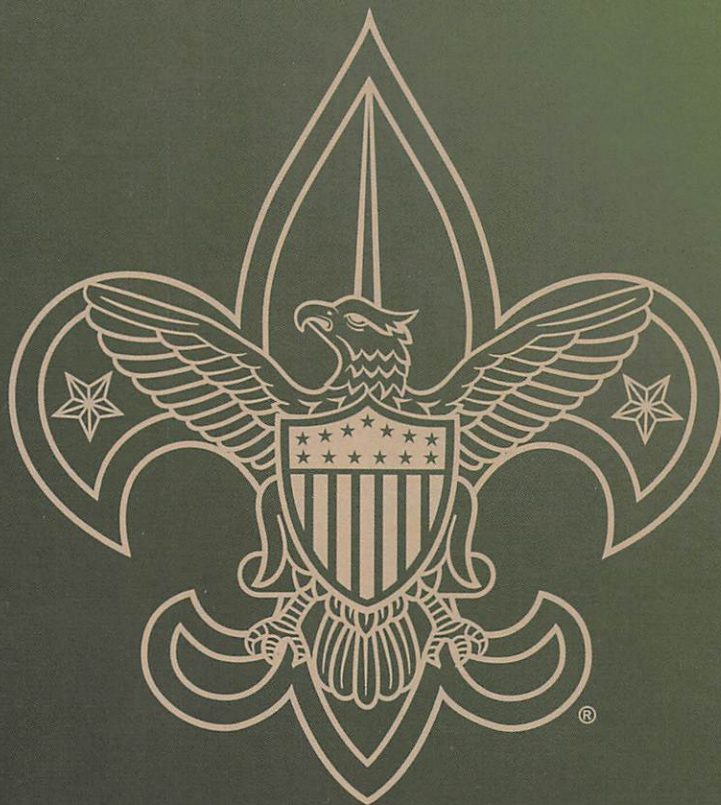


SCOUTS BSA  
**PROGRAM  
FEATURES**  
FOR TROOPS AND CREWS



**A Guide to Program Planning**  
Volume 1



BOY SCOUTS OF AMERICA®

# **PROGRAM FEATURES FOR TROOPS AND CREWS**

**A Guide to Program Planning**  
**Volume 1**



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### Key

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# PROGRAM FEATURES

## FOR TROOPS AND CREWS

As the Boy Scouts of America's mission statement says, Scouting exists "to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law." There is nothing in the mission statement about meetings, outings, and other activities. However, it would be impossible to achieve our mission without dynamic, relevant programming, which also requires effective program planning. The goal of *Program Features for Troops and Crews* is to make that planning a little easier for you, the unit leader.

These three volumes of program features bring together 48 features for use by Scout troops and Venturing crews. That's four full years of suggested programming. While your unit may not use the material here exactly as presented, it offers a launching point for you and your youth members to plan exciting programs that will keep members coming back, facilitate advancement and personal growth, and help you achieve Scouting's mission.

### Annual Program Planning

In Scouting, planning is a two-phase process.

- Long-term planning results in an annual calendar and a set of unit goals for the year.
- Short-term planning yields detailed plans for one month's meetings and outings—and sometimes a little more.

### The Annual Planning Conference

Long-term planning happens at the annual planning conference, typically held in late spring or early summer, as soon as possible after school, community, and council calendars have been published. A month or two before the planning conference, the committee chair, unit leader, and senior patrol leader or crew president should perform the following steps.

**Step 1**—Gather the necessary information.

- Key school dates, like holidays, homecoming, and exams
- Community event dates, including those the unit might want to participate in and dates you should avoid

- The chartered organization's key dates, again considering opportunities to collaborate as well as potential scheduling conflicts
- Personal dates, such as family vacations, that may affect the unit's activities
- Key district and council dates
- Data collected from the troop resource survey or activity interest survey
- Last year's annual plan, if you have one
- Unit priorities and goals
- Advancement records for each member
- A general outline of next year's program

**Step 2**—Discuss the planning process with your top youth leader, explaining the importance of this process and his or her role in it. Discuss options for programs and activities and the unit's goals. Share a draft outline for next year's program, and ask for the youth leader's input and thoughts. Be flexible at this point. You should both review the program planning conference guide, available online at [www.scouting.org/programs/boy-scouts/planning/](http://www.scouting.org/programs/boy-scouts/planning/) for troops and [www.venturing.org/annual-program-planning.html](http://www.venturing.org/annual-program-planning.html) for crews, to be on the same page with the agenda and to work ahead.

### Setting Goals

What sorts of unit goals should the draft plan include? Here are some possibilities.

- Attend summer camp.
- Have an outdoor adventure at least once a month.

- Strengthen relations with the chartered organization by planning a service project to benefit the organization and by increasing the unit's presence, such as on Scout Sunday or Scout Sabbath.
- Earn the National Camping Award and a gold Journey to Excellence rating.
- Conduct a fundraiser to help pay for unit expenses such as new tents and other camping gear.
- (For troops) Have each patrol earn the National Honor Patrol Award at least once.

**Step 3**—Have the top youth leader share the draft plan with other youth leaders, who then share it with other members to get their input and ideas. Besides reviewing the draft plan, members could evaluate the current year's plan. A useful tool is the “start, stop, continue” method, which is based on three simple questions:

- What should we start doing that we are not currently doing?
- What should we stop doing that is not working?
- What should we continue doing that is working well and helping us succeed?

It's useful for members to have copies of the current year's calendar available for review, as well as the draft plan. They shouldn't limit themselves to those materials, however. They might, for example, see a need to focus more (or less) on advancement during meetings or to build more opportunities into the calendar for patrol outings or social events—priorities that may not have been considered.

**Step 4**—Invite the following people to attend the conference to maximize the efficiency of planning:

- The unit's youth leaders
- Unit committee members and other adult leaders
- The chartered organization representative
- The unit commissioner (optional)
- Anyone else who might be helpful, such as parents

Keep in mind that these people will play very different roles at the conference:

- Active roles—elected youth leaders (and all members in Venturing)
- Supportive roles—unit leader, assistant unit leaders, and any other adults

To keep the planning conference as purposeful and efficient as possible, invite only those adults who actively and regularly engage in unit activities and decision making.

### Holding the Annual Planning Conference

The annual planning conference can be held at any regular meeting place in three or four hours on a Saturday morning or Sunday afternoon. However, if you have access to a cabin or retreat center, you might consider turning the conference into an overnight retreat to allow time for fellowship and team building. If the conference follows closely after unit elections, some units also combine the planning conference with the Introduction to Leadership Skills for Troops (ILST) or Introduction to Leadership Skills for Crews (ILSC), the first step in the youth leadership training continuum.

Most adults should not play active roles in the planning conference. Instead, they should give their input ahead of time to the unit leader for program. If extra adults attend, keep them busy by putting them in charge of cooking and cleanup, and allow the youth leaders to focus on the task at hand.

Besides the materials described above, you might prepare poster-size calendars for each month that will be planned. (Office supply stores offer a variety of products that will work, including wall planners with erasable surfaces.) Pencil in the dates from the draft plan, as well as other important district, council, community, school, and chartered organization dates.

Another useful tool is the program planning chart, a worksheet for recording by month the program features, activities, courts of honor, service projects, leader meetings, and more. This worksheet can help ensure, for example, that leader meetings are scheduled every month and that courts of honor and service projects are evenly spaced throughout the year.

The outcome of the conference should be an annual calendar, a list of monthly program features (e.g., hiking, engineering, wilderness survival), and a set of unit goals. The amount of detail in the plan will vary. For some months, the group will decide both where it wants to go and what it wants to do. For other months, the group may choose either the destination or the outing's focus.

Ideally, the calendar should include a mix of familiar and unfamiliar activities and destinations. A few traditional outings each year are fun; more than a few can make the program feel repetitive. Even traditional outings can benefit from occasional tweaks, such as doing a favorite activity at a new location.

While discussing ideas at the conference, use these ground rules.

- It is important to respect one another's views. Listen and don't interrupt.
- Keep focused on the task to plan the unit's annual program. Don't get sidetracked.
- Write out ideas so everyone can see them.
- Be in agreement.

### The Annual Planning Conference, Step by Step

**Step 1**—The unit leader leads a discussion on the unit's goals for the coming year. Write the goals on a flip chart or eraser board, and agree to that list of goals.

**Step 2**—Share with the rest of the meeting attendees the printed draft of the calendar that shows the dates researched (or review the dates listed on poster-size calendars around the room) and events planned. Ask if anyone has other dates and events to add.

**Step 3**—Take a few minutes to discuss these dates and events. Once you feel comfortable with this stage of the calendar, you might take a vote to approve the dates and activities listed so far.

**Step 4**—The top youth leader shares updates from members about what they want to do. This exercise can be the most challenging in the program planning conference, so take as much time as is needed. The program features could be used as a foundation for the group's desired programs or themes. You might take it one month at a time.

