange for timely boards of review
- Maintain unit advancement records
- Report unit advancement to the local council
- Maintain the unit's merit badge counselor list
- Work with youth leadership to maintain a troop library of advancement literature

The Scoutmaster and Advancement

While the Scoutmaster has many responsibilities related to advancement, let's highlight a few that are asked about most frequently. See the *Guide to Advancement* for details.

- **Leading the youth to plan a program rich in opportunities for advancement.** A fundamental principle of advancement shall be that the boy's progress is a natural outcome of his activities in his unit.
- **Selecting and training those who approve advancement.** Once a Scout has been tested and signed off by someone the Scoutmaster has approved to do so, the requirement has been met.

  As with any educational opportunity, however, simply signing off a requirement is not the end of the learning process. After a requirement has been passed, the unit program should continue to place the Scout in practical situations that build retention through repeated use of skills.

  Ask the participants for examples of how the unit program should reinforce the skills the Scouts have learned.
- **Approving service hours.** Service hours for ranks other than Eagle call for participation only. Planning, development, or leadership is not to be required. Pre-approval is important because it calls on a boy to think about what might be accepted, and to be prepared to discuss it.
- **Coaching on positions of responsibility.** The unit should provide clearly established expectations for each youth accepting a position of responsibility. If those expectations are not being met, it is the Scoutmaster's responsibility to address the situation promptly.
- **Issuing and receiving blue cards (Application for Merit Badge).** A Scout may begin working on any merit badge at any time he chooses. However, when he desires to begin working with a merit badge counselor, he must meet with the Scoutmaster to have a discussion about his plans and to obtain the name of a registered and approved merit badge counselor. The Scoutmaster and Scout should come to agreement on the counselor. Lacking agreement, however, the Scout must be allowed to work with the counselor of his choice, so long as the counselor is registered and has been approved by the council advancement committee.

Later, after the merit badge counselor has signed the blue card indicating that the merit badge has been completed, the Scout returns the blue card to the Scoutmaster once again to discuss his experience and get the Scoutmaster's final signature on the card. This discussion is not for the purpose of approving completion of the merit badge, which has already been done by the counselor. Once it's earned, it's earned.

- **Conducting Scoutmaster conferences.** The Scoutmaster conference is a way for the Scoutmaster to gauge the health of the troop and ensure each Scout is succeeding. It is intended to be a rewarding opportunity for both the Scoutmaster and the boy, helping him to grow in Scouting. It is not a test; a Scout is required only to participate—not "pass" the conference—in order to proceed to a board of review.

The *Guide to Advancement* notes that while the Scoutmaster conference is often held "after the other requirements for a rank are met, it is not required that it be the last step before the board of review." Some Scoutmasters hold more than one conference along the way, and any one of them may count toward the requirement.

For all advancement-related questions, your authoritative resources are the current editions of the *Guide to Advancement* and *Boy Scout Requirements.*

Incentive

The participant Scoutmaster turns over another three advancement cards. The participants should check off corresponding boxes on their advancement sheets.

Summary

Advancement is an important part of the Boy Scouting program. Keep advancement in perspective, however. It is not an end in itself, but rather it is one of several methods designed to help unit leadership achieve the aims and mission of the Boy Scouts of America. A Scout troop with an active outdoor program will naturally have a strong advancement program. And statistics show that a strong advancement program leads to increased satisfaction and retention of Scouts.

The Support Team

Time

20 minutes

Objectives

The purpose of this session is to:

- Explain the role of the unit committee
- Describe the organization of the unit committee
- Introduce the support available from the local council

Reference

- *Troop Committee Guidebook*

Handouts

- A list of the next three months of district and council supporting activities (roundtables, supplemental training opportunities, youth and adult leadership training, etc.)
- BSA organizational structure (Appendix D)

Materials

- Whiteboard or flip chart and easel, markers
- Poster, "Role of Troop Committee" (Appendix B)

Delivery Method

Guided discussion

Introduction

Share with the participants that a Scoutmaster does not "fly solo." There are many other Scouters whose role is to help them serve the Scouts in their troops. They include their troop committees and the district and council support teams.

It may seem obvious, but ask the participants, "What is a unit committee?"

Explain that the committee is composed of a minimum of three members, one of whom serves as committee chair. There is no maximum number of committee members. Committee members are most often parents of boys in the troop and chartered organization members who are interested in youth programs. For those parents who want to get involved, service on the unit committee may allow them to leverage their special expertise.

In this session, we are going to discuss the functions performed by the unit committees.

Role of Unit Committee

Give each patrol a blank sheet of flip chart paper. Ask each patrol to write down four to five things the unit committee does for the troop. Give them two to three minutes to record their answers.

Have the patrols present their conclusions. Their lists should include:

- Recruits and trains quality adult leadership

- Provides adequate meeting facilities
- Advises Scoutmaster on policies relating to Scouting and the chartered organization
- Supports youth and adult leaders in carrying out the program
- Is responsible for administrative tasks
- Is responsible for finances, funding, and budgeting
- Obtains, maintains, and cares for unit property
- Serves on boards of review
- Facilitates a camping and outdoor program
- Provides a safe meeting place for the troop
- Supports unit leaders working with individual youth or with problems that may affect the entire unit or program
- Provides for special-needs youth as necessary
- Helps with Friends of Scouting campaign
- Assists with youth behavioral problems
- Welcomes parents new to Scouting and offers suggestions on supporting their Scout and the troop

Troop Committee Positions

Ask the participants to list the suggested positions on a troop committee. Record their answers on a whiteboard or flip chart.

A three-person committee:

- Committee chair
- Administration
- Logistics

Obviously, these three people will have to double up and assume many of the responsibilities of a larger committee. One of the primary dual roles will be chartered organization representative, who ensures the relationship with the chartered organization remains positive, healthy, and supportive.

With a larger committee, there is an opportunity to share the work. Serving on the committee is an excellent means of involving parents, especially those who prefer not to camp or who want to participate but have limitations on the time they can commit to Scouting. Positions to consider include:

- Chartered organization representative
- Committee chair
- Secretary
- Treasurer and fundraising
- Advancement coordinator
- Equipment coordinator
- Membership
- Activities and outdoor program
- Training (youth and adult)

Incentive

Award a merit badge to the participants who answer the questions.

District and Council

In addition to the troop committee, the council and district are available to support the Scoutmasters in delivering a quality, outdoor-oriented program for the Scouts.

The four functions of councils and districts:

- Membership and relationships
- Finance
- Quality program
- Unit service

Some examples of council and district support include:

- District roundtables: monthly gatherings where units gather for program ideas, supplemental training, fellowship, and information
- District camporees: camping and competition among troops
- Youth and adult training: NYLT, University of Scouting, specialized supplemental training events, Powderhorn, Wood Badge
- Summer camp: usually the highlight of the Scouting year
- Order of the Arrow: provides leadership training and promotes and supports summer camp, camporees, and council activities
- Recognition: awards, Eagle dinner, district banquet

Review the calendar showing the next few months of district and council supporting activities, and encourage participants to take advantage of roundtables, supplemental training opportunities, and leadership training for their troops' youth and adults.

Share with them that each troop has an advocate, friend, coach, and counselor who is waiting and wanting to help them, called a unit commissioner. Their unit commissioners stand ready to help the troops succeed.

Unit Commissioners

Unit service is accomplished through the commissioners. Unit commissioners are experienced district Scouters whose role is to help the troops succeed through meaningful contacts and exceptional service. They can also identify and help solve troop challenges before they become problems.

The role of the unit commissioner is to be a:

- Friend of the troop: serves as an advocate to the district for the troop
- Representative: represents the ideals, principles, and policies of the BSA
- Teacher: provides best practices, helps solve challenges, and reinforces training programs
- Counselor: external observer and empathetic coach who identifies opportunities including training, activities, leadership skills, health and safety, and more

One of the unit commissioner's primary functions is to ensure on-time charter renewal. The unit commissioner will also assist with new leader orientation, training, record keeping, and budgeting if asked to help.

