

# CONTENTS

<b>Roundtable Operation</b> .....	3	<b>Special Feature Topics</b> .....	167
<b>Roundtable Planning</b> .....	7	What Are the Needs of an 11-Year-Old? .....	169
<b>Boy Scout Roundtable Planning Work Sheets</b> ....	13	How to Deal with Accidents on Outings .....	171
<b>Program Features</b> .....	21	Family Activities .....	173
Aquatics .....	23	Boy Scout Advancement Procedures .....	175
Athletics .....	27	Training Awards .....	177
Backpacking .....	31	Conducting Boards of Review .....	179
Boating/Canoeing .....	35	Boy Leaders—Leadership and	
Business .....	39	Understanding .....	181
Camping .....	43	Planning Courts of Honor .....	183
Citizenship .....	47	Planning an Eagle Court of Honor .....	185
Communications .....	51	Basic Troop and Patrol Equipment .....	187
Cooking .....	55	Field Trips .....	189
Emergency Preparedness .....	59	First Class Emphasis .....	191
Engineering .....	63	Troop Money-Earning Projects .....	193
Environment .....	67	Planning a High-Adventure Trek .....	195
First Aid .....	71	Low-Impact Camping .....	197
Fishing .....	75	Merit Badge Counseling .....	199
Forestry .....	79	The National Eagle Scout Association .....	201
Health Care .....	83	New Parent Visit .....	203
High Adventure .....	87	Troop Newsletters .....	205
Hiking .....	91	Patrol Leaders' Council .....	207
Hobbies .....	95	Patrol Meetings .....	209
Leadership .....	99	Council Camping Policies .....	211
Mechanics .....	103	Recruiting Boys .....	213
Nature .....	107	Planning Your Troop Program .....	215
Orienteering .....	111	Recruiting Parents .....	217
Physical Fitness .....	115	Religious Emblems Program .....	219
Pioneering .....	119	Safety Afloat .....	221
Public Service .....	123	How to Conduct a Scoutmaster Conference ....	223
Safety .....	127	The Senior Patrol Leader .....	225
Science .....	131	Summer Camp Planning .....	227
Shooting .....	135	Training Junior Leaders .....	229
Space Exploration .....	139	How to Work with Your Troop Committee ....	233
Special Cooking .....	143	Proper Uniforming .....	235
Sports .....	147	Teaching Values through Quality Program ....	237
Tracking .....	151	Webelos-to-Scout Transition .....	239
Wilderness Survival .....	155	The Order of the Arrow .....	241
Wildlife Management .....	159	<b>Rope</b> .....	245
Winter Camping .....	163	<b>Cooking</b> .....	257
		<b>Project COPE</b> .....	285
		<b>Camping</b> .....	295
		<b>Miscellaneous</b> .....	319



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **What Are the Needs of an 11-Year-Old? (15 min.)**

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**Learning Objectives**

By the end of this session, the Scouter should be able to:

- Identify the needs of 11-year-old boys
  - Explain how Scouting can help meet the needs of boys
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**Materials Needed**

- *The Official Scoutmaster Handbook*, No. 6501
  - Flip chart, markers, easel
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**Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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**Boy Needs**

Ask the group to tell what they think are the needs of the 11-year-old boy. List responses on a flip chart. Look for some of the following in the responses:

fun	challenge
organization	acceptance
sense of belonging	to be heard
security	recognition
love	discipline
direction	competition
adventure	feel successful
privacy	encouragement

Briefly review chapter 8 in the *Scoutmaster Handbook* with the group.

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**Scouting Meets Needs**

All boys have needs that they want satisfied. As one need is satisfied, another appears in its place. The basic needs of food, water, shelter, and warmth, as well as safety and security, are generally supplied at home. Scouting plays a key role in satisfying other needs. Ask the group to list ways that the Scouting program can help meet the needs of the boy. List the responses on a flip chart.

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**Summary**

Scouting plays a key role in satisfying the need for friends, association with others, relationships, order, sense of belonging, recognition, developing self-respect, independence, confidence, achievement, and growth to the boy's full potential.

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**Adjourn**

Thank the group for its participation. Adjourn for the next activity.

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## BOY SCOUT ROUNDTABLE SPECIAL FEATURE

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### How to Deal with Accidents on Outings (15 min.)

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#### Learning Objectives

By the end of this session, the Scouter should be able to:

- Make accident awareness a part of the planning for each outing with prevention as a goal
  - Depending on the type of outing planned, identify problems likely to be encountered
  - Review safety procedures, including training for personnel and availability of well-stocked first aid kits
- 

#### Materials Needed

- *The Official Scoutmaster Handbook*, No. 6501
  - *Fieldbook*, No. 3200
  - *Woods Wisdom, Troop Program Features*, No. 7262A
  - *Emergency Survival Handbook*, No. 3551
  - *You Can Stay Alive*, No. 3658
  - *Outdoor Survival Skills*, No. 3657
  - Merit badge pamphlets: *Camping*, No. 3256; *Emergency Preparedness*, No. 3366; *First Aid*, No. 3276; and *Wilderness Survival*, No. 3265
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#### Introductions

The instructor introduces himself and any faculty members assisting in the presentation.

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#### Awareness of Accidents

Ask members of the group to briefly share personal experiences about accidents on outings. Be ready to supplement with news clippings and accident reports and conclude with some statistics about Scouting's experience with outdoor accidents.

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#### The Challenge

Remind everyone that there are dangers on such simple treks as day outings near home. Ask participants to assist you in making a brief list. By contrast, point out that high adventure often means a higher risk of accidents with fewer first aid materials available and medical help far away. Our goal, then, is to have exciting outings that are as accident-free as possible and to be as prepared as possible for problems that do occur.

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#### Reminders for Outings

Review briefly the "Reminders for Outings" checklist in the *Scoutmaster Handbook*. Encourage each troop leader to suggest that all Scouts have a current health history and physical exam on record. Also, leaders should be aware of any special medical needs of youths and adults going on outings and be prepared to deal with these problems. Note also the Waiver of Responsibility and supplemental Emergency Information forms in the *Camping* merit badge pamphlet.

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<b>CAUSE Patient Care</b>	<p>Discuss the seven steps for properly handling an accident on an outing. Suggest that training to handle accidents could take the form of a "Disaster Day" program, an event that could be done in several formats.</p> <p>The key letters of the seven steps for handling backcountry first aid emergencies make up the saying, "CAUSE Patient Care." Memorize the steps, practice them until they become automatic and, in an emergency, follow them in exactly this order:</p> <p>C-Take charge  A-Approach safely  U-Urgent treatment  S-Shock treatment  E-Examine thoroughly</p> <p>P-Plan a course of action  C-Carry out your plan</p>
<b>Council Procedure</b>	<p>Discuss the local council's emergency policy. Be certain participants understand the procedure for reporting accidents. Notify the Scout executive of any serious injuries or deaths. Your Scout executive and local council are prepared to help.</p>
<b>Discussion</b>	<p>Allow for discussion if time permits.</p>
<b>Adjourn</b>	<p>Thank the group for its participation. Adjourn for the next activity.</p>



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### Family Activities (15 min.)

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• Describe ways to involve families in Scout activities</li><li>• List the benefits of family involvement for the family and the troop.</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <i>The Official Scoutmaster Handbook</i>, No. 6501</li><li>• <i>The Official Boy Scout Handbook</i>, No. 3227</li><li>• <i>Boy Scout Requirements</i>, No. 3216A</li><li>• Troop Resource Survey, No. 4437 (one for each participant)</li><li>• Approved local merit badge counselor list</li><li>• Flip chart, easel, markers</li></ul>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>Opening Remarks</b>	<p>The unity of the family is an important aspect of Scouting. The Boy Scouts of America provides a program that can meet boys' needs and, at the same time, involve family members.</p>
<b>Family Benefits</b>	<p>Ask, "What benefits does the family receive by being involved in the Scouting program?" List the responses on a flip chart. See the <i>Official Boy Scout Handbook</i> for suggested responses. If time permits, discuss each.</p>
<b>Troop Benefits</b>	<p>The Boy Scouts of America is a volunteer organization. Stress the need for interested volunteers. Ask, "What benefits does the troop receive when parents are involved with their sons?" List the responses on the flip chart. Discuss each.</p> <p>Time permitting, compare the answers and lead a discussion on how the two lists relate.</p>
<b>Parent Involvement</b>	<p>Hand out a Troop Resource Survey sheet to each participant, and review its content. Briefly discuss how it can be used to increase parent involvement in troop activities.</p>
<b>Summary</b>	<p>Stress the importance of family involvement with their sons in the Boy Scout program. KISMIF (keep it simple, make it fun) helps parents avoid feeling overwhelmed when they are new to the program.</p>
<b>Adjourn</b>	<p>Thank the group for its participation. Adjourn for the next activity.</p>



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Boy Scout Advancement Procedures (15 min.)**

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• State the purpose of advancement and its importance to the Scout's development</li><li>• State the five steps of the advancement process and how each is accomplished</li><li>• Explain the administration of an effective troop advancement program</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <i>The Official Boy Scout Handbook</i>, No. 3227</li><li>• <i>The Official Scoutmaster Handbook</i>, No. 6501</li><li>• <i>Troop Committee Guidebook</i>, No. 6505B</li><li>• Troop Advancement Chart, No. 6506</li><li>• Individual Scout Advancement Record, No. 6518</li><li>• <i>Boy Scout Requirements</i>, No. 3216</li><li>• Selected merit badge pamphlets</li><li>• Unit of Training: The Scoutmaster Conference, No. 6560B</li><li>• <i>Boy Scouting Unit Record Book</i>, No. 6510</li><li>• The Advancement Report, No. 4403</li><li>• Flip chart, felt pens, masking tape</li></ul>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>Purpose of Advancement</b>	<p>Explain that the principal purpose of advancement is personal growth and development of the Scout and his self-confidence. This is accomplished using Scouting's five-step advancement process.</p>
<b>Five-Step Advancement Process</b>	<p>Explain and discuss:</p> <ol style="list-style-type: none"><li>1. Learning by doing (the Scout learns)</li><li>2. Demonstrating skills and knowledge (the Scout is tested)</li><li>3. Reviewing Scout progress (the Scout is reviewed by the troop committee)</li><li>4. Reinforcing accomplishments and motivating further advancement (the Scoutmaster conference)</li><li>5. Recognizing and rewarding (the Scout is recognized)</li></ol>