Don't forget to include advancement opportunities. The flow of the program is up to you and could be driven by your goals. As an example, if one of your goals is for the unit to take a wilderness trip to Alaska, some of the programs could focus on traveling to Alaska, wilderness survival, trip planning, wilderness first aid, and van safety.

Again, as the group agrees on a monthly feature or program theme, write it on a flip chart or board and take a vote. Designate someone to record all this on a master calendar, and take good notes!

**Step 5**—Add other important dates such as:

- Unit meetings and leadership meetings
- Boards of review
- Courts of honor
- Elections
- Open house
- Service projects
- Webelos Scout joint outings and transition ceremonies
- Any other activities that can be scheduled this far in advance (for example, fundraising events)

**Step 6**—Hold a final discussion on the plan, calendar, and goals, and then take a vote for approval. Once youth members approve the annual plan, it will go to the unit committee for final approval. Work with the chartered organization representative to make any facilities reservations at the chartered organization. As soon as possible, begin making campsite reservations for the dates and locations selected.

**Step 7**—To make this plan a truly valuable tool, it must be shared with each unit family, the chartered organization, and all other interested parties. The unit must follow its plan, share it with everyone, and review it regularly to see if modifications are needed.

### After the Planning Conference

Prepare the calendar in an easy-to-use format for distribution. Here are some features to consider.

- Include as much detail as possible, including meeting start and end times.

- Indicate when regular meetings won't be held or will be held at different times.
- Color-code events for easy reference. For example, you might use blue for unit meetings and outings, green for meetings that don't affect all members (such as patrol leaders' council, unit committee, boards of review), red for special notices (such as meeting cancellations), and black for external events (such as national Scout jamborees, roundtables, and training courses).
- Add a revision date at the bottom of every page. If the calendar must be updated later, change the revision date and highlight the changes.

Distribute copies of the final plan to youth members and their families, adult leaders, members of the unit committee, and representatives of the chartered organization. Be sure to include Cub Scout pack leaders, the unit commissioner and district executive, and the chartered organization's leader, secretary, and facilities manager. Also be sure to post the calendar on the unit website and at the meeting place.

### Monthly Program Planning

No matter how comprehensive and well planned your calendar is, it's simply a skeleton on which to build your program. Short-term planning puts flesh on the bones. Each month, the patrol leaders' council or crew officers plan in detail the coming month's outing and meetings. If the group is on the ball, it actually looks at three months of programming each time.

- Briefly review the month that's just ending using the "start, stop, continue" model.
- Plan in detail everything the unit will do in the month that is just beginning (or will soon begin).
- Briefly preview the following month and make assignments for tasks like reserving campsites.

As with the annual plan, be sure to communicate the results of each monthly planning meeting with all members, leaders, and other stakeholders—especially if changes are made to the annual plan.




### How to Use the Program Features

Each program feature in this book provides a month's worth of program ideas for Scout troops and Venturing crews. You will find the following content:

- General information about the topic
- Related advancement requirements and awards

- Games related to the topic (or that are just for fun)
- Ideas for using the EDGE method (Explain, Demonstrate, Guide, Enable) to teach topics
- Four weeks' worth of meeting plans
- Outlines of three main events (outings) that build in length and intensity
- Print and online resources related to the topic, including a list of related program features

You will find these icons in each program feature:

-  **Essential:** Basic skills-development information and beginner level activities
-  **Challenging:** Skills-development information and activities for those who have moved beyond the basics
-  **Advanced:** Learning topics and activities for those who are ready for the ultimate challenge

### A NOTE TO VENTURERS

For the purpose of earning the Discovery and Pathfinder awards, the main event examples from each program feature can be considered as follows:

**Essential (Tier I):** Beginner level activities requiring little preparation or planning; events often last less than a full day (not overnight); activities are not far beyond the comfort zone for most participants.

**Challenging (Tier II):** Midlevel activities requiring some planning or preparation; events last less than four days; some prior skills development may be desirable or required; activities extend beyond the standard range for most participants.

**Advanced (Tier III):** Higher level activities requiring extensive preparation; events last at least four days; activities are mentally and physically challenging, requiring skills development prior to participation; such adventures are highlights of the program year and may take place once or twice annually.



## SAMPLE PROGRAM PLANNING CHART

Month	Meeting Plan						Special Events/ Holidays	Local/ Chartered Organization Calendars	Council/ District	PLC/VOA	Unit Committee Meeting	Roundtable
	Program Feature/ Topic	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Main Event						
September	■ Geocaching/ Outdoor	9/5 Map, compass, GPS	9/12 Using GPS	9/19 Geocaching.com	9/26 Hide a cache	9/28–9/29 Camp and cache	Labor Day	9/4 First day of school		9/10	9/9	9/13
October	■ Emergency Preparedness/ Safety	10/1 Prepare	10/8 Respond	10/15 Recover	10/22 Prevent and mitigate	10/27 Community disaster drill				10/5	10/4	10/11 Charter packet pick-up
November	■ Citizenship/ Citizenship	11/6 Government	11/13 Responsibilities	11/20 Enforcing laws	11/27 Court of honor		Thanksgiving		University of Scouting			11/8
December	■ Winter Camping/ Outdoor	12/3 Hypothermia	12/10 Food is fuel	12/17 Snow shelters	12/23 Safety and rescue		Christmas	Winter break				12/13
January	■ Snowboard- ing and Skiing/ Sports	1/2 Overview	1/9 Fitness	1/16 Equipment								1/10
February	■ Mathematics/ STEM	2/5 Areas of math	2/12 Arithmetic	2/19 Geometry			Presidents' Day					2/14 Friends of Scouting
March	■ Fitness and Nutrition/Sports	3/6 Getting in shape	3/13 Nutrition and diet		3/27 Court of honor			Spring break				3/21 *Change for break
April	■ Project Plan- ning/Personal Development	4/3 Overview	4/10 Safety/ breakdown			4/26–4/27 Community service project						4/11
May	■ Scuba Diving/Outdoor	5/1 Intro to scuba							Camporee			5/9
June	■ Multimedia/ Hobbies	6/5 Web safety						6/6 Last day of school				6/13
July	■ Spectator Sports/Hobbies	7/1 Rules of the game				7/19 Major league game	4th of July					None
August	■ Summer Camp/Outdoor		Camp		8/26 Open house	8/10–8/17 Summer camp						None



# CAMPING

## Meeting Plan: Campsites



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Prepare several decks of index cards listing various items of camping gear, one item per card. Have small groups sort the cards in order of importance, setting aside items that shouldn't be taken camping.	3	6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>Youth leaders lead a discussion using a diagram of model campsites as a point of reference.</li> <li>Youth leaders show how to set up a dining fly.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>Learn to tie two half-hitches and a taut-line hitch.</li> <li>Learn how to tie a clove hitch over an open-ended vertical pole.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn how to join two poles with two round lashings.</li> </ul>		
	Using the above skills, erect a dining fly as quickly and efficiently as possible.		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Discuss plans for the main event.</li> <li>Review what personal and group equipment will be needed.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Sloppy Camp, Taut-line Hitch Race, or Dining Fly Race (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.

## Parts of a Program Feature

- 1 A thumbnail description of the meeting content
- 2 A breakdown of the parts of the meeting with suggested times
- 3 Note who is in charge of each segment of the meeting
- 4 Write down the actual times for each segment of the meeting
- 5 A fun activity for members to do as they are gathering
- 6 Start the meeting right with a formal opening ceremony
- 7 A quick (or not so quick) introduction to the topic for all members
- 8 Specific instruction for all three skill levels; note the colored icons
- 9 Time for patrols or other small groups to practice skills and prepare for the main event
- 10 A game that tests what members have learned or just lets them blow off steam
- 11 Take care of business at the end of the meeting
- 12 Get ready for the next meeting and the main event



# CAMPING

## Main Event: Overnight Car Camp



Date \_\_\_\_\_

### 2 Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### 3 Essential (Tier I)

Find a campsite that you can drive to and that offers plenty of opportunities for outdoor adventures. Camp overnight and hone your camping skills.

### 4 Equipment List

- Camping gear (individual and group)
- Backpacks, canoes, or bicycles to get the group to and from the campsite (optional)
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### 5 Activity

- Choose your campsite and event location.
- Plan camping duty roster and meal plan.
- Develop a schedule that allows plenty of time for setting up camp the right way, including establishing defined sleeping, social, and cooking areas.
- Practice camping skills Scouts need to work on (fire building, cooking, knots, etc.).
- Participate in other activities as desired (hiking, boating, mountain biking, etc.).
- On departure, be sure you are leaving no trace of your presence.

### 6 Safety

- Normal camping safety guidelines apply. Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit handy.
- Two-deep adult leadership is required for all activities.

### Notes

7 For an added challenge, plan for all Scouts to reach camp under their own power—by hiking, cycling, or canoeing. If possible, have them carry their own gear. All could travel by the same means, or different groups could choose different options.

