



## Session Three

### Preopening Activity

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#### Time Allowed

10 minutes

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#### Teaching Objectives

- Explore a few simple techniques of leading group singing.
  - Model an effective, enjoyable activity that Scout leaders can use with their own troops.
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#### Materials Needed

None

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#### Recommended Facility Layout

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

- Instructor-led activity and brief discussion.
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## Presentation Procedure

*Scoutmaster and  
Assistant Scoutmaster  
Leader Specific  
Training—Session 3  
PowerPoint® slides  
Slide 1*

Singing has been a part of the Scouting experience since the organization was founded. Rousing songs have accompanied Scouts on many hikes, canoe trips, and service projects. Thoughtful songs have brought a meaningful close to many troop meetings. It is hard to imagine Scouts sitting around a campfire without enjoying some songs.

Session 3, slide 2

Being able to lead songs is a valuable skill for a troop leader. It is not difficult—it is mostly a matter of being willing to stand in front of a group, encourage them to start singing a song more or less at the same time, and then being a bit animated through the verses.

For this preactivity, instructors can choose several of their favorite Scouting songs and lead the group in singing them. If the words may be unfamiliar to some of the participants, instructors can photocopy the verses ahead of time. If possible, model good song-leading techniques. The more important message to convey, though, is that enthusiasm and a willingness to give it a try are all the tools someone needs to get a group of Scouts and Scouters to start singing.

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## Session Three Introduction

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### Time Allowed

5 minutes

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### Teaching Objectives

- Remind participants that they are gradually covering the methods of Scouting.
  - Briefly review the key points of Session One and Session Two.
  - Preview the contents and methods of Session Three.
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### Materials Needed

- Poster featuring the methods of Scouting
  - Posters featuring the schedules of Session One, Session Two, and Session Three
  - PowerPoint® slides or overheads from CD, if desired
  - Flipchart or other means of writing discussion notes
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### Recommended Facility Layout

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

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### Delivery Method

- Instructor-led discussion
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## Presentation Procedure

### Instructors' Note

*The degree of detail required for this presentation depends upon whether the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training are being offered on separate evenings or over the course of a single day.*

- Instructors of sessions occurring on separate evenings can use the introduction to remind participants what has occurred in the sessions leading up to this one and to focus the group's attention on the presentations to come.*
- Participants completing all the sessions in a single day may need little review. Instructors can point out connections between the course structure and the methods of Scouting, then offer a brief preview of Session Three.*

Remind participants that the New Leader Essentials training they have completed, and the three sessions of Scoutmaster and Assistant Scoutmaster Leader Specific Training they are currently engaged in, are an exploration of the eight methods of Scouting.

<b>The Methods of Scouting</b>	<b>Covered In:</b>
1. The Ideals	All Sessions
2. The Patrol Method	Session One
3. The Outdoors	Session Two
4. Advancement	Session Two
5. Association With Adults	All Sessions
6. Personal Growth	All Sessions
7. Leadership Development	All Sessions
8. The Uniform	Session Three

### ***Review of Session One***

A brief review of the topics covered up to this point may be helpful, especially in training formatted to occur over a number of evenings rather than compressed into a single day. During the course overview of Session One, participants received a course schedule. Instructors can refer participants to that handout to reinforce this review. It may also be effective to have the schedules of Session One and Session Two written on posters or flipchart pages and displayed on the walls of the meeting room.

The review should not take up much time. In fact, simply pointing out the titles of the presentations and establishing a transition into Session Two will probably be sufficient.

### **Session One**

#### **Getting Started: The Role of the Scoutmaster in a Boy-Led Troop**

1. Preopening Activity
2. Welcome and Participant Introductions
3. Course Overview
4. The Role of the Scoutmaster
5. Troop Organization
6. Troop Meetings
7. Working With Boy Leaders/The Patrol Method
8. Patrol Leaders' Council

### ***Review of Session Two***

The review of Session Two should also be brief. Session Two touched on all of the eight methods of Scouting, but devoted the most attention to two of those methods—the outdoors and advancement.

### **Session Two**

#### **Lighting the Fire: The Outdoor Program and the Advancement Program**

1. Preopening Activity
2. Introduction
3. Sizzle of the Outdoor Program
4. Nuts and Bolts of the Outdoor Program
5. Outdoor Program Patrol/Group Activity
6. Reflection
7. Advancement Program



### ***Preview of Session Three***

Direct the attention of participants to the poster listing the presentations to be included in Session Three. Point out that much of this session is directed toward skills and resources Scoutmasters can use to operate an efficient troop and enable full implementation of the eight methods of Scouting. It also spotlights the importance of the uniform as one of the methods of Scouting.

### **Session Three**

#### **Keeping It Going: Program Planning and Troop Administration**

1. Preopening Activity
2. Introduction
3. Program Planning
4. Membership
5. Paperwork
6. Finances
7. The Uniform
8. Other Training Opportunities
9. Summary and Closing



## Session Three

# Program Planning

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### Time Allowed

50 minutes

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### Teaching Objectives

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

- *The Scoutmaster Handbook*, No. 33009B
- *The Boy Scout Handbook*, No. 33105
- *Troop Program Features, Volumes I, II, and III*, Nos. 33110A, 33111A, and 33112A (one copy for each patrol)
- *Troop Program Resources*, No. 33588A (one copy for each patrol)

- *Troop Planning Work Sheet* (one copy for each patrol)
  - *Quality Unit Award Form* (one copy for each patrol)
  - PowerPoint® slides or overheads from CD, if desired
  - Flipchart or other means of writing discussion notes
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## **Recommended Facility Layout**

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

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## **Delivery Method**

- Instructor-led discussion
  - A team/patrol activity that models a troop program planning conference
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## **Presentation Procedure**

Begin the discussion by asking participants for some of their thoughts on why planning is important for carrying out an effective troop program. Among the points to bring out are these:

- An annual planning meeting encourages troop leaders to explore a wide range of program opportunities. That will help a troop stay out of the rut of doing too much of the same thing—for example, only tailgate camping or only climbing and rappelling.
- Too often, a troop's program is planned by adults and then offered to the boys. It is far more effective to give the boys responsibility for selecting and carrying out a troop's program with adults in the background roles of supporting and coaching.

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

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





### **Annual Troop Program Planning**

A yearlong troop program plan creates stability for the troop, increases Scouts' participation, and allows a Scoutmaster to give the boys much of the leadership of meetings and activities. It is difficult to underestimate the importance of the role that planning plays in developing a coherent and inviting troop program. (Some troops do their program planning once a year, some every six months. The choice may be based on whether they elect their senior patrol leader and patrol leaders once a year or twice a year. In either case, the planning process is the same.)

- Lead participants in discussing the five steps involved in annual troop program planning. Participants can reference *The Scoutmaster Handbook* as the discussion unfolds.
- The guidelines that follow are designed to enliven this presentation by involving participants as leaders of an imaginary troop that is developing its annual program.
- At the beginning of this exercise, provide each team with a copy of the *Troop Planning Work Sheet*.

#### **The Five Steps of Annual Troop Program Planning**

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

(A full discussion of each of these points can be found in *The Scoutmaster Handbook*, Chapter 8, "Troop Program Planning.")

#### **DO YOUR HOMEWORK**

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

## Patrol Assignment

Ask participants to offer dates of events that could have an impact on troop activities. Instruct each team to note these dates on their *Troop Planning Work Sheets*.

