

Scoutmaster and Assistant SM

Position Specific Training



Handbook Instruction – Church Scouting Handbook

- Purpose of Scouting – 1.1
- Training – 2.0
- Scouting in Aaronic Priesthood – 5.0

Aims of Scouting (*Foundations*)

- Character Development
- Citizenship Training
- Mental and Physical Fitness

Role of the Scoutmaster

Methods of Scouting

- The Ideals – Scout Oath and Law (*Foundations*)
- The Patrol Method – Troop Organization
- The Outdoors – Campouts
- Advancement – Trail to Eagle
- Association with Adults – (*Troop Resources*)
- Personal Growth – The Heart of Scouting is Duty to God (Testimony)
- Leadership Development – PLC/Ward Scouting Committee
- The Uniform (*Uniform Inspection Sheet*)

Boy Scout Program

- Annual Planning (*Annual Plan Worksheet*)
- Troop Meeting Plan
- Recognition
 - Scoutmaster Conferences
 - Boards of Review
 - Courts of Honor (*Sample Program*)
- Record Keeping (*Rank Advancement Record Sheet*)
- Campouts (*Tour Plans, Scout Outing Permission Slip*)
- Safety (*Age Appropriate Activities, Unauthorized and Restricted Activities, Two-Deep Leadership*)

E – Explain (Explain the Boy Scout Program)

D – Demonstrate (Practice a Troop Meeting)

G – Guide (Participate in a Patrol Meeting)

E – Enable (Put it into practice!)



“May you uphold your promise as a Boy Scout to do your duty to God and your country and serve others at all times.” —President Thomas S. Monson

FOUNDATIONS OF SCOUTING AND THE BSA

Lord Baden Powell, the founder of Scouting, said the objective of Scouting is “to bring about God’s kingdom on earth.”

The Duty of the Aaronic Priesthood is “to invite all men to come unto Christ.”

The Mission (compare to God’s Mission “To bring to pass the immortality and eternal life of men.”)

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

The Scout Oath (On My Honor compares to making a promise or a covenant)

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

The Scout Law (compare to the Attributes of Christ)

A Scout is:

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

Attributes of Christ:

Faith	Patience
Hope	Humility
Charity and Love	Diligence
Virtue	Obedience
Knowledge	

The Vision (Vision of the Aaronic Priesthood “every worthy young man to serve a mission”)

The Boy Scouts of America will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.

The Aims of Scouting

- Character Development (Article of Faith 13)
- Citizenship Training (Article of Faith 10)
- Mental and Physical Fitness (Luke 2:52)

The Methods of Scouting (HOW we do Scouting)

Baden Powell said “Scouting is a game with a purpose!” So....we use these fun ways to accomplish our purposes, vision, and mission of developing boys into men with sound character!

- The Ideals
- The Patrol Method
- The Outdoors
- Advancement
- Association with Adults
- Personal Growth
- Leadership Development
- The Uniform

The Role of the Scoutmaster

BE

- A good role model
- A coach and a guide
- Example for Aims of Scouting
- Approachable
- Respectful
- Trusted
- Safe

KNOW

- Boys are leaders
- Patrol Method is Best
- Basic skills that are expected from the boys
- Guide to Safe Scouting
- Tools and Resources
 - Unit Commissioners
 - Training and Roundtable

DO

- Help boys become confident leaders
- Get Trained
- Communication with parents, boys and other leaders
- Uphold BSA and LDS Standards
- Help the Troop Committee

The Best Scoutmasters give the Scouts opportunities to learn, practice and demonstrate good leadership in Scout-led Troops.

The Patrol Method

“The patrol method is not a way to operate a Boy Scout troop, it is the *only* way. Unless the patrol method is in operation you don’t really have a Boy Scout troop.”

—Robert Baden-Powell, the founder of Scouting

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

What is a Patrol?

- Basic unit of a troop
- 5-7 Scouts
- Has a boy leader
- Camps together
- Competes as a team
- Leads ceremonies
- Has a name
- Has a flag
- Has a yell

Patrol Types

11 Year old Patrol

- New to scouting
- PL serve shorter terms
- Has an older scout to assist (Troop Guide)

Traditional Patrol

- Experienced Scouts
- Long term camps
- Leadership

Patrols are coached and led in the EDGE method.

The **EDGE** method is a four step method for teaching a skill.

EXPLAIN

First explain what you will be doing. Tell them the steps involved. Visual aids might be helpful for this step. Use questions to gauge their understanding.

DEMONSTRATE

Show them how to do the skill. Demonstrate the steps using the actual materials. Describe what you are doing.

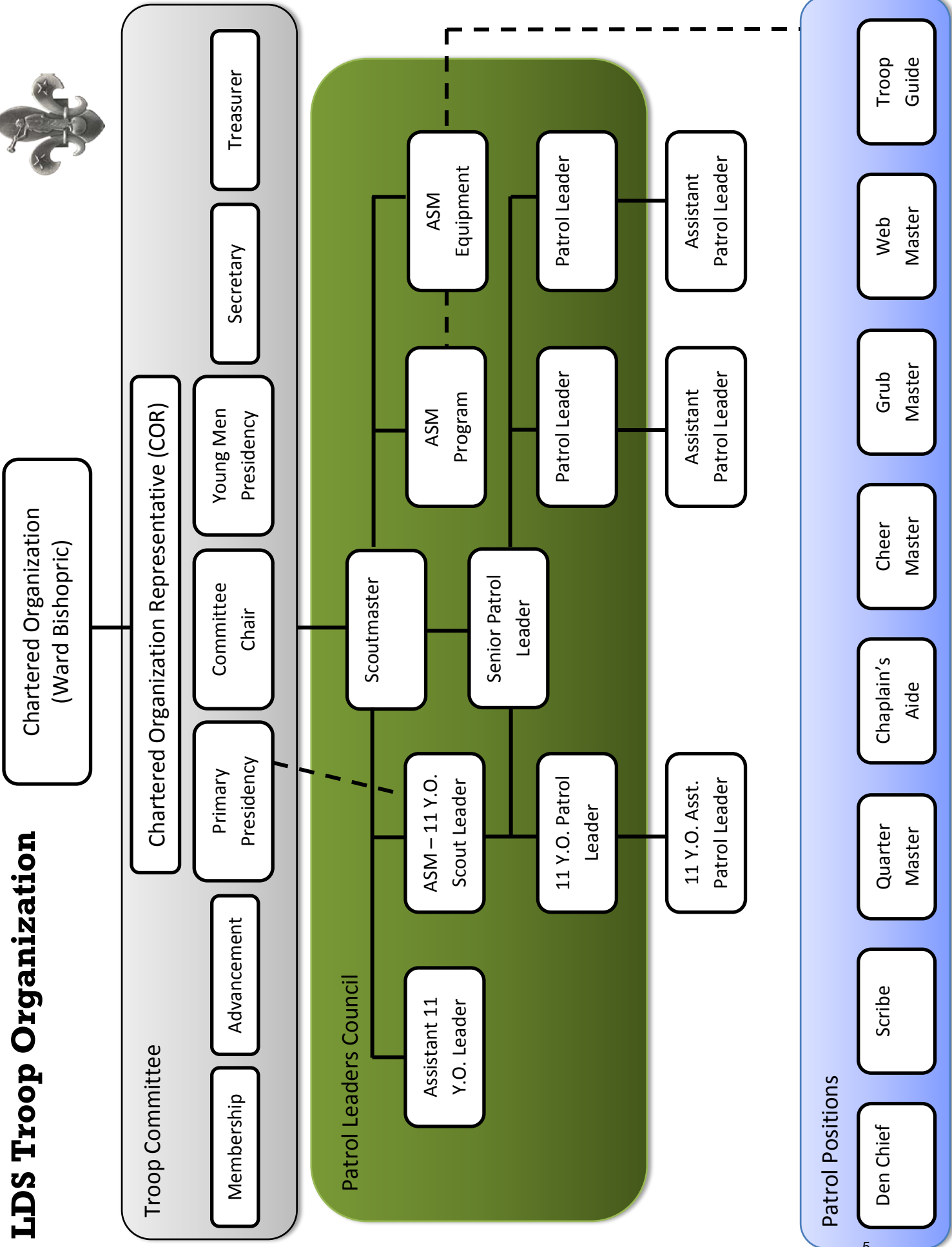
GUIDE

Let them practice the skill. Guide and coach them as they try to do it themselves. This step will take the most time.