## Parts of a Main Event Plan

- 1 A quick description of the main event
- 2 Basic information such as times and transportation plans
- 3 A quick reference to the event's ability level (essential, challenging, advanced) and more in-depth description of the main event
- 4 Key equipment you will need to take, including specialized gear for the type of event
- 5 A thumbnail planning worksheet
- 6 Safety concerns you should keep in mind
- 7 Special notes about the activity, including variations you could consider



## Living Comfortably in the Outdoors

Rudyard Kipling wrote, “Who hath smelt wood-smoke at twilight? Who hath heard the birch-log burning? Who is quick to read the noises of the night? Let him follow with the others, for the young men’s feet are turning to the camps of proved desire and known delight!” In other words, camping is fun! It’s a chance to get away from the “busy-ness” and distractions of everyday life and spend time hanging out in the woods with your closest friends.

Camping is also the foundation of many other Scouting activities. Scouts camp for fun, but they also camp so they can be closer to great spots for fishing, rock climbing, geocaching, hiking, and a host of other activities. Comfort in the outdoors means finding a balance between skills and equipment. The more you know, the less equipment you need. The goal is not to be like a Navy SEAL but to have good outdoor skills so you feel more comfortable and confident while living outdoors.

This month’s meetings and main event will help your Scouts develop good camping skills so you can enjoy outings more and open the door to many fun outdoor activities.

### Objectives

This month’s activities should:

- Instill the knowledge and skills to be comfortable in camp.
- Emphasize the use of outdoor ethics to protect the environment.
- Teach knots and when to use them.
- Help Scouts understand outdoor shelters.
- Teach the importance of keeping camp clean.
- Foster a sense of communion with nature and God.
- Build self-confidence by learning and demonstrating skills.
- Help Scouts work cooperatively in small groups while living outdoors.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirements 1a, 1b, 2a, 2b, 2c, 3b, and 3c
- Second Class requirements 1a, 1c, 2a, and 2d
- First Class requirements 1a and 3d
- Camping merit badge
- Firem’n Chit



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing camping as your program feature.

1. Where do we want to camp?
2. What other activities do we want to do while we are there?
3. What equipment will we need?
4. What type of evening program do we want, and which group should be in charge?
5. Should we cook in small groups or as one large unit?
6. Who needs to learn basic camp skills?
7. How can we involve parents?
8. To meet our needs, what should we change in the sample meeting plans?
9. What additional skills and training are recommended for Scouts and leaders as prerequisites to safe camping?

### PARENTS CAN HELP WITH THE CAMPING PROGRAM FEATURE BY:

1. Providing transportation for the campout
2. Helping with purchasing food before the campout
3. Making sure every Scout has appropriate equipment
4. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## CAMPING INFORMATION

### Outdoor Ethics

You should always leave your campsite looking the same as—if not better than—as it did when you arrived. Outdoor ethics means that we follow the principles of both Leave No Trace and Tread Lightly!

**Leave No Trace** principles apply to most back-country activities:

- Plan ahead and prepare.
- Travel and camp on durable surfaces.
- Dispose of waste properly.
- Leave what you find.
- Minimize campfire impacts.
- Respect wildlife.
- Be considerate of other visitors.

**Tread Lightly!** principles apply to situations involving all-terrain vehicles, personal watercraft, and horses, among other things:

- Travel responsibly.
- Respect the rights of others.
- Educate yourself.
- Avoid sensitive areas.
- Do your part.



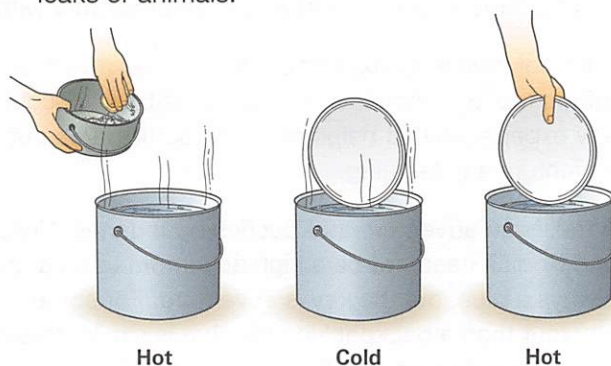


### Three-Bin Dishwashing

The best way to wash dishes while camping is by following the same method restaurants use. But rather than using three sinks, campers use three wash bins. The first bin contains hot, soapy water, the second is filled with clean, cold rinse water, and the third bin contains hot water with a sanitizer such as bleach to kill bacteria.

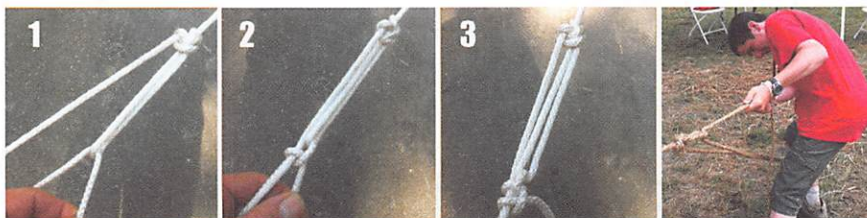
Before washing, make sure you use a rubber spatula to scrape excess food into a trash bag. Immerse and wash each dish in the first bin, rinse in the second bin, sanitize with a dip in the third bin, then leave dishes to air dry. A rack or mesh hang bag works well. Save pots for the end as they are often the dirtiest, and washing the other dishes first provides better water quality. If the water gets too dirty, simply change the water and continue washing.

To dispose of the bins of dishwater, pour the wash bin water and rinse water through a strainer and into a bucket. The water can then be dumped in a wastewater drain, sump hole, or broadcast over a large area. Finally, pour the sanitizer into the rinse bin, then into the wash bin, then into the bucket, and properly dispose of it. When this process is complete, all three bins and the bucket will have been cleaned and sanitized. Shake the food particles from the strainer into a trash bag, and properly dispose of or pack out the trash bag. Do not carry trash bags inside packs due to the risk of leaks or animals.



### The Trucker's Hitch

The trucker's hitch is a particularly valuable knot for securing load-bearing lines. This knot provides a mechanical advantage and works like a pulley system—but without the pulleys. This knot is very useful in securing loads on a rack or for tightening a ridge line. Additionally, it has numerous uses in pioneering.



Tying a trucker's hitch (rope tackle)







## THE KODIAK CHALLENGE

The advanced main event this month is the Kodiak Challenge. This is a special opportunity for adults and older Scouts (those who are 14 or older and have met other requirements) to reinforce their leadership skills during a three- to six-day trek of their own choosing.

The Kodiak program is described in detail in *The Kodiak Challenge*, No. 511-014. Here's a quick overview.

Kodiak is designed to be an adventure that pushes the boundaries of the participants—one that will encourage them to try new things that may be out of their comfort zones. It is an experience—but one that has its underpinnings in the application of the leadership skills learned in the Introduction to Leadership Skills for Troops or Crews, National Youth Leadership Training, and/or National Advanced Youth Leadership Experience. It is an adventure with a purpose—just as is all of Scouting.

A Kodiak trek is an expedition, a road trip, an adventure, a visit to another country, a whitewater rafting trip, a cross-state bicycle adventure, a Scout-operated sports week for special-needs youth—any experience that helps push the participants out of their personal comfort zones for the sake of adventure and learning.

A trek is an adventure that pushes boundaries. Not all troops or crews go on high-adventure outings, and Kodiak need not be a high adventure to be a great experience. Of course a natural setting is always a plus, but the key is *adventure*. For some units, it may be more challenging to do a weeklong city tour than a backpacking trip that is similar to other trips the unit has taken in the past. Do what works for your unit, but do something that is truly a challenge to each participant. Treks should be a minimum of five days.

However, remember that the Kodiak Challenge is not about the trek; it is about leadership skills. During the Kodiak trek, BSA leadership skills will provide a framework for you to help participants live out the adventure—and grow from it. Each day there is an activity to showcase one or more BSA leadership skills previously taught in the unit Introduction to Leadership Skills course and at NYLT and NAYLE. In addition, at various times during each trek, participants will discover that leadership skills are essential for success.





## CAMPING GAMES

### Sloppy Camp

**Equipment:** A simple camp setup (dining fly, tent, and fireplace) with many things wrong—tent flaps open, boots left outside tent, ax on the ground, bow saw unsheathed, glass jar in the fireplace, no fire buckets, firewood unsorted and uncovered, trash on the ground, dirty pot on camp table, poorly set tent pegs, guylines at wrong angles, wrong knots on guylines, etc.

**How to play:** The patrols study the camp for 5 minutes without talking. The Scouts are permitted to touch what they see but must replace objects exactly as they found them. Each patrol then huddles to come up with a list of things that are wrong.