Should a problem arise with a troop, the unit commissioner should be the first person contacted for help. Commissioners have access to the full range of district and council resources to help solve whatever challenge a troop is facing.

Challenges commissioners are trained to deal with include:

- Poor youth retention
- No youth recruiting
- Stagnant or no program
- Poor quality or no troop meetings
- Uninvolved parents
- Shortage of active adults
- Untrained youth and adult leadership
- Chartered organization's dissatisfaction with the troop

Advise the participants that their unit commissioner is an outstanding district resource who is trained and ready to help them succeed as adult leaders. Encourage the Scoutmasters to build strong relationships with their unit commissioners.

Summary

The troop committee plays a very important role in the success of a unit's program—it takes care of the supporting functions in order for the unit leadership to focus on the Scouts. The relationship between the Scoutmaster and the troop committee should be one of friendship and trust. Difficult issues are sure to confront troop leaders now and then. The Scoutmaster should be able to turn to the committee at any time for assistance, support, and encouragement.

Share with the participants that there is a training course for troop committee members called the Troop Committee Challenge. Provide the dates for the next course, and urge the Scoutmasters to encourage their troop committee to take advantage of the course.

Incentive

The participant Scoutmaster turns over another three advancement cards. The participants should check off corresponding boxes on their advancement sheets.

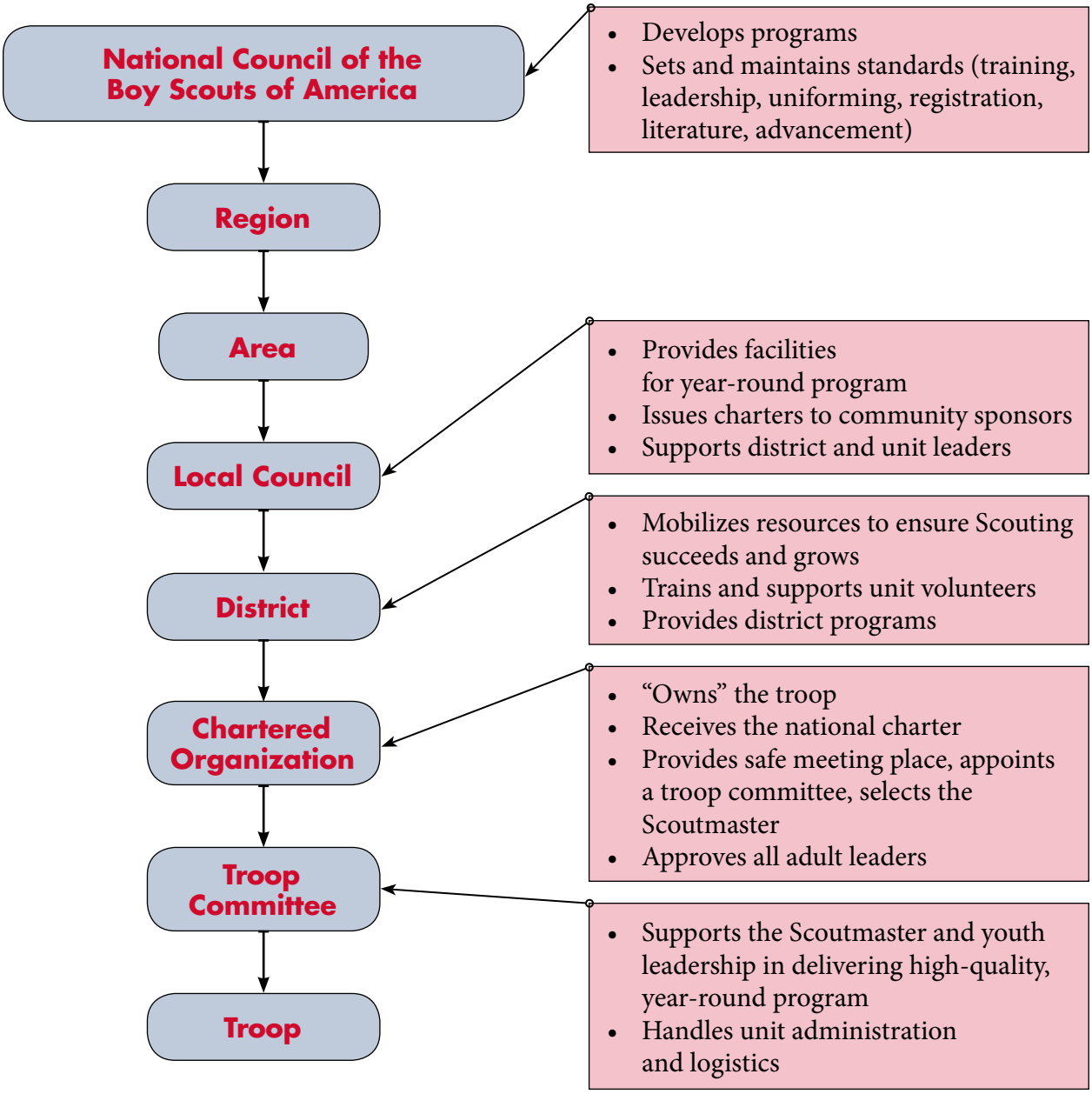
Conclusion

Scoutmasters should never feel that they must go it alone.

The district, the council, and the BSA provide consistency, resources, activities, and support that makes Scouting possible. The troop committee is there to shoulder much of the weight of making a troop successful, thus freeing Scoutmasters to invest their time and energy in developing youth leaders.



The expanded support team graphic on the next page will help the faculty member explain the different roles of all the elements of Boy Scouting available to help the Scoutmaster succeed.



Take a 15-minute break

This break is a little longer than the previous one because the participants will likely have more questions for the troop guides and faculty members than they had during the first break. As earlier, the troop guides should take note of any previously unanswered questions and follow up with those participants during the break.

Pass out merit badges to those who engage with the faculty and with other participants on topics related to leadership and Scouting in general.

Annual Planning

Time

40 minutes

Objectives

The purpose of this session is to:

- Stress the importance of Scoutmasters guiding their troops' annual program planning and then sticking with those plans
- Discuss ways to involve Scouts in planning a troop's program, in feeling invested in it, and in taking responsibility for bringing it to life
- Explore how the planning process allows troop members to connect their activities with the values of Scouting
- Direct participants to resources that will help them conduct effective troop program planning
- Speak to the needs of Scoutmasters with varying experience, specifically:
  - —The new Scoutmaster, especially one with a new troop
  - —The Scoutmaster of an established troop with boys representing a wide range of ages and experience levels

References

- *Troop Leader Guidebook*
- *Program Features for Troops, Teams, and Crews*, *Volumes 1, 2, and 3*

Handouts

- Troop Resources Survey (one per participant)
- Troop Annual Plan (one per participant)

Materials

Excerpts from the program features for each patrol that were used in the Troop Meeting Plan lesson

- Print copies of several different monthly programs for each patrol to use; for example, Backpacking for Patrol 1, First Aid for Patrol 2, Citizenship for Patrol 3, etc.
- Be sure to include the overview, troop meeting plans, and outdoor program plan
- Copies of the Troop Meeting Plan, one per participant

Delivery Method

Small-group discussion

Why Planning?

One of the key elements of a successful troop and an indicator of a potentially successful year is the troop's annual program plan and planning conference.

A common element among strong troops is a good annual program planned a year in advance that is then shared with all families in the form of a calendar. The important result of a shared annual program calendar is that your troop will attract more families, and the boys will stay involved longer.

An annual planning meeting encourages youth and adult leaders to explore a wide range of program opportunities. That variety will keep a troop from doing too much of the same activity—for example, only tailgate camping or only climbing and rappelling.