ENABLE

Enable them by letting them do the skill themselves without any intervention.

LDS Troop Organization



The Advancement Program

The Four Steps to Scout Advancement

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

Step One: A Scout Learns

A Scoutmaster doesn't have to be the one who teaches all these skills. Scouts can teach one another. Others such as troop committee members, merit badge counselors, trainers, and parents can also teach skills.

Step Two: A Scout Is Tested

A Scout must demonstrate to a leader that he has fully mastered a skill at the level expected. Scouts can be tested by the teacher and by teaching other scouts the same skill. As Scoutmaster, you provide quality control by monitoring the testing that occurs and ensuring that boys have met the requirements.

Step Three: A Scout Is Reviewed

SCOUTMASTER'S CONFERENCE

- Establish trust.
- Listen carefully to understand the Scout's concerns, successes, and sense of self.
- Provide positive reinforcement.
- Emphasize living the Scout Oath and Law.
- Ask the Scout to set goals and outline the steps for achieving them.
- Congratulate the Scout on his achievements.
- Explain what the Scout can expect at the board of review
- BSA Youth Protection policies require conferences to be conducted in view of others.

THE BOARD OF REVIEW

- Required for rank advancement from Tenderfoot through Life (Eagle reviews are unique)
- Follows the Scoutmaster Conference
- Composed of 3 to 6 members of the troop committee
- Purpose is not to retest but to determine the quality of the Scout's experience and encourage him to advance to the next rank.
- Emphasize living the Scout Oath and Law
- Engage in a meaningful discussion about the Scout's goals, personal growth and Scout spirit.
- At the end of the review, the Scout will leave the room while the board determines if he is qualified or what he can do to complete the qualifications.

Step Four: A Scout Is Recognized

- Quarterly Courts of Honor
- A Scout should receive his new badge of rank as soon as possible after his achievement has been certified by a board of review.
- The exception is the attainment of the Eagle rank. A special Eagle court of honor will be held after an Eagle board of review has certified that a Scout has qualified for Eagle Rank.

Timing of Advancement

- Scouts are welcome to work on any requirements in any order in the Tenderfoot, Second Class and First Class ranks without a mandatory waiting time.
- Encourage new Scouts to attain the First Class rank within one year of joining.



TROOP RESOURCE SURVEY

Boy Scouting is for adults as well as boys. We invite you to share your skills and interests so the best possible program can be developed for the Boy Scouts in this troop. In making this survey, the committee wishes to find ways you can enjoy using your talents to help our Scouts. Your cooperation is greatly appreciated.

Welcome to the Scout family of Troop No. _____ in the _____ Council.

Please return this survey to _____

Are you currently registered with the Boy Scouts of America? Yes No

(Please print.)

Name _____ Phone _____

Street address _____ Email _____

City _____ State _____ Zip _____

Home phone _____ Mobile phone _____

Business phone _____ Email address _____

1. What is your favorite hobby? _____ Occupation _____

2. In what sports do you take an active part? _____

3. Would you be willing to assist the troop leaders and committee members occasionally? _____

4. Please check the areas in which you would be willing to help:

General Activities

- Campouts
- Hikes
- Outdoor activities
- Troop meetings
- Swimming supervision
- Accounting
- Web management/design
- Drawing/art
- Transportation of Scouts
- Transportation of equipment
- Other _____ (please print)

Special Program Assistance

- I can participate in boards of review.
- I have a minivan or _____ truck.
- I have a workshop.
- I have family camping gear.
- I have access to camping property.
- I can make contacts for special trips and activities.
- I can help with troop equipment.
- Other _____ (please print)

5. Please check any Scouting skills you would be willing to teach:

- Ropework (knots and lashings)
- Outdoor cooking
- First aid
- Star study
- Map, compass, and GPS use
- Conservation
- Aquatics
- Knife and ax handling
- Citizenship
- Camping

Check the merit badges on the other side of this sheet that you are willing to help Boy Scouts earn.

MERIT BADGES

Check the merit badges that you can help Boy Scouts earn.