**Scoring:** The patrol with the best list of “incorrect” items wins.

### String Burning Race

**Equipment:** For each patrol, two 2-foot sticks, two 3-foot lengths of binder twine, two matches

**How to play:** Before the race, each patrol pushes the two sticks into the ground, 24 inches apart. They tie two lengths of twine between the sticks, one 12 inches off the ground and the other 18 inches off the ground. Each patrol gathers native tinder and firewood. On signal, two representatives from each patrol build a fire lay (not higher than the lower string) and light it. After being lit, the fire must not be touched, nor can more wood be added.

**Note:** Patrols are limited to using only one “fist-sized” amount of tinder in their fire lay.

**Scoring:** The team whose fire burns through the top string first wins.



### Dining Fly Race

**Equipment:** For each patrol, one tarp with grommets and ridge line attached, four 15-foot guylines, four Scout staves, four 6-foot lashing ropes, six stakes, one mallet

**How to play:** Patrols assemble with their materials in an area large enough to accommodate the extended guylines and ridge line. On signal, with round lashings, they lash together the four Scout staves into two upright poles, attach the ridge line to the top of each upright with clove hitches, attach a guyline to the corner grommets with two half-hitches or a bowline, extend the guylines out 45 degrees, and tie the ends to stakes with taut-line hitches, doing the same with the two ends of the ridge line. They then stand up their fly and adjust the tension of the ropes. When the dining fly is properly erected, all patrol members stand underneath.

**Scoring:** The first patrol to finish wins. Add points for excellent teamwork and deduct points for incorrectly tied knots.

### Taut-line Hitch Race

**Equipment:** For each patrol member, 15-foot 3/16- to 1/4-inch nylon guyline

**Preparation:** Set out two parallel rows of chairs so the legs of one row are 10 feet away from the other.

**How to play:** On signal, each patrol member ties one end of each guyline around the leg of a chair in one row with two half-hitches and the other end of the line to a leg of a chair in the other row with a taut-line hitch.

**Scoring:** The first patrol to give a yell, with all hitches tied correctly, wins.

**Note:** A selection of additional camping skill activities can be found in the Activities section of [www.programresources.org](http://www.programresources.org) under Scout Skill Challenge Videos.



# E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Describe the Kodiak Challenge.
- Discuss the principles of Leave No Trace and Tread Lightly!
- Explain how to choose a good campsite.
- Discuss how to properly dispose of human waste.

## DEMONSTRATE

- Demonstrate the three-bin dishwashing technique.
- Show different types of tents and backpacks, and explain their features.
- Set up a model campsite at your meeting place.
- Show the proper way to pack a backpack, taking into account weight distribution and ease of access.

## GUIDE

- Have Scouts discuss essential vs. nonessential camping gear.
- Teach Scouts knots, and have them practice tying them.
- Have Scouts practice setting up tents.
- At the end of an outing, have Scouts inspect the site for any traces of the group's presence.
- Using old tent parts, teach Scouts how to make field repairs, and let them practice.

## ENABLE

- Have Scouts teach camping skills to Webelos Scouts.
- Have Scouts clean and season the unit's Dutch ovens.
- Make fire starters for camping.
- Encourage Scouts to make posters illustrating outdoor ethics principles.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Overnight Activity	Overnight Activity	Five to Six Days
Overnight car camp—Find a campsite that you can drive to and that offers plenty of opportunities for outdoor adventures. Camp overnight and hone your camping skills.	Camping in the teens—Return to Scouting's early days by camping using techniques found in the earliest Scout manuals.	Kodiak Challenge—Complete the Kodiak Challenge, an opportunity for older Scouts to reinforce their leadership skills on an exciting trek adventure of five to six days.



# CAMPING

## Meeting Plan: Campsites



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Prepare several decks of index cards listing various items of camping gear, one item per card. Have small groups sort the cards in order of importance, setting aside items that shouldn't be taken camping.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>Youth leaders lead a discussion using a diagram of model campsites as a point of reference.</li> <li>Youth leaders show how to set up a dining fly.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>Learn to tie two half-hitches and a taut-line hitch.</li> <li>Learn how to tie a clove hitch over an open-ended vertical pole.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn how to join two poles with two round lashings.</li> </ul>		
	Using the above skills, erect a dining fly as quickly and efficiently as possible.		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Discuss plans for the main event.</li> <li>Review what personal and group equipment will be needed.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Sloppy Camp, Taut-line Hitch Race, or Dining Fly Race (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CAMPING

## Meeting Plan: Using Durable Surfaces/Tents



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Set up a display of several types of tents. As Scouts arrive, discuss the different tents and the best use of each.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Review the second principle of Leave No Trace (travel and camp on durable surfaces). Discuss how this principle applies to both frontcountry and backcountry activities. Point out any special local considerations, such as wetlands, in an area where you like to camp.		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	<ul style="list-style-type: none"> <li>• Discuss the factors in selecting a good campsite.</li> <li>• Practice setting up tents. (For an extra challenge, set up tents while blindfolded.)</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>• Discuss how to maintain and repair tents, both in the field and back home.</li> <li>• Brainstorm what tools and repair supplies you should take camping (example: duct tape wrapped around a fuel bottle for use in patching tents and repairing tent poles).</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review the above skills.</li> <li>• Discuss alternative and emergency shelters and what supplies you should carry to make them easier to construct.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Plan a cooking menu.</li> <li>• Begin meal planning and create a duty roster for the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Make a selection from the General Outdoor Skill Activities list at <a href="http://www.programresources.org">www.programresources.org</a> .		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CAMPING

## Meeting Plan: Proper Sanitation and Dishwashing



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Look through your group camping gear for dirty equipment (especially pots and utensils). Display it as Scouts arrive so they see how the unit needs to work on cleanliness and sanitation.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	Discuss how to dispose of waste properly, including: <ul style="list-style-type: none"> <li>• The concept of “pack it in/pack it out”</li> <li>• The dos and don’ts of human waste</li> <li>• Why you shouldn’t leave things behind</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	Using a spoon, eat something out of a bowl that will require washing. As a group, set up a three-bin washing system and wash the bowls and spoons.		7:25 p.m.
	<ul style="list-style-type: none"> <li>• Review the three-bin washing system.</li> <li>• Using troop supplies, lash together a hand-washing station.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Using troop supplies, lash together a hand-washing station.</li> <li>• Using troop supplies, lash together a self-standing garbage bag holder.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Each group fills out a duty roster for upcoming campout.</li> <li>• Identify special equipment needed for additional activities.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Make a selection from the General Outdoor Skill Activities at <a href="http://www.programresources.org">www.programresources.org</a> .		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader’s minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CAMPING

## Meeting Plan: Fire and Stoves



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Prepare a Dutch oven dessert or other camping treat and serve as Scouts arrive.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Discuss how to minimize campfire impacts.		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>Learn to use a camp stove.</li> <li>Learn the basics of fire building, including tinder, kindling, and fuel.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn how to use a backpacking stove.</li> <li>Discuss or make fire starters you can take camping (examples: dryer lint, paraffin-soaked cardboard, cotton balls dipped in petroleum jelly).</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Discuss or practice starting a fire without matches.</li> <li>Learn to cook without using utensils.</li> </ul>		
<b>Breakout Groups</b> 20 minutes	<ul style="list-style-type: none"> <li>Finalize plans for the main event.</li> <li>Plan the group's portion of the evening program (song, skit, or story).</li> </ul>		7:55 p.m.
<b>Game</b> 10 minutes	Play String Burning Race (described earlier) or Water Boiling Race (see <a href="http://www.programresources.org">www.programresources.org</a> ).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CAMPING

## Main Event: Overnight Car Camp



Date \_\_\_\_\_

**Logistics**

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

**Essential (Tier I)**

Find a campsite that you can drive to and that offers plenty of opportunities for outdoor adventures. Camp overnight and hone your camping skills.

**Equipment List**

- Camping gear (individual and group)
- Backpacks, canoes, or bicycles to get the group to and from the campsite (optional)
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

**Activity**

- Choose your campsite and event location.
- Plan camping duty roster and meal plan.
- Develop a schedule that allows plenty of time for setting up camp the right way, including establishing defined sleeping, social, and cooking areas.
- Practice camping skills Scouts need to work on (fire building, cooking, knots, etc.).
- Participate in other activities as desired (hiking, boating, mountain biking, etc.).
- On departure, be sure you are leaving no trace of your presence.

**Safety**

- Normal camping safety guidelines apply. Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit handy.
- Two-deep adult leadership is required for all activities.

**Notes**

For an added challenge, plan for all Scouts to reach camp under their own power—by hiking, cycling, or canoeing. If possible, have them carry their own gear. All could travel by the same means, or different groups could choose different options.





# CAMPING

## Main Event: Camping in the Teens



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight or weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Return to Scouting's early days by camping using techniques found in the earliest Scout manuals.