## Advancement

Explain and discuss

- Kinds of recognition include merit badges and advancement in rank
- Importance of advancement recordkeeping: the troop's, the Scout's
- Advancement procedures for handicapped Scouts

## Adjourn

Thank the group for its participation. Adjourn for the next session.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Training Awards (15 min.)**

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• Identify the training recognition items and awards available for Boy Scout leaders</li><li>• Explain the requirements for adult training awards and recognition items</li><li>• Describe how to apply for training awards</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Trained Leader Emblem, No. 280</li><li>• Scouter's Training Award, No. 51O2</li><li>• Training Award Square Knot, No. 5O15</li><li>• Scouter's Key, No. 51O3</li><li>• Scouter's Key Square Knot, No. 5O13</li><li>• Boy Scouting Device, No. 51O3D</li><li>• Poster Set, Training Emblems</li></ul>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>Recognition Philosophy</b>	<p>Explain that training recognition is a method used to identify Scouters who have completed various levels of training as well as specific tenure and performance requirements in Boy Scout leadership positions.</p>
<b>Trained Leader Emblem</b>	<p>Explain that this emblem is an embroidered strip inscribed "Trained," sewn on the left sleeve immediately below and touching the emblem of office of the boy or adult leader who has completed the basic training program for that office. No tenure is required, <i>only</i> completion of specific basic training. Show the emblem.</p>
<b>Scouter's Training Award</b>	<p>Discuss the training, tenure, and performance requirements for the award. Identify who can work on the award, and show the medal and square knot applicable to the award.</p>
<b>Scouter's Key Award</b>	<p>Discuss the training, tenure, and performance requirements for the key. Explain that <i>only</i> Scoutmasters can work for the key in the Boy Scout program. Show the medal and square knot for this award.</p>



<b>Application</b>	Explain that the Trained Leader Emblem can be purchased and worn by any Scout or Scouter who has completed the appropriate basic training for office without formal application. It is often presented at the completion of the basic training course. The Scouter's Training Award and Key must be applied for by the Scouter. Discuss the council and district procedure for application and submission of progress record cards. Recognition should be made at an appropriate Scout ceremony.
<b>Discussion</b>	Allow for questions and discussion if time permits.
<b>Summary</b>	Emphasize that training recognitions generally include training, tenure, and performance. Encourage Scout leaders to apply for these awards when they complete the specific requirements.
<b>Adjourn</b>	Thank the group for its participation. Adjourn for the next activity.



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### **Conducting Boards of Review (15 min.)**

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**Learning Objectives**

By the end of this session, the Scouter should be able to:

- Explain the need for boards of review
- Explain how a Scout is reviewed, not tested, and why
- Explain the procedure for conducting boards of review for Tenderfoot, Second Class, First Class, Star, and Life
- Explain the procedure in your council for conducting the Eagle Scout Board of Review

**Materials Needed**

- *Scoutmastership Fundamentals*, No. 655OA
- *The Official Boy Scout Handbook*, No. 3227
- *The Official Scoutmaster Handbook*, No. 6501
- *Advancement Guidelines*, No. 3087B
- Unit of Training: The Scoutmaster Conference, No. 656OB

**Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

**Why Boards of Review?**

When a boy completes the requirements for a rank advancement, the board of review checks his accomplishments against a standard to ensure a quality performance. He is not retested, only reviewed.

**Scout Spirit**

The board of review is concerned about the whole boy, not only his accomplishments. They check his attitude and general outlook on life. They make recommendations for improvement to ensure that he understands his obligation to others as he grows and matures.

**Advancement Review**

1. Boards of review for Tenderfoot, Second Class, First Class, Star, and Life are conducted by members of the troop committee under the leadership of the troop committee member responsible for advancement.
2. Boards of review for Eagle Scout will use the method approved by the local council, which could include:
  - a. Council board of review
  - b. District board of review
  - c. Troop board of review conducted under the leadership of an approving council/district representative

The method used will be approved by the council advancement committee.



**Progress Review**

Point out that it is equally important to meet with Scouts who are not advancing in rank. The board of review can judge how the Scout being reviewed is benefitting from the program.

The Scout can sense whether he is or is not advancing properly and can be encouraged to get the most from his Scouting experience.

**Scoutmaster Conference**

Explain the importance of regular Scoutmaster conferences to develop a rapport between the Scoutmaster and his Scouts.

**Summary**

Remind participants that boards of review for rank advancement are conducted by members of the troop committee, except for Eagle Scout, which will be under the direction of the Scout council using one of three approved methods. The goal of every new Scout should be to become a First Class Scout during his first year in the troop.

**Discussion**

Allow for discussion if time permits.

**Adjourn**

Thank the group for its participation. Adjourn for the next activity.



## BOY SCOUT ROUNDTABLE SPECIAL FEATURE

### Boy Leaders—Leadership and Understanding (15 min.)

#### Learning Objectives

By the end of this session, the Scouter should be able to:

- Identify boy leadership positions in a troop
- Explain the duties of each position in the troop

#### Materials Needed

- *The Official Scoutmaster Handbook*, No. 6501
- *The Official Patrol Leader Handbook*, No. 6512
- Flip chart, easel, markers, or overhead projector

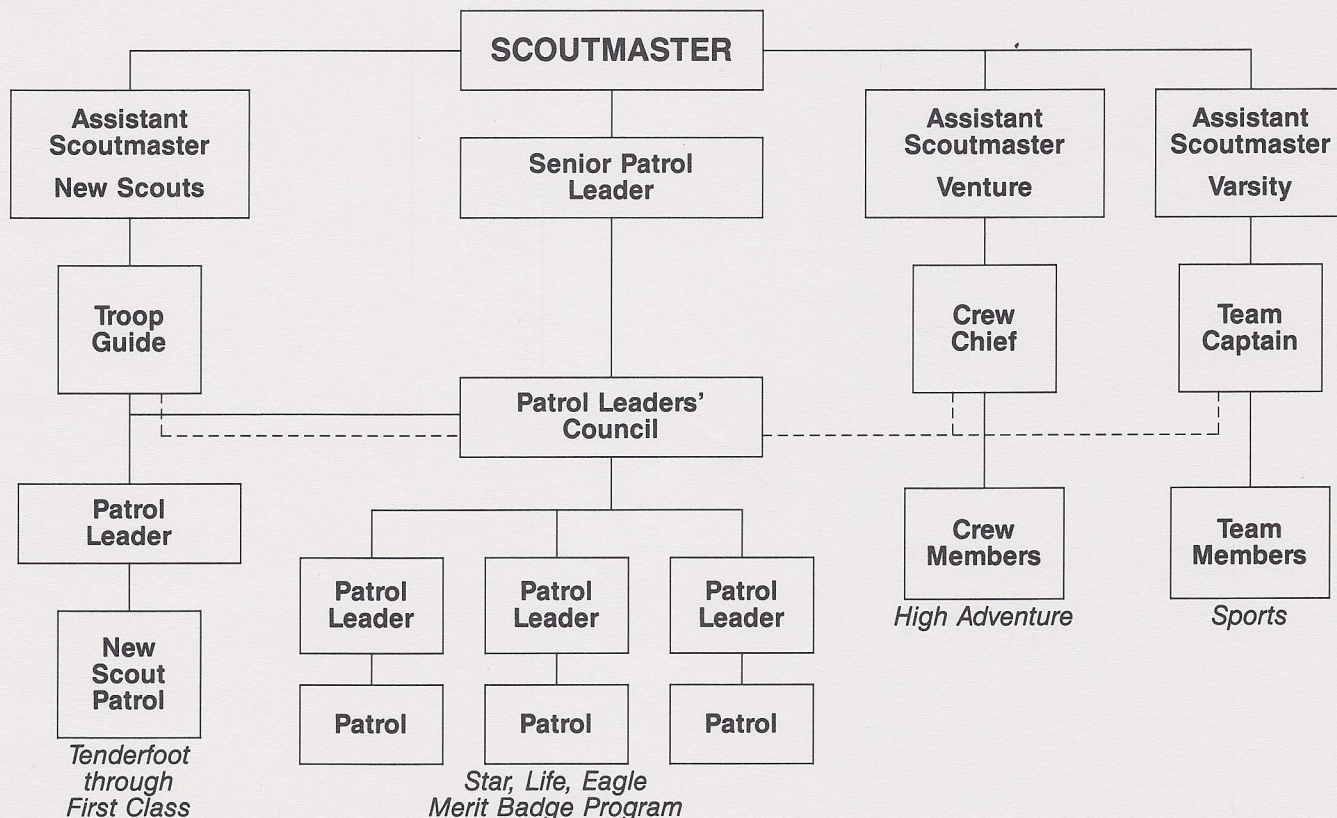
#### Introductions

The instructor introduces himself and any faculty members assisting in the presentation.

#### Troop Organization

Develop a chart of the troop structure on a flip chart or overhead, in advance of the presentation. Refer to the *Scoutmaster Handbook* for possible positions to include on the chart. Discuss the chart with the participants. Emphasize that the number of positions can vary by troop and individual Scoutmaster.

### TROOP ORGANIZATION





## Boy Duties

Briefly discuss the duties of each boy position within the troop. Refer the participants to the *Scoutmaster Handbook* for more in-depth reference to duties for boy positions.

## Summary

You will find that troop organization is highly flexible. Some troop leadership positions are so natural that they explain themselves. The troop needs a qualified adult to manage it, and that is the Scoutmaster. It also needs qualified boy leaders to make it truly successful and ensure that boy needs are met.