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> American Business | <input type="checkbox"/> Digital Technology | <input type="checkbox"/> Kayaking | <input type="checkbox"/> Rifle Shooting |
| <input type="checkbox"/> American Cultures | <input type="checkbox"/> Disabilities Awareness | <input type="checkbox"/> Landscape Architecture | <input type="checkbox"/> Robotics |
| <input type="checkbox"/> American Heritage | <input type="checkbox"/> Dog Care | <input type="checkbox"/> Law | <input type="checkbox"/> Rowing |
| <input type="checkbox"/> American Labor | <input type="checkbox"/> Drafting | <input type="checkbox"/> Leatherwork | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Animal Science | <input type="checkbox"/> Electricity | <input type="checkbox"/> Lutesaving | <input type="checkbox"/> Salesmanship |
| <input type="checkbox"/> Archaeology | <input type="checkbox"/> Electronics | <input type="checkbox"/> Mammal Study | <input type="checkbox"/> Scholarship |
| <input type="checkbox"/> Archery | <input type="checkbox"/> Emergency Preparedness | <input type="checkbox"/> Medicine | <input type="checkbox"/> Scouting Heritage |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Energy | <input type="checkbox"/> Metalwork | <input type="checkbox"/> Scuba Diving |
| <input type="checkbox"/> Art | <input type="checkbox"/> Engineering | <input type="checkbox"/> Mining in Society | <input type="checkbox"/> Sculpture |
| <input type="checkbox"/> Astronomy | <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Model Design and Building | <input type="checkbox"/> Search and Rescue |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Environmental Science | <input type="checkbox"/> Motorboating | <input type="checkbox"/> Shotgun Shooting |
| <input type="checkbox"/> Automotive Maintenance | <input type="checkbox"/> Family Life | <input type="checkbox"/> Moviemaking | <input type="checkbox"/> Skating |
| <input type="checkbox"/> Aviation | <input type="checkbox"/> Farm Mechanics | <input type="checkbox"/> Music | <input type="checkbox"/> Small-Boat Sailing |
| <input type="checkbox"/> Backpacking | <input type="checkbox"/> Fingerprinting | <input type="checkbox"/> Nature | <input type="checkbox"/> Snow Sports |
| <input type="checkbox"/> Basketry | <input type="checkbox"/> Fire Safety | <input type="checkbox"/> Nuclear Science | <input type="checkbox"/> Soil and Water Conservation |
| <input type="checkbox"/> Bird Study | <input type="checkbox"/> First Aid | <input type="checkbox"/> Oceanography | <input type="checkbox"/> Space Exploration |
| <input type="checkbox"/> Bugling | <input type="checkbox"/> Fish and Wildlife Management | <input type="checkbox"/> Orienteering | <input type="checkbox"/> Sports |
| <input type="checkbox"/> Camping | <input type="checkbox"/> Fishing | <input type="checkbox"/> Painting | <input type="checkbox"/> Stamp Collecting |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Fly-Fishing | <input type="checkbox"/> Personal Fitness | <input type="checkbox"/> Surveying |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Forestry | <input type="checkbox"/> Personal Management | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Chess | <input type="checkbox"/> Game Design | <input type="checkbox"/> Pets | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Citizenship in the Community | <input type="checkbox"/> Gardening | <input type="checkbox"/> Photography | <input type="checkbox"/> Textile |
| <input type="checkbox"/> Citizenship in the Nation | <input type="checkbox"/> Genealogy | <input type="checkbox"/> Pioneering | <input type="checkbox"/> Theater |
| <input type="checkbox"/> Citizenship in the World | <input type="checkbox"/> Geocaching | <input type="checkbox"/> Plant Science | <input type="checkbox"/> Traffic Safety |
| <input type="checkbox"/> Climbing | <input type="checkbox"/> Geology | <input type="checkbox"/> Plumbing | <input type="checkbox"/> Truck Transportation |
| <input type="checkbox"/> Coin Collecting | <input type="checkbox"/> Golf | <input type="checkbox"/> Pottery | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> Collections | <input type="checkbox"/> Graphic Arts | <input type="checkbox"/> Programming | <input type="checkbox"/> Water Sports |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Hiking | <input type="checkbox"/> Public Health | <input type="checkbox"/> Weather |
| <input type="checkbox"/> Composite Materials | <input type="checkbox"/> Home Repairs | <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Welding |
| <input type="checkbox"/> Computers | <input type="checkbox"/> Horsemanship | <input type="checkbox"/> Pulp and Paper | <input type="checkbox"/> Whitewater |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Indian Lore | <input type="checkbox"/> Radio | <input type="checkbox"/> Wilderness Survival |
| <input type="checkbox"/> Crime Prevention | <input type="checkbox"/> Insect Study | <input type="checkbox"/> Railroad | <input type="checkbox"/> Wood Carving |
| <input type="checkbox"/> Cycling | <input type="checkbox"/> Inventing | <input type="checkbox"/> Reading | <input type="checkbox"/> Woodwork |
| <input type="checkbox"/> Dentistry | <input type="checkbox"/> Journalism | <input type="checkbox"/> Reptile and Amphibian Study | |

Other skills and activities I could assist in for the older-Scout program:

- Backpacking
- Basketball
- Bowling
- Business
- Cross-country skiing
- Cycling
- Downhill skiing
- Fishing
- Freestyle biking
- Golf
- Hockey
- Kayaking
- Mechanics
- Mountain man
- Orienteering
- Rafting
- Reptelling
- Sailing
- Scuba diving
- Shooting sports
- Slow-pitch softball
- Snow camping
- Soccer
- Spelunking
- Survival
- Swimming
- Tennis
- Video/photography
- Volleyball
- Whitewater canoeing
- Windsurfing



Fulfilling Your Duty to God through Scouting

BY MARK R. FRANCIS *Director of LDS–BSA Relationships*

Scouting provides a great way to invite young men to come unto Christ

Missionary work has been an important part of Scouting in the Church for the past 100 years. In fact, back in 1913, one reason the general leaders of the young men first recommended that the Church participate with the Boy Scouts of America (BSA) was because of “the missionary work of our boys associating with their fellows.”¹ The spirit of brotherhood and inviting others to join with our Scout troops continues today as “young men of other faiths who agree to abide by Church standards [are] welcomed warmly and encouraged to participate in youth activities.”²

Inviting your friends to Scouting activities is a great opportunity to share the gospel and help you fulfill your Aaronic Priesthood duties. Young Men general president David L. Beck calls this work “real growth through Scouting.” When young men of other faiths join Church-sponsored Scout troops, two things happen: (1) Latter-day Saint Scouts have an opportunity to share the gospel through their testimonies and actions and prepare for their full-time missions by inviting others “to come unto Christ” ([D&C 20:59](#)), which is one of your Aaronic Priesthood duties; and (2) Scouts of other faiths then have an opportunity to participate in Scouting activities under the direction of priesthood leadership.

Here are some of the ways you can encourage others to join with you in Scouting:

- Talk about your Scouting activities with friends, classmates, and neighbors.
- When you’re studying a particular merit badge, share your excitement with your friends and ask if they’re interested in learning about that topic with you.
- Help plan quality troop and patrol activities so that other youth will want to attend. Have a calendar of upcoming activities to share.
- Invite other young men to attend unit meetings, activities, and courts of honor with you.
- Look for ways to expand your Scouting activities to include others.
- Use Scouting as a tool to involve less-active young men who may not be interested in attending Sunday meetings.

As you invite your friends to participate with you in Scouting, they can begin to understand what it means to do their duty to God (see the Scout Oath), and all of you will be blessed in the effort.

For detailed information on scouting in the church see www.ldsbsa.org

On My Honor Award

The On My Honor Award is the Latter-day Saint religious award for Boy Scouts.

Award Requirements

To earn the On My Honor Award, young men must (1) complete the requirements for the Duty to God certificate for deacons (or for another Duty to God certificate) and (2) achieve the Scout rank of Star in the United States, or equivalent Scouting award in other countries.

Procedure for Giving the Award

The bishop controls the awarding of the On My Honor Award. He may have a clerk order the award directly from Church Distribution Services. The award may be presented by a member of the bishopric at a Scout court of honor or other appropriate setting. The On My Honor Award can be ordered through your local unit.

Wearing the Award

The award may be worn as part of the Scout uniform in ceremonial settings. The religious square knot patch may also be worn on the uniform.

Boy Scout/Varsity Scout

Uniform Inspection Sheet

Uniform Inspection.

Conduct the uniform inspection with common sense; the basic rule is neatness.

Boy Scout Handbook

15 pts. The *Boy Scout Handbook* is considered part of a Scout's uniform.

General Appearance.

 Allow 2 points for each:

- 10 pts. Good posture
 Clean face and hands
 Combed hair
 Neatly dressed
 Clean fingernails

Notes _____

Headgear.

 All troop members must wear the headgear chosen by vote of the troop/team.

5 pts. Notes _____

10 pts. **Shirt and Neckwear.** Official shirt or official long- or short-sleeve uniform shirt with green or blaze orange shoulder loops on epaulets. The troop/team may vote to wear a neckerchief, bolo tie, or no neckwear. In any case, the collar should be unbuttoned. The troop/team has the choice of wearing the neckerchief over the turned-under collar or under the open collar.

Notes _____

10 pts. **Pants/Shorts.** Official pants or official uniform pants or shorts; no cuffs. (Units have no option to change.)

Notes _____

5 pts. **Belt.** Official Boy Scout web with BSA insignia on buckle; or official leather with international-style buckle or buckle of your choice, worn only if voted by the troop/team. Members wear one of the belts chosen by vote of the troop/team.

Notes _____

5 pts. **Socks.** Official socks with official shorts or pants. (Long socks are optional with shorts.)

Notes _____

5 pts. **Shoes.** Leather or canvas, neat and clean.

Notes _____

5 pts. **Registration.** Current membership card or temporary certificate on person.