### Equipment List

- Camping gear (individual and group) based on early Scout manuals
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Obtain a reprint of Baden-Powell's *Scouting for Boys* or the first *Handbook for Boys*. (Do an internet search for PDF versions.) Research early camping methods and activities.
- Have Scouts create their own camping gear and come up with group gear similar to that used in Scouting's early days.
- Practice camping skills Scouts need to work on (fire building, cooking, knots, etc.).
- Create a weekend program that includes playing some of the games described in early handbooks.
- Plan menus based on cooking from scratch over fires instead of using stoves and backpacking-style food.

### Safety

- Normal camping safety guidelines apply. Use the buddy system, and have a first-aid kit. Place a waypoint at camp so you can find your way back. Cellphones are a good idea as appropriate.
- Two-deep adult leadership is required for all activities.

### Notes

Many techniques in early Scout handbooks are not appropriate today, especially those that would violate Leave No Trace principles. Keep to the spirit of the early handbooks, but adapt as necessary.



# CAMPING

## Main Event: Kodiak Challenge



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Five to six days

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Complete the Kodiak Challenge, an opportunity for older Scouts to reinforce their leadership skills on an exciting trek adventure of five to six days.

### Equipment List

- Camping gear (individual and group)
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)
- Trek-specific gear

### Activity

- Obtain and study *The Kodiak Challenge* No. 511-014.
- Get permission from your council training committee to conduct a Kodiak trek.
- Plan and conduct the trek as described in *The Kodiak Challenge*.

### Safety

- Normal camping safety guidelines apply. Use the buddy system, and have a first-aid kit handy. Cellphones are a good idea as appropriate.
- Two-deep adult leadership is required for all activities.

### Notes



## RESOURCES AND REFERENCES

### Books

*Backpacking, Camping, First Aid, Hiking, Pioneering, and Sustainability* merit badge pamphlets

*Fieldbook*

*Knots and How to Tie Them*

*Scouts BSA Handbook for Boys*  
*Scouts BSA Handbook for Girls*

### Websites

**Leave No Trace Center for Outdoor Ethics**

Website: <http://lnt.org>

**Tread Lightly!**

Website: [www.treadlightly.org](http://www.treadlightly.org)

### Related Program Features

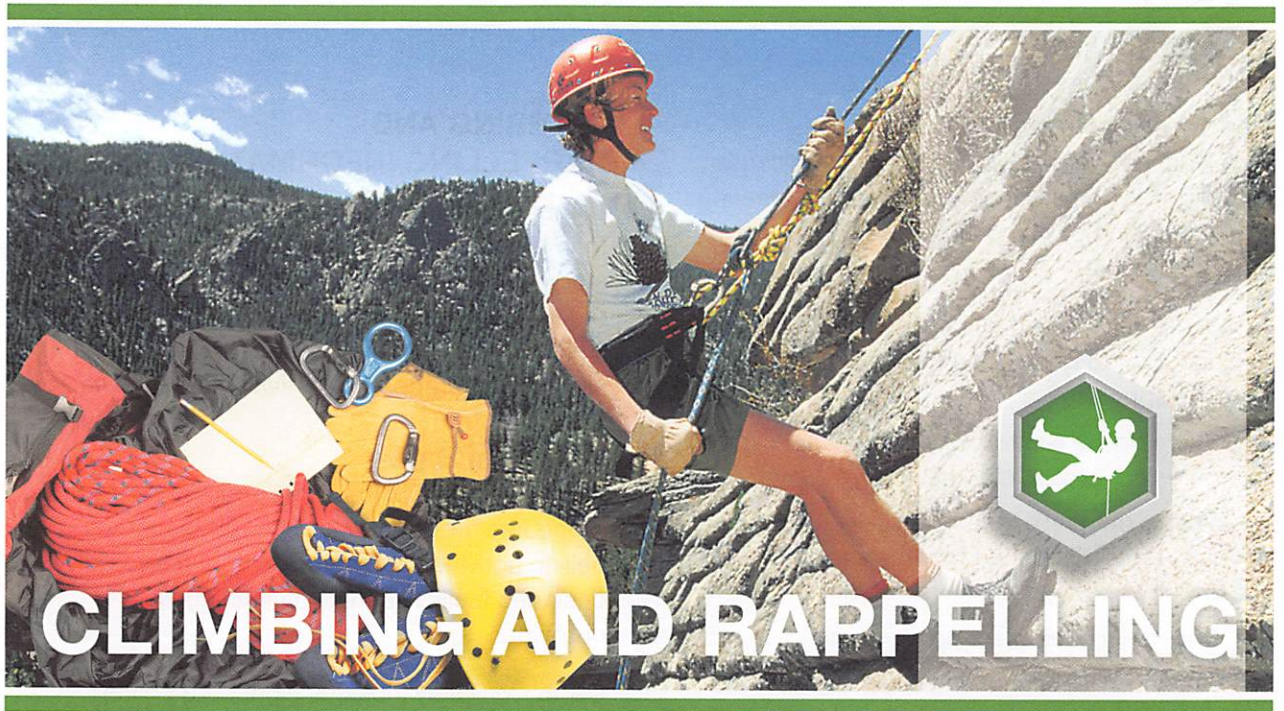
Backpacking, First Aid, Geocaching, Hiking, Orienteering, Outdoor Ethics, Sustainability, Winter Camping

### Photo and Illustration Credits

Pages 1-1 (*compass*, BSA/Roy Jansen; *GPS receiver*, BSA/Daniel Giles; *flat sleeping bag*, Omega Studios; *all others*, BSA file), 1-2 (BSA file), 1-3 (*all illustrations*, BSA/John McDearmon; *trucker's hitch*, Larry Green Photography; *campsite*, BSA/Christian Michaels), 1-4 (BSA/Randy Piland), and 1-5 (BSA file)

### Acknowledgments

We are grateful to Jim Virgin, Vancouver, Washington, for his assistance with developing the Camping program feature.



## Go Vertical!

Your heart fluttering madly, you step gingerly toward the edge of the cliff, sit down on an invisible chair, and then take a single step into thin air. At first, you can hardly let the rope slide through your hands, but then you start taking baby steps down the face of the cliff: one step, then another, then another. Halfway down, you start to smile, beginning to feel the first surge of confidence. When you touch the ground, you're glad to be safe. But you're also ready to conquer the cliff again!

Climbing and rappelling are among the most exciting activities you can do in Scouting. Whether you visit a climbing gym, a tower at Scout camp, or a wilderness site with cliffs and boulders, you will enjoy the physical rush of descending on a rope and the mental challenge of finding a path back to the top.

### Objectives

This month's activities should:

- Teach Scouts the principles of Climb On Safely.
- Show them how to identify climbing safety hazards and how to avoid them.
- Help them become familiar with climbing equipment.
- Teach the knots used in climbing.
- Demonstrate the difference between climbing and rappelling.
- Let Scouts learn and demonstrate climbing and rappelling skills.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1b
- Second class requirement 1a
- First Class requirement 1a
- Camping merit badge requirement 9b(6)
- Climbing merit badge
- Ranger: Mountaineering elective



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing climbing and rappelling as your program feature.

1. Where can we find a BSA-trained climbing instructor to help us learn about climbing and rappelling?
2. Where do we want to climb, and what climbing routes are available at the site we want to visit?
3. What is our unit's current skill level? Do we have the skills required for the site we want to visit?
4. What crew equipment do we need?
5. How much will the outing cost?
6. Do we have enough qualified and trained adults for the meetings and main event?
7. How might the weather affect our plans?
8. How can we involve parents?
9. How can we incorporate Scout skills and advancement into the main event?
10. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE CLIMBING AND RAPPELLING PROGRAM FEATURE BY:

1. Providing the necessary qualified leadership (either getting trained or finding someone who is)
2. Providing transportation for the main event
3. Helping rent or purchase gear
4. Researching places in the area to climb or rappel
5. Helping ensure that the main event is conducted in a safe manner
6. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## CLIMBING AND RAPPELLING INFORMATION

Climbing and rappelling activities carry more risk than less adrenaline-fueled activities like nature study and pioneering. With proper management, that risk can be minimized. The Scout motto, "Be Prepared," can help you ensure that your climbing and rappelling activities are fun *and* safe.

### Climb On Safely

Climb On Safely is the Boy Scouts of America's procedure for organizing BSA climbing and rappelling activities at a natural site or a specially designed facility such as a climbing wall or tower.

Climb On Safely includes eight core points. These guidelines are summarized below; for more details, see *Climb On Safely*, No. 430-099, or complete Climb On Safely training.

1. **Qualified Supervision**—All climbing and rappelling must be supervised by a mature, conscientious adult at least 21 years of age who understand the risks inherent in these activities. This adult supervisor is trained in and committed to compliance with the eight points of Climb On Safely and is responsible for recruiting trained instructors and verifying their qualifications. One adult supervisor is required for every 10 participants with a minimum of two adults for any one group.