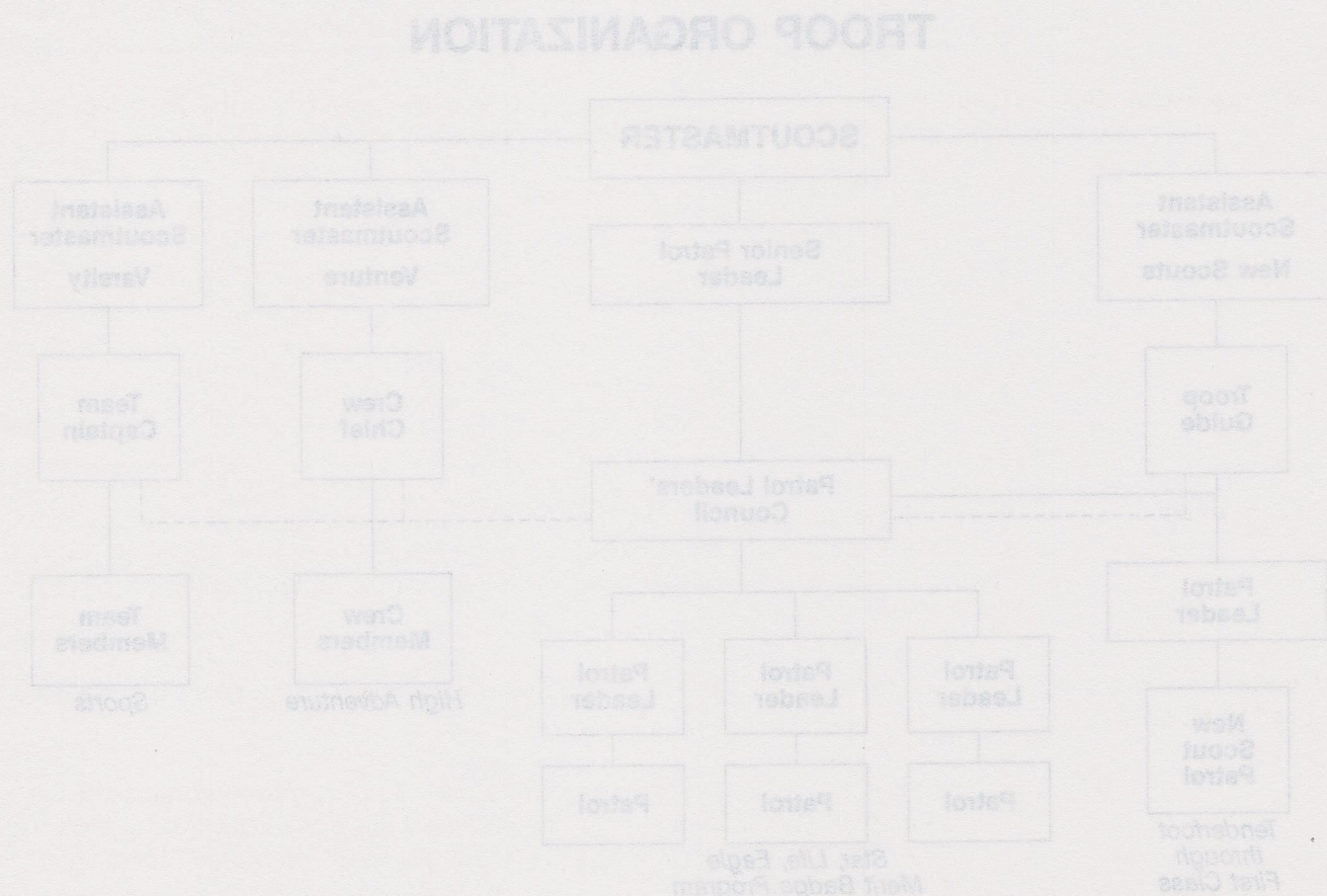
## Discussion

Allow for questions and discussion if time permits.

## Adjourn

Thank the group for its participation. Adjourn for the next activity.

Develop a chart of the troop structure on a flip chart or overhead, in advance of the presentation. Refer to the *Scoutmaster Handbook* for possible positions to include on the chart. Discuss the chart with the participants. Emphasize that the number of positions can vary by troop and individual Scoutmaster.





## BOY SCOUT ROUNDTABLE SPECIAL FEATURE

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### Planning Courts of Honor (15 min.)

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#### Learning Objectives

By the end of this session, the Scouter should be able to:

- Explain the elements of a court of honor program
  - Describe the elements in planning the event and in deciding who should be involved in the program
  - Explain the reasons for courts of honor and the importance of holding them frequently
- 

#### Materials Needed

- *Woods Wisdom, Troop Program Features*, No. 7262A
  - Dry board and magic markers or chart paper and markers
  - *The Official Scoutmaster Handbook*, No. 6501
- 

#### Introductions

The instructor introduces himself and any faculty members assisting in the presentation.

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#### Opening Remarks

Point out that *Woods Wisdom* is a good reference for court of honor ideas. Make the point that there are different kinds of ceremonies for special events. The one discussed here will be for recognition of advancement.

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#### Planning Elements

Prepare a list of the court of honor parts in advance. Review the list briefly with the group. The list should include:

1. Master of ceremonies—who presides
  2. Opening ceremony
  3. Introduction of special guests
  4. Presentation of awards and recognition
  5. Special feature
  6. Closing ceremony
- 

#### Ceremonies

Point out that either a Scout or adult could be the master of ceremonies. A public address system will ensure that everyone will hear well. Consider room arrangements, scripts, refreshments after the ceremony, etc. Pretest as many of the elements as possible.

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#### Principles of a Court of Honor

Discuss with the group the following items to consider in the planning process:

1. Program

Point out that a program is a written record of troop advancement. List the names of Scouts and their accomplishments. Recognize parents for their support with miniature pins. Have a Scout describe the requirements for rank advancement.



## 2. Feature

Point out that a brief program of slides or video pictures of summer camp, high adventure, or a camporee could be used. This would show your Scouts in action.

## 3. Troop historian or photographer

Point out that pictures and records will help build a collection of memories for the future.

## 4. Timing

Allow several weeks for planning.

### Who's Involved

Involve as many people in the planning and program as possible. Delegate specific responsibilities to specific people. Don't forget to involve the Scouts in the planning process.

### Summary

Everyone likes recognition. Boys especially thrive on attention paid to them for their accomplishments. A court of honor is a family affair, and parents should be involved in planning and participation. Be sure every Scouter realizes that recognition is the result of program that leads to advancement. It is one of Scouting's methods.

### Discussion

If time permits, ask whether anyone has questions.

### Adjourn

Thank the group for its participation. Adjourn for the next activity.



## BOY SCOUT ROUNDTABLE SPECIAL FEATURE

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### Planning an Eagle Court of Honor (15 min.)

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• Explain the elements contained in an Eagle court of honor program</li><li>• Describe the steps in planning the event and in deciding who should be involved in the program</li><li>• Explain the significance of an Eagle court of honor and its importance to the candidate</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <i>Woods Wisdom, Troop Program Features</i>, No. 7262A</li><li>• <i>Scoutmastership Fundamentals</i>, No. 655OA</li><li>• Dry board and magic markers, or flip chart, markers, and easel</li></ul> <p>Note: This presentation can also be done with a chalkboard.</p>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>Opening Remarks</b>	<p>Refer to <i>Woods Wisdom</i> as a resource for ceremonies and Eagle courts of honor. Make the point that this is probably the most important recognition an individual Scout will receive, and the ceremony should be dedicated to that purpose.</p>
<b>Planning Elements</b>	<p>Briefly discuss the following points:</p> <ol style="list-style-type: none"><li>1. Timing—allow 6 weeks in planning</li><li>2. Involve the troop committee, and delegate specific responsibilities to specific individuals.</li><li>3. Involve the Eagle Scout and his parents in the planning.</li><li>4. Define economic restraints.</li></ol> <p>Note: Allow the participants to think of all the expense items that could go into the Eagle court of honor, such as the Eagle ring, belt buckle, neckerchief, walnut plaque, theme cake, parents' pins and tie tack, invitations, decorations, and corsage.</p> <ol style="list-style-type: none"><li>5. Letters to elected officials.</li><li>6. Newspaper release.</li><li>7. Speakers.</li><li>8. Guest list and invitations.</li></ol> <p>Note: Ask the participants to name people to include on a guest list, such as Cubmaster, den leader, merit badge counselor, school friends, post Advisor, chartered organization representative, church friends, neighbors, teachers, relatives, etc.</p>



9. Physical arrangements.

Note: Ask the participants to list things that need to be considered, such as room reservations, seating, public address system, setup/tear down, decorations.

10. Presenters of recognition—who does what.

11. Printing of programs—layout and content.

Note: Ask the participants to identify items that might be included in a commemorative program, such as a list of merit badges earned, leadership positions held, camp attendance, jamboree attendance, high adventure trips, training received (such as JLT or Philmont NJLIC), Order of the Arrow, Conservation Award, mile swim, etc. Also note any academic achievements, school grade-point average, National Merit Scholar, athlete, musician, etc.

12. Photographs, "book of memories," or memorabilia.

13. Refreshments—theme cake, servers, clean-up.

14. Program. Suggest that one of the court of honor programs in *Woods Wisdom* be utilized unless the troop has a successful outline of its own.

**Summary**

A good organizer is needed to pull the court of honor together. It might be the troop committee chairman or a member of the troop committee. Emphasize the importance this event holds for the boy, his parents, and other Scouts working on Eagle rank.

**Discussion**

If time permits, ask whether anyone has questions.

**Adjourn**

Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Basic Troop and Patrol Equipment (15 min.)**

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**Learning Objectives**

By the end of this session, the Scouter should be able to:

- Determine equipment needs
  - Identify who is responsible for equipment
  - Identify equipment needs for troop activities
- 

**Materials Needed**

- *The Official Scoutmaster Handbook*, No. 6501
  - *The Official Boy Scout Handbook*, No. 3227
  - *Fieldbook*, No. 3200
  - *Troop Committee Guidebook*, No. 6505B
  - Flip chart
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**Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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**Opening Remarks**

Outdoor activity is a major part of Scouting. Equipment needed to conduct this activity is a troop committee responsibility.