### Instructors' Note

*While this assignment is not as thorough as a Scoutmaster would wish to be in an actual planning process, it will encourage participants to go through the motions of doing their homework. Instructors can add validity to the exercise by posting dates of BSA district and council events that may affect troop activities (summer camp, camporees, etc.) and the dates of school and community functions and special events of the troop's chartered organization that may impact the boys' schedules. Participants can copy these onto their Troop Planning Work Sheets and then add any other dates they know about.*

*To the greatest extent possible, use actual dates of upcoming events, especially those of the district and council. Write these dates and those suggested by participants on a flipchart or chalkboard and leave them posted; patrols will use these lists during their program planning activity later in this presentation.*

- Ask for suggestions of priorities the patrols see for their troop in the coming year. Write the suggestions on a flipchart. The list may look something like this:
  - Attend summer camp.
  - Have an outdoor adventure at least once a month.
  - Do a monthly Good Turn for the community.
  - Earn the National Camping Award and Quality Unit Award.
  - Conduct a fund-raising activity to secure money for new tents and other camping gear.
- Draw up a general outline of the annual program. Make it as flexible as possible while still fulfilling the accomplishments envisioned for the troop. For example, a troop's annual plan should, at a minimum, include 10 days and nights of camping, the standard a troop must meet to be a Quality Troop.

- Meet with your senior patrol leader to review your outline. Share with him your thoughts on the coming year and seek his input. He may have very good ideas that have not occurred to you.
- In discussions with the senior patrol leader, a Scoutmaster next explores the range of options that appear to be available to the troop. (Refer to *Troop Program Features, Volumes I, II, and III*, for ideas.) For example, a Scoutmaster may feel that the needs of the troop can be best achieved by adopting any of 20 selected program features. Paring down those possibilities to a dozen—one for each month—will be a task for the troop's annual planning conference chaired by the senior patrol leader.

### Instructors' Note

*The important issues at this point are to accustom participants to using the three volumes of Troop Program Features as a reference and to give the boy leaders of their troops as large a role as possible in determining and carrying out the troop's annual plan. Rather than asking the teams to come up with 20 selected program features, instructors can have a flipchart prepared with such a list. Participants can refer to that list as they move on to the next step of the planning process.*

### GET PATROL INPUT

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

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

### Instructors' Note

*There is no hands-on activity connected to this step of the process. Instructors should emphasize the importance of the input of all troop members in the planning process. The greater the role that boys have in planning the program, the greater their willingness to support it in the months to come.*

### HOLD A TROOP PROGRAM PLANNING CONFERENCE

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

### Instructors' Note

*The exploration of the troop program planning conference can be conducted in the form of a conference with participants in the roles of patrol leaders, council members and instructors serving as the senior patrol leader, Scoutmaster, and assistant Scoutmaster. The goal is provide participants with some of the experience of program planning while still staying within reasonable time limitations for this presentation. For the sake of brevity, step B can be mentioned but not carried out, and the dates needed for step I can be prepared ahead of time by instructors.*

## Troop Program Planning Conference Agenda

- A. Conduct a team-building activity or game that is fun and engages participants with one another.

### Instructors' Note

*A good game at this point is The Human Knot. It gets everyone up and moving, is always entertaining, and can be used to make the point that planning is the key to bringing order to complicated tangles.*

Session 3, slide 5



### The Human Knot

Select a flat area free of obstructions.

#### The Problem and the Objectives

Patrol members (or other groupings of 6 to 8 participants) stand in a tight circle. They reach into the center of the circle with both hands and, with each hand, grasp the hand of another participant, thus forming a human knot.

Maintaining their grasps, participants untie the knot by moving over, under, and around one another. The utmost of cooperation will be required for participants to visualize the moves that must occur and then to carry them out.

#### Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
- b. Monitor the activities of patrol members.
- c. A team sometimes forms a knot that cannot be fully untied or reaches a point where it is physically impossible to continue a particular solution. In either case, the instructor may change the grasp of one or several participants, or may restart the challenge by having the patrol form a new human knot.
- d. After the patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

#### Safety Precautions to Consider

Participants must move deliberately to minimize possibility of injury.

**B. Review the conference methods and objectives.**

**C. Develop troop goals.**

- Through discussion and the exploration of options, the group will decide on troop goals for the coming year. The Scoutmaster can lead a discussion that guides the group in coming up with a list of the goals they want to see the troop achieve in the coming year. The Scoutmaster may present a list of goals and encourage the group to expand upon them or adjust the list to better fit the needs of troop members.
- The patrol leaders' council will approve the troop goals by majority vote.

**D. Consider major calendar events for the coming year.**

(Participants can refer to the items they noted earlier on the *Troop Planning Work Sheet*.)

**E. Consider the program features for the coming year.**

With supportive coaching from the Scoutmaster, the senior patrol leader presents the list of potential monthly program features and then opens the floor to discuss each of those features. Consider the following questions:

- Will the program feature help the troop meet its goals?
- What opportunities for advancement does the feature present?
- Where would the feature best fit into the annual calendar?
- How can this feature be presented to make it exciting for everyone in a troop—new Scouts, those in regular patrols, and older Scouts? In some instances, these different categories of Scouts will be best served when a troop's monthly meetings lead toward two or three different big events, each tailored to the interests and needs of Scouts of a certain age group.
- In what ways will this activity incorporate the values of Scouting? (Is there a conservation project? A Good Turn? Are there opportunities in this plan for personal growth and development?)

**F. Vote on the list of program features.**

The senior patrol leader can organize and direct the voting process.

**G. Write each selected program feature in its place on the *Troop Planning Work Sheet*.**

(Teams can update the worksheets they have been using throughout this presentation.)



**H. Discuss and schedule the following, writing them in the proper slots of the *Troop Planning Work Sheet*:**

- Boards of review (monthly or bimonthly)
- Courts of honor (quarterly)
- Recruitment nights (one in the fall, one in the spring; ongoing recruiting should occur year-round)
- Webelos Scout graduation (January through March, depending on the Webelos den)
- Any other troop activities that can be scheduled this far in advance (open)
- Conservation and service projects (annual, biannual, and connected with other outdoor troop activities)
- Troop junior leader training for the troop's junior leaders guided by the Scoutmaster and assistant Scoutmasters (annually or biannually, after each troop election)

**I. The senior patrol leader can lead the group in a review of the *Troop Planning Work Sheet*.** Once the group has approved the final edition of the plan, it will be ready to present to the troop committee for its input and approval. The senior patrol leader and the Scoutmaster can bring the troop program planning conference to a conclusion.

**Instructors' Note**

*Let participants know of a video resource they may wish to use as they prepare to conduct an annual program planning conference. The Troop Annual Planning Conference video, available at council service centers, is a thorough review of the program planning process. Portions of the video are structured to be shown to the patrol leaders' council as they are planning the troop's program.*

**Patrol Assignment**

Ask each patrol to outline a troop program for the coming five months.

## Instructors' Note

*This activity allows participants to go through the process of planning the program of an imaginary troop. They will use the resources normally available to Scoutmasters (Troop Planning Work Sheet, Troop Program Features, Volumes I, II, and III; etc.).*

*Patrols should follow the planning procedure outlined in this session. For the sake of the exercise, they can assume that they did their homework (step one of program planning) earlier in this presentation when they wrote the dates of important events on their Troop Planning Work Sheets.*

*After the patrols have planned their programs and filled out their work sheets, ask them to consider elements of their programs that support and advance the three aims of Scouting—character development, citizenship training, mental and physical fitness. In addition, have them consider what ethical decision-making opportunities may arise as a result of the programs they have planned.*

*Invite several or all of the patrols (depending on group size) to present their programs to the entire group. Ask them to explain how the aims of Scouting are emphasized in their programs.*

## CONSULT WITH THE TROOP COMMITTEE

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

The troop committee lends its support to the program plan after the youth leaders of the troop have developed it. The committee also has the right of refusal if it feels the program plan is unsafe or otherwise unwise for the troop to pursue.