- 2. Qualified Instructors**—A qualified climbing and rappelling instructor who is at least 21 years of age and trained in the specific type of climbing must supervise all BSA climbing and rappelling activities. There must be a minimum of two instructors for all climbing and rappelling activities (up to 12 participants) and one additional instructor (at least 18 years of age) for up to each additional six participants, maintaining a 6:1 ratio.



- 3. Physical Fitness**—Evidence of fitness for the climbing and rappelling activity and a current BSA Annual Health and Medical Record are required. The adult supervisor should adapt all supervision, discipline, and precautions to anticipate any potential risks associated with individual health conditions.
- 4. Safe Area**—All BSA climbing and rappelling activities must be conducted using an established climbing and rappelling site or facility. A qualified climbing instructor should survey the site in advance of the activity to identify and evaluate possible hazards and to determine whether the site is suitable for the age, maturity, and skill level of the participants.  
Each participant and staff member in the fall zone of a climbing and rappelling site must wear a UIAA- or CE-approved rock-climbing helmet. Everyone must be anchored or tethered when within 8 feet of a falling hazard.

- 5. Equipment**—The climbing instructor should verify that the proper equipment is available for the size and ability level of the participants. Helmets, harnesses, rope, and climbing hardware must meet appropriate requirements.



- 6. Planning**—Proper planning includes sharing the climbing and rappelling plan and an alternate plan with parents and the unit committee, securing necessary permits or written permission for using private or public lands, enlisting the help of a qualified climbing instructor, and obtaining a current weather report for the area before the group's departure.
- 7. Environmental Conditions**—The instructor, each adult leader, and each participant assume responsibility for monitoring potentially dangerous environmental conditions that may include loose, crumbly rock; poisonous plants; wildlife; and inclement weather.
- 8. Discipline**—Each participant knows, understands, and respects the rules and procedures for safely climbing and rappelling and follows Climb On Safely and outdoor ethics guidelines. All participants should respect and follow all instructions and rules of the climbing instructor.



## Climb On Safely Training

Climb On Safely training is available in a classroom setting and at [my.scouting.org](http://my.scouting.org). Participants are issued a Climb On Safely card, No. 33774, that is current for two years from the date of training.

## Climbing and Rappelling Activity Limitations

Climb On Safely includes the following limits on activities.

### Scouts

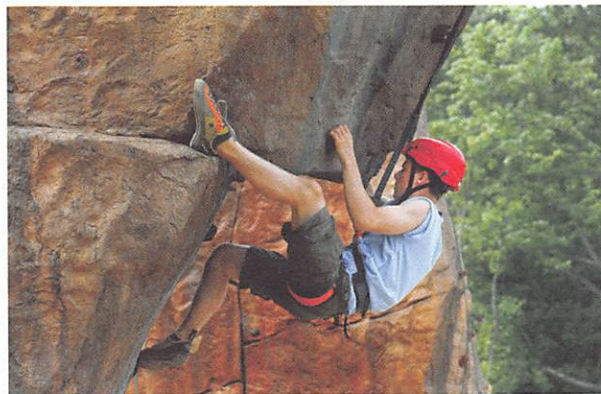
- Bouldering no higher than the climber's shoulder height, with trained spotters.
- Top-rope climbing with trained belayers.
- Rappelling with trained belayers.
- Belaying with supervision and a backup.



### Older Scouts and Venturers

- Bouldering no higher than the climber's shoulder height, with trained spotters.
- Top-rope climbing with trained belayers.
- Belaying with supervision.
- Rappelling with trained belayers.
- Top-roped climbing only at the council and district levels.
- Practicing lead climbing with a top-rope belay.

- Units with youth who are at least 13 years of age may elect to participate in lead climbing and/or snow and ice climbing only with training from a nationally recognized organization that trains climbing instructors. BSA climbing directors and instructors are not trained in lead climbing or snow and ice climbing.
- Climbing and rappelling facilities may set more restrictive standards than at the local council and district level.



## The Week of the Outing

Within the week prior to your main event, it is important to consider these issues.

- Check to be sure that the weather predicted for the place you intend to go is right for what you intend to do; many climbing and rappelling sites do not allow climbing for a certain number of days after it has rained or snowed.
- Check to see that the participants have the necessary equipment and gear for the outing.



## CLIMBING AND RAPPELLING GAMES

### Shape Shifters

**Equipment:** A long piece of webbing tied in a loop with a water knot

**How to play:** This game is meant to foster communication and trust. Have everyone grab on to the piece of webbing with both hands. The leader of the game tells everyone to close his or her eyes and to not speak during the exercise. The leader then asks everyone to get into a circle without talking. Repeat this exercise with different shapes (triangles, squares, etc.). Give each player a chance to lead.

**Notes:** If you have a large group, divide into two teams and use two pieces of webbing. The teams could compete to see which forms a shape faster.

### Knot Relay

**Equipment:** 1- to 3-foot piece of rope per team of three to five players (aim for two to four teams)

**How to play:** Designate starting and ending locations and a stump or surface—the ground is OK—where knots will be tied. When the game leader says “Go!” and names a knot, the first person on each team runs to the stump/surface and ties that knot. A judge at the location checks it. If it is correct, the player unties the knot and runs back to tag the next player. If it is incorrect, the judge teaches the knot and lets the player try again. The leader can add as many knots as desired, but each player must tie each knot.

**Notes:** Knots could include figure eight follow-through, figure eight on a bight, double fisherman’s, bowline, butterfly knot, Prusik knot, and double overhand knot.

### Ground Belay Relay

**Equipment:** Two or more ropes (60 to 180 feet long), at least two harnesses for each rope, a rudimentary anchor (webbing and carabiners), and a belay device for each rope

**How to play:** Along a flat surface, set up two or more simulated top-rope belays. Divide into teams that will relay a belayed “climber” along the floor. Be sure proper commands are used. Team members can exchange harnesses as needed.

**Scoring:** This is a timed race. A penalty of 5 seconds is assessed for each mistake, such as wrong knots, improper harness wear, or missing commands.

**Notes:** Use variations as needed, but keep the focus on safety.

### What Am I?

**Equipment:** An assortment of gear and knots, such as harness, ATC, Grigri, rappelling eight, rope, cord, webbing, figure eight follow-through, figure eight on a bight, double fisherman’s, bowline, butterfly knot, Prusik, and double overhand; sticky notes that are sequentially numbered; a piece of paper and pencil for every player

**How to play:** Lay out all the gear, putting a numbered sticky note on each piece. Each player then identifies each piece and writes it down on paper.

**Scoring:** Teams check their responses and earn a point for each correct answer. The team with the most points wins.







## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Talk about the several knots needed during climbing and rappelling.
- Explain the types of anchors needed in an outdoor area vs. an indoor area.
- Describe the types of gear needed for climbing, rappelling, and belaying.
- Discuss techniques for climbing.
- Discuss how to deal with environmental issues.
- Explain how to find and access safe climbing areas that meet the needs of the group.
- Explain how to care for gear.

### DEMONSTRATE

- Demonstrate how to tie the knots needed for both climbing and rappelling.
- Demonstrate how to tie several types of anchors.
- Demonstrate how to put on or use the gear for climbing and rappelling.
- Demonstrate several climbing techniques.
- Show what clothing and personal equipment are best for climbing.
- Show what types of routes and climbing areas are best for the group.
- Show climbing training videos.

### GUIDE

- Have Scouts practice belaying techniques while others “climb” a floor.
- Ask the Scouts to tie climbing and rappelling knots while the leader demonstrates.
- Divide Scouts into groups. Teach them how to tie anchors while following the leader.
- Help the Scouts put on harnesses and use the belay and rappelling equipment.
- Talk Scouts through climbing techniques while they are doing it.
- Remind Scouts to use the proper clothing and sun protection during the activity.
- Show Scouts how to inspect equipment before any climbing and rappelling activity.

### ENABLE

- Have Scouts inspect equipment before every climbing and rappelling activity.
- Let the Scouts tie the knots for the activity while having the adults double-check them.
- Let Scouts help tie anchors for the activity.
- Have Scouts put their gear on and have someone double-check it.
- Let Scouts try to belay other Scouts.
- Let the Scouts try climbing techniques on their own.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Day Activity	Overnight Activity
A trip to an indoor climbing gym—Get beginning climbers started by visiting a local climbing gym, rock wall at a camp, or a similar outdoor site. Spend several hours practicing basic skills and developing confidence.	Outdoor climbing—Go to a pre-selected natural climbing and rappelling area; camp overnight as appropriate. Choose a safe place for trained consultants to assist with different aspects of the activity such as setup, instruction, group management, and the main activity. Have easy to challenging routes to meet the varying skill levels.	Climbing competition—Compete in an organized climbing event. Most often held at indoor climbing facilities, these competitions usually include lead, speed, and bouldering. Choose an event appropriate for the group’s skill level. This is a great activity for competing as a team. Skilled units could sponsor their own event with appropriate supervision and support.