Too often, a troop's program is planned by adults and then offered to the boys. It is far more effective to give the boys responsibility for selecting and carrying out a troop's program with adults in the background roles of supporting and coaching.

Lead the discussion to the understanding that through its boy leaders, a troop uses two forms of planning to ensure the best possible program:

- Annual long-range planning. The patrol leaders' council, the Scoutmaster, and other key adults involved with the troop meet once a year to determine the next 12 months of troop programs and major activities.
- Monthly short-term planning. The same troop leaders meet every month to fine-tune the annual plan and assign to patrols and individuals the tasks that will result in success.

A yearlong troop program plan creates stability for the troop, increases Scouts' participation, and allows a Scoutmaster to give the boys much of the leadership of meetings and activities. The importance of planning a coherent and inviting troop program cannot be underestimated. (Some troops do their program planning once a year, some every six months. The choice may be based on whether they elect their senior patrol leader and patrol leaders once a year or twice a year. In either case, the planning process is the same.)

- Lead participants in discussing the five steps involved in annual troop program planning. Participants can reference the first part of *Program Features for Troops, Teams, and Crews* as the discussion unfolds.
- The guidelines that follow are designed to enliven this presentation by involving participants as leaders of an imaginary troop that is developing its annual program.
- At the beginning of this exercise, provide each patrol with a copy of the Troop Planning Worksheet.

Faculty will lead participants in a mock annual planning session. Faculty member will use a white board or flip charts to collect the answers and ideas from the patrols as if they were a patrol leaders' council conducting the troop's annual planning session.

The Five Steps of Annual Troop Program Planning

1. Do your homework.
2. Get patrol input.
3. Hold a planning conference.
4. Consult with the troop committee.
5. Announce the plan.

Note: The training team may wish to create a poster with these five steps to display in the training area.

Do Your Homework

Prior to an annual troop program planning meeting, troop leaders need to plot out on a calendar what's going on in the coming year for their community, churches, schools, personal lives, etc. With the calendar as a resource, the patrol leaders' council can schedule troop events so they do not conflict with other activities.

- Ask the patrols for suggestions of priorities for their troop in the coming year. Write the suggestions on a flip chart. The list may look something like this:

  —Attend summer camp.

  —Have an outdoor adventure at least once a month.

  —Do a Good Turn for the community.

  —Have at least one activity other than a troop meeting each month.

  —Earn the National Camping Award.

  —Conduct a fundraising activity to secure money for new tents and other camping gear.
- Draw up a general outline of the annual program. Make it as flexible as possible while still fulfilling the accomplishments envisioned for the troop. For example, a troop's annual plan should, at a minimum, include at least four short-term overnight campouts to meet the Journey to Excellence Bronze standard.
- Meet with your senior patrol leader to review your outline. Share with him your thoughts on the coming year, and seek his input. He may have very good ideas that have not occurred to you.
- In discussions with the senior patrol leader, a Scoutmaster next explores the range of options that are available to the troop. For example, a Scoutmaster may feel that the needs of the troop can be achieved best by adopting any of 20 selected program features. Paring down those possibilities to a dozen—one for each month—will be a task for the troop's annual planning conference chaired by the senior patrol leader.

Get Patrol Input

A troop's annual program should be driven by what the boys want to do, not by what adults prefer. Involving all the Scouts in a troop in the planning process helps ensure that this will be the case. Here is one scenario for canvassing the ideas of troop members:

- The senior patrol leader shares an outline of the annual program plan, complete with options, with other members of the patrol leaders' council.
- Each patrol leader presents the general plan and options to his patrol for discussion. Where there are specific choices, patrol members can make their wishes known. If they have additional ideas they feel will improve the plan, they can communicate that information to their patrol leader also. The senior patrol leader puts the potential monthly themes on a ballot, leads troop members in a discussion of the choices, and then offers them the opportunity to vote.
- After the patrol leaders have gathered input from patrol members, the patrol leaders' council and other key troop leaders are ready to meet.

Hold a Troop Program Planning Conference

The troop program planning conference is at the heart of determining a troop's activities for the coming six months or year. Members of the patrol leaders' council, the Scoutmaster, and the assistant Scoutmasters should attend.

Consult With the Troop Committee

The senior patrol leader and Scoutmaster present the proposed troop program to the troop committee and ask for their support. If the committee believes the plan should be revised, the senior patrol leader will consult again with the patrol leaders' council before changes are made.

The troop committee lends its support to the program plan after the youth leaders of the troop have developed it. The committee also has the right of refusal if it feels the program plan is unsafe or otherwise unwise for the troop to pursue. (During its monthly meetings, the troop committee will review the troop program plan with the Scoutmaster and discuss how committee members can most appropriately provide support.)

The Scoutmaster delegates parts of the plan to assistant Scoutmasters to provide the necessary adult guidance and accountability.

Announce the Troop's Annual Plan

Distribute photocopies of the final plan to troop members, the parent or guardian of each Scout, members of the troop committee, and representatives of the chartered organization. Be sure to include the chartered organization representative and any other relevant individuals from the chartered organization (the organization's leader, secretary, building custodian, etc.).

Publicize the Troop's Annual Plan

Communicating the annual plan through a variety of outlets serves valuable purposes for the troop:

- It helps members plan for upcoming activities.
- It keeps parents, committees, and chartered organizations aware of the current and future activities of the troop.
- It serves as an effective recruitment tool.

Summary

Remind participants that Scoutmasters will find that their role as troop leaders will be much easier when they put energy into ensuring that the annual troop program planning process occurs and that the patrol leaders' council does monthly short-term planning. They will also discover that their responsibilities are simplified when they rely upon assistant Scoutmasters and the troop committee for assistance and guidance.

Finally, point out that everything discussed in this presentation can be found in BSA literature, specifically the *Troop Leader Guidebook*; *Program Features for Troops, Teams, and Crews*, *Volumes 1, 2, and 3*; and *Troop Program Resources*.

Wrap-Up

Time

10 minutes

Closing Remarks

- Pass out certificates to recognize those participants who successfully completed the simulated trail to Eagle.
- Thank the participants for coming.
- Remind them to fill out and return their course critiques. Let them know that their unit commissioners will be following up with them in the next 90 to180 days for an additional evaluation of this training.
- Also remind the participants that this training was only an introduction to the position of Scoutmaster or assistant Scoutmaster. This training was just one of many opportunities available to Scouters. Leadership subjects not covered in the sessions of Scoutmaster Position-Specific training will be addressed in subsequent learning opportunities, including Introduction to Outdoor Leader Skills, roundtables, Wood Badge, and supplemental training.
- Be sure to advertise and encourage attendance at upcoming Introduction to Outdoor Leader Skills courses, as well as supplemental training opportunities in the council and districts such as University of Scouting, Wilderness First Aid, Trek Safely, Aquatics Safety programs, and others.
- Reinforce the role of the unit commissioner as a district resource available to assist troops.

Closing

Time

10 minutes

Objectives

The purpose of this session is to:

- Model a meaningful closing ceremony
- Leave the participants with a sense of confidence and enthusiasm

Reference

- *Troop Program Resources*
- *Patrol Leader Handbook*

Delivery Method

Ceremony

Preparation

Choose an appropriate closing from chapter 3 of *Troop Program Resources*. Faculty members should practice the closing ceremony during faculty development.

Appendix

Appendix A: Equipment and Materials

Appendix B: Samples of Course Posters

Appendix C: Aims of Scouting

Appendix D: Organization of Boy Scouting

Appendix E: What Makes a Trained Leader?