(During its monthly meetings, the troop committee will review the troop program plan with the Scoutmaster and discuss how committee members can most appropriately provide support.)

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

## ANNOUNCE THE TROOP'S ANNUAL PLAN

Distribute photocopies of the final plan to troop members, the parents or guardian of each Scout, members of the troop



committee, and representatives of the chartered organization. Be sure to include the chartered organization representative and other relevant individuals in the chartered organization (the organization's leader, secretary, building custodian, etc.).

#### **PUBLICIZE THE TROOP'S ANNUAL PLAN**

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

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

There are a number of effective means for sharing information about troop activities:

- Troop newspaper
- Troop Web site
- Local council newsletter
- Publications of the chartered organization
- School publications/bulletin boards

#### ***Monthly Troop Program Planning The Patrol Leaders' Council***

Implementing a long-range troop program requires regular attention to the plan so that everyone stays on board and everything is covered along the way. The way to do this is with a monthly meeting of the patrol leaders' council to review and fine-tune the annual plan and to assign to patrols and individuals the tasks that will lead to success.

The following steps will help a Scoutmaster ensure the best possible troop program:

1. Look over the troops' annual program plan and review information about the upcoming activities in *Troop Program Features*.
2. Attend a district roundtable meeting to discuss program ideas with adult leaders of other troops.
3. Review planning with any assistance Scoutmaster assigned to specific themes or activities.
4. With the senior patrol leader, draw up the agenda for the monthly patrol leaders' council meeting.
5. Assist the senior patrol leader in conducting the monthly patrol leaders' council meeting.
6. Using the agenda, the senior patrol leader can guide discussions to fill out the plans for each of the month's four

weekly troop meetings as well as for any other troop events that will occur in the upcoming month.

7. The Scoutmaster may share information and ideas gleaned from the roundtable, from *Troop Program Features, Volumes I, II, and III*, and from other resources.
8. The patrol leaders' council can use *Troop Meeting Plan Sheets* to plan in detail each troop meeting. The senior patrol leader will assign responsibility for various parts of the meetings to different patrols. He can also ask members of the council for input on appropriate games, training activities, and other aspects of the meetings.
9. Work out the details of any campout, service project, or other troop activity scheduled during the coming month.

### ***Sequencing of Adult Leader Meetings***

To help implement troop programs, Scoutmasters can rely on the advice and help of other adults. The following sequence of meetings provides Scoutmasters with the best information and opportunities for planning:

- Roundtable meetings. Usually held during the first or second week of the month, roundtables focus on the programs troops will be using in the following month.
- Troop committee meetings. In addition to providing expertise and experience, members of the troop committee can shoulder much of the burden of providing the troop with transportation, record keeping, and solutions to other situations within the troop.
- Meetings with assistant Scoutmasters.
- Monthly troop program planning at the patrol leaders' council meeting.

### ***The Weekly Review***

After each meeting or special activity of the troop, the senior patrol leader should hold a brief meeting of the patrol leaders' council to review the activity just completed, go over the plan for the next event on the troop's calendar, and modify any parts of the monthly plan that require adjustment.

Invite participants to think back to the first video of Session One—a Scoutmaster and a senior patrol leader reviewing a troop meeting plan in the minutes before the meeting is to begin. We've come full circle—moving from that discussion through the structure and leadership of the boy-led troop, through effective ways of working with boys, and through the planning of a troop's program until we have arrived back at the beginning of a meeting. Throughout it all, the boys have had significant roles in providing leadership and planning the activities of their troop. That's exactly how it should be.



### **Summary**

Remind participants that Scoutmasters who put energy into ensuring that the annual troop program planning process occurs and that the patrol leaders' council does monthly short-term planning will find that their jobs as troop leaders will be much easier than if this kind of planning does not happen. They will also discover that their responsibilities are simplified when they rely upon assistant Scoutmasters and the troop committee for assistance and guidance.

Finally, point out that everything discussed in this presentation can be found in BSA literature, specifically *The Scoutmaster Handbook*; *Troop Program Features, Volumes I, II, and III*; and *Troop Program Resources*. Let participants know that when they are ready to conduct an annual planning conference, they may wish to use the BSA video *Troop Program Planning* (No. AV02V010). It is a great review of this presentation, and parts of the video are ideal to use with your patrol leaders' council.

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## Session Three

### Membership

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#### Time Allowed

20 minutes

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#### Teaching Objectives

- Discuss the ways in which recruiting new members is good for boys and good for Scout troops.
  - Encourage Scoutmasters to make a regular effort to bring new boys into the troop.
  - Stress the importance of retaining a troop's current membership.
  - Explore various ways of recruiting new members.
  - Discuss membership recruitment as an important means of ensuring diversity within the Scouting program.
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#### Materials Needed

- *The Scoutmaster Handbook*, No. 33009B
  - *Webelos-to-Scout Transition* brochure, No. 18-086
  - *Scoutmaster's Guide to Working With Scouts With Disabilities*, No. 33056B (one copy per patrol)
  - *Scoutmaster and Assistant Scoutmaster Leader Specific Training* video, No. AV02V015
  - PowerPoint® slides or overheads from CD, if desired
  - Flipchart or other means of writing discussion notes
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#### Recommended Facility Layout

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

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## **Delivery Method**

- Instructor-led discussion supported by a video
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## **Presentation Procedure**

Begin this presentation by asking participants to share a few of the reasons they joined Scouting when they were boys and/or why they have decided to become involved as adult leaders of a Scout troop. Write their answers on a flipchart, then use the comments to steer the group into the following discussion of membership and recruiting.

### ***Who Can Join?***

In order to join a Scout troop a boy must have graduated from the fifth grade or be 11 years old, or he may join after he has earned the Arrow of Light Award as a Webelos Scout.

### ***Why Recruit Boys to Become Scouts?***

There are two important reasons to bring new boys into a troop:

- For the good of the boys.
- For the good of the troop.

### **FOR THE GOOD OF BOYS**

Boys join Boy Scouting for the fun, for the adventure of camping and hiking, to learn skills for achievement, and to make friends. Parents encourage their sons to join for the same reasons, but they also look forward to the personal development Scouting offers boys—leadership opportunities, ethical decision-making, self-confidence, self-respect, and self-discipline.

Of course, the possibilities offered by the Boy Scouts of America can have no impact unless a youth joins a Scouting unit. Scoutmasters and assistant Scoutmasters must accept the challenge of continually bringing new boys into their troops.

### **FOR THE GOOD OF THE TROOP**

When new boys join your troop, there are a variety of benefits:

- They bring fresh enthusiasm and energy.
- They provide increased teaching and leadership opportunities for current members.
- They enable a troop to maximize troop opportunities with multiple patrols and leadership positions.
- They ensure the existence of at least one new-Scout patrol and, in time, experienced Scouts to form regular patrols.

- They bring with them parents, guardians, and other adults who can join in supporting unit Scouting events and may serve in adult leadership positions—for example, troop leaders, committee members, or merit badge counselors.
- Recruitment is an important means of encouraging diversity (racial, cultural, socioeconomic, youth with special needs) in a troop.