- List types of troop activities.
  - List type of equipment needed for each activity.
- 

**Troop Organization Responsibilities**

Ask the group who they think should be responsible for:

1. Equipment purchases
2. Equipment care

Note: Responses should include troop committee—mainly the responsibility of outdoor/activities committee—and the troop quartermaster (appointed by senior patrol leader). Equipment care procedures should be approved by troop committee.

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**Summary**

Equipment needs vary by troop and patrol due to activities and unit size. Most important is to fulfill these specific needs by the committee and troop working together to achieve the outdoor program of the troop.

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**Adjourn**

Thank the group for its participation. Adjourn for the next activity.

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## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Field Trips (15 min.)**

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#### **Learning Objectives**

By the end of this session, the Scouter should be able to:

- Define field trips
  - Explain the purposes of a field trip
  - List types of field trips
  - Describe steps in planning a field trip
  - Explain use of Local Tour Permits
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#### **Materials Needed**

Local Tour Permit, No. 4426 (one for each participant)

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#### **Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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#### **Definition**

A field trip is a planned activity, less than 24 hours in length, that is a learning experience, involves fun, and supports boy advancement.

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#### **Purposes**

A field trip can have these purposes:

1. To have new experiences
  2. To learn new things
  3. To support advancement
  4. Just for fun
- 

#### **Types**

There are many types of field trips. A field trip could be historical, civic, nature, business, industrial, scenic, or advancement related.

Field trips can be "just for fun." The whole troop, just a patrol, or just the patrol leaders' council can go. A field trip may be only age related as well.

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#### **Planning**

Consider the following things when planning a field trip:

1. How far? How much travel time is involved?
2. Let parents know in advance where you are going and when you will be back. Better still, take them along.
3. Make arrangements in advance. Be on time.
4. Establish a buddy plan before starting the trip. Explain that boys remain together at all times.
5. Provide plenty of adult supervision. This is another time when parents can be of help.
6. See that the boys are in proper uniform.
7. See that each boy has enough money for an emergency phone call.



8. Provide plenty of transportation so that cars are not crowded. This is for insurance reasons as well as for comfort.
9. Coach boys in advance so that they are attentive, courteous, and observe all necessary rules.
10. Have someone at home as a contact person with a complete list of trip participants. Phone numbers should be on the list in case of emergency.
11. Locate restrooms immediately upon arrival.
12. Decide on rendezvous points in case someone gets lost.
13. Upon your return, have the boys write your hosts to thank them for the visit.
14. Evaluate the field trip.

Do not forget to consider the age of your Scouts and the type of field trip. Relate age, experience, and interest with the type of field trip being planned.

#### **Tour Permits**

Distribute copies of the Local Tour Permit form and explain how and why they are used. Review the transportation, insurance, and performance requirements.

#### **Discussion**

If time permits, ask whether anyone has questions.

#### **Adjourn**

Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Troop Money-Earning Projects (15 min.)**

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• Explain the rules and procedures of the National Council and local councils for fundraising projects.</li><li>• List acceptable money-earning projects.</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <i>The Official Scoutmaster Handbook</i>, No. 6501</li><li>• Current copies of <i>Scouting</i> magazine</li><li>• Local council policy on fundraising (one for each participant)</li><li>• Unit Money-Earning Application, No. 4427 (one for each participant)</li></ul>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>Opening Remarks</b>	<p>Make the point that you are emphasizing the policies established by the National Council and local councils regarding troop money-earning projects.</p>
<b>Application</b>	<p>Distribute copies of the Unit Money-Earning Application and discuss the 10 points listed on the back of the application.</p> <p>Point out that rules and regulations regarding troop money-earning projects are also discussed in <i>The Official Scoutmaster Handbook</i>.</p>
<b>Projects</b>	<p>Ask the group to list projects they have used in the past to raise money that have been acceptable to by the council.</p> <p>Discuss the local procedure for submitting the Unit Money-Earning Application.</p>
<b>Discussion</b>	<p>If time permits, ask whether anyone has questions.</p>
<b>Adjourn</b>	<p>Thank the group for its participation. Adjourn for the next activity.</p>



1. Dates of trip \_\_\_\_\_
2. Where we are going \_\_\_\_\_
3. Who can go (include leaders) \_\_\_\_\_
4. What we want to do on the trip \_\_\_\_\_
5. Transportation \_\_\_\_\_
6. Elect crew leader and quartermaster \_\_\_\_\_
7. Develop finance plan \_\_\_\_\_
8. Determine gear (personal and troop) \_\_\_\_\_
9. Have shake-down activities \_\_\_\_\_
10. Write for permission (if needed) and reservation \_\_\_\_\_
11. File tour permit request \_\_\_\_\_
12. Be sure of two-deep leadership \_\_\_\_\_
13. Take trip \_\_\_\_\_
14. Evaluate trip \_\_\_\_\_

**Permits**

Distribute National and Local Tour Permit forms and explain how and why they are used.

**Planning with Boy Leaders**

Discuss the following:

1. How boys are involved in planning
2. Health form requirements
3. New leadership requirements for activities

**Summary**

Stress the importance of early planning, involvement of boy leaders, and filing early for permissions, requests, reservations, and tour permits.

**Adjourn**

Thank the group for its participation. Adjourn for the next activity.



## BOY SCOUT ROUNDTABLE SPECIAL FEATURE

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### Low-Impact Camping (15 min.)

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#### Learning Objectives

By the end of this session, the Scouter should be able to:

- Define low-impact camping
  - Explain the BSA definition of low-impact camping
  - Explain the BSA definition of wilderness and primitive areas
  - Explain low-impact activities
- 

#### Materials Needed

- *Fieldbook*, No. 3200
  - Wilderness Use Policy (handout)
  - *Low-Impact Camping*, No. 20-126
  - Flip chart and markers, easel
  - Low-Impact Camping slides, AV-668, cassette, AV-668C (optional)
  - Low Impact Quiz and answers (one per participant)
- 

#### Introductions

The instructor introduces himself and any faculty members assisting in the presentation.

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#### Opening Remarks

Ask the participants to define "wilderness area" and "primitive area." After responses, provide the definition: "Primitive and wilderness areas are public areas designated by the federal or state government. These lands have specific limitations on their use as defined by federal and state governments."

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#### Definition

Low-impact camping involves the skills, techniques, and attitudes that can give older Scouts a true wilderness experience.

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#### BSA Camping Techniques

Include the following:

1. Pretrip plans
  - Gear that blends with the environment
  - Take trash bags and pack-out containers
  - Twelve or fewer people
2. Travel
  - Stay on trail
  - Let muddy trails dry out
3. Campsite
  - Free of delicate plants
  - No ditching
  - Camp out of sight



#### 4. Fires

- Use backpacking stove
- If wood fire, use only wood on ground
- Be sure fire is out, and cover fire scars with twigs

#### 5. Sanitation

- Wash away from streams
- Pour wash water in a hole
- Dig latrine 6–8 inches deep
- Cover latrine and wash water holes
- Pack out trash

#### 6. Courtesy

- Avoid loud noise
- Leave flowers and plants
- No pets

#### 7. Parts of low-impact camping can be applied to every camping outing

Note: Distribute copies of Low Impact Camping Quiz and answers. Suggest using the quiz as a troop leader introduction to stimulate interest in putting on the course.

#### Low-Impact Activities

Low-impact camping is not a full troop program for a long-term experience. This type of camping is for older, experienced Scouts who camp in small groups. Activities are to be quiet, thoughtful, subdued, and designed to blend with the environment. For this reason, low-impact camping takes careful planning and practice. Obtain some low-impact activity suggestions from the group and also provide some ideas.

#### Discussion

If time permits, ask whether anyone has questions.

#### Adjourn

Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **The National Eagle Scout Association (15 min.)**

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<b>Learning Objectives</b>	By the end of this session, the Scouter should be able to: <ul style="list-style-type: none"><li>• Describe the requirements for membership in NESA</li><li>• Explain the benefits of NESA in the council</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <i>There Is No End to the Eagle Scout Trail</i>, No. 58-402</li><li>• NESA Membership Application, No. 58-404 (one per participant)</li><li>• NESA Scholarship Application, No. 58-702</li><li>• NESA <i>Eagleletter</i> (several recent copies for display)</li></ul>
<b>Introductions</b>	The instructor introduces himself and any faculty members assisting in the presentation.
<b>NESA History</b>	The National Eagle Scout Association was created in 1972 with the express purpose of bringing together Eagle Scouts of all ages so that they can be of greater service to themselves, their local councils, and their communities, thereby conserving and developing the manpower potential represented by those who hold Scouting's highest rank.
<b>Membership</b>	<p>Give a copy of the NESA application to each person, and review the requirements and cost of membership. Show a recent copy of the <i>Eagleletter</i> and talk about current NESA activities and opportunities for members, such as advancement board member, jamboree staff, merit badge counselor, and troop leaders.</p> <p>Show copies of the NESA scholarship application and tell how Eagle Scouts can qualify for financial assistance for college. Give copies to all unit leaders for display at their unit meetings.</p> <p>Tell what NESA members are doing in the local area. Develop a list of activities where a NESA member could be used to improve Scouting. Discuss it briefly.</p>
<b>Ceremonies</b>	Use an Eagle Scout ceremony from <i>Woods Wisdom</i> . Discuss ways it can be used to improve recognition and help the advancement program.
<b>Discussion</b>	If time permits, ask whether anyone has questions.
<b>Adjourn</b>	Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **New Parent Visit (15 min.)**