Appendix F: Age-Appropriate Guidelines for Scouting Activities

Appendix G: The Scoutmaster Conference

Appendix H: Sample Scoutmaster Conference Questions

Appendix I: Advancement Checklists

Appendix J: Advancement Simulation Cards

Appendix K: Participant Course Assessment

Appendix A: Equipment and Materials

- American flag and stand
- BSA flag (optional)
- Advancement cards (Appendix I)
- Flip chart (one per patrol group)
- Dry-erase markers (assorted colors, including plenty of black and blue ones)
- A way to distinguish the patrols (For example, colored tablecloths or small colored paper flags on a dowel. Keep it simple as the participants will identify with their patrol as they become enthusiastic about the course and their small groups.)

Posters for Display

- Scout Oath
- Scout Law
- Aims of Scouting
- Methods of Boy Scouting
- Role of the Troop Committee
- Outdoor Code (optional)
- 5 Steps of Annual Program Planning (optional)

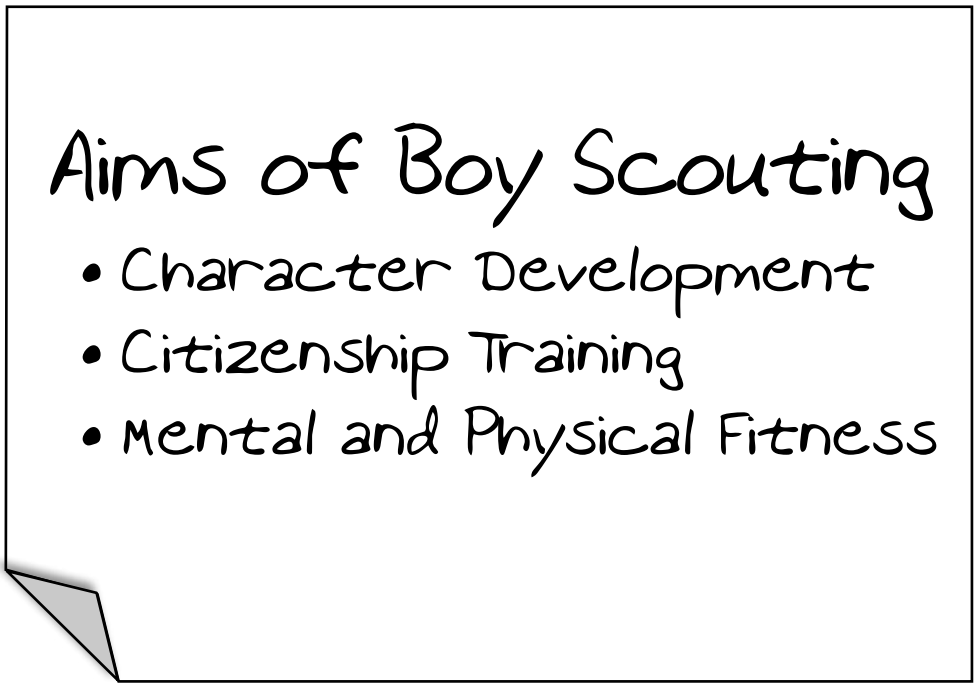
Printed Handouts

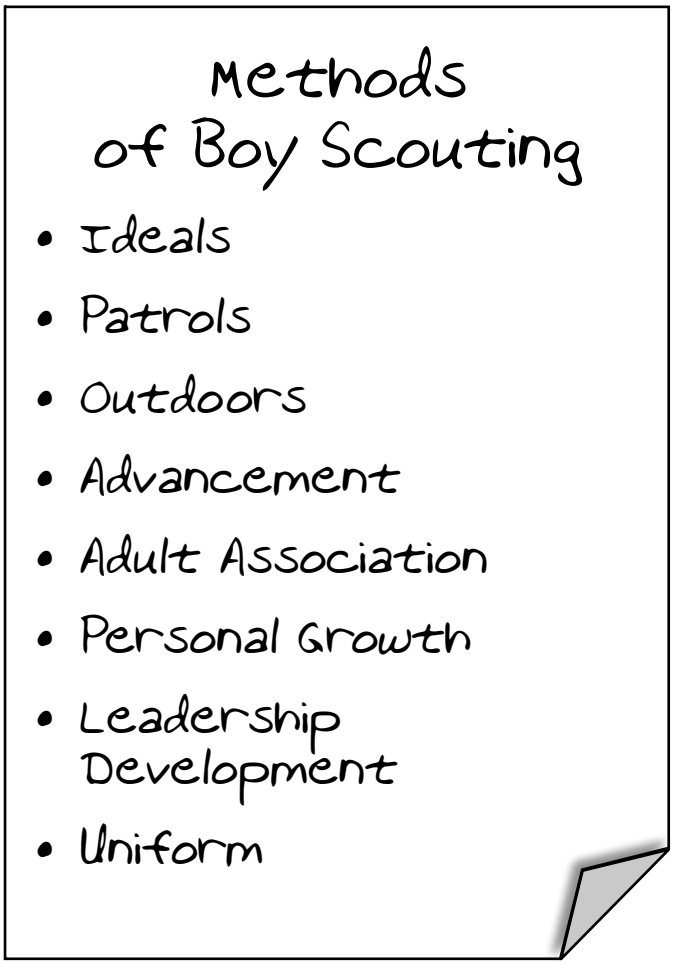
(one set per participant; available in this appendix except as noted below)

- Aims and methods
- Organization of Boy Scouting
- What Makes a Trained Leader?
- Age-Appropriate Guidelines for Scouting Activities (PDF can also be downloaded at www.scouting.org/filestore/pdf/34416_insert_web.pdf and printed on 11" x 17" paper)
- The Scoutmaster Conference
- Troop Meeting Plan from www.scouting.org/filestore/pdf/34425.pdf and *Program Features for Troops, Teams, and Crews, Volume 1*
- Troop Resources Survey from www.scouting.org/filestore/pdf/512-116_WB.pdf (2014 printing)
- Extracts from *Program Features for Troops, Teams, and Crews* of several different monthly programs for each patrol to use; for example, Backpacking for Patrol 1, First Aid for Patrol 2, Citizenship for Patrol 3, etc. Be sure to include the overview, troop meeting plans, and outdoor program plan.
- Troop Annual Plan from www.scouting.org/filestore/pdf/33110_insert_web.pdf and *Program Features for Troops, Teams, and Crews, Volume 1*

Appendix B: Samples of Course Posters

It is recommended that the following posters be created and prominently displayed during the training.





Outdoor Code

As an American, I will do my best to
Be clean in my outdoor manners,
Be careful with fire,
Be considerate in the outdoors,
and
Be conservation-minded.

Role of Troop Committee

The troop committee's primary responsibility is supporting unit leaders in delivering quality program and handling unit administration.

Appendix C: Aims of Scouting



Character

Scouting works toward three aims. One is growth in moral strength and character. We may define this as the young person's definition of his or her personal qualities, values, and outlook.