#### Instructors' Note

*This is a good time to point out that Scouting is open to all youth. As they shape troop programs to accommodate Scouts with various challenges, Scoutmasters will find support and guidance at roundtable meetings, from experienced Scout leaders, and from BSA professionals. Among the pieces of helpful literature available to troop leaders is Scoutmaster's Guide to Working With Scouts With Disabilities.*

"Before we can put the values of Scouting into boys, we must put the boys into Scouting."

— *The Scoutmaster Handbook*,  
Chapter 12, "Membership"

Session 3, slide 9



#### **Retaining Current Members**

Equal in importance to recruiting new members for a troop is retaining those boys who are already Scouts. Boys join because of the promise of Scouting offered in the opening paragraphs of the *Boy Scout Handbook*. Scouts will stay in a troop that delivers on that promise.

- Declining troop membership is a warning that a troop may not be delivering the promise of Scouting.
- If troop membership is declining, adult leaders need to figure out why. The first questions to ask are these: Is there a well-planned program with lots of camping and adventure developed with the input of the Scouts themselves? Is this a boy-led troop? Is the patrol method used all of the time? Are the eight methods of Scouting being used to the fullest advantage?

#### **Bringing Webelos Scouts Into a Troop**

The chartered organization sponsoring a Boy Scout troop may also serve younger boys by sponsoring a Cub Scout pack. The Webelos den of such a pack allows Cub Scouts who are at least 10 years of age to lay the foundation for their transition into Boy Scouting. (A troop not connected to a Cub Scout pack may build a similar relationship with

another pack. Your unit commissioner or district executive can assist you in contacting appropriate Cub leaders.)

Many troops assign an assistant Scoutmaster to develop a relationship with the Cubmaster and Webelos den leader, building enthusiasm among boys and their parents for the exciting challenges of Boy Scouting that await. When a Webelos den graduates into the troop, the assistant Scoutmaster can continue to work with the boys as they form into a new-Scout patrol. Likewise, adults associated with a Webelos den may move into roles of troop leadership as their den members become Boy Scouts.

The passage from pack to troop should be smooth with no time lost between the two. The graduation clearly signifies a boy's transition to a new level of Scouting and may include the presentation of a certificate and a *Boy Scout Handbook*. This *crossover ceremony* may be conducted at the pack's annual blue and gold banquet.

### ***Pack and Troop Relations***

Building strong ties to one or more Cub Scout packs is an important way of making the Boy Scout program available and attractive to Webelos Scouts. Among the ways to make that happen are to work with adult Webelos leaders to:

- Conduct orientations for Webelos Scouts and their parents to let them know the ways in which their Webelos activities are preparing them for the adventures and opportunities to be found in a Boy Scout troop. Distribute the troop calendar. Show troop activities through photos, slides, or video. Include camping, service projects, courts of honor, etc.
- Assist with Webelos parent-son campouts designed to support Webelos working on the Scout Outdoorsman activity badge.
- Conduct a Webelos den-Scout troop campout. An overnight event will allow older Scouts to help Webelos establish and conduct a camp, and will give Webelos a taste of the great Boy Scout adventures that lie ahead for them.
- Conduct informative new-Scout conferences for Webelos Scouts a month or two before they join the troop. Conferences can help boys set goals for themselves in Scouting and should involve each boy's parents or guardian.



## Instructors' Note

*Distribute copies of the Webelos-to-Scout Transition brochure. It highlights the points that have been made about easing the move boys make from a Webelos den into a Boy Scout troop, and provides useful information for Scoutmasters.*

### **Recruiting Boys Not Currently in Scouting**

In addition to Webelos Scouts making the transition into a troop, the following persons can be influential in bringing boys into Scouting:

- Parents
- Adult troop leaders
- Boys themselves

### **Parents**

## Instructors' Note

*Two instructors or an instructor and a participant can present the following role play to illustrate both the importance of Scouting to parents and a way for a Scoutmaster to present the case for the sons of parents to join the BSA. The roles are that of a Scoutmaster (to be played by an instructor) and a parent (to be played by a second instructor or by a participant).*

**Scoutmaster (to the audience):** "How can Scoutmasters sell Scouting to the parents of potential members? By sharing with them not only the excitement of Scouting, but also the values of the organization and its leadership training."

**Scoutmaster (to parent):** "We'd really like your son to join our troop. Here's a copy of the troop program for the coming year. You can see there are plenty of exciting activities and lots of opportunities to learn new skills."

**Parent:** "Well, he's got lots of activities to choose from—sports, clubs, school groups."

**Scoutmaster:** "That's true, but Scouting offers something more. The making of ethical choices and hands-on leadership are a part of everything we do."

**Parent:** "What can you tell me about that?"

**Scoutmaster:** "A recent scientific study by Louis Harris & Associates asked the question, 'What is it about BSA programs that leads to such positive outcomes?' Can I read you a couple of the findings?"

**Parent:** "Sure."

**Scoutmaster:** "Here's what the study found:

- Cub Scouting meets or exceeds the expectations of parents on a variety of factors, including teaching ethical and moral values and parent/son togetherness.
- Boy Scouts agree that being a Scout has increased their self-confidence and taught them skills that they could not get elsewhere.
- Venturers attribute higher self-esteem and 'readiness for the future' to their experiences in the program.<sup>1</sup>

**Parent:** "That sounds pretty good. I'll encourage my son to come to a troop meeting and see how he likes it."

**Scoutmaster:** "You're welcome to come and observe, if you'd like. There are plenty of great opportunities for adults to help out with the Scouting program, too."

(End role-play.)

### ***Adult Troop Leaders Recruiting Boys***

Experienced Scoutmasters know that adult leaders recruiting boys is a very effective means of bringing new members into troops. That recruitment can occur through informational presentations in schools, churches, service clubs, etc. Be sure to include your chartered organization.

Many school administrators understand the supplemental education values of Scouting. You may work with your district to arrange to visit area schools to tell eligible boys about your troop's program. Consider bringing an older Scout with you to appeal on a boy-to-boy level, or perhaps consider setting up a model campsite on a school playground.

Pursue other avenues, too, for getting out the word about Scouting. Distributing copies of a troop's calendar of upcoming program events can generate plenty of excitement. One Scoutmaster who placed a poster-sized copy of the troop's calendar in a school cafeteria had a tremendous response from the boys who saw it there. (Include on the calendar the regular meeting times and location of troop meetings and a phone number that interested persons can use to get more information.)

<sup>1</sup>From "A Year in the Life of a Cub Scout ... Boy Scout ... Venturer; Strengthening Youth, Families, and Neighborhoods," a National Program Outcomes Study conducted by Louis Harris & Associates.

Always make early contact with the officials of the schools, churches, and organizations you wish to visit. Most are open to informational presentations by Scout leaders if you are willing to respect their scheduling concerns and time restraints.

### ***Boy Scouts Recruiting Other Boys***

Boys often join because another Scout asks them to join. The Scout is asking a friend of his or is asking a boy down the street just turning 11 years old and is just eligible to join. What makes the sale from one boy to another is talking about the fun and camping adventures available in their troop. Again, the annual calendar is a valuable tool.