Notes _____

Uniform points. Total points from above (70 possible)

Insignia.* Correct placement: left pocket, 5 points; right pocket, 5 points; left sleeve, 5 points; right sleeve, 5 points; merit badge sash, 5 points; shoulder epaulets, 5 points.
Insignia points from reverse (30 possible)

Total Uniform Inspection Score

Uniform and insignia points combined.
A perfect score is 100 points.

*For more information about insignia, see the *Insignia Guide*, No. 33066.



Total Uniform Inspection Score ▶

Name _____ Troop/Team No. _____

Patrol/Squad _____

Our unit inspection
will be held on

Bring this form with you.

Boy Scout/Varsity Scout Uniform Inspection Sheet

Official Placement of Insignia

Conduct the uniform inspection with common sense; the basic rule is neatness.

Merit Badge Sash

- 5 pts.
- If worn, **merit badges** are attached to front (and back, if needed) of sash.
 - Venture/Varsity letter** is attached at bottom front corner.
 - Temporary insignia** may be worn on back.

Notes _____

Shoulder Epaulets

- 5 pts.
- Green shoulder loops identify Boy Scouting (all members of a troop).
 - Blaze (orange) loops identify Varsity Scouting.

Notes _____

Right Sleeve

- 5 pts.
- U.S. flag emblem** centered directly below shoulder seam. Only the most recently earned **Journey to Excellence recognition** may be worn below patrol emblem or below the National Honor Patrol star.
 - Musician badge**, if in band or drum corps, is worn 1/2 inch below patrol emblem.

Notes _____

Left Sleeve

- 5 pts.
- Council shoulder emblem**, unit numeral, and veteran unit bar are worn as shown snug up, and touching each other.
 - On the official shirt, the **badge of office** is centered on the pocket, as shown. On the official uniform shirt, the **badge of office** is centered and touching the unit numeral, or centered 4 inches below the shoulder seam.
 - On the shirt, the **Trained Leader emblem** is centered as shown at the top of the pocket flap. On the official uniform shirt the **veteran unit bar** (25, 50, 55, 60, 65, 70, 75, or 80 years) is positioned above and touching troop numeral and in turn touching council emblem.
 - Den chief cord** is worn over the left shoulder, under epaulet.

Notes _____

Right Pocket

- 5 pts.
- Jamboree insignia** (only one) worn above BSA or interpreter strip.
 - Order of the Arrow lodge insignia** worn on pocket flap.
 - Temporary insignia** worn centered on the pocket or hung from the button.
 - The **Varsity or Venture strip** is worn above the BSA strip or above the interpreter strip.
 - Nameplate**, if worn, is centered above the BSA strip, interpreter strip, and Venture or Varsity strip.

Notes _____

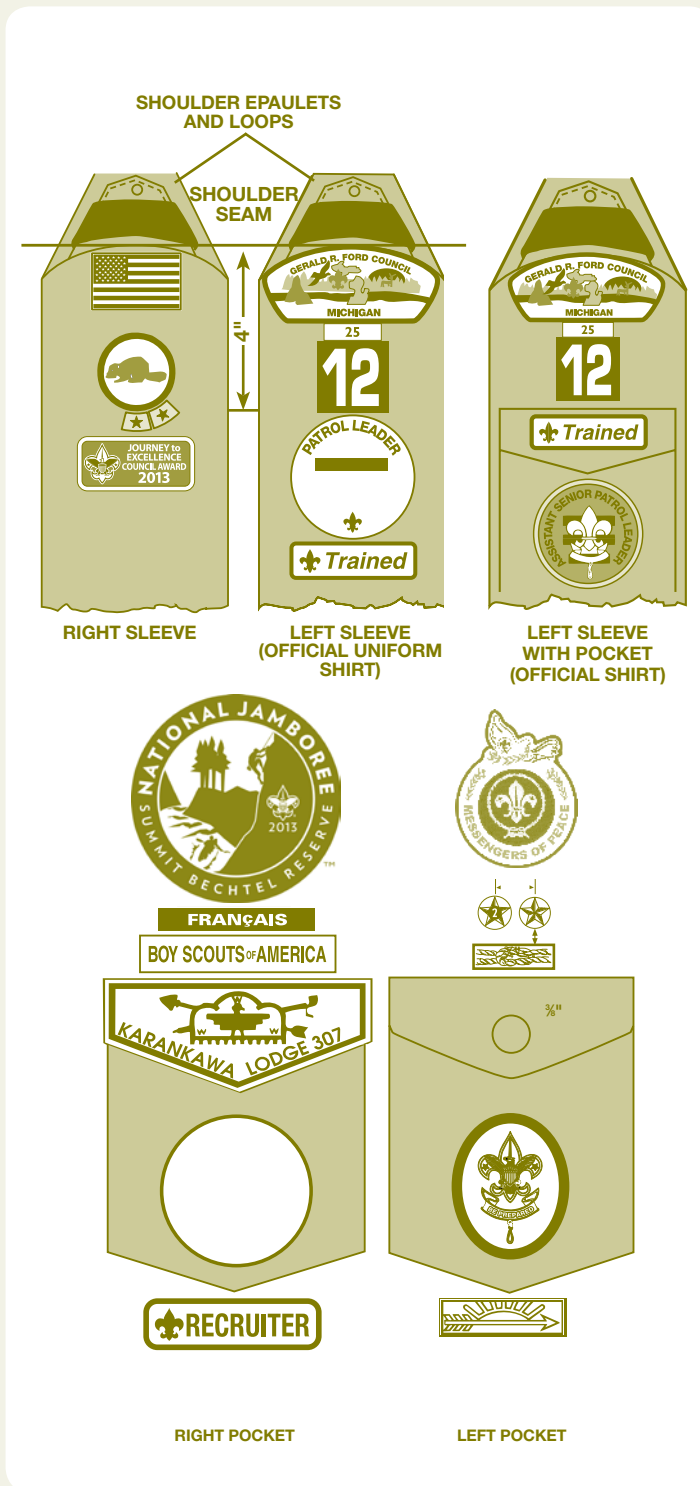
Left Pocket

- 5 pts.
- Service stars** are centered above the pocket, 3/4 inch from top point to top point and 1/2 inch from either the pocket or embroidered knots.
 - Embroidered square knots** are worn centered above the pocket in rows of three.
 - Not more than five medals may be worn, pinned centered immediately above the pocket (extending over knots if both are worn).
 - The order of wearing knots and medals is at the wearer's discretion; typically the medal or knot the wearer deems most important is worn to the wearer's right.
 - Badges of rank** are worn centered on the pocket above the Arrow of Light Award, as shown.
 - The **World Crest emblem** and **Messengers of Peace ring** are worn centered horizontally over the left pocket and vertically between the left shoulder seam and the top of the pocket.

Notes _____

Total Insignia Score (transfer to other side)

30 pts.



BOY SCOUTS OF AMERICA
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, Texas 75015-2079
<http://www.scouting.org>

SKU 618365

7 30176 32384 8
34283 2013 Printing

TROOP PLANNING WORKSHEET

MONTH	PROGRAM FEATURES			TROOP OUTDOOR/ CAMPING ACTIVITY	DISTRICT/ COUNCIL ACTIVITY	CHARTERED ORGANIZATION DATES CHARTER RENEWAL/ CHARTER PRESENTATION/ SERVICE PROJECT	SPECIAL EVENTS/ HOLIDAYS	(For Troop Use)	BOARD OF REVIEW COURT OF HONOR	LEADERS' MEETINGS		
	NEW-SCOUT PATROL	EXPERIENCED PATROLS	VENTURE PATROL							PATROL LEADERS' COUNCIL	TROOP COMMITTEE	DISTRICT/ COUNCIL ROUNDTABLE/ TRAINING
SEPT.												
OCT.												
NOV.												
DEC.												
JAN.												
FEB.												
MAR.												
APR.												
MAY												
JUNE												
JULY												
AUG.												