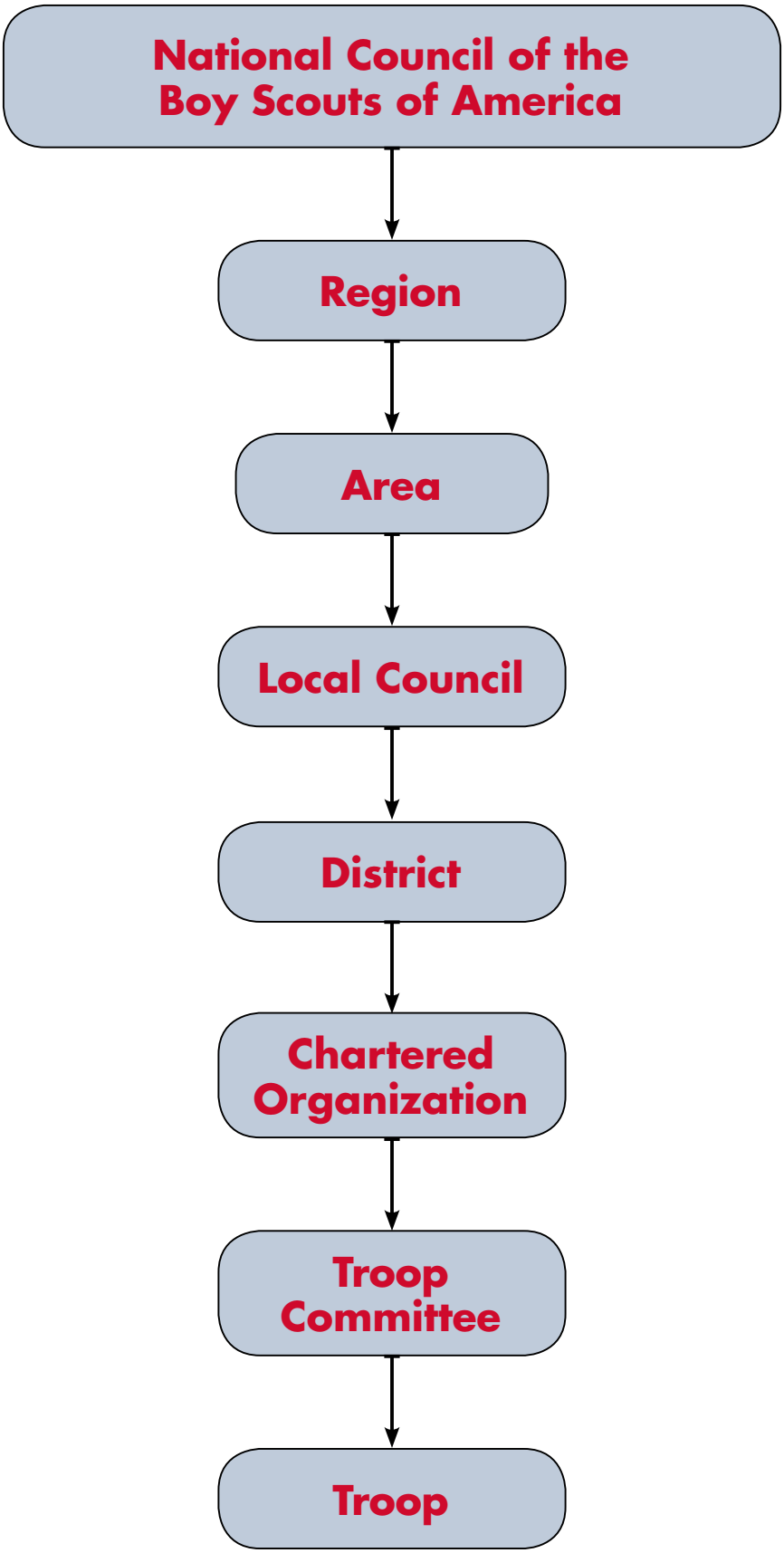
Citizenship

A second aim is participatory citizenship. Used broadly, citizenship means the youths' relationships to others. They come to learn of their obligations to other people, to the society they live in, and to the government that presides over that society.

Fitness

The third aim of Scouting is development of physical, mental, and emotional fitness. Fitness includes the body (well-tuned and healthy), the mind (able to think and solve problems), and the emotions (self-control, courage, and self-respect).

Appendix D: Organization of Boy Scouting



Appendix E: What Makes a Trained Leader?

WHAT MAKES A TRAINED LEADER?

Trained — SCOUTING U Learn. Challenge. Lead.™ — Trained

Adult leaders in units are considered trained and eligible to wear the official *Trained* emblem when they have completed Youth Protection Training and the training courses outlined below, or have completed Youth Protection Training and a previous basic training course *when it was current.*

Youth Protection Training is a joining requirement for *all registered adults* and must be retaken every two years!

CUB SCOUTING

Position-Specific for your position*

BOY SCOUTING

Scoutmaster and Assistant Scoutmaster Position-Specific and *Introduction to Outdoor Leader Skills* (Scoutmasters and assistants)

Troop Committee Challenge (committee members)

VARSITY SCOUTING

Varsity Coach Position-Specific and *Introduction to Outdoor Leader Skills* (Coaches and assistants)

Team Committee Challenge (committee members)

VENTURING & SEA SCOUTS**

Venturing Advisor Position-Specific (Advisors and assistants)

Crew Committee Challenge (committee members)

All adults in Ships: *Sea Scout Adult Leader Basic*

Need Help?
Contact Scouting University
972-580-2000
www.Scouting.org/training

* Pack Trainers take *Pack Committee Challenge* and *Fundamentals of Training.*
** Venturing Youth Protection Training
Chartered Organization Representatives take *This Is Scouting* and *Training the Chartered Organization Representative.*

11/11/2014

Appendix F: Age-Appropriate Guidelines for Scouting Activities

AGE-APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES

Age- and rank-appropriate guidelines have been developed based on the mental, physical, emotional, and social maturity of Boy Scouts of America youth members. These guidelines apply to Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews.

	TIGERS (WITH ADULT PARTNER)	WOLF/BEAR CUB SCOUTS	WEBELOS SCOUTS	BOY SCOUTS	OLDER BOY SCOUTS, VARSITY SCOUTS, AND VENTURERS
OUTDOOR SKILLS					
Camporees			Visit Only		
Conservation Projects					
Cooking Outdoors					
Fire Building					
Fishing					
Fueled Devices (Stoves and lanterns)					
Hiking—Day					
Hiking—Multiple Day					
Horseback Riding					
Hunting					Venturers Only
Map and Compass	Map Only				
Mountain Boards					
Mountaineering/Scrambling/Cross-Country Travel					
Orienteering					
Pioneering					
Rope Bridges/Pioneering Towers (Check requirements for height restrictions.)					
Survival Training					
Winter Camping					
SPORTS					
Field/Wide Games					
Flag Football					
Gymnastics					
Ice Hockey					
Ice Skating					
Roller Blades/Skates					
Scooters—Nonmotorized					
Skateboarding					
Skiing/Snowboarding					
Sledding/Tubing					
Soccer					
Street Hockey					
TOOLS					
Axes					
Bow Saws					
Hand Ax					
Hand Tools					
Pocketknife		Bear Only			
TREKKING					
Backpacking—Overnight, Backcountry					
Bike Treks—Day Ride					
Bike Treks—Multiple Overnights					
BMX Biking					
Day Hikes					
Horse Treks					
Mountain Biking					
Search and Rescue Missions					
Search and Rescue Practice					
Ski Touring—Multiple Days and Nights Carrying Gear					
AIRCRAFT					
Commercial Flight Experience					
Ground School					
Hands-On Flying Experience					
Hot-Air Balloons (Tethered only)					
Orientation Flight					
Soaring (Orientation flights only)					

2015 Printing

AGE-APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES

Age- and rank-appropriate guidelines have been developed based on the mental, physical, emotional, and social maturity of Boy Scouts of America youth members. These guidelines apply to Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews.