# CLIMBING AND RAPPELLING

## Meeting Plan: Hazards and Equipment



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Show selected climbing and rappelling videos from the internet.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>Lead a discussion on the most likely hazards that may be encountered while climbing. Include information on risks, weather, nature, injuries, equipment, etc.</li> <li>Introduce basic climbing gear. Display the gear with the option for Scouts to handle it and ask questions.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>Discuss proper attire and need for helmet, closed-toe shoes, and harness.</li> <li>Learn how to put on and adjust harness and helmet properly.</li> <li>Learn how to inspect and care for a rope.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>Review the above equipment and skills.</li> <li>Learn the use of the equipment for anchors.</li> <li>Compare different carabiners and discuss how to use them properly.</li> <li>Learn the proper care and placement of edge protection.</li> <li>Show how to use and care for webbing.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above equipment and skills.</li> <li>Get an introduction to rock climbing shoes; get a shoe fitting if possible.</li> <li>Review and learn about the protection equipment needed for lead climbing.</li> <li>Practice the knots for climbing, rappelling, belaying, and anchors.</li> <li>Learn about the different types of anchors.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Practice harnessing, helmeting, shoeing, and having Scouts check each other to make sure gear is put on correctly.</li> <li>Have a station with a mock setup of a climbing area.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Shape Shifters (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CLIMBING AND RAPPELLING

## Meeting Plan: Climb On Safely and Knots



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	<ul style="list-style-type: none"> <li>• Display ropes and equipment as Scouts arrive, as well as rope logs if possible.</li> <li>• Show Scouts how to inspect ropes and equipment for damage and excessive wear.</li> </ul>		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 25 minutes	<ul style="list-style-type: none"> <li>• Present an overview of Climb On Safely</li> <li>• Ensure that all members understand each of the eight points.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	Learn and practice the figure eight, water knot, and safety knot.		7:35 p.m.
	<ul style="list-style-type: none"> <li>• Review the above knots.</li> <li>• Learn the use of the equipment for anchors.</li> <li>• Learn and practice the following: the barrel knot and double fisherman's knot.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review the above knots.</li> <li>• Learn and practice the Prusik knot.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Begin group planning for participation in main event, including menus.</li> <li>• Review members' advancement status.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Knot Relay (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CLIMBING AND RAPPELLING

## Meeting Plan: Climbing and Protection



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Show the video "9 Life Lessons From Rock Climbing" from <a href="http://www.ted.com">www.ted.com</a> .		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>Explain and demonstrate the different techniques for climbing.</li> <li>Discuss top roping and lead climbing and rappelling.</li> <li>Use diagrams or photos as examples.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	<ul style="list-style-type: none"> <li>Learn the commands between climber and belayer.</li> <li>Learn proper belaying technique.</li> <li>Set up a basic belay system on the floor, and practice as if climbing.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>Review climber commands and belaying techniques.</li> <li>Learn how to set a three-point anchor safely.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn the principles of lead climbing.</li> <li>Discuss where and when one should use nuts, hexcentrics, or cam devices.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Review advancement requirements related to climbing and rappelling.</li> <li>Determine what requirements members will still need to complete for badges, such as the Climbing merit badge, after the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Ground Belay Relay (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CLIMBING AND RAPPELLING

## Meeting Plan: Rappelling



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Challenge each Scout on arrival to tie a one-handed bowline.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 5 minutes	<ul style="list-style-type: none"> <li>• Discuss rappelling commands and the relationship between the rappeller and the belayer.</li> <li>• Discuss how climbing and rappelling commands differ.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 45 minutes	Learn and practice rappelling skills: <ul style="list-style-type: none"> <li>• How to tie in</li> <li>• Different braking devices</li> <li>• Going over the edge</li> </ul>		7:15 p.m.
	<ul style="list-style-type: none"> <li>• Review the above rappelling skills.</li> <li>• Learn how to belay a rappeller.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review the above rappelling and belaying skills.</li> <li>• Learn how to ascend a rope using the Prusik knot or ascending device.</li> </ul>		
<b>Breakout Groups</b> 10 minutes	<ul style="list-style-type: none"> <li>• Finalize plans for participation in the main event.</li> <li>• Determine what advancement requirements can be completed during the main event.</li> </ul>		8 p.m.
<b>Game</b> 15 minutes	Play What Am I? (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CLIMBING AND RAPPELLING

## Main Event: A Trip to an Indoor Climbing Gym



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 6 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Essential (Tier I)

Get beginning climbers started by visiting a local climbing gym, rock wall at a camp, or a similar outdoor site. Spend several hours practicing basic skills and developing confidence.

### Equipment List

- Trained climbing consultant
- Appropriate clothing
- Sack lunch
- Money for gym fees
- Signed waivers for gym
- Climbing gear (if not supplied by gym)
- Cellphones as appropriate for safety

### Activity

- Meet for transportation to climbing location.
- Upon arrival, check in to climbing facility.
- Receive orientation, and learn gym safety rules.
- Work with the climbing consultant to learn climbing skills.
- Enjoy a day of climbing.
- Return home.
- Follow up with the appropriate thank-you notes.

### Safety

- While climbing does present safety risks, training in proper technique and adherence to the rules can eliminate most dangers. Horseplay of any kind cannot be tolerated. For the safety of others, those who do not follow the rules must be removed from the activity.
- Two-deep adult leadership is required for all activities.

### Notes

Look for a climbing gym that adheres to the standards of the Climbing Wall Association.



# CLIMBING AND RAPPELLING

## Main Event: Outdoor Climbing



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Go to a previously selected natural climbing and rappelling area and camp overnight. Choose a safe place to have trained consultants assist you in the different aspects of the activity such as setup, instruction, group management, and the climbing and rappelling activity. Routes should range from easy to challenging to meet the varying skill levels of the group.

### Equipment List

- Trained climbing consultant
- Appropriate signed waivers
- Personal climbing gear (helmet, harness, appropriate shoes)
- Group climbing gear (ropes, webbing, anchors, belaying devices, etc.)
- Group camping gear
- Personal camping gear
- Water
- Scout Basic Essentials (Review the list and take what you need.)
- Meal plan and food
- First-aid kit
- Cellphone for emergency communication

### Activity

- Choose a safe local climbing area.
- Plan to camp nearby.
- Travel to camping area.
- Demonstrate good camping skills.
- Arrive at climbing area and receive safety orientation from trained consultants.
- Assist with setup as appropriate to skill levels.
- Learn and practice good climbing and rappelling techniques.
- Focus on safety.
- Take down climbing equipment and clean area.
- Travel home.

### Safety

- All climbing participants must follow climbing rules at all times. Climb On Safely procedures should be learned prior to arriving at climbing and rappelling location. Only those participants with appropriate skills should assist with setup of climbing routes, and their work must be checked and approved by trained and qualified climbing consultants. Participants should never attempt climbing activities beyond their skill levels.
- Two-deep adult leadership is required for all activities.

### Notes



# CLIMBING AND RAPPELLING

## Main Event: Climbing Competition



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 hours or overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Compete in an organized climbing competition. Most often held at indoor climbing facilities, these competitions usually include lead, speed, and bouldering contests. Choose an event that is appropriate for your group's skill level. This is a great activity for the group when competing as a team. Units that have a high skill level could sponsor their own event with appropriate supervision and support.

### Equipment List

- Trained climbing consultant
- Entry form for competition with appropriate signed waivers
- Personal climbing gear (harness, shoes, helmet)
- Competition climbing gear (if putting on your own event)
- Nutritious meals for competition
- Camping equipment, if staying overnight

### Activity

- Find an appropriate climbing competition.
- Train for the event using safe climbing practices.
- Travel to event venue.
- Camp or lodge as appropriate.
- Go through a safety orientation of climbing venue.
- Assist with climbing competition according to skill level.
- Compete as a team or as individuals.
- Demonstrate good sportsmanship.
- Assist in cleaning up after the event.
- Travel home.

### Safety

- All climbing participants must follow climbing rules at all times. At this level, Climb On Safety procedures should be well-known to all participants. Only those participants with appropriate skills should assist with setup of climbing routes, and their work must be checked and approved by trained and qualified climbing consultants. Only units with a great amount of skill and experience should consider creating their own climbing competition.
- Two-deep adult leadership is required for all activities.

### Notes

Local climbing gyms and outdoor shops should be able to help you identify climbing competitions in your area.





## RESOURCES AND REFERENCES

### Books

*Climbing* merit badge pamphlet

*Belay On*, available at [www.scouting.org/outdoor-programs/cope/](http://www.scouting.org/outdoor-programs/cope/)

*Climb On Safely*

The Mountaineers. *Mountaineering: The Freedom of the Hills*. Mountaineers Books, 2010.