(Program feature)

TROOP MEETING PLAN

Date _____ Week _____

Activity	Description	Run by	Time
Preopening ____ minutes			
Opening Ceremony ____ minutes			
Skills Instruction ____ minutes	<ul style="list-style-type: none">• New Scouts• Experienced Scouts• Older Scouts		
Patrol Meetings ____ minutes			
Interpatrol Activity ____ minutes			
Closing ____ minutes Total ninety minutes of meeting	Scoutmaster's Minute	SM	
After the Meeting			

Troop Meetings

Do boys join scouting just to attend troop meetings? The answer is probably no. Ask them and they'll say they joined to have fun, set out on adventures, make friends, learn new skills, and explore the outdoors. Troop meetings can be the catalyst that makes all of that possible for boys, but for that to happen, the meetings must be fast-paced, interesting, and varied. They need to lead toward exciting troop activities in the outdoors. They need to be the glue that holds a troop together. They can be all of that and more. During this presentation, we'll talk about what a Scoutmaster can do to ensure the success of troop meetings.

Why Have Troop Meetings?

Troop meetings serve many purposes, including these:

- Motivating boys
- Strengthening patrols
- Promoting patrol spirit
- Encouraging Scouts to learn and practice Scouting skills
- Allowing Scouts to exercise leadership

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

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

Perhaps the most important resource for helping boys develop effective troop meetings is the tried-and-true method called the troop meeting plan.

USING THE TROOP MEETING PLAN

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

The meeting plan involves seven distinct parts:

- ❖ Preopening
- ❖ Opening
- ❖ Skills Instruction
- ❖ Patrol Meetings
- ❖ Interpatrol Activity
- ❖ Closing
- ❖ After the Meeting

1. Preopening

As boys begin to arrive for a troop meeting, the patrol leader or an older Scout assigned by the patrol leader should get them involved in a game or project designed so that additional Scouts can join in as they show up. The preopening is often well-suited for the outdoors. The person in charge of the preopening activity should be ready to start at least 15 minutes before the scheduled beginning of the meeting. An assistant Scoutmaster may be assigned to coach and support the Scout leading the preopening. To keep meetings fresh, the preopening activity should not be the same every week.

2. Opening—5 minutes

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

3. Skills Instruction—15 to 20 minutes

Skills instruction might focus on skills Scouts will need to fully participate in an upcoming activity or skills they must acquire for advancement. A troop with boys of about the same experience level could separate into patrols so that groups will be of a size that maximizes learning experiences.

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

4. Patrol Meetings—5 to 20 minutes

After skills instruction, the patrol leader will begin the patrol meeting portion of the troop meeting.

Matters to be handled during a patrol meeting include taking attendance, planning the patrol's involvement in upcoming troop activities, selecting menus for hikes and campouts, assigning patrol members to specific tasks, and working out any other details for the smooth operation of the patrol. The length of the patrol meetings will depend upon how much business the patrols must handle. Each patrol member should fulfill their position assignment during the meeting. [Except for the patrol leader, these are elected positions and may include: Quartermaster (supplies), Grubmaster (food), Scribe (Secretary), Chaplain's Aide (Spiritual), Cheer Master, Music Leader, etc.]

5. Interpatrol Activity—15 to 20 minutes

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

6. Closing—5 minutes

The closing is the Scoutmaster's portion of the meeting. The Scouts should be paying attention. It may help to dim the lights and have everyone seated. Deal with any outstanding business first—reminders for upcoming meetings, outings, etc. Congratulate any Scouts who have advanced since the last meeting. This is also a good time to praise Scouts for Good Turns, positive ethical decisions, and jobs well done. The heart of the closing is the Scoutmaster's Minute— your opportunity to share a story based on Scouting's values. Use a personal experience if you can, or one of the many Scoutmasters' Minutes found in the "Ready References" chapter of *The Scoutmaster Handbook*. The story should contain a thought for the Scouts to carry home with them. The closing may also include a simple ceremony, a song, or a prayer.

7. After the Meeting

At the end of the meeting, the service patrol for the week puts away any troop equipment and returns the room to its original condition. Meanwhile, the senior patrol leader should meet briefly with members of the patrol leaders' council and the Scoutmaster to review the meeting, make plans for the next meeting, and decide which patrol will be the upcoming service patrol.

The Scoutmaster's Role in Troop Meetings

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

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

By using the troop meeting plan and by focusing energy on helping boys prepare themselves to organize and lead their own patrols and troop, a Scoutmaster can experience the greatest satisfaction of all—giving young people the confidence, the abilities, and the successes to proclaim that "we did it ourselves."

Columbo
In 1492(Repeat)
Sailing from New Deli
Walking round the streets of Spain
Selling hot tamales

Chorus
He said the world was round, oh...
He said it could be found, oh...
That hypothetical calculating son of a gun Columbo

Walked right up to the Queen of Spain
Demanded ships and cargo
She said I'd be a son of a gun if I don't bring back Chicago
(*Chorus*)

Ships cook to Ships cook
Yes he was a cooking
Slipped a rat into the pot
When no one else was looking
(*Chorus*)

1st mate to 1st mate
Yes he was a singing
Hit the second highest note
And all their ears were ringing
(*Chorus*)

America
America, America how can we tell you how we feel
You have given us your treasures we love you so.

Jell-o
Oh the big red letters stand for the Jell-o Company
Oh the big red letters stand for the Jell-o Company
Jell-o, Jell-o Yum, Yum, Yum
Jell-o, Pudding Yum, Yum, Yum
Jell-o, Taaaaaapioca try all three

Welcome
to
Troop 0000
Court of Honor
4 August 2010



BOY SCOUTS OF AMERICA

Mountain Park Ward
4 August 2010

Boy Scout Court of Honor Troop 317

Conducting.....	SPL
Flag Ceremony.....	11 Year Old Patrol
Opening Prayer.....	Scout
Oath.....	Scout
Law.....	Scout
Skit.....	Varsity Team
Song.....	Regular Patrol
	<i>Columbo</i>
Skit.....	11 Year Old Patrol
Song.....	Venturing Crew
	<i>Jell-o</i>
<hr/>	
Presentation of Awards and Rank Advancements	
Scout Master & Assistants	
<hr/>	
Scout Master Minute.....	Scoutmaster
Patriotic Song.....	Venturing Crew
	<i>America</i>
Retrieving of the Colors.....	Regular Patrol
Closing Prayer.....	Scout

Refreshments will be served



Other Important things to remember.....

Those Life Scouts that are working on their Eagle, please be sure to involve your leaders so that the needed requirements can be met and the approval process can be followed correctly. Life Scouts need to review their Eagle Leadership Project Workbook and get the needed signatures **BEFORE** beginning any Eagle Project.

Great job on all the Merit Badges at Scout Camp! Keep up all the great work and keep trying hard to accomplish more.