### ***Boy-to-Boy Recruiting***

Boy-to-boy recruiting is a long-standing proven technique. Scouts like to have their friends enjoy adventurous activities with them, and being together in a Scout troop is a sure way to make that happen. Many troops motivate Scouts to recruit other boys by offering incentives to the recruiters—camping gear, T-shirts, patrol awards, or other tokens of thanks. The greatest motivation, though, will be for boys to be so excited about Scouting that those around them will want to take part, too.

Session 3, slide 10

## **Video No. 9—Growing the Troop**

### ***Summary***

- Scoutmasters need to understand that recruiting is important both for the benefits Scouting can offer a boy and for the benefits new members can offer a troop.
- Scoutmasters must consciously work at bringing in new boys every year.
- Retaining a troop's current members is every bit as important as recruiting new members.
- Recruitment is a means of encouraging diversity in troop membership.
- A valuable resource for information about membership and recruiting is *The Scoutmaster Handbook*, Chapter 12, "Membership."

Session 3, slide 11

The biggest disservice we can do is fail to give a boy an opportunity to join the BSA. It's up to him whether he wants to join, but we owe him the invitation to take advantage of all that Scouting has to offer.

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## Session Three

### Paperwork

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#### Time Allowed

15 minutes

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#### Teaching Objectives

As a result of this presentation, participants will understand that:

- A finite amount of paperwork is required to manage a Scout troop well.
  - Scoutmasters can call upon troop committee members, assistant Scoutmasters, and other supportive adults to manage much of the troop's paperwork.
  - Computer software and BSA literature are available to help troop leaders track records and produce paperwork.
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#### Materials Needed

- *Troop Record Book* (one copy per patrol, for demonstration purposes)
- Troop paperwork kit (one copy per participant). Each packet should contain the following items, most of which can be found on the accompanying CD-ROM:
  - Sample Charter Renewal
  - Quality Unit Award
  - Money-Earning Application
  - Tour Permit
  - Advancement Records (Troop Records)
  - Advancement Records (Paperwork to Forward to the Council)
  - Troop Budget Form
  - Membership Applications—Adult and Youth
  - Health Forms
  - Eagle Scout Leadership Service Project Workbook
  - NESA Application

- PowerPoint® slides or overheads from CD, if desired
  - Flipchart or other means of writing discussion notes
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## **Recommended Facility Layout**

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

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## **Delivery Method**

- Instructor-led discussion
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## **Presentation Procedure**

As the title of a presentation, "Paperwork" is probably not going to get an audience as excited as, say, a presentation called "The Outdoor Program." But to have a successful outdoor program, or to conduct many other aspects of a Boy Scout troop, accurate and up-to-date paperwork is very important.

Ask participants to suggest ways that good record keeping can ensure the success of a troop. Write their suggestions on a flipchart or chalkboard. Among the answers may be:

- Clear information on each Scout's advancement
- Responsible financial accountings
- Effective program planning
- Fulfilling responsibilities with the local council and national council

### ***The Two Keys to Managing Troop Paperwork***

There are two things that every troop leader, both new and experienced, should know about managing the records, permits, and other forms that make up a troop's paperwork:

1. *There is only so much of it.*
2. *Others can help take care of it.*

Let's take a look at each of these.

### **PAPERWORK—THERE IS ONLY SO MUCH OF IT**

The specific items of paperwork required of a troop have evolved over time to serve specific and important purposes. The troop paperwork packets contain copies of each of these items.

## Instructors' Note

*Distribute the troop paperwork kits, one to each participant. Go over the contents, very briefly describing the purpose of each item, where copies can be obtained, and when it is to be used. This kit should be made up in advance by the training team. Many of these forms are available on CD-ROM.*

Session 3, slide 12



## Troop Paperwork Kit

<i>Item</i>	<i>Frequency of Use</i>
• Sample Charter Renewal	Annually
• Quality Unit Award	Annually
• Money-Earning Application	Prior to each troop money-earning activity
• Tour Permit	Prior to every troop outing
• Advancement Records (Troop Records) (Paperwork to Forward to the Council)	Monthly
• Troop Budget Form	Annually
• Membership Applications (Adult and Youth)	Weekly
• Health Forms	As a new member joins, then annually
• Eagle Scout Leadership Service Project Workbook	As needed
• NESAs Application	As needed
• Records can be tracked in the <i>Troop Record Book</i> , available from the BSA National Office.	
• Computer software may also be available to help track records and produce paperwork. Troop leaders should check with their local councils for information about software packages that are suitable for troop needs and compatible with council computer systems.	

#### **PAPERWORK—OTHERS CAN HELP TAKE CARE OF IT.**

Much of the effort to manage the paperwork of a troop can be done by members of the troop committee. They have a vested interest in seeing that the troop succeeds; accepting responsibility for a large share of keeping records, completing charter renewals, and tracking financial affairs keeps them closely connected with the activities of the troop. Their involvement also frees time for the Scoutmaster and assistant Scoutmasters to devote to being with the boys.

Other sources of help in matters of records and paperwork are a troop's unit commissioner and district executive.

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### **Question and answer period.**





## Session Three

### Finances

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#### Time Allowed

15 minutes

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#### Teaching Objectives

As a result of this session, participants will understand that:

- A troop needs to determine the budget they will need for the upcoming year, then must figure out ways to earn that money as quickly as possible.
  - Money-earning activities of a Scout troop must conform to standards set by the National Council.
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#### Materials Needed

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

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

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#### Delivery Method

- Instructor-led discussion
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## Presentation Procedure

A Scout troop must have a budget and a treasury. The money to operate the troop comes from a variety of sources, including the Scouts and their families. Self-reliance is a part of the character development spelled out in the aims of Scouting; it is a goal that can be advanced by encouraging each Scout to pay his own way for dues, uniforms, and personal equipment, and to take part in money-earning projects to meet the troop's needs.

Session 3, slide 13



### ***What Are a Troop's Expenses?***

The budgetary needs of troops will vary depending upon the nature of their activities and the needs of their memberships. Expenses that every troop can expect to incur include:

- **Troop Charter Fee.** The annual charter fee that must accompany a troop's charter application helps defray the cost of general liability insurance carried by the Boy Scouts of America.
- **Registration.** Each boy in a troop pays an annual registration fee. Depending on the point in the charter year that a boy joins, the amount may be prorated.
- **Program Material.** Expenses include membership and rank insignia, troop flags, equipment, group camping gear, and supplies.
- **Activities.** Hikes, campouts, summer camp attendance, high-adventure opportunities, and other troop activities are usually financed by the boys and their families over and above the dues program.
- **Boys' Life.** *Boys' Life* magazine is an official publication of the Boy Scouts of America, providing quality reading and program support every month. Troops should have every boy subscribe to *Boys' Life* as part of their weekly dues.
- **Accident Insurance.** Each troop should be covered by accident insurance to help meet the costs of medical treatment should an accident occur. Insurance fees generally run only a few dollars a year per person. Application forms may be available at your council service center and may be included in the charter renewal kit. Follow the instructions in the forms to send applications and premiums directly to the appropriate insurance company.
- **Reserve Fund.** Establish a reserve fund to meet the troop's unexpected expenses.

### ***The Troop Budget***

Once a troop determines how much money it needs to operate, members need to figure out ways to earn that money as quickly as possible so that money-earning does

not consume time that could otherwise be devoted to other Scouting activities.

Building a responsible budget for a troop is a four-stage process:

1. The troop treasurer, Scoutmaster, and scribe consider the troop's expenses and prepare a rough draft of a budget to cover them.
2. The patrol leaders' council reviews the draft budget and puts it into final form.
3. The troop committee approves the budget.
4. The budget is presented to the Scouts and their parents.