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• List steps in planning a new parent visit to a troop meeting</li><li>• Describe how to conduct a new parent visit</li></ul>
<b>Materials Needed</b>	<p>Flip chart, easel, markers</p>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>Opening Remarks</b>	<p>A visit by new parents should be well planned so that full details on the overall Boy Scout program and the specific troop operations are explained and demonstrated. Time should be scheduled to provide an opportunity to discuss matters of concern to the new parents.</p>
<b>Planning Steps</b>	<p>Discuss the following steps with the group. Use a flip chart prepared in advance to highlight major points.</p> <ol style="list-style-type: none"><li>1. Determine the host. The host should contact the new parents and schedule a visit time. Consider having another adult leader in the troop act as host, rather than the Scoutmaster. This will allow the Scoutmaster to spend time with the troop as well as the new parents. Consider someone such as the committee chairman or assistant Scoutmaster.</li><li>2. Schedule the visit well in advance. Arrange a time that is convenient for the new parents, if possible.</li><li>3. Transportation to the meeting. Determine whether the parents have transportation to the meeting. Consider pairing the new parents with an active Scout family for transportation purposes.</li><li>4. Plan parent activities during the troop visit. Allow time for parents to discuss and ask questions, observe troop activities, and possibly view Fast Start videos. You might want to review what the troop has done in the past several months.</li></ol>
<b>The Visit</b>	<p>Introduce the parents to the boys and other adult Scout leaders present. Be sure to have a boy host for the new boy. Watch the time so that the parents have time to observe and learn as well as ask questions. You may want to have uniform inspection forms, a troop roster, and information regarding dues and meetings printed for the new parents.</p> <p>After the troop meeting is closed, have the Scoutmaster meet with the parents and their son to discuss the troop in general. Allow time for the parents and boy to ask questions.</p>







## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Troop Newsletters (15 min.)**

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**Learning Objectives**

By the end of this session, the Scouter should be able to:

- State the importance of keeping Scouts, parents, troop committee, and chartered organizations informed on troop program
  - Explain the advantages of having a troop newsletter
- 

**Materials Needed**

- Samples of troop newsletters
  - *Woods Wisdom, Troop Program Features, No. 7262A*
  - A locally prepared list of items to be included in a good newsletter
  - Flip chart and marking pens
- 

**Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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**A Fundamental Principle**

Make the point that we are trying to emphasize the importance of keeping everyone involved with the troop informed of the troop program and other points of interest about the troop.

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**Handouts**

Distribute copies of pre-prepared lists of items to be included in a good newsletter, as well as sample copies of troop newsletters.

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**Review Samples**

Review sample newsletters; point out special items of interest in each sample.

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**Things to Include**

Ask participants for suggestions on what to include in a good newsletter. List the following:

- Troop schedule
  - Troop success stories
  - Summer camp information
  - Birthdays
  - Notes of thanks
  - Troop budget
  - Fundraising projects
  - Scouts advancing in rank
  - Stories on campouts
  - Troop roster
  - New boys joining troop
  - Information on council/district activities
-



**Who and What**

List suggestions for putting together a newsletter. Include:

- Who prepares
- Who prints
- How to distribute
- Who gathers material
- Boy involvement
- Parent involvement

**Advantages of Newsletter**

Discuss the positive aspects of having a troop newsletter. Include the following as you list suggestions on the flip chart:

- Open communication lines
- Generate enthusiasm
- Avoid conflicts of scheduling
- Keep parents and unit sponsor informed
- Provide recognition
- Increased attendance at troop meetings and activities
- Increased parental support

**Discussion**

Allow discussion if time permits.

**Adjourn**

Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Patrol Leaders' Council (15 min.)**

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#### **Learning Objectives**

By the end of this session, the Scouter should be able to:

- Explain the purpose of the patrol leaders' council
  - Define the membership of the patrol leaders' council
  - Explain the Scoutmaster's role in the patrol leaders' council
- 

#### **Materials Needed**

- *The Official Scoutmaster Handbook*, No. 6501
  - *The Official Patrol Leader Handbook*, No. 6512
  - Flip chart, white board, or overhead projector
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#### **Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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#### **Why a Patrol Leaders' Council?**

Ask the participants why Scouting uses the patrol leaders' council method.

The patrol method is the element that makes Scouting different from all other organizations. The patrol is totally dependent on making use of an operating patrol leaders' council.

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#### **What Does a Patrol Leaders' Council Do?**

Ask, "What does a patrol leaders' council do?"

List on a flip chart, blackboard, or white board their answers. List all suggestions, even bad ones. Guide discussion/answers to the following:

- Plan the troop program and activities—annually, monthly, and weekly
  - Provide training for patrol leaders
  - Serve as a forum for all troop-related activities and problems
- 

#### **What is Patrol Leaders' Council Membership?**

Ask, "Who may hold membership on the patrol leaders' council?" Again, use flip chart. List all responses and include the following:

- Senior patrol leader as chairman
- Each patrol leader, troop guide, crew chief, and team captain
- Assistant senior patrol leader (if applicable)
- Scoutmaster

Ask, "Who may be invited to attend a particular patrol leaders' council meeting?"

- Scribe
  - Webelos den chief (if applicable)
  - Assistant Scoutmaster
  - Any other person if related to business
-



**The Scoutmaster's Role**

The Scoutmaster is the adviser to the patrol leaders' council; more specifically, to the senior patrol leader. He should counsel/suggest in a low profile prior to the patrol leaders' council meeting. During the meeting he should be inconspicuous. He must remember that the patrol leaders' council is the basic Scout-ing element and that it is the evidence that boys are running *their* troop.

A Scoutmaster has veto power at the patrol leaders' council but must exercise this power in only the most drastic situations. If he has properly *counseled* the senior patrol leader, the veto will never be exercised.

**Summary**

A properly run and active patrol leaders' council is the single most important element in a good troop.

**Adjourn**

Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Patrol Meetings (15 min.)**

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**Learning Objectives**

By the end of this session, the Scouter should be able to:

- Explain the purpose of patrol meetings
  - Explain the importance of patrol meetings
  - List the key parts of a patrol meeting, using the patrol meeting "clock" as a guide
  - Explain the where, when, what, and how of successful patrol meetings
- 

**Materials Needed**

- *The Official Patrol Leader Handbook*, No. 6512
  - *The Official Scoutmaster Handbook*, No. 6501
  - Flip chart and marking pens
  - Prepared questions and patrol meeting "clock"
- 

**Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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**Prepared Questions**

List in advance on a flip chart the following questions to be discussed, or distribute a preprinted list of the questions:

- Explain the importance of weekly patrol meetings.
- Tell the where, when, what, and how of patrol meetings.
- Explain the patrol meeting "clock" as to what patrol meetings should contain.
- Describe an ideal patrol meeting.
- List and explain some good patrol meeting games.
- Explain "coaching" as part of a patrol meeting.
- List and explain some good patrol projects.

Using the *Patrol Leader Handbook*, seek the answers to the questions listed from the participants. Seek agreement on the answers.

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**Patrol Meeting "Clock"**

Using a poster showing the patrol meeting "clock" in the *Patrol Leader Handbook*, discuss what a patrol meeting should contain.

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**Ideas for Patrol Meeting**

Review quickly the "Ideas for Successful Patrol Meetings" as listed in the *Patrol Leader Handbook*.

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**Adjourn**

Thank the group for its participation. Adjourn for the next activity.

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## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Council Camping Policies (15 min.)**

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• Explain the outdoor program of your council</li><li>• Explain your council's camping policy</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <i>The Official Scoutmaster Handbook</i>, No. 6501</li><li>• <i>Scouting</i> magazine</li><li>• Local council policy on camp use</li><li>• <i>Tours and Expeditions</i>, No. 3734</li><li>• <i>Health and Safety Guide</i>, No. 4409A</li><li>• Local Tour Permit, No. 4426</li></ul>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>A Fundamental Principle</b>	<p>Make the point that we are trying to emphasize policies of the National Council and local councils.</p>
<b>The Outdoor Program</b>	<p>Many Scouters do not know the basic rules and procedures of the National Council and local councils pertaining to camping. Scouters should use the <i>Scoutmaster Handbook</i> and highlight items pertaining to camping policies. You should also obtain copies of policies made by the camping committee of the local council. You should also check <i>Scouting</i> magazine for any new policies pertaining to camping as established by the National Council.</p> <p>Subjects to be covered would be the use of camps, travel permits, use of fuels, low-impact camping, health and safety, minimum camping experience, camping in another council's camp, conflict of religious observances, Safe Swim Defense, use of automobiles, and camping awards.</p>
<b>Local Policies</b>	<p>Distribute copies of local camping procedures and policies. Review these with the group. Include the following items on camp use:</p> <ol style="list-style-type: none"><li>1. Camp property and equipment available</li><li>2. Usage fee (if any)</li><li>3. Times available</li></ol>



4. Reservation policy
5. Check-in procedures
6. Health and safety concerns and emergency facilities available

#### Discussion

Allow discussion if time permits.

#### Adjourn

Thank the group for its participation. Adjourn for the next activity.

<ul style="list-style-type: none"> <li>• Local Tour Permit, No. 4426</li> <li>• Health and Safety Guide No. 4409A</li> <li>• Tours and Expeditions, No. 3734</li> <li>• Local council policy on camp use</li> <li>• Scouting magazine</li> <li>• The Official Scoutmaster Handbook, No. 5501</li> </ul>	<p><b>Materials Needed</b></p>
<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>	<p><b>Introductions</b></p>
<p>Make the point that we are trying to emphasize policies of the National Council and local councils.</p>	<p><b>A Fundamental Principle</b></p>
<p>Many scouts do not know the basic rules and procedures of the National Council and local councils pertaining to camping. Scouts should use the Scoutmaster Handbook and highlight items pertaining to camping policies. You should also obtain copies of policies made by the camping committee of the local council. You should also check Scouting magazine for any new policies pertaining to camping as established by the National Council.</p> <p>Subjects to be covered would be the use of camp, travel permits, use of fuel, low-impact camping, health and safety, minimum camping experience, camping in another council's camp, conflict of religious observances, safe swim, defense, use of automobiles, and camping awards.</p>	<p><b>The Outdoor Program</b></p>
<p>Distribute copies of local camping procedures and policies. Review these with the group. Include the following items on camp use:</p> <ol style="list-style-type: none"> <li>1. Camp property and equipment available</li> <li>2. Usage fee (if any)</li> <li>3. Times available</li> </ol>	<p><b>Local Policies</b></p>



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Recruiting Boys (15 min.)**

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**Learning Objectives**

By the end of this session, the Scouter should be able to:

- Identify who is responsible for recruitment
  - List sources of potential youth members
  - Explain methods used for recruitment
- 

**Materials Needed**

- *The Official Scoutmaster Handbook*, No. 6501
  - School Night for Scouting materials
  - Council roundup material
  - Boy-Fact Survey information
  - Chalkboard, eraser, chalk, or flip chart and marking pen
- 

**Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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**When to Recruit**

Recruiting boys should be a continuous process, not just a once-a-year program.