Mark Your Calendar:

Aug 26-28 Camp out (Independence Lake)
Sept 10-11 Camp out (Grizzly Peak)
Sept 18, 25 Stake Merit badge Pow-Wow
Oct 15-16 Camp out (South Fork Mink Creek)
Oct 23 Scouting For Food Drive
Nov 3 Court of Honor
Nov 19-20 Combined Young Men Retreat

Congratulations to (Boy Scout) our new Senior Patrol Leader for leading us in an AWESOME week at scout camp!

BOYS NAME _____

Birthdate _____ **Phone** _____

FITNESS

	<p>6a. Record your best in the following tests: Push-ups ____ (Record # done correctly in 60 sec) Sit-ups or curl-ups ____ (Record # done correctly in 60sec) Modified stretch & sit ____ (Record # done correct in 60s) 1 mile walk/run _____ (Record the time)</p>
	<p>6b. Develop and describe a plan for improvement in each of the activities listed in Tenderfoot req. 6a. Keep track of your activity for at least 30 days.</p>
	<p>6c. Show improvement (of any degree) in the activities listed in requirement 6a after practicing for 30 days. Push-ups ____ (Record # done correctly in 60 sec) Sit-ups or curl-ups ____ (Record # done correctly in 60sec) Modified stretch & sit ____ (Record # done correct in 60s) 1 mile walk/run _____ (Record the time)</p>
	<p>7a. After completing Tenderfoot requirement 6c, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.</p>
	<p>7b. Share your challenges and successes in completing Second Class requirement 7a. Set a goal for continuing to include physical activity as part of your daily life and develop a plan for doing so.</p>
	<p>7c. Participate in a school, community, or troop program on the dangers of using drugs, alcohol, and tobacco and other practices that could be harmful to your health. Discuss participation in the program with your family, and explain the dangers of substance addictions. Report to your Scoutmaster or other adult leader in your troop about which parts of the Scout Oath and Scout Law relate to what you learned.</p>
	<p>8a. After completing 2nd class requirement 7a, be physically active at least 30 minutes each day for 5 days a week for 4 weeks. Keep track of your activities.</p>
	<p>8b. Share your challenges and successes in completing 1st class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life.</p>

TOOLS

	<p>4a. Show how to tie a square knot, two half hitches, and a taut-line hitch. Explain how each knot is used.</p>
	<p>4b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.</p>
	<p>5. Demonstrate your knowledge of pocket knife safety.</p>
	<p>3a. Demonstrate a practical use of the square knot.</p>
	<p>3b. Demonstrate a practical use of two half hitches.</p>
	<p>3c. Demonstrate a practical use of the taut-line hitch.</p>
	<p>3d. Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.</p>
	<p>2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.</p>
	<p>2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.</p>
	<p>3a. Discuss when you should and should not use lashings.</p>
	<p>3b. Demonstrate tying the timber hitch and clove hitch</p>
	<p>3c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.</p>
	<p>3d. Use lashing to make a useful camp gadget or structure.</p>

AQUATICS

	<p>5a. Tell what precautions must be taken for a safe swim.</p>
	<p>5b. Demonstrate your ability to pass the BSA beginner swimmer test: Jump feet first into water over your head in depth, level off and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to your starting place.</p>
	<p>5c. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects.</p>
	<p>5d. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim.</p>
	<p>6a. Successfully complete the BSA swimmer test.</p>
	<p>6b. Tell what precautions must be taken for a safe trip afloat.</p>
	<p>6c. Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.</p>
	<p>6d. Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper position.</p>
	<p>6e. With a helper or a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)</p>

NATURE

	<p>4b. Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat for exposure to them.</p>
	<p>4. Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken.</p>
	<p>5a. Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken.</p>
	<p>5b. Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.</p>
	<p>5c. Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take.</p>
	<p>5d. Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions.</p>

NAVIGATION & HIKING

	5a. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Use the buddy system while on a troop or patrol outing.
	5b. Describe what to do if you become lost on a hike or campout.
	5c. Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night.
	3a. Demonstrate how a compass works and how to orient a map. Use a map to point out and tell the meaning of five map symbols.
	3b. Using a compass and map together, take a five-mile hike (or 10 miles by bike) approved by your adult leader, and your parent or guardian.
	3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.
	3d. Demonstrate how to find directions during the day and at night without using a compass.
	4a. Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch etc.).
	4b. Demonstrate how to use a handheld GPS unit, a GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.

CAMPING and OUTDOOR ETHICS

	1a. Present yourself to your leader, prepared for an overnight camping trip. Show the personal and camping gear you will use. Show the right way to pack and carry it.
	1b. Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.
	1c. Explain the principles of the Outdoor Code and tell how you practiced them on a campout or outing.
	1a. Since joining, participate in five separate troop/patrol activities, three of which included overnight camping. These five activities do not include troop or patrol meetings. On at least two of the three campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee).
	1b. Explain the principles of Leave No Trace and tell how you practiced them on a campout or outing different from the Tenderfoot req. 1c campout or outing.
	1c. On one of these campouts, select a location for your patrol site and recommend it to your PL, SPL, or TG. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.
	1a. Since joining, participate in 10 separate troop/patrol activities six of which include overnight camping. These 10 activities do not include troop or patrol meetings. On at least five of the six campouts, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or teepee).
	1b. Explain each of the principles of Tread Lightly! Tell how you practiced them on a campout or outing different from the Tenderfoot requirement 1c and Second Class requirement 1b campout or outing.

COOKING

	2a. On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.
	2b. While on a campout, demonstrate the appropriate method of safely cleaning items used to prepare, serve, and eat a meal.
	2c. Explain the importance of eating together as a patrol.
	2a. Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so.
	2b. Use the tools listed in Tenderfoot req. 3d to prepare tinder, kindling, and fuel for a cooking fire.
	2c. At an approved outdoor location and time, use the tinder, kindling, and fuel wood from 2 nd Class req. 2b to demonstrate how to build a fire. Unless prohibited by local fire restrictions, light the fire. After allowing the flames to burn safely for at least two minutes, safely extinguish the flames with minimal impact to the fire site.
	2d. Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves.
	2e. On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected.
	2a. Help plan a menu for one of the above campouts that includes one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout.
	2b. Using the menu planned in First Class requirement 2a, make a list showing a budget and the food amounts needed to feed three or more boys. Secure the ingredients.
	2c. Show which pans, utensils, and other gear will be needed to cook and serve these meals.
	2d. Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.
	2e. On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup.

CITIZENSHIP and SAFETY

	7a. Demonstrate how to display, raise, lower, and fold the U.S. flag.
	7b. Participate in a total of one hour of service in one or more service projects approved by your Scoutmaster. Explain how your service to others relates to the Scout slogan and motto.
	8a. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.
	8b. Explain to your leader what respect is due the flag of the United States.
	8c. With you parent or guardian, decide on an amount of money that you would like to earn, based on the cost of a specific item you would like to purchase. Develop a written plan to earn the amount agreed upon and follow that plan; it is acceptable to make changes to your plan along the way. Discuss any changes made to your original plan and whether you met your goal.
	8d. At a minimum of three locations, compare the cost of the item for which you are saving to determine the best place to purchase it. After completing Second Class requirement 8c, decide if you will use the amount that you earned as originally intended, save all or part of it, or use it or another purpose.
	8e. Participate in two hours of service through one or more service projects approved by your Scoutmaster. Tell how your service to others relates to the Scout Oath.
	9a. Explain the 3 R's of personal safety and protection.
	9b. Describe what a bully is and what the appropriate response is to someone who is bullying you or another person.
	9a. Visit and discuss with a selected individual approved by your leader (for example, an elected official, judge, attorney, civil servant, principal, teacher) your Constitutional rights and obligations as a U.S. citizen.
	9b. Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern.
	9c. On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action. Compare your results.
	9d. Participate in 3 hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7b and 2 nd Class requirement 8e. Explain how your service to others relates to the Scout Law.