### ***Where the Money Comes From***

A portion of New Leader Essentials training provided a general overview of the funding of the Boy Scouts of America. Instructors of that presentation discussed the following sources of funding:

- Youth and their families
- Chartered organization and the Scout unit
- Communities
- Local council
- National Council

A troop's financial needs are often met with money-earning projects conducted by Scouts.

### ***Troop Money-Earning Projects***

The dues paid by Scouts are usually not enough to cover the costs of the program their troop is planning. One way to make up the shortfall is with a troop money-earning project.

Ideally, money-earning projects not only earn money, they also advance the cause of Scouting by giving boys involvement in meaningful activities. Scouts building and selling bird houses, for example, can learn about bird species in their area and master basic carpentry skills in addition to trying their hand at marketing a product of real use to the public.

All money-earning projects must be approved in advance by the chartered organization and the BSA local council. Any unit planning such an activity must submit a Unit Money Earning Application, No. 34427, at least 30 days before the activity.

### **Instructors' Note**

*For suggestions of projects and for a money-earning checklist, direct participants to Chapter 17, "Troop Finances," of The Scoutmaster Handbook.*

### ***Incentives for Scouts***

A key to successful money-earning is to make the effort satisfying and rewarding for the boys involved in it. The activity itself may be fun and a good learning experience. The boys should also have a clear understanding of the ways in which the money will be used. Some troops help Scouts earn their way to summer camp or save for personal camping gear by crediting dollars or points to each boy based on his participation in the money-raising project.

### ***Summary***

- A Scout is thrifty. The financial necessities of Scouting present Scouts and leaders with opportunities to make ethical decisions.
- The money matters of a Scout troop tie back to the program and program planning. A troop that is serious about program planning will then be able to determine its financial needs without great difficulty.
- As with troop paperwork, Scoutmasters can rely upon members of the troop committee to help manage the financial issues of the unit.
- Scouts cannot directly solicit for contributions. They must provide a product or service of value.
- A BSA district also has specific methods by which it can fulfill its financial needs. Session instructors can give a brief overview of ways in which a district raises money so that it can then help a troop.

### **Instructors' Note**

*It is appropriate here to discuss some of the money-earning activities conducted by BSA councils and districts. The intent of the discussion should be to help participants better understand that the money-earning efforts of a district and of the troops within that district have the same goal providing better programs for Scouts.*

- A troop may use the BSA's Money Earning Application form as a way of exploring the options for appropriate money earning.



## Session Three

### The Uniform

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#### Time Allowed

10 minutes

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#### Teaching Objectives

- Emphasize the role of the uniform as one of the eight methods of Scouting.
  - Discuss issues of importance concerning when, how, and where the uniform should be worn.
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#### Materials Needed

- *The Scoutmaster Handbook*, No. 33009B
  - *The Boy Scout/Varsity Scout Uniform Inspection Sheet*, No. 34283
  - PowerPoint® slides or overheads from CD, if desired
  - Flipchart or other means of writing discussion notes
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#### Recommended Facility Layout

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

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#### Delivery Method

- Instructor-led discussion
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## Presentation Procedure

Ask participants to describe a complete Scout uniform. List their suggestions on a flipchart or chalkboard. The parts of a field uniform are these:

- BSA long-sleeve or short-sleeve shirt
- BSA trousers (long) or shorts
- BSA socks or knee socks
- BSA twill or mesh cap or campaign hat (troop option)
- BSA web belt and buckle
- BSA neckerchief (troop option)

The parts of the activity uniform are these:

- BSA T-shirt or activity shirt (designed by the troop or a Scout camp)
- BSA shorts
- BSA socks or knee socks
- BSA belt and buckle
- BSA cap, expedition hat, or campaign hat

Ask participants to suggest reasons that the uniform is important to Scouting. List their ideas on a flipchart or chalkboard. Use them to conduct a discussion about the uniform that includes the following points:

- Wearing the uniform promotes comradeship, loyalty to one's patrol and troop, and public recognition of membership in the Boy Scouts of America.
- A boy is not required to have a uniform to be a Boy Scout. However, troop leaders should set a good example by wearing the complete uniform themselves and by encouraging each Scout to acquire and wear a uniform.
- Scouts may take on projects or find part-time jobs so that they can have the satisfaction of purchasing uniforms with their own money.
- In many troops, Scouts donate "experienced" uniforms they've outgrown to a uniform bank that in turn will lend uniform parts to troop members who need them.
- New uniforms may be purchased from official Scouting distributors located in selected retail stores, from Boy Scouts of America Scout Shops, and from the BSA Supply Division catalog.



### ***When to Wear the Uniform***

- Boy Scouts and Scout leaders proudly wear the full uniform for all ceremonial activities including boards of review, courts of honor, patriotic events, parades, and special occasions at troop meetings and summer camp.
- During physically active outdoor events and more informal troop meetings, Scouts may wear the activity uniform—troop or camp T-shirts with Scout pants or shorts.
- Scouts participating in conservation projects, other service work, or backcountry camping may wear work pants or jeans with their troop or camp T-shirts.

### ***When Not to Wear the Uniform***

- Do not wear the uniform while selling a commercial product or service, even for Scout money-raising purposes.
- Do not wear the uniform in situations that might mistakenly imply an endorsement by the BSA of a product, service, political candidate, or philosophy. Scouts and Scouters are encouraged to take part in political matters as private individuals but not while wearing the uniform.
- Do not wear the uniform while engaged in any activity that could dishonor or discredit the Boy Scouts of America, the uniform, or the person wearing it.

### ***Summary***

The Boy Scout uniform has long served as an expression of a Scout's friendliness to all other Scouts regardless of who they are or where they are from. The uniform represents Scouting's spirit of equality and democracy, and identifies a boy as a brother to every other Scout.

While the uniform is one of the eight methods of Scouting, attention to it should be kept in perspective. Ultimately, the boy inside the uniform, rather than the uniform itself, is what is important. The uniform is of value to the extent that it encourages boys to grow as Scouts, leaders, and young men.

For more on the uniform, participants can refer to *The Scoutmaster Handbook*, Chapter 15, "The Uniform and Insignia," and to the *Boy Scout/Varsity Scout Uniform Inspection Sheet*.

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## **Session Three**

### **Other Training Opportunities**

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#### **Time Allowed**

5 minutes

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#### **Teaching Objectives**

The intent of this presentation is to encourage participants to pursue further opportunities for learning. Among the most important points to consider are these:

- The BSA offers adult leaders a continuum of training opportunities and encourages lifelong learning.
  - A wide spectrum of supplemental training experiences can provide adult leaders with specialized skills and broader general knowledge that will help them better deliver the promise of Scouting.
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#### **Materials Needed**

- Dates and locations of district and council training opportunities for adult leaders
  - PowerPoint® slides or overheads from CD, if desired
  - Flipchart or other means of writing discussion notes
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#### **Recommended Facility Layout**

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

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#### **Delivery Method**

- Instructor-led discussion
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## Presentation Procedure

A presentation of New Leader Essentials introduced new leaders to the training continuum the BSA offers its adult leaders. Remind the Scoutmaster and Assistant Scoutmaster Leader Specific Training participants of that sequence of training and point out that they have nearly completed the position-specific portion of the continuum. The remainder of this presentation will highlight other training opportunities available to Scouting's adult leaders, and the great value there is for leaders to seek out and take part in these learning experiences.