	TIGERS (WITH ADULT PARTNER)	WOLF/BEAR CUB SCOUTS	WEBELOS SCOUTS	BOY SCOUTS	OLDER BOY SCOUTS, VARSITY SCOUTS, AND VENTURERS
VEHICLES					
All-Terrain Vehicles (ATV)				Approved Council Use Only; No Unit Use	
Dirt Bikes					Venturers Only
Driving Derbies					■
Personal Watercraft (PWC)				Approved Council Use Only; No Unit Use	
Snowmobiles					■
SHOOTING					
.22 Rifle				■	■
Air Rifle (pellet guns)			Webelos Resident Camp Only	■	■
Archery—Field				■	■
Archery—Target, Action (moving targets)	Council/District Outdoor Programs Only			■	■
BB Guns	Council/District Outdoor Programs Only			■	■
Catapults	■	■	■	■	■
Large-Bore Rifles					Venturers Only
Muzzleloaders				■	■
Pistols*					Venturers Only
Shotguns				■	■
Slingshots	Council/District Outdoor Programs Only			■	■
COPE AND CLIMBING					
Belaying				■	■
Bouldering	■	■	■	■	■
Caving (other than simple novice activities)					■
Climbing (age-appropriate man-made facility)	■	■	■	■	■
Advanced Climbing					
Climbing—Rock				■	■
Lead Climbing					■
Rappeling			■	■	■
Snow and Ice Climbing					■
COPE (age-appropriate activities for younger Scouts)				■	■
Aerial Adventure Parks				■	■
Canopy Tours				■	■
Zip Lines				■	■
AQUATICS					
Canoeing—Flat Water	Council/District Outdoor Programs Only			■	■
Canoeing—Flowing Water				■	■
Kayaking—Flat Water			Council/District Outdoor Programs Only	■	■
Kayaking—Flowing Water				■	■
Motorboating—Adult Operated	Council/District Outdoor Programs Only			■	■
Motorboating—Youth Operated				■	■
Rafting—Flat Water	Council/District Outdoor Programs Only			■	■
Rafting—Flowing Water				■	■
Rowing—Flat Water	Council/District Outdoor Programs Only			■	■
Rowing—Flowing Water				■	■
Sailboarding				■	■
Sailing—Adult Operated	Council/District Outdoor Programs Only			■	■
Sailing—Youth Operated				■	■
Scuba				■	■
Snorkeling (In clear, confined waters, all ages and abilities can use snorkeling equipment. Snorkeling in open water is limited to Boy Scouts with Snorkeling BSA or equivalent.)	■	■	■	■	■
Surfing				■	■
Swimming	■	■	■	■	■
Tubing (floating in an inner tube)			Council/District Flat Water Events	■	■
Tow Sports (including waterskiing, wakeboarding, kneeboarding, and tubing)				■	■
CAMPING					
Day Camp	■	■	■		
Den Overnights			■		
Camporees				■	■
Family Camping	■	■	■	■	■
High Adventure					■
Jamboree				■	■
Parent/Son Overnights	■	■	■		
Resident Camp	■	■	■	■	■
Weekend Overnights				■	■

*Exceptions may be made for authorized pilot programs operated by a council under a formal memorandum of understanding.

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Appendix G: The Scoutmaster Conference

The Purpose of the Scoutmaster Conference

According to the Boy Scouts of America charter, the purpose of Boy Scouting is to develop in a young man the ability to do things for himself and for others; to train him in outdoor skills; and to teach him patriotism, courage, self-reliance, and kindred virtues. We use the methods of Scouting—including advancement, the outdoors, and adult association—to accomplish these goals. The Scoutmaster conference allows the Scoutmaster to review these benchmarks:

- The Scout's growth in his understanding of Scouting's ideals
- How the Scout applies these ideals in his daily life and in the troop
- The requirements of the Scout's next rank so that he can be properly encouraged

Why does the Scoutmaster engage in this one-on-one review? The relationship between a Scout and his Scoutmaster is important for the troop's health and for the Scout's success. The Scoutmaster must watch the troop's dynamics to see who is showing leadership, who is holding back, who is shy, who is working with the younger boys, who is skilled in outdoor activities, etc. Further, the Scoutmaster must watch the individual Scout to determine whether he is advancing, whether he is having fun, and whether he seems eager or uneasy.

These functions are not easily performed if a Scoutmaster delegates a Scoutmaster conference to assistants. In a boy-led troop, the Scoutmaster does not assert his authority, but guides and counsels every Scout so that the troop can function well and serve the purposes of Boy Scouting. The Scoutmaster conference is one of the primary ways the Scoutmaster does this.

In large troops, delegating this function may be necessary, especially when large numbers of Webelos Scouts are joining the troop. In these cases, an experienced assistant Scoutmaster can fill in to conduct the Scoutmaster conference. Remember, however, that this first Scoutmaster conference is vital to the new Scout's development. Even in a large troop, a Scoutmaster should not delegate a conference with any candidate for Star, Life, and Eagle.

When and Where to Hold a Scoutmaster Conference

The Scoutmaster conference should be held in a quiet place that is conducive to give and take between the Scout and Scoutmaster. There should be no possibility for embarrassing the Scout. Remember that the BSA Youth Protection policy requires that one-on-one sessions between a youth and an adult be visible and accessible by other people.

Some possible meeting places include a quiet corner of the Scout meeting hall during a troop meeting or, in a larger troop, a hallway outside the troop meeting area. At a campout, on a hike, or at summer camp are good times for a Scoutmaster conference as long as the Scout and Scoutmaster remain visible to the other adults and Scouts. An ideal place for a Scout's first Scoutmaster conference might be at the boy's home, where he may be more comfortable and better able to express his hopes and desires.

Because the conference is designed to provide direct give and take between Scout and Scoutmaster, both for the Scout's good and for the good of the troop, a Scoutmaster conference can take place any time, especially when a Scoutmaster senses that a Scout needs a conference or if the Scout asks for one. Of course, each rank advancement requires that a boy have a formal Scoutmaster conference.

Types of Scoutmaster Conferences

A Scoutmaster conference is simply a chance to talk to a Scout about how he is doing, how he feels about the troop and his role in it, how he is advancing, and how he is striving to live up to Scouting's ideals. Consequently, a Scoutmaster conference can take place anytime and for any reason. Some reasons to have a Scoutmaster conference may include:

- A Scout's lack of advancement
- A perceived trouble between the Scout and others in the troop
- A certain event at the last campout or troop meeting

The required Scoutmaster conferences for advancement should not be perceived any differently than any other conference. Making a Scoutmaster conference an advancement requirement affords every Scout at least one opportunity at each rank level to meet with his Scoutmaster in this personal way. Each rank involves progressively greater mastery of Scouting skills and advancing leadership growth. Therefore, the advancement Scoutmaster conferences should reflect the Scout's increasing maturity.

Another issue to be considered at the Scoutmaster conference is the concept of Scout spirit, which is part of the advancement process.

How to Hold a Scoutmaster Conference

The Scoutmaster conference is neither an interrogation nor a retesting of a Scout's competence. It should be an informal conversation between Scout and Scoutmaster either toward a certain goal or as a requirement for advancement. In either case, open-ended questions are good to prompt the Scout's comments. Encourage him to come to conclusions on his own; don't simply tell him what you think.

A conference unrelated to advancement may be due to a problem either with the Scout or with the troop. In these cases, you will be counseling the Scout, helping him form his own conclusions about the problem at hand. In a good conference you may listen more than you speak.

Listen carefully to what the Scout is saying, then listen to what he is not saying. Skilled counselors often respond to comments by others by simply smiling or giving encouraging sounds like "uh-huh" or "OK." Ask the Scout to repeat what he is saying a different way to get an entirely different take on the situation. Confirm your understanding of what the Scout is saying by summarizing, but try not to put the boy in a corner.

If there is a solution to the problem, try to allow the Scout to come up with it. Perhaps he cannot formulate a solution, but could choose from among several you can think of. In all events, try to have the Scout draw the conclusions. If a solution cannot be found, agree to meet in the future to see if circumstances have changed or if the Scout has found an answer to his problem.

In the advancement conference, you will assess the Scout's readiness for his board of review and his progress since his last Scoutmaster conference. This should not be a time of retesting his competence in Scouting skills; someone has already attested to that. The Scout must have completed all of his requirements for rank before the conference can take place.

It is appropriate to review the Scout's achievements and to discuss them without retesting. Of course, this may be the time for you to check his advancement record for the appropriate signatures.

You can and should ask a Scout how he felt about certain accomplishments and how he felt he handled himself on a service project. Ask a Scout about his leadership position and whether he believes he was successful. You can discuss any problems with an eye toward solving them.

Always end a Scoutmaster conference with praise for the positive aspects of the Scout's character, his skill level, and his accomplishments.