FIRST AID and EMERGENCY PREP

	4a. Show first aid for the following: . Simple cuts and scrapes . Blisters on the hand and foot . Minor (thermal/heat) burns or scalds (superficial or first-degree) . Bites or stings of insects and ticks . Venomous snakebite . Nosebleed . Frostbite and sunburn . Choking
	4c. Tell what you can do while on a campout or other outdoor activities to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot req. 4a and 4b.
	4d. Assemble a personal first-aid kit to carry with you on future campouts and hikes. Tell how each item in the kit would be used.
	6a. Demonstrate first aid for the following: . Object in the eye . Bite of a warm-blooded animal . Puncture wounds from a splinter, nail, and fishhook . Serious burns (partial thickness or second-degree) . Heat exhaustion . Shock . Heatstroke, dehydration, hypothermia, and hyperventilation
	6b. Show what to do for "hurry" cases of stopped breathing, stoke, serious bleeding, and ingested poisoning.
	6c. Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b.
	6d. Explain what to do in case of accidents that require emergency response in the home and backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder.
	6e. Tell how you should respond if you come upon the scene of a vehicular accident.
	7a. Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.
	7b. By yourself and with a partner, show how to: . transport a person from a smoke-filled room . transport for at least 25 yards a person with a sprained ankle.
	7c. Tell the five most common signs of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).
	7d. Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and tell how to respond in emergency situations.
	7e. Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.
	7f. Explain how to obtain potable water in an emergency.

LEADERSHIP and SCOUT SPIRIT

	1a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning.
	1b. Explain what Scout spirit is. Describe some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto and Scout slogan.
	1c. Give the Boy Scout sign, salute and handshake. Explain when they should be used.
	1d. Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge.
	1e. Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.
	2. After attending at least one Boy Scout troop meeting, do the following: a. Describe how the Scouts in the troop provide its leadership. b. Describe the four steps of Boy Scout advancement. c. Describe what the ranks in Boy Scouting are and how they are earned. d. Describe what merit badges are and how they are earned.
	3a. Explain the patrol method. Describe the types of patrols that are used in your troop.
	3b. Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit.
	6. With your parent or guardian, complete the exercises in the pamphlet <i>How to Protect Your Children From Child Abuse: A Parent's Guide</i> and earn the Cyber Chip Award for your grade.
	8. Describe the steps in Scouting's Teaching EDGE method. Use the Teaching EDGE method to teach another person how to tie the square knot.
	9. Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your Duty to God and how you have lived four different points of the Scout Law in your everyday life.
	10. Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your Duty to God and how you have lived four different points of the Scout Law (not to include those used for Tenderfoot requirement 9) in your everyday life.
	10. Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your troop's activities. Invite him to a troop outing, activity, service project or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. Share your efforts with your Scoutmaster or other adult leader.
	11. Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your Duty to God and how you have lived four different points of the Scout Law (different from those points used for previous ranks) in your everyday life.

	Since joining the troop and while working on Scout rank, participate in a Scoutmaster conference.
	While working toward the Tenderfoot rank, and after completing Scout rank requirement 7, participate in a Scoutmaster conference.
	Successfully complete your board of review for the Tenderfoot rank.
	While working toward the Second Class rank, and after completing Tenderfoot requirement 10, participate in a Scoutmaster conference.
	Successfully complete your board of review for the Second Class rank.
	While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference.
	Successfully complete your board of review for the First Class rank.

BOYS NAME _____

BIRTHDATE _____

PHONE NUMBER _____

Date & Initial Each Requirement-Initials _____

Leader Signature _____

Black – Scout

Blue – Tenderfoot

Red – 2nd Class

Green – 1st Class

Online Tour and Activity Plan

When do I need a Tour and Activity Plan?

Grand Teton Council, BSA Tour Plan Policy

A Tour Plan is required for:

All Council and District Events

All overnight events

All Council Summer Camps and Day Camps

All events involving aquatics, shooting sports/NRA, climbing, aviation, etc.

If your activity does not meet the above requirements, then any event 25 miles or more each way (50 miles roundtrip) requires a Tour Plan.

NOTE: This does not change all other requirements. You still need to follow the aims and principles of a Tour Plan, anytime, anywhere outside your meeting place (auto insurance, two deep leadership, leadership age requirements). The local council trusts all Scout activities will follow the precepts set forth in the Guide to Safe Scouting in addition to the policy stated above.

To create a Tour and Activity Plan:

1. Go to my.scouting.org
2. Create a login or use one previously set up
3. To see a video demo of the Tour and Activity plan go to
<http://www.scouting.org/scoutsource/HealthandSafety/DemoTourPlanVideo.aspx>
4. Under Menu/Legacy Tools – Click on Tour and Activity plan
 - a. You can only see this option if you are registered in a position to create tour plans.
 - b. To learn more click on any of the getting started or FAQ's links.
5. Next to Create a Plan: New Plan, click GO
 - a. Once plans are created they can be edited and reused and updated. Plans are kept for 5 years
 - b. Once leaders are added, they are saved in the system to be used quickly for other plans.
6. Once plans are created click submit.
7. Plans are reviewed by local unit leaders (Key 3) and the BSA.

We are going Camping!

We are going camping to _____ on _____.

Please meet at _____ at _____ PM. Please ensure that your son does not bring any electronic equipment, paintball guns or wrist rockets, air soft guns or BB guns, or knives with a blade of greater than 3 inches. If they are brought they will be confiscated without exception. If there is an emergency while we are out, you can call _____ at _____.

.....
Yes! I want my son to go camping. Date: _____

Boy's Name _____ Phone _____

I hereby authorize any hospital, Licensed Physician to administer emergency treatment to my child in case of accidental injury or sudden illness. This authorization is valid only if I cannot be reached personally.

Parent Signature _____

Where I can be reached during this trip _____

Emergency Phone _____

Insurance Co. _____ Policy _____

Allergies _____

Medications Taken Regularly _____

Additional Information _____

(Return this portion to Scout Leader)

AGE-APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES

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



TIGER CUBS
(WITH ADULT PARTNER)



WOLF/BEAR CUB SCOUTS



WEBELOS SCOUTS



BOY SCOUTS



OLDER BOY SCOUTS, VARSITY SCOUTS, AND VENTURERS



OUTDOOR SKILLS

Camporees			Visit Only		
Conservation Projects					
Cooking Outdoors					
Fire Building					
Fishing					
Fueled Devices (Stoves and lanterns)					
Hiking—Day					
Hiking—Multiple Day					
Horseback Riding					
Hunting					Venturers Only
Map and Compass	Map Only				
Mountain Boards					
Mountaineering/Scrambling/Cross-Country Travel					
Orienteering					
Pioneering					
Rope Bridges/Pioneering Towers (Check requirements for height restrictions.)					
Survival Training					
Winter Camping					



SPORTS

Field/Wide Games					
Flag Football					
Gymnastics					
Ice Hockey					
Ice Skating					
Martial Arts—Defensive					
Roller Blades/Skates					
Scooters—Nonmotorized					
Skateboarding					
Skiing/Snowboarding					
Sledding/Tubing					
Soccer					
Street Hockey					