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**Who Recruits and How?**

Ask for suggestions from the group, and list them on the chalkboard or flip chart. Discuss suggestions. Be certain to include:

- Unit
  - Chartered organization (sponsor)
  - District/council
- 

**Sources of Youth Members**

Ask for suggestions from the group, and list them on the chalkboard or flip chart. Discuss suggestions. Include the following:

- Friends of Scouts
  - Webelos graduates
  - New families in the area
  - Youth involved with chartered organization
  - Organized membership campaigns conducted by the district/council
- 

**Methods**

Ask for suggestions from the group, and list them on the chalkboard or flip chart. Discuss suggestions. Include the following:

- Recruiting by youth members (earn the recruiting strip)
- Community awareness programs
- Sponsor referrals



- Recruiting roundups
- Boy Scout surveys

## Discussion

Allow discussion if time permits.

## Adjourn

Thank the group for its participation. Adjourn for the next activity.

<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Explain methods used for recruitment</li> <li>• List sources of potential youth members</li> <li>• Identify who is responsible for recruitment</li> </ul>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>• Chalkboard, eraser, chalk, or flip chart and marking pen</li> <li>• Boy-Scout survey information</li> <li>• Council roundup material</li> <li>• School Night for Scouting materials</li> <li>• The Official Scoutmaster Handbook No. 3501</li> </ul>	<p><b>Instructions</b></p> <p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<p><b>When to Recruit</b></p> <p>Recruiting boys should be a continuous process, not just a once-a-year program.</p>	<p><b>Who Recruits and How?</b></p> <ul style="list-style-type: none"> <li>• District/council</li> <li>• Chartered organization (sponsor)</li> <li>• Unit</li> </ul>	<p><b>Who Recruits and How?</b></p> <p>Ask for suggestions from the group, and list them on the chalkboard or flip chart. Discuss suggestions. Be certain to include:</p>
<p><b>Sources of Youth Members</b></p> <ul style="list-style-type: none"> <li>• Organized membership campaigns conducted by the district/council</li> <li>• Youth involved with chartered organization</li> <li>• New families in the area</li> <li>• Webelos graduates</li> <li>• Friends of Scouts</li> </ul>	<p>Ask for suggestions from the group, and list them on the chalkboard or flip chart. Discuss suggestions. Include the following:</p>	<p><b>Sources of Youth Members</b></p>
<p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Recruiting by youth members (from the recruiting strip)</li> <li>• Community awareness programs</li> <li>• Sponsor referrals</li> </ul>	<p>Ask for suggestions from the group, and list them on the chalkboard or flip chart. Discuss suggestions. Include the following:</p>	<p><b>Methods</b></p>



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Planning Your Troop Program (15 min.)**

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#### **Learning Objectives**

By the end of this session, the Scouter should be able to:

- Recognize the importance of the patrol leaders' council in planning the yearly program
  - List the steps for a successful annual troop program planning conference
  - Identify resources available for program planning
- 

#### **Materials Needed**

- *Boys' Life* magazine
  - *Scouting* magazine
  - *Woods Wisdom, Troop Program Features*, No. 7262A
  - Local council Annual Planning Calendar
  - *The Official Scoutmaster Handbook*, No. 6501
  - Troop Planning Work Sheet, No. 7264
  - *The Official Boy Scout Handbook*, No. 3227
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#### **Introductions**

The instructor introduces himself and any faculty members who may assist with the presentation.

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#### **Purpose of Planning Conference**

Review the purposes of an annual plan for the troop and why the patrol leaders' council has input as outlined in the *Scoutmaster Handbook*. The purpose of the annual planning conference is to:

- Provide program that supports advancement
  - Ensure fun activities and variety
  - Provide planned written programs
  - List major activities and dates
  - Ensure that aims and methods of Scouting are achieved
- 

#### **Planning Process**

Walk through the planning process as outlined on the first seven pages of *Woods Wisdom*. Develop a list of calendar considerations for the district and the council to avoid conflicts. Include such items as:

1. District and council events
2. Holidays
3. Religious observances



4. School activities
5. Community activities
6. Your chartered organization's activities

#### Discussion

Allow questions and discussion as time permits.

#### Adjourn

Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Recruiting Parents (15 min.)**

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#### **Learning Objectives**

By the end of this session, the Scouter should be able to:

- Explain how to use the Fast Start material for Boy Scouting
  - Identify specific needs for adult support in the troop
  - Secure information on the parents in their troop and relate these to troop needs
  - Present troop needs targeted at specific parents for recruitment
  - Describe the steps involved in recruiting parents
- 

#### **Materials Needed**

- Video, "The Barbeque, How the Troop Committee Works," AV-48; 18:02 min.
  - Flip chart, felt pens
  - VHS video player and monitor
  - Boy Scout Fast Start training material: video, AV-26, and viewer's guide, AV-26VG
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#### **Introductions**

The instructor introduces himself and any faculty members who may assist with the presentation.

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#### **Opening Remarks**

A key to successful recruitment includes identifying specific troop needs and recruiting parents to fulfill these needs. It is important that individuals being recruited understand their obligations, time requirements, and job responsibilities or duties.

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#### **Fast Start**

It is recommended that all parents take the Boy Scout Fast Start training. Be sure to have all necessary materials and equipment ready prior to the meeting and to review the training guidelines. This offers an excellent introduction from which recruiting can follow.

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#### **Identify Troop Needs**

Have a meeting of the troop committee, along with the Scoutmaster and any other concerned troop members, to discuss the following:

1. What manpower is needed to improve overall troop operations?
  2. What jobs need to be filled?
  3. What will these jobs require?
  4. How many people with what talents are needed to fill the jobs?
  5. What talents or resources are needed for the positions?
- 

#### **Gather Information**

Determine what the troop's needs are. Discuss ideas for gathering information on individual talents and resources to determine which parents might fill the needs, including use of:



1. Open discussion by the troop membership.
2. Discussion of needs at parent meetings.
3. Requests in the troop newsletter.
4. Parent Talent Survey; discussions with troop adult and youth members.

#### Recruitment

Identify which adults best meet the needs for the job. Follow good recruiting techniques, which would include having two adult leaders (at least one who knows the individual) visit the prospect. Explain in detail why the prospect was selected and the nature of the job, and answer any questions concerning the obligation. A new video, "The Barbeque, How the Troop Committee Works," is available to assist in recruiting and training your troop committee.

#### Discussion

Discuss successful methods that have been used to recruit parents.

#### Adjourn

Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **The Religious Emblems Program (15 min.)**

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• Explain the religious emblems program</li><li>• Tell how it will enrich the lives of youth in Scouting</li><li>• Explain the adult recognition program</li><li>• Explain the twelfth part of the Scout Law</li><li>• Help Scouts and Scouters understand their duty to God</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Religious Emblems Poster, (full color), No. 5-225</li><li>• Religious Emblems Quick Reference Chart, No. 5-206A</li><li>• Slide (set) Religious Emblems Program and script, AV-661R</li><li>• Religious Emblems Script only, No. 6-400</li><li>• Slide projector, screen</li><li>• "A Scout Is Reverent" folders, No. 5-206A (one for each participant)</li></ul>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>A Fundamental Principle</b>	<p>Make the point that we are trying to emphasize the twelfth point of the Scout Law, "A Scout is reverent." Duty to God is a fundamental principle of Scouting.</p>
<b>Religious Emblems Program</b>	<p>Now dim the lights and turn on the projector. Show the first frame of the Religious Emblems Program. Use the script. Quickly narrate the 41 slides in the set.</p> <p>As the credit slide is shown, turn on the lights. Note: In the interest of time, you may want to delete the slides and narration of emblems that are not available in your area.</p>
<b>A Scout is Reverent</b>	<p>Distribute copies of the folder "A Scout is Reverent." Review this with the participants. The folder shows all the religious emblems available to members of the Boy Scouts of America.</p>
<b>Discussion</b>	<p>Allow discussion if time permits.</p>
<b>Adjourn</b>	<p>Thank the group for its participation. Adjourn for the next activity.</p>



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Safety Afloat (15 min.)**

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• Explain the nine points of the Safety Afloat program</li><li>• Organize and carry out a safe unit activity afloat, observing the nine points of the Safety Afloat program</li><li>• Explain the local council policy on Safety Afloat</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <i>Aquatics Program</i>, No. 12003A, or <i>BSA Lifeguard Counselor Guide</i>, No. 6534</li><li>• Safety Afloat Poster, No. 12037</li><li>• Safety Afloat Flier, No. 7638</li><li>• Safety Afloat Pocket Card, No. 4435 (one per participant)</li><li>• <i>Safety Afloat Training Guide</i>, No. 4159</li><li>• Merit badge pamphlets: <i>Canoeing</i>, No. 3308; <i>Rowing</i>, No. 3392; <i>Small Boat Sailing</i>, No. 3319; <i>Whitewater</i>, No. 3274; and <i>Motorboating</i>, No. 3294</li><li>• Safety Afloat video, No. AV-O9VOO2</li></ul>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>The Problem</b>	<p>Invite the participants to relate their personal experiences with an accident or near-miss while afloat. Supplement their accounts with actual incidents of news items and accident reports. Conclude with statistics reflecting Scouting's experience with such boating-related accidents.</p>
<b>Summary</b>	<p>Experience suggests that Scouting must do more to ensure the safety of those participating in water activities. For this reason, the Safety Afloat program has been developed to promote boating safety and to set standards for safe unit activity afloat.</p>
<b>The Policy</b>	<p>Explain that before a Boy Scouts of America group can engage in any trip on the water in any kind of craft, the adult leaders should complete Safety Afloat training. Leaders should have a Safety Afloat card with them for easy reference and should be committed to observing each of the nine points of the plan.</p> <p>Distribute a copy of the Safety Afloat pocket card to each participant, and review the nine points. Note how this plan parallels the approach of the highly successful Safe Swim Defense.</p>
<b>Discussion</b>	<p>Allow discussion if time permits.</p>
<b>Adjourn</b>	<p>Thank the group for its participation and adjourn for the next activity.</p>



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **How to Conduct a Scoutmaster Conference (15 min.)**

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#### **Learning Objectives**

By the end of this session, the Scouter should be able to:

- Explain the purpose of the Scoutmaster conference and how it can help Scouts
  - List the five keys to a successful Scoutmaster conference
  - Conduct Scoutmaster conferences with members of the troop to help them develop and grow as young men
- 

#### **Materials Needed**

- Supplement to *The Official Scoutmaster Handbook*
  - *The Official Scoutmaster Handbook*, No. 6501
  - *Advancement Guidelines*, No. 3087A
  - Chalkboard, chalk, and eraser, or flip chart and marking pens
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#### **Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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#### **Scoutmasters Affect Lives**

Point out that the Scoutmaster is a positive role model for Scouts.