The following outline discusses the general nature of specific advancement conferences. Checklists of sample questions have been developed for each of the specific ranks (they can be found in Appendix H), but the Scout's *Boy Scout Handbook* and your troop's advancement chart provide the skeleton for questions. Following are guidelines for the specific conferences.

The First Scoutmaster Conference: An Introduction

This first Scoutmaster conference allows the Scoutmaster and the Scout to size each other up, to get to know each other, and to encourage the openness that is so important between the Scout and Scoutmaster.

This conference provides an opportunity for the Scoutmaster to explain a bit about the Scouting program, about the troop and its traditions, and about how Boy Scouting differs from Cub Scouting. A Scout probably will not know the Scoutmaster, nor will the Scoutmaster likely know the Scout, and this is a good chance for both to learn about each other.

In some ways, the joining conference is one of the most important meetings of a boy's Scouting career because it will set the tone of the relationship between the Scout and his Scoutmaster. It should be informal; it should be friendly; and from the standpoint of the Scout, it should be encouraging and supportive.

Be sure to prepare some possible questions you could ask the Scout as well as some key points to explain.

The Scoutmaster Conferences for Tenderfoot Through First Class

The Tenderfoot through First Class Scoutmaster conferences are ways of getting to know the Scout better, to review his progress in achievements, and to discuss how he felt about the various steps he has taken on the Scouting trail, including his individual achievements. This should not be a time of retesting but rather a time to reflect on the skills learned and how the Scout has absorbed the ideals of Scouting.

Questions here naturally will deal with a certain campout, for example, or the difficult time the Scout had with knots, but it also may deal with how he is getting along with certain other Scouts or how he exhibits Scouting ideals outside the troop.

Other aspects of the conference should never take a back seat. This is the time to ask the Scout how he feels about the troop's program, whether he feels he is learning anything, and whether he is having fun.

Prepare some possible questions you could ask the Scout as well as some key points to explain.

The Scoutmaster Conferences for Star and Life

The Star and Life conferences will be a bit longer than previous ones. The Scout will have acquired many more skills and will evidence more maturity. Leadership will be one of the significant topics to be discussed. Each of these ranks involves service projects, and you should ask the Scout how he felt about the projects.

As a Scoutmaster, you may be evaluating how a Scout has done in his leadership positions, but this is not the time to tell a Scout that he was a poor leader. If that is the case or was the case, it should have been the subject of a Scoutmaster conference long before the advancement conference. Leadership skills should be reviewed as they are exhibited, not held over to a Scoutmaster conference where the Scout is flunked for failing to meet expectations.

On the other hand, it may be that a Scout will conclude that he needs to work on certain aspects of leadership before he achieves the next rank, and you should be supportive of this concept.

As before, you will be evaluating his Scout spirit. Remember that at these ages the Scout will change fundamentally much more quickly than you might imagine, and the Scoutmaster conference can be an opportunity for you to reevaluate the candidate.

List some possible questions you could ask the Scout as well as some key points to explain.

The Scoutmaster Conference for Eagle

If you have watched him from the date he joined the troop, you may know this Scout well by this time. He should be congratulated on all he has accomplished thus far.

This is an occasion to review the Scout's Eagle service project, but not an occasion to criticize it. After all, you, as Scoutmaster, have already approved the project concept, and both the troop committee and the head of the agency for whom the project was accomplished have determined that it was satisfactorily completed. Rather, you should review the Scout's project with him so that he will feel comfortable explaining it to his Eagle board of review.

You will be counseling a very accomplished young man, one who has an experience with the troop that is inherently different from yours. It is wise to understand what the Scout perceives as the strengths and shortcomings of the troop.

You also can ask the Scout whether he believes he is prepared for his Eagle board of review. Of course, Scout spirit is a part of this discussion. The Eagle candidate's spirit should be such that he is an example to other Scouts.

Prepare some possible questions you could ask the Scout as well as some key points to explain.

The Scoutmaster Conference for Eagle Palms

Like the Eagle Scoutmaster conference, the Eagle Palm conference is an opportunity for you to learn. Listen carefully to what the Scout says.

By now you will have a strong relationship with the Scout and will be able to discuss his goals and how they may have changed. You should encourage the Scout to remain connected to the troop as much as he is able to be. You should not be discouraged if a high school student has less time to devote to Scouting alone. Though this Scout's activity level with the troop may have decreased, you should be able to tell if a Scout is living up to the ideals of Scouting outside the troop as well as inside it. Again, always conclude these conferences with words of encouragement. Eagle Palm conferences are opportunities for you to have a give-and-take discussion with the very best in Scouting. Enjoy them.

Prepare some possible questions you could ask the Scout as well as some key points to explain.

The Scoutmaster Conference and the Healthy Troop

This discussion so far should give you an appreciation for ways the Scoutmaster conference can contribute to a healthy troop. This conference is the ideal place to encourage leadership, to check on problems that may be developing, to head off future problems, and to make sure the Scout is on track to accomplish the goals and methods of Scouting.

There should never be a heavy-handed approach to a conference; this meeting is not the time for disciplining a wayward Scout. Rather, it should be thought of as a way to make it easier for a Scout to do the things that contribute to the troop's health. Perhaps a Scout can be encouraged to work with younger Scouts or to let other Scouts perform their roles in the troop without badgering.

The Scoutmaster Conference and the Healthy Scout

Most importantly, the Scoutmaster conference should be a way of encouraging the individual Scout. The Scoutmaster conference is the most personal method in Scouting for assessing the needs and desires of a Scout; for encouraging and supporting him; for learning of his fears and hopes; for helping him see himself in the greater context of Scouting; and for encouraging his personal growth, both in skills and in living up to the ideals of Scouting.

The BSA is a values-based organization with a goal of developing in young people and adults a life of service to God and country, to others, and to self. Scouting continually strives to accomplish this goal by holding up the Scout Law as a guide for personal conduct in all contexts. Our world can be a better place if we succeed in this process.

Appendix H: Sample Scoutmaster Conference Questions

The Scoutmaster Conference for Joining and Scout

- What did you like about Cub Scouting?
- What do you think you will like about Boy Scouting?
- Do you have any brothers or sisters?
- What are your interests outside of Scouting?
- Why did you join our troop?
- Do you have any questions about Boy Scouting or the troop?
- What do the Scout Oath and the Scout Law mean to you?

You should explain:

- The advancement process, including who will be approving and recording his progress
- The purpose and timing of Scoutmaster conferences
- How the boy-led troop works and his advancing role in it
- The patrol method and the new-Scout patrol

Make sure you give the Scout handshake, and see that the Scout can demonstrate the sign and salute —and knows when it is appropriate to use them.

The Scoutmaster Conferences for Tenderfoot Through First Class

- Who is your patrol leader, and what do you think of him?
- What do you think of the problems you are facing?
- How have you progressed on first aid?
- What are your goals for the next few months, and how do those goals meet advancement requirements?
- What do you think could be done to improve the troop?

You can review what a Scout has learned in achievements so far, and see how he has absorbed the skills. Ask the candidate about the service hours he contributed, how he felt about his efforts, whether the effort was meaningful to him, and how the overall efforts impacted others.

You should explain:

- That a Scout does not always retain a skill simply by doing it for advancement; he must repeat it, and in some cases, teach it, to really have the skill
- The value of planning to achieve his goals
- How setting advancement goals involves looking ahead to see what must be accomplished and in what order
- How to use the merit badge program to explore interests and accomplish advancement

The Scoutmaster Conferences for Star and Life

- What merit badges did you enjoy, and why?
- What merit badges did you get the most out of? How and why?
- How did you feel about your position of responsibility?
- How did you feel about how you exercised that position?
- What did you accomplish in that position?

- Did you experience any frustrations?
- Who do you think is doing a good job in the troop?
- Have you decided what merit badges you will be earning next?
- Have you thought about achieving Eagle?
- Have you thought about a service project for Eagle?