TOOLS

Axes					
Bow Saws					
Hand Ax					
Hand Tools					
Pocketknife					



TREKKING

Backpacking—Overnight, Backcountry					
Bike Treks—Day Ride					
Bike Treks—Multiple Overnights					
BMX Biking					
Day Hikes					
Horse Treks					
Mountain Biking					
Search and Rescue Missions					
Search and Rescue Practice					
Ski Touring—Multiple Days and Nights Carrying Gear					



AIRCRAFT

Commercial Flight Experience					
Ground School					
Hands-On Flying Experience					
Hot-Air Balloons (Tethered only)					
Orientation Flight					
Soaring (Orientation flights only)					

AGE-APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES

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



TIGER CUBS
(WITH ADULT PARTNER)



WOLF/BEAR
CUB SCOUTS



WEBELOS
SCOUTS



BOY SCOUTS



**OLDER BOY SCOUTS,
VARSITY SCOUTS,
AND VENTURERS**



VEHICLES

Dirt Bikes

Driving Derbies

Snowmobiles

Venturers Only



SHOOTING

.22 Rifle

Air Rifle (Pellet Guns)

Archery—Field

Archery—Target, Action (Moving targets)

BB Guns

Catapults

Large-Bore Rifles

Muzzleloaders

Pistols

Shotguns

Slingshots

Webelos Resident Camp Only

Council/District Outdoor Programs Only

Council/District Outdoor Programs Only

Venturers Only

Venturers Only

Council/District Outdoor Programs Only



CLIMBING

Belaying

Bouldering

Canopy Tours

Caving (Other than simple novice activities)

Climbing—Commercial or Horizontal Wall

Climbing—Rock

Climbing—Vertical Wall or Tower

Initiative Games

Lead Climbing

Project COPE

Rappelling

Snow and Ice Climbing

A Few Low-Course and High-Course Activities



AQUATICS

Canoeing—Flat Water

Canoeing—Flowing Water

Kayaking—Flat Water

Kayaking—Flowing Water

Motorboating—Adult Operated

Motorboating—Youth Operated

Rafting—Flat Water

Rafting—Flowing Water

Rowing—Flat Water

Rowing—Flowing Water

Sailboarding

Sailing—Adult Operated

Sailing—Youth Operated

Scuba

Snorkeling (In clear, confined waters, all ages and abilities can use snorkeling equipment. Snorkeling in open water is limited to Boy Scouts with Snorkeling BSA or equivalent.)

Surfing

Swimming

Tubing (Floating in an inner tube)

Tow Sports (including waterskiing, wakeboarding, kneeboarding, and tubing)

Council/District Outdoor Programs Only

Council/District Outdoor Programs Only

Council/District Outdoor Programs Only

Council/District Outdoor Programs Only

Council/District Outdoor Programs Only

Council/District Outdoor Programs Only



CAMPING

Day Camp

Den Overnights

Camporees

Family Camping

High Adventure

Jamboree

Parent/Son Overnights

Resident Camp

Weekend Overnights

Unauthorized and Restricted Scout Activities

The policies and guidelines set forth in BSA's *Guide to Safe Scouting* have been established because of the real need to protect members from known hazards that have been identified through 100 years of experience. As you complete your scouting activities this year and plan your activities for 2013, please note that the following activities have specifically been declared unauthorized and restricted by the Boy Scouts of America:*

- All-terrain vehicles (ATVs) are banned from program use. ATVs are defined as motorized recreational cycles with three or four large, soft tires, designed for off-road use on a variety of terrains.
- Boxing, karate, and related martial arts—except judo, aikido, and Tai Chi—are not authorized activities.
- Exploration of abandoned mines is an unauthorized activity.
- Fireworks secured, used, or displayed in conjunction with program and activities is unauthorized except where the fireworks display is conducted under the auspices of a certified or licensed fireworks control expert
- Flying in hang gliders, ultralights, experimental aircraft, or hot-air balloons (nontethered); parachuting; and flying in aircraft as part of a search and rescue mission are unauthorized activities. Tethered hot-air balloon flights are authorized, and a flying plan must be submitted.
- Motorized go-carts and motorbike activities are unauthorized for Cub Scout and Boy Scout programs. Go-carting conducted at a commercial facility that provides equipment and supervision of cart operation is authorized upon submittal of a completed tour and activity plan. Participating in motorized speed events, including motorcycles, boats, drag racing, demolition derbies, and related events are not authorized activities for any program level.
- Participation in amateur or professional rodeo events and council or district sponsorship of rodeos are not authorized.
- Pointing any type of firearm or simulated firearm at any individual is unauthorized. Scout units may plan or participate in paintball, laser tag or similar events where participants shoot at targets that are neither living nor human representations. Units with council approval may participate in formally organized historical reenactment events, where firearms are used and intentionally aimed over the heads of the reenactment participants. The use of paintball guns, laser guns or similar devices may be utilized in target shooting events with council approval and following the Sweet 16 of BSA Safety. Council approval means the approval of the Scout Executive or his designee on a tour permit specifically outlining details of the event. (However, law enforcement departments and agencies using firearms in standard officer/agent training may use their training agenda when accompanied with appropriate safety equipment in the Law Enforcement Exploring program.)
- Hunting is not an authorized Cub Scout or Boy Scout activity, although hunting safety is part of the program curriculum. (The purpose of this policy is to restrict chartered packs, troops, and teams from conducting hunting trips. However, this policy does not restrict Venturing crews from conducting hunting trips or special adult hunting expeditions provided that adequate safety procedures are followed and that all participants have obtained necessary permits and/or licenses from either state or federal agencies. While hunter safety education might not be required prior to obtaining a hunting license, successful completion of the respective state voluntary program is required before participating in the activity.)
- Motorized personal watercraft, such as Jet-Skis®, are not authorized for use in Scouting aquatics, and their use should not be permitted in or near BSA program areas.
- Except for (1) law enforcement officers required to carry firearms within their jurisdiction, and (2) circumstances within the scope of the BSA hunting policy statement, firearms should not be in the possession of any person engaged in camping, hiking, backpacking, or any other Scouting activity other than those specifically planned for target shooting under the supervision of a certified firearms instructor. (Among the purposes of this policy is to prohibit adult leaders from bringing firearms on BSA camping and hiking activities or to unit meetings.
- All activities related to bungee cord jumping (sometimes called shock cord jumping) are unauthorized.
- Technical tree-climbing with ropes or harnesses is not authorized as an activity.
- Water chugging and related activities are not authorized for any program level.
- Downhill skiing, snowboarding and operating snowmobiles without a helmet. Appropriate personal protective equipment is required for all activities. This includes the recommended use of helmets for all participants engaged in winter sports, such as sledding and riding other sliding devices. The use of helmets is required for the following activities: downhill skiing, snowboarding and operating snowmobiles (requires full face helmets).
- Driving more than 10 hours in one 24-hour period. Driving is limited to a maximum of 10 hours in one -24-hour period and must be interrupted by frequent rest, food and recreation stops.
- Allowing passengers to ride in the bed of a truck. Safety belts are provided and must be used by all passengers and drivers. (Exception: A school or commercial bus, when required by law.) Passengers will ride only in the cab if trucks are used.
- Citizenship activities are encouraged, but partisan political activities are prohibited.
- The use of liquid fuels for starting any type of fire.

***The list of unauthorized and restricted activities is regularly reviewed, updated and modified by the BSA. For the most up-to-date list, please consult: <http://www.scouting.org/scoutsource/HealthandSafety/GSS/toc.aspx>**