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#### **The Scoutmaster Conference**

Using the new supplement to the *Scoutmaster Handbook*, lead a discussion on the Scoutmaster conference.

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#### **Five Keys to Success**

Point out the five keys to a successful Scoutmaster conference.

- Set up conference
  - Friendly atmosphere
  - Review personal development
  - Set specific goals
  - Build trust level
- 

#### **New Policy for Youth Protection**

The Scoutmaster conference should be private in content but not secluded in setting. A Scoutmaster's corner can be set up at a troop meeting where the leader can meet with Scouts in full view of the troop. Scouts are encouraged to use the "buddy system" when working on merit badges. Only approved, registered merit badge counselors and leaders should work with boys in Scouting.

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**Summary**

Remind participants of the adults who were important to them as a youth. They now have the opportunity to be equally important to a new generation of boys as we listen to their concerns and help them with their futures.

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**Discussion**

Allow discussion if time permits.

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**Adjourn**

Thank the group for its participation. Adjourn for the next activity.

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## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **The Senior Patrol Leader (15 min.)**

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#### **Learning Objectives**

By the end of this session, the Scouter should be able to:

- Explain the senior patrol leader/Scoutmaster relationship
  - Describe the senior patrol leader requirements and selection process
- 

#### **Materials Needed**

- *The Official Scoutmaster Handbook*, No. 6501
  - *Junior Leader Orientation Workshop*, No. 6520
  - *The Official Patrol Leader Handbook*, No. 6512
  - Flip chart and marking pens
- 

#### **Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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#### **Senior Patrol Leader/Scoutmaster Relationship**

Open the session by having everyone review the statement at the top of page 50 in the *Scoutmaster Handbook*: "It can be your great satisfaction (as Scoutmaster) to train and develop your senior patrol leader," etc.

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#### **Discussion**

Why is that statement so important in good troop operation? Seek responses from the group.

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#### **Some Questions**

Here are some questions every senior patrol leader should ask himself; and every Scoutmaster should help the senior patrol leader come to the right conclusion. Have them pre-listed on the flip chart:

1. How do you preside at troop meetings, events, and activities?
  2. How do you chair the patrol leaders' council?
  3. How do you, with the Scoutmaster, help appoint boy leaders?
  4. How do you "sell" the patrol leaders' council on "good" projects?
  5. What does the assistant senior patrol leader do?
  6. How do you get things done without being "bossy"?
  7. When does the assistant senior patrol leader take charge?
  8. How do you get the guys excited about doing something?
  9. How about your own personal advancement program? Star? Life? Eagle?
  10. How do you work with new Scouts in the troop?
  11. How do you work with older Scouts in the troop?
  12. How about your own personal growth in leadership? Training? Accomplishments?
-



<b>Summary</b>	Summarize the ideas of the group. Point out that the senior patrol leader is the Scoutmaster's way of reaching the boys in the troop.
<b>Discussion</b>	Allow additional discussion if time permits.
<b>Adjourn</b>	Thank the group for its participation. Adjourn for the next activity.



## BOY SCOUT ROUNDTABLE SPECIAL FEATURE

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### Summer Camp Planning (15 min.)

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#### Learning Objectives

By the end of this session, the Scouter should be able to:

- Explain when planning and promotion begins for summer camp
  - Tell why decisions need to be made early about dates, location, reservations, equipment, fundraising, and leadership for summer camp
  - Explain why the troop program at camp must be flexible to meet the needs and desires of the boys as well as strengthen the troop leadership and improve its self-sufficiency
- 

#### Materials Needed

- *The Official Boy Scout Handbook*, No. 3227
  - *The Official Scoutmaster Handbook*, No. 6501
  - First Year-First Class Tracking Sheet, No. 4101A
- 

#### Introductions

The instructor introduces himself and any faculty members assisting in the presentation.

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#### Fundamental Facts

The biggest event in the Scouting year is summer camp when all patrols spend a week or longer camping together. Troops learn summer camping year-round on overnights, but they practice it in summer camp.

The adequacy of troop equipment, qualifications of leaders, and skill of the Scouts determines the camping options open to a troop.

A completely self-sufficient troop can camp almost anywhere and successfully participate in many outdoor programs.

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#### Discussion

Why is early selection of next year's summer camp dates important?

- So that reservations can be made
- So that vacations can be planned accordingly
- To determine adult leadership
- So that needed money-earning projects can be planned and executed
- So that transportation to camp can be arranged
- So that boy advancement plans and troop programs can be designed

What resources are available to the Scoutmaster to plan for the individual Scout and troop program at summer camp?

- Each Scout's needs and desires
  - Copies of each Scout's First Year-First Class Tracking Sheet
  - Knowledge of troop leadership needs for training and practice
  - Information from the camp regarding organized and optional activity opportunities
-



## Summary

Planning for next year's summer camp should begin during this year's camp.

Camp promotion should continue all year long so that Scouts, their families, and leaders can plan vacations and time off accordingly.

## Adjourn

Thank the group for its participation. Adjourn for the next activity.



## BOY SCOUT ROUNDTABLE SPECIAL FEATURE

### Training Junior Leaders (15 min.)

#### Learning Objectives

By the end of this session, the Scouter should be able to:

- Explain the importance of training junior leaders
- Explain the Scoutmaster's role in training junior leaders
- List several examples of techniques a Scoutmaster can use for this training
- Explain how the district and council can help the Scoutmaster train junior leaders

#### Materials Needed

- *The Official Scoutmaster Handbook*, No. 6501, chapter 13
- *Junior Leader Orientation Workshop*, No. 6520
- Flip chart, white board, or overhead projector

#### Introductions

The instructor introduces himself and any faculty members assisting in the presentation.

#### Whose Job Is It?

State the following twice very clearly: "It's the Scoutmaster's job to train his junior leaders to run their troop." Ask participants to write it down in their notebooks.

#### The Plan

Have the following chart on a flip chart, chalk board, or white board.

Step	Phase/Title	For Whom	By Whom
1			
2			
3			
4			

Ask participants to provide answers in sequence. If out of sequence, list in proper order as given. If no one can answer, ask someone to read from *Scoutmaster Handbook*, chapter 13.

Step	Phase/Title	For Whom	By Whom
1	Introduction to Leadership	All new junior leaders	Scoutmaster
2	Junior Leader Orientation Workshop	Junior leaders and Scoutmasters	District
3	Troop Junior Leader Training	Junior leaders	Senior patrol leader, Scoutmaster and his staff
4	Junior Leader Training Conference	Senior patrol leaders and older junior leaders	Council

#### Junior Leader Training is Continuous

State that junior leader training must be a continuous effort by the Scoutmaster. Everything he does should be tailored toward this. Following are a few of the ways:



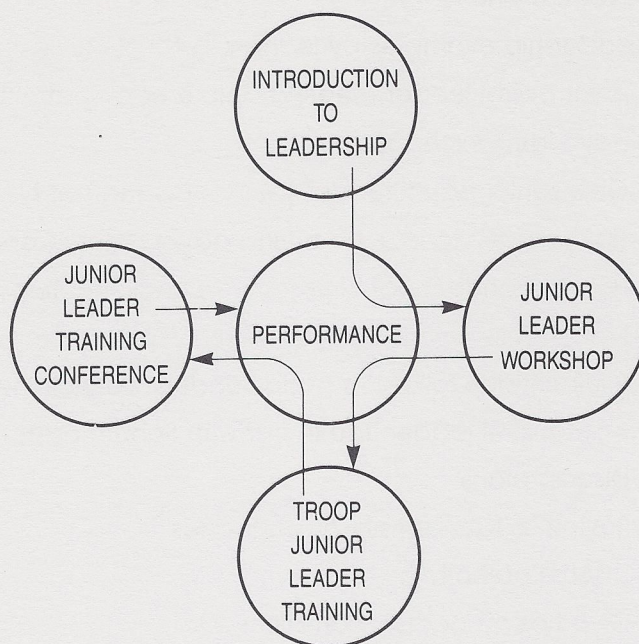
- Special senior patrol leader/patrol leader sessions
- On campouts
- Over the phone
- Leadership examples by leaders
- Senior patrol leader meeting before each patrol leaders' council meeting
  - Have idea exchange
  - Give senior patrol leader your ideas and get his
  - Tips on what to look for during patrol leaders' council meetings
  - How to conduct patrol leaders' council meetings
  - Much more
- Quick critique following patrol leaders' council meetings
- Senior patrol leader ride in car with Scoutmaster on campouts:
  - Discuss plans
  - Review advancement opportunities
  - Discuss objectives
  - Give tips on games, campfires, etc.
  - Much more
- Rides home and critique enroute (Keep in mind youth protection policy)
  - What to change
  - Where do we need improvement
  - Many other opportunities
- Treat senior patrol leader and patrol leaders special
  - Special campouts
  - Senior patrol leaders sleep/eat in staff area, etc.
  - Back up their decisions/leadership
  - Many other ways
- Give junior leaders responsibility, then let them lead
- Never do anything that a boy can do

Step	Project/Title	For Whom	By Whom
1	Introduction to Leadership	All new junior leaders	Scoutmaster
2	Junior Leader Orientation	Junior leaders and Scoutmaster	District
3	Workshop	Junior leaders	Senior patrol leader, Scoutmaster and his staff
4	Troop Junior Leader Training	Junior leaders	Council

Step	Project/Title	For Whom	By Whom
1	Introduction to Leadership	All new junior leaders	Scoutmaster
2	Junior Leader Orientation	Junior leaders and Scoutmaster	District
3	Troop Junior Leader Training	Junior leaders	Senior patrol leader, Scoutmaster and his staff
4	Junior Leader Training	Junior leaders	Council



# BOY SCOUTING



## BOY SCOUT JUNIOR LEADER TRAINING

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**The Bottom Line**

"It's the Scoutmaster's job to train his junior leaders to run their troop."