### Training Continuum for Adult Leaders

Fast  
Start → Basic Leader Training  
(New Leader Essentials,  
Position Specific Training,  
and Introduction to  
Outdoor Leader Skills) → Wood Badge

### *Learning Opportunities for BSA's Adult Leaders*

Discuss each of the following learning opportunities. Whenever possible, note dates and locations of upcoming sessions of each training.

Session 3, slide 15



#### **YOUTH PROTECTION TRAINING**

Every new leader is encouraged to attend the Youth Protection training offered by the district and council—a 90-minute videotaped session that prepares them to conduct Scouting activities in accordance with Youth Protection guidelines. Your council may require this training.

Session 3, slide 16

#### **INTRODUCTION TO OUTDOOR LEADER SKILLS**

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

#### **WOOD BADGE FOR THE 21ST CENTURY**

Wood Badge for the 21st Century, the BSA's premier advanced training in leadership theory and team development, brings together Scouters from all walks of life and

from all BSA programs—Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing—as well as district and council leaders. By pooling their ideas, sharing meaningful experiences, and learning from highly qualified instructors, participants will return to their home units with new skills and resources, greater confidence, and deeper dedication to deliver the values of Scouting.

#### **ROUNDTABLES**

The monthly roundtable, conducted by a roundtable commissioner, brings together Scout leaders from a number of troops to share ideas and teach skills. Each meeting is also an opportunity for enjoying fellowship, fun, and food with others who are committed to Scouting's aims and ideals.

#### **ADVANCED CAMPING SKILLS**

Many councils offer training in advanced outdoor skills. Instructors can note those opportunities and the dates upcoming training will be offered. If appropriate, include Outdoor Skills Instructor training and Scout Skills showando events.

#### **CLIMB ON SAFELY**

Climb On Safely is the Boy Scouts of America's recommended procedure for conducting BSA climbing/rappelling activities at a natural site or a specifically designed facility such as a climbing wall or tower. It is an orientation only and does not constitute instruction on how to climb or rappel. For any adult interested in involving members of a Scout unit in climbing/rappelling activities, Climb On Safely training is an important introduction to BSA guidelines and procedures.

#### **PROJECT COPE**

Project COPE (Challenging Outdoor Personal Experience) is a national program of the Boy Scouts of America. Composed of group initiative games, low-course events, and high-course events, the events of COPE courses involve participants in group challenges and individual initiatives. The underlying goals of Project COPE are consistent with the objectives of the Boy Scouts of America. The group activities are ideal for enhancing the leadership and teamwork of Scout units, and activities challenging individuals can be used to bolster self-esteem and promote personal growth.

Adult leaders may have opportunities to go through COPE courses with their Scouts at summer camp or at other times of the year. Those who are interested can pursue a deeper understanding of challenge course management through

BSA training to become certified COPE course instructors or managers.

### **PASSPORT TO HIGH ADVENTURE TRAINING**

Passport to High Adventure Training is a supplemental training course to assist Scout leaders in planning high adventure outings for their Scout units. Based on the BSA's manual *Passport to High Adventure*, the training focuses on appropriate skills needed to conduct a successful high adventure trek.

### **OTHER LOCAL TRAINING**

(Instructors can list and discuss other training opportunities available to Scout leaders through their district and council.)

### **PHILMONT TRAINING CENTER**

The Philmont Training Center in New Mexico offers a number of courses each summer for Scout leaders. Courses focus on everything from teaching outdoor skills and First Class basics to seminars on troop program planning, merit badge counselor orientation, working with troop committees, and encouraging advancement.

### **JUNIOR LEADER TRAINING**

Much of Scoutmaster and Assistant Scoutmaster Leader Specific Training has focused on the Scoutmaster's role in providing the boy leaders of a troop (the "junior leaders") with the tools they need to run a boy-led troop operating by the patrol method. This is at the heart of a successful troop.

Chapter 7 of *The Scoutmaster Handbook*, "Training Junior Leaders," gives an overview of how Scoutmasters can train the boy leaders of a troop. A complete reference to preparing junior leaders for their responsibilities can be found in the *Scoutmaster's Junior Leader Training Kit*. It provides instructions for Scoutmasters to conduct the introduction to leadership session with a new senior patrol leader, and to offer continuing training to all boy leaders of the troop.

### **TROOP ANNUAL PROGRAM PLANNING CONFERENCE**

Using material found in *The Scoutmaster Handbook* chapter on "Program Planning" and the video *Troop Annual Program Planning Conference*, Scoutmasters can create their own supplemental training to ensure that the boy leaders of their troops can plan effective year-round programs.

## **VIDEO SUPPORT**

The BSA has developed a number of videos to support various aspects of Scout leader training.

- *Troop Program Planning*, No. AV02V010
- *Scoutmaster's Junior Leader Training*, No. AV02V013
- *Youth Protection Guidelines*, No. AV09V001A
- *A Time to Tell*, No. AV09V004

### ***Summary***

If the world around us were constant, we wouldn't need to change. Everything would stay the same, and so could we. Of course we live in a world swirling with change. To take full advantage of the changes that are occurring, each of us needs to be learning all the time. We need to be inquisitive and eager to try out new ideas, master new skills, and look for new solutions to old problems.

The Boy Scouts of America encourages adult leaders to pursue opportunities for life-long learning. It increases the abilities of its adult leaders to deliver the promise of Scouting. It improves the quality of the BSA as an organization. Last but not least, it helps keep people lively, alert, and eager to do their best, often while having a very good time.

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## Session Three

### Summary and Closing

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#### Time Allowed

20 minutes

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#### Teaching Objectives

- Review the eight methods of Scouting in light of what participants have learned during Scoutmaster and Assistant Scoutmaster Leader Specific Training.
  - Model an appropriate recognition ceremony and use it to acknowledge the accomplishment of participants completing Scoutmaster and Assistant Scoutmaster Leader Specific Training.
  - Bring Scoutmaster and Assistant Scoutmaster Leader Specific Training to a meaningful conclusion.
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#### Materials Needed

- *The Scoutmaster Handbook*, No. 33009B
  - Materials for a recognition ceremony:
    - Twelve candles representing the points of the Scout law, set in a small log or in other candle holders
    - Three candles to represent the three parts of the Scout Oath
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#### Recommended Facility Layout

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

To set the scene for the recognition ceremony, arrange the candles on a table at the front of the room. The American flag can be moved to the side of the table. If possible, lower the lights at the beginning of the ceremony.

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## **Delivery Method**

- Instructor-led discussion, recognition ceremony, and training session conclusion
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## **Presentation Procedure**

Remind participants that Scoutmaster and Assistant Scoutmaster Leader Specific Training has explored many aspects of the eight methods of Scouting. As you write the methods on a flipchart or chalkboard, invite participants to suggest the most important messages that Scoutmaster and Assistant Scoutmaster Leader Specific Training has presented about each method. Include those on the flipchart, along with any other points you feel should be highlighted as the training comes to a close.

### **The Methods of Scouting**

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

Session 3, slide 17



### ***Discussion of Recognition Ceremonies***

Lead a discussion of the importance of recognition ceremonies in the Boy Scouts of America. Touch on these important points:

- Courts of honor recognizing advancement may be the most common recognition ceremony, taking place when boys have completed the requirements for badges of rank. Ceremonies can also honor Scouts for other achievements—completion of significant Scouting challenges, the acceptance of leadership roles in the troop, the successful finish of training programs (including Scoutmaster and Assistant Scoutmaster Leader Specific Training).