You should explain:

- The progressive nature of providing service to others from Star to Eagle ranks
- The nature of required and non-required merit badges

The Scoutmaster Conference for Eagle

- How did you feel your Eagle service project went?
- Did you run into any rough spots?
- Did you plan enough to get you over the rough spots?
- How did you work with your project beneficiary?
- Was the project beneficiary clear in its goals for you?
- Would you do the project differently now?
- How do you think the troop is doing?
- How do you intend to help the troop after you become an Eagle Scout?
- Do you have any goals for the troop?
- What are your personal goals and ambitions?
- Do you feel you are prepared to become an Eagle Scout?
- Do you believe you have accomplished all you need to in order to become an Eagle Scout?

You should explain:

- That his Scouting career is not over; Eagle Palms, leadership, and adult leadership await him
- That additional opportunities exist through Order of the Arrow, Venturing, and Sea Scouting

The Scoutmaster Conference for Eagle Palms

- How do you plan on contributing to the troop now?
- What are your goals for the troop?
- What are your personal goals?
- How will your Scouting experience help you?
- How do you live the Scout Oath and Law in your daily life and non-Scouting activities?

You might explain:

- Scouting opportunities for older boys
- National Youth Leadership Training
- Leadership in the Order of the Arrow
- Camp staff opportunities
- The Hornaday awards
- Venturing
- What happens when a Scout turns 18
- Potential service as an assistant Scoutmaster
- Remaining active in Scouting in college or when one moves

Appendix I: Advancement Checklists

✔	Tenderfoot Requirements
	Present yourself for camping trip
	Camping
	Cooking
	Rope and knots
	Safe hiking
	American flag
	Scout Oath, Law, motto, and slogan
	Patrol name, yell, and flag
	Buddy system and bullying
	Physical fitness
	Poisonous plants
	First aid
	Demonstrate Scout spirit
	Scoutmaster conference
✔	Board of review

✔	Second Class Requirements
	Map and compass
	Leave No Trace
	Camping
	Flag ceremony
	Service project
	Local wild animals
	First aid
	Swimming
	Personal health and safety
	Personal finances
	Demonstrate Scout spirit
	Scoutmaster conference
✔	Board of review

✔	First Class Requirements
	Directions without a compass
	Orienteering
	Camping
	Cooking
	Citizenship
	Local native plants
	Lashings
	First aid
	Swimming
	Recruit a new Scout
	Internet safety
	Demonstrate Scout spirit
	Scoutmaster conference
✔	Board of review

✔	Star Requirements
	Active 4 months
	Demonstrate Scout spirit
	2 non-required merit badges
	4 Eagle-required merit badges
	Service hours
	Position of responsibility
	Scoutmaster conference
✔	Board of review

✔	Life Requirements
	Active 6 months
	Demonstrate Scout spirit
	2 more non-required merit badges
	3 more Eagle-required merit badges
	Service hours
	Position of responsibility
	Teach another Scout
	Scoutmaster conference
✔	Board of review

✔	Eagle Requirements
	Active 6 months
	Demonstrate living Scout Oath and Law
	4 more non-required merit badges
	6 more Eagle-required merit badges
	Position of responsibility
	Leadership of service project
	Scoutmaster conference
✔	Board of review

First Aid



Cooking



Citizenship in the Community



Personal Fitness



Citizenship in the Nation



Emergency Preparedness



Citizenship in the World



Lifesaving



Communication



Environmental Science





Sustainability



Personal Management



Swimming



Hiking



Cycling



Camping



Family Life



American Heritage



Archery



Chess



Climbing



Digital Technology



Disabilities Awareness



Geocaching



Music



Pets



Small-Boat Sailing



Space Exploration



Whitewater



Wilderness Survival



Tenderfoot 1

Present yourself for a camping trip. Show your gear. Show the right way to pack and carry it.



Tenderfoot 2

Camping



Tenderfoot 3

Cooking



Tenderfoot 4

Rope and knots



Tenderfoot 5

Safe hiking



Tenderfoot 6

American flag



Tenderfoot 7

Repeat from memory and explain the Scout Oath, Scout Law, motto, and slogan.



Tenderfoot 8

Know your patrol name, give patrol yell, and describe your patrol flag.



Tenderfoot 9

Explain the importance of the buddy system.

Describe what a bully is and how to respond to a bully.



Tenderfoot 10

Physical fitness



Tenderfoot 11

Poisonous plants



Tenderfoot 12

First aid



Tenderfoot 13

Demonstrate Scout spirit.



Tenderfoot 14

Scoutmaster conference



Second Class 1

Map and compass



Second Class 2

Leave No Trace



Second Class 3

Camping, woods tools, fires, and cooking



Second Class 4

Flag ceremony



Second Class 5

Service project



Second Class 6

Local wild animals



Second Class 7

First aid



Second Class 8

Swimming



Second Class 9

Personal health and safety



Second Class 10

Personal finances



Second Class 11

Demonstrate Scout spirit.



Second Class 12

Scoutmaster conference



First Class 1

Find directions without a compass.



First Class 2

Orienteering



First Class 3

Camping



First Class 4

Cooking



First Class 5

Citizenship



First Class 6

Local native plants



First Class 7

Lashings



First Class 8

First aid



First Class 9

Swimming



First Class 10

Recruit
a new Scout.



First Class 11

Internet safety



First Class 12

Demonstrate
Scout spirit.



First Class 13

Scoutmaster
conference



Star 1

Be active for 4 months
as a First Class Scout.



Star 2

Demonstrate Scout spirit.



Star 4

Service project



Star 5

Leadership



Star 6

Scoutmaster conference



Life 1

Be active for 6 months as a Star Scout.



Life 2

Demonstrate Scout spirit.



Life 4

Service project



Life 5

Leadership.



Life 6

Teach another Scout.



Life 7

Scoutmaster conference

				
Eagle 1 Be active for 6 months as a Life Scout.	Eagle 2 Demonstrate that you live by the Scout Oath and Scout Law.	Eagle 4 Leadership	Eagle 5 Leadership in a service project	Eagle 6 Scoutmaster conference

Appendix K: Participant Course Assessment

The purpose of this course assessment is for the faculty to learn from your evaluation of the training program. We are committed to continually improving the effectiveness of our training and value your feedback.

Please rate the following:

Course Promotion

The information you received about the course content, location, timing, and point of contact.

☐ Very Good ☐ Good ☐ Needs Improvement ☐ Poor

If your rating was Needs Improvement or Poor, please let us know how we could have done more to help you.

_____

_____

_____

_____

_____

Effectiveness of the Faculty

Was the faculty effective at helping you understand the materials and achieve the learning objectives?

☐ Very Good ☐ Good ☐ Needs Improvement ☐ Poor

If your rating was Needs Improvement or Poor, please let us know how we could have done more to help you.

_____

_____

_____

_____

_____

Recommendation

Would you recommend this course to other Scouters?

☐ Yes! ☐ Maybe ☐ Probably Not ☐ No!

Course Content

Did the lessons and training methods modeled provide you the fundamentals of the Scoutmaster's role?

☐ Very Good ☐ Good ☐ Needs Improvement ☐ Poor

If your rating was Needs Improvement or Poor, please let us know how we could have done more to help you.

_____

_____

_____

_____

Facilities

Did the facilities support delivery of the course?

☐ Very Good ☐ Good ☐ Needs Improvement ☐ Poor

If your rating was Needs Improvement or Poor, please let us know how we could have done more to help you.

_____

_____

_____

_____

Overall

Is there anything else you feel we need to know?

☐ Very Good ☐ Good ☐ Needs Improvement ☐ Poor

If your rating was Needs Improvement or Poor, please let us know how we could have done more to help you.

_____

_____

_____

_____

Thank you for taking the time to give us your feedback.

The Training Team



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