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**Discussion**

Allow discussion if time permits.

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**Adjourn**

Thank the group for its participation. Adjourn for the next activity.

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## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### How to Work with Your Troop Committee (15 min.)

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<b>Learning Objectives</b>	By the end of this session, the Scouter should be able to: <ul style="list-style-type: none"><li>• Explain the importance of the troop committee to the troop</li><li>• Tell who composes the committee</li><li>• Describe the responsibilities of the committee</li><li>• Tell what training committee members should receive</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Chalkboard or easel pad and felt tip pens</li><li>• <i>Troop Committee Guidebook</i>, No. 6505B</li><li>• <i>The Official Scoutmaster Handbook</i>, No. 6501</li></ul>
<b>Introductions</b>	The instructor introduces himself and any faculty members assisting in the presentation.
<b>A Fundamental Principle</b>	Make the point that we are trying to emphasize the importance of the troop committee in the successful operation of a troop.
<b>Composition of the Committee</b>	Ask how many people are on the committee and who they should be. Answers should be: A minimum of three. They should be members of the chartered organization, parents, or other persons interested in youth. Stress the importance of representation from the chartered organization.
<b>Responsibilities of the Committee</b>	Have two major headings on a chalkboard or easel pad, "Program" and "Administration." By questioning, develop a list under each heading. Reach for answers in the <i>Troop Committee Guidebook</i> .
<b>Training</b>	Ask what training committee members should receive. Fast Start as a minimum; Scoutmaster Fundamentals desirable.
<b>Question</b>	Ask what the missing key is here. The answer should be the unit commissioner.
<b>Discussion</b>	Further discussion as time permits.
<b>Adjourn</b>	Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Proper Uniforming (15 min.)**

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#### **Learning Objectives**

By the end of this session, the Scouter should be able to:

- Explain types of uniforms and requirements for wear
  - Describe proper placement of badges and patches
  - Explain how to conduct a uniform inspection
  - List resources available regarding uniforms and inspections
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#### **Materials Needed**

- *Insignia Guide*, No. 3064B
  - *The Official Boy Scout Handbook*, No. 3227
  - Boy Scout Uniform Inspection Sheet, No. 7283
  - Male Leader Uniform Inspection Sheet, No. 7284
  - Female Leader Uniform Inspection Sheet, No. 7281
  - *The Official Scoutmaster Handbook*, No. 6501
  - Posters made in advance with cutout pictures of uniforms and proper insignia placement
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#### **Introductions**

The instructor introduces himself and any faculty members assisting in the presentation.

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#### **Uniform Types and Uses**

Introduce this segment by explaining that the BSA program uses the uniform as one of the methods to achieve its purposes. The uniform gives the youth and adult members a feeling of:

1. Personal equality
2. Identification
3. Achievement
4. Personal commitment

Through the use of posters or live models, show the types of uniforms for adults and boys. Explain the use of each type. Identify literature resources. Discuss headgear regulations and neckerchief use.

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#### **Activity Uniform**

Explain the use of the new boy Scout red polo-style shirt, No. 6100 (boys') and No. 6101 (men's). See the Supply Catalogue.

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#### **Badges**

Identify literature resources for badges and insignia placement. Utilize posters or live models for visual examples of badge placement. Discuss with the group:

1. Badges of rank for boys
2. Insignia for adults
3. Jackets and their insignia



4. Temporary insignia
5. Excessive insignia
6. Jamboree insignia
7. District insignia
8. Council shoulder patches

### Inspections

Distribute copies of the uniform inspection sheets for adult leaders and boys and review the sheets. Point out that uniform inspections are part of the requirements for the National Quality Unit Award.

### Summary

Review the literature regarding uniforms and inspections. Emphasize the importance of both boys and adults wearing the uniform with the correct placement of badges and insignia.

### Discussion

If time permits, ask whether anyone has questions.

### Adjourn

Thank the group for its participation. Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

### **Teaching Values Through Quality Program (15 min.)**

<b>Learning Objectives</b>	<p>At the end of this session, the key district Scouter should be able to:</p> <ul style="list-style-type: none"><li>• State the importance of the Scout Oath and Law</li><li>• State the importance of inculcating values in adults and youth</li><li>• Help youth meet today's challenges</li><li>• Explain the mission of the Boy Scouts of America</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <i>Youth's Frontier-Making Ethical Decisions</i>, No. 3620</li><li>• Videocassette "On My Honor," ½" VHS</li><li>• Videocassette player-½" VHS, video set (optional)</li></ul>
<b>Instructions for Presenter</b>	<p>The videocassette "On My Honor" was sent to each council and is available at the council service center.</p> <p>The showing time is 12 minutes. This video presentation, along with the booklet, <i>Youth's Frontier</i>, is the basis for this presentation. The videocassette player (½" VHS) and the video set should be set up, tested, and ready when the group arrives. This session is intended to simply acquaint Scouters with the material available. If you wish, this session can be expanded to a full discussion depending on the time available or can be used in a future district meeting.</p>
<b>Introductions</b>	<p>The instructor should introduce himself and those assisting in the presentation.</p>
<b>'On My Honor'</b>	<p>Show the participants a copy of the video, "On My Honor." Point out that it lasts about 12 minutes. They should review it at home and share the information with their Scouts. It may, as an option, be shown during the refreshment period.</p>
<b><i>Youth's Frontier</i></b>	<p>Distribute copies of <i>Youth's Frontier-Making Ethical Decisions</i>. Read the mission statement of the Boy Scouts of America, as stated by Ben H. Love, Chief Scout Executive, and Sanford N. McDonnell, former president of the Boy Scouts of America. Then review <i>Youth's Frontier-Making Ethical Decisions</i> (for adults). Then quickly review the following with the participants. Have them turn the pages with you so that they can become familiar with the material.</p> <p>Section 1-Helping youth understand ethical decision-making</p> <p>Section 2-A strategy for making ethical decisions</p> <p>Section 3-Sources of help</p> <p>Section 4-Helping young people use this program</p> <p>Then quickly review the second part dealing with youth.</p> <p>Section 1-What is ethical decision-making?</p> <p>Section 2-What does it take to make ethical decisions?</p>



Section 3—What are some sources of help for making ethical decisions?

Section 4—Some ethical decisions that you will face.

**Discussion**

Allow for discussion, time permitting.

**Adjourn**

Thank the group for its participation., Adjourn for the next activity.



## **BOY SCOUT ROUNDTABLE SPECIAL FEATURE**

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### **Webelos-to-Scout Transition (15 min.)**

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<b>Learning Objectives</b>	<p>By the end of this session, the Scouter should be able to:</p> <ul style="list-style-type: none"><li>• State the objective of the Webelos-to-Scout Transition Plan</li><li>• Explain how the plan improves Webelos graduation in the troop</li><li>• Describe the need for good pack/troop relations</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Position Description—assistant Scoutmaster</li><li>• New Scout Patrol flip chart, marking pens</li></ul>
<b>Introductions</b>	<p>The instructor introduces himself and any faculty members assisting in the presentation.</p>
<b>Webelos Join Boy Scouting</b>	<p>Explain that Webelos Scouts can now join a troop after completing the Arrow of Light. This means that troops can be getting new boys year-round. Because of this, an ongoing relationship needs to be maintained with packs that feed Webelos Scouts to your troop.</p>
<b>New Scout Patrol—Assistant Scoutmaster Role</b>	<p>Review the position description of the assistant Scoutmaster responsible for the new Scout patrol. Discuss how an ongoing relationship can be maintained.</p> <p>Responses should include:</p> <ul style="list-style-type: none"><li>• Provide den chief to Webelos den</li><li>• Invite Webelos to a troop outing</li><li>• Have parent activities</li><li>• Meet with parents—show what troop does and participate in graduation ceremonies</li></ul>
<b>Summary</b>	<p>The transition of Webelos Scouts into your troop is important to your troop's survival. It takes time to work on a relationship. The assistant Scoutmaster must take the time to work the plan.</p>
<b>Adjourn</b>	<p>Thank the group for its participation. Adjourn for the next activity.</p>



## The Order of the Arrow (15 min.)

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<b>Learning Objectives</b>	By the end of this session, the Scouter should be able to: <ul style="list-style-type: none"><li>• State the purposes of the Order of the Arrow</li><li>• Explain the requirements for membership in the Order of the Arrow</li><li>• List the activities of the chapter and lodge</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Membership requirements for the Order of the Arrow</li><li>• <i>Order of the Arrow Handbook</i>, No. 5000B</li><li>• Local lodge annual calendar and copy of the newsletter</li></ul>
<b>Introductions</b>	The instructor introduces himself and any faculty members assisting in the presentation.
<b>Purposes</b>	Review the purposes of the Order of the Arrow as shown in the <i>OA Handbook</i> . Discuss how the Order may benefit the council camping program.
<b>Membership</b>	Show a copy of the requirements for membership for youth and adults. Discuss how each is elected and why. Explain the process whereby an election can be scheduled for the units represented.
<b>Discussion</b>	Allow questions and discussion as time permits.
<b>Adjourn</b>	Thank the group for its participation. Adjourn for the next activity.