- An effective recognition ceremony provides a tremendous amount of positive reinforcement, acknowledging the importance of a Scout's achievement and encouraging him to continue his quest to become the best possible Scout he can be.
- To gain the most from a ceremony, plan it as carefully as you would any other aspect of a troop program. Involve boy leaders in planning and in carrying out the ceremony; it is important for boys being acknowledged to receive recognition both from adult leaders and from the boy leaders of the troop. Among the elements of a ceremony that should be included in the planning stage are the ways in which those conducting the ceremony will:
  - Set the scene.
  - Make the ceremony meaningful.
  - Keep it simple.
  - Involve the boy leaders of the troop.

Keeping that in mind, invite participants to join in a Scout ceremony typical of those that troops can use. Explain that the ceremony that is about to begin will serve several purposes:

- It will present participants with a model of an appropriate recognition ceremony. Based on this model, they can help the boy leaders of their own troops develop worthwhile ceremonies.
- This ceremony will acknowledge the accomplishment of participants completing Scoutmaster and Assistant Scoutmaster Leader Specific Training. By receiving positive reinforcement for a job well done, they will better understand why it is important to provide that kind of reinforcement to the Scouts in their troops. They will also have a sense of achievement and confidence as they embark on their own journeys as Scout leaders.

#### **Instructors' Note**

*Instructors are welcome to incorporate a few of their own favorite elements to enrich the ceremony. However, keep the focus on having a simple, effective ceremony that participants can easily recreate in their own troop settings.*

The ceremony can best be conducted by two instructors. (If a training course has had a single instructor, it may be possible to involve an additional adult—another experienced Scoutmaster, for example—for the sake of the ceremony.) During the ceremony, one instructor serves as Scoutmaster; the second instructor takes the role of the troop's senior patrol leader.

**Senior patrol leader:** "I'm pleased to welcome you all to this Scoutmaster and Assistant Scoutmaster Leader Specific Training recognition ceremony. Would all candidates for this training please stand?"

**Instructors' Note**

*If a group is small, participants can be invited to form a semi-circle in front of the table, or directed to arrange themselves in some other formation appropriate to the event. If a group is sufficiently large that such arrangements would be unwieldy, each patrol can send a representative to join the formation at the table. In that case, the formation should be situated so that those remaining in their seats (as would be the case with parents at a court of honor) have an unobstructed view of the proceedings.*

**Senior patrol leader:** "We are honored to have this opportunity to recognize your achievement in completing Scoutmaster and Assistant Scoutmaster Leader Specific Training. You have done well, learning much about what it means to be a Scoutmaster and how you can provide your troop with effective leadership."

**Scoutmaster:** "I also want to congratulate you on a job well done. At moments like this, when one phase of your Scouting life is coming to a close and a new phase is about to begin, it is important to remember what Scouting is all about.

"These candles represent the twelve points of the Scout Law. As I light them, would you please join me in reciting the Scout Law?"

**Instructors' Note**

*As the group recites each point of the Scout Law, the Scoutmaster lights one of the candles. If time allows, the Scoutmaster may also explain the meaning of each point of the Scout Law, referring to the descriptions provided in The Boy Scout Handbook.*

**Scoutmaster:** "The other great foundation of our organization is the Scout Oath. These three candles represent the three parts of the Oath—duty to God and country, duty to others, and duty to self. As I light these candles, please join me in reciting the Scout Oath."

**Senior patrol leader:** (At the conclusion of the Oath.) "We welcome each one of you to the ranks of Scoutmasters serving the Boy Scouts of America. You are joining a tradition that goes back many generations and has included millions of dedicated adults before you. We celebrate your achievement and look forward to sharing in your many future successes."

#### **Instructors' Note**

*The Scoutmaster and senior patrol leader can shake the hand of each participant and give them heartfelt word of congratulations and encouragement. If there have been other instructors involved in the course, they can join in at this point to give their congratulations as well. If the group is large, each instructor can go to a different part of the group to offer congratulations.*

#### **Debriefing of the Recognition Ceremony**

After participants have returned to their seats, briefly summarize the most important aspects of the ceremony they have just experienced. Two points to emphasize are these:

- Scout ceremonies can touch on all eight methods of Scouting:
  1. The Ideals (the Scout Oath and Law; a Scoutmaster Minute)
  2. The Patrol Method (Scouts are recognized by members of their patrol, often for accomplishments that are outgrowths of patrol activities.)
  3. The Outdoors (Many of the awards Scouts receive involve outdoor activities.)
  4. Advancement (Recognition is one of the four steps of Scout advancement.)
  5. Association With Adults (Positive reinforcement from adults has tremendous value in giving young people confidence and self-assurance.)
  6. Personal Growth (Ceremonies recognize small and large stages of personal growth in the lives of Scouts.)
  7. Leadership Development (The skills, experiences, and advancement honored in Scout ceremonies help boys become better leaders.)
  8. The Uniform (Emblems of achievement presented during ceremonies are often in the form of badges that can be worn on the Scout uniform.)

- Scout ceremonies can have a powerful emotional component that may be very important to young people.

Encourage participants to think about how taking part in the Scoutmaster and Assistant Scoutmaster Leader Specific Training recognition ceremony made them feel. They received positive reinforcement, positive association with adults, and a positive connection with the ideals of Scouting. No doubt it was an enjoyable experience for most of them, and a meaningful one for many.

Imagine the impact this kind of recognition and positive reinforcement can have upon young boys, many of them experiencing this sort of achievement and recognition for the first time in their lives. When adults and older boys they look up to treat them with respect, honor them for what they have done, and value them for who they are, the effects can be remarkable.

### ***A Closing Challenge***

#### **Instructors' Note**

*The closing challenge is a way to bring Scoutmaster and Assistant Scoutmaster Leader Specific Training to a conclusion and to send participants home with a specific concept to consider. Instructors can shape the offering of the challenge in whatever form suits their own personalities and presentation styles. The text that follows suggests one way it may be done.*

"We have come to the end of Scoutmaster and Assistant Scoutmaster Leader Specific Training. However, we don't want you to think of this as the end, but rather as the beginning of many good things to come. To start you on the trail toward success as a Scout leader, we want to offer you a challenge.

"Look back at the first page of the *Boy Scout Handbook*. You may remember that that's where we began this training—by looking at the promise of Scouting.

"Scouting promises boys a kind of experience they cannot find anywhere else. As troop leaders, you have the opportunity to deliver that promise to Scouts. That is our challenge to you—to do all you can to make the promise of Scouting come alive.

"Here's what Scouting offers boys:

- Scouting promises the great outdoors.
- Scouting promises friendship.
- Scouting promises opportunities to work toward the Eagle rank.
- Scouting promises the tools to make the most of your family, your community, and your nation.
- Scouting promises experiences and duties that will help Scouts mature into a strong, wise adults.

"That's a lot to promise. But for close to a century, Scout leaders all over America have succeeded in delivering on that promise. Millions of boys have had meaningful experiences through Scouting, and millions of adults have had the satisfaction of enriching the lives of young people through the programs of the BSA.

"Now it is your turn. You will no doubt be surprised by some of the situations you encounter. But you also know now where to turn for solutions, for advice, and for assistance in making your troop the best it can possibly be.

"The challenge is yours—to deliver the promise of Scouting to the boys in your troop. We wish you well as you set out on this great journey of being a leader in the Boy Scouts of America."

Session 3, slide 18

### ***Summary Assignment***

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

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