### Websites

#### Black Diamond Equipment

Website: [www.blackdiamondequipment.com](http://www.blackdiamondequipment.com)

#### Climbing Wall Association

Website: <https://climbingwallindustry.site-ym.com/>

#### Petzl

Website: [www.petzl.com](http://www.petzl.com)

#### Rockclimbing.com

Website: [www.rockclimbing.com](http://www.rockclimbing.com)

#### Triple Crown Bouldering

Website: [www.triplecrownbouldering.org](http://www.triplecrownbouldering.org)

#### USA Climbing

Website: [www.usaclimbing.org/](http://www.usaclimbing.org/)

### Related Program Features

Camping, Caving, Outdoor Ethics

### Photo and Illustration Credits

Pages 2-1 (*all*, BSA file), 2-2 (BSA file), 2-3 (*two climbers*, BSA/Randy Piland; *helmet*, Nate Luke Photography), 2-4 (*circle view*, BSA/Tom Copeland; *single climber*, BSA file), and 2-5 (BSA file)

### Acknowledgments

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## Getting and Giving Information

An old movie called *Cool Hand Luke* included this famous line: “What we’ve got here is a failure to communicate.” But communication failures don’t just happen in the movies; they happen in school, in families, and in Scout units. Have you ever had a campout where somebody showed up late because they didn’t hear the announced time? Have you ever had a meeting where nobody listened, even when the senior patrol leader held up the Scout sign for five minutes? Have your parents ever failed to hear what you were trying to say about chores or homework—or have you ever failed to hear them?

Communication is an essential life skill—a critical skill—that all people need. The activities in this program feature will help your Scouts use a variety of communication techniques more effectively. It will also put Scouts on the road toward earning the Communication merit badge or other badges and awards related to communication.

### Objectives

This month’s activities should:

- Help Scouts become better communicators and listeners.
- Introduce Scouts to a variety of communication methods.
- Help Scouts understand and overcome communication barriers.
- Emphasize the importance of internet safety.
- Encourage Scouts to pursue communication-related awards.
- Introduce Scouts to careers in the communication field.
- Build self-confidence by learning and demonstrating skills.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1b
- Second Class requirement 1a
- First Class requirements 1a, 9a, and 9b
- Communication, Digital Technology, Journalism, Public Speaking, Radio, and Theater merit badges
- Interpreter strip
- Cyber Chip
- Ranger: Communications core requirement



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing communication as your program feature.

1. What do we want our main event to be?
2. Which merit badges would we like to focus on this month?
3. What adults in our unit have communication expertise?
4. Who else do we know who could serve as a communication instructor?
5. Are there areas in our unit where we struggle to communicate?
6. How can we involve parents?
7. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE COMMUNICATION PROGRAM FEATURE BY:

1. Serving as presenters or merit badge counselors
2. Identifying a location for the main event
3. Providing transportation for the main event
4. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## COMMUNICATION: A KEY TO OPENING DOORS

Communication is important to your life. Being able to communicate effectively is key to achieving success. It is the way you get people to understand your values, interests, talents, abilities, needs, and wants. It is how you show your knowledge about things.

Good communication means more than just expressing yourself. It also involves listening carefully to others, knowing when to speak up, and knowing when to keep your thoughts to yourself. If you can communicate well, you will be better at just about everything you do, from Scouting to schoolwork to being a good friend.

As you grow older, your ability to communicate grows with you. When you were an infant, you cried to communicate simple messages such as, “I’m hungry!” or “My diaper needs changing!” At about 6 weeks of age, you learned to communicate by smiling. This was how you said, “I’m happy” or “I’m comfortable with you.” At around 6 months, you started talking. A mixture of sounds and words tumbled out of your mouth. Every day, you got a little better at it. By the time you started school, you had advanced from “Da-da!” to “Can you come over to play?”



Today, you are able to communicate complex thoughts about things like sports, math, and movie plots. You may have learned a special group of words related to a favorite hobby or sport. You may have even learned to communicate in a second language.



### What Is Communication?

Simply put, communication is the act of sharing information with others. Most forms of communication are symbolic. A symbol is something that means or stands for something else. For example, the American flag is a symbol of America.

**Language.** Language is the most common way we use symbols to communicate verbally and in writing. Most languages use an alphabet to symbolize (stand for) sounds in the spoken language. We combine letters in the alphabet to form words that can be spoken or written. Some words symbolize things you can hold or touch. “Apple,” for example, stands for a fruit we love to eat. Other words, such as “love,” “intelligence,” and “freedom,” stand for intangible things—things you cannot hold or touch.



We combine words to form sentences. Sentences state facts, opinions, questions, or commands, such as, “The apple looks delicious” and “May I have one?”

**Speaking without words.** Not all communication uses words. There are many ways we communicate nonverbally, or “without words.” Nonverbal communication can still use symbols, however. For example, if a male Scout is in a public place and he sees a female figure on a bathroom door, he will know not to go through that door, even if there are no words on it.

Some types of communication use words and nonverbal symbols. The eight-sided red sign printed with the word STOP in white letters tells drivers to stop their cars. You would probably know the sign’s meaning even if the word was not there. That is because the color red, which signifies danger, and the eight-sided shape (called an octagon) are used on no other road sign in the United States. In this case, three different symbols—a word, a color, and a shape—all help communicate the same important meaning.



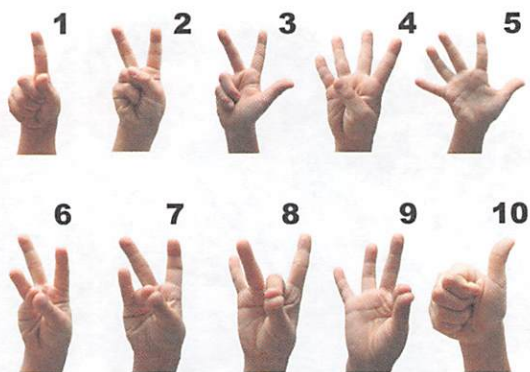


**Talking with your body.** Another nonverbal way to communicate is through “body language.” Body language is communication through body movements, gestures, and facial expressions. It can be as simple as a smile, frown, or nod of the head.



Shaking hands when you meet someone is a nonverbal way to communicate goodwill. For people in the military, a salute—raising the right hand, held flat to the forehead over the right eyebrow—shows respect. Legend has it that the practice had its origin in the Middle Ages, when knights raised the visors of their helmets to greet each other.

Body language can even communicate whole sentences. For example, many people who are deaf, and their friends and families, use a special language called American Sign Language, or ASL. This language uses hand movements and “finger spelling” to communicate thoughts.



### Why Study Communication?

If we learn to communicate naturally, why do we study communication? The answer is that we all can improve our communication skills if we practice them. That improvement means learning to be a better listener and a more confident public speaker.

According to the National Communication Association, “Communication is a learned skill. Most people are born with the physical ability to talk, but we learn over time to speak well and communicate effectively.”



### Interpreter Strip

**ESPAÑOL**

Have you studied a foreign language in school? If so, you could qualify to wear an interpreter strip on your uniform. To earn this award, you must carry on a five-minute conversation, translate a two-minute speech or address, and write a letter in the language (this requirement does not apply for sign language), and translate 200 words from the written word. (Different requirements apply to the Morse Code strip.)



## COMMUNICATION GAMES

### Sealed Orders

**Equipment:** Pencil and two sheets of paper

**How to play:** Divide the troop into two teams. Each team chooses a captain. The two teams assemble to await orders. Give the captain of each team a folded slip of paper with orders written on it for the captain's team. The captain returns to their team, looks at the orders, and, without moving the team, determines the strategy to be used in carrying out the orders. On signal, both teams attempt to carry out their orders. The orders given to the two teams contradict so that they work against each other. For example, one message might read, "Leave the room," and the other might read, "Don't let anyone leave the room." Establish a 1-minute time limit for the action.

**Scoring:** For each team, give 1 point for every player who accomplished the assignment, and, for every player who failed, 1 point goes to the opposing team.

### Who Am I?

**Equipment:** For each player, a card or piece of paper at least 2 inches square, each printed with a famous name (can be those of real people or of fictional characters—Spider-Man, Christopher Columbus, a current or past U.S. president, Lord Baden-Powell, etc.)

**How to play:** Each player has a name card pinned on their back but does not know whose name is on the card. The players circulate and ask yes-or-no questions such as "Am I alive?" and "Am I an American?" Only two questions can be asked of one person, then the player must move on to ask another person questions. Players who identify the name on their card may stop or get another name and start over.

### Get the Message

**Equipment:** Signal flag and secret message of 30 letters for each patrol, signal system chart for each patrol, paper and pencil for each Scout

**How to play:** Each patrol has one signaler and one dictator. These two players are sent 100 yards or more away from the rest of the patrol and given a secret message to send with the signal flag. The rest of the patrol members are the receivers. When the message is sent, each receiver writes the message on their paper. There must be no communication between receivers in the patrol. The signaler may not repeat the message but may send it slowly enough to be understood by all the patrol members. The patrol leader collects the slips for the judge.

**Scoring:** All correct letters recorded by the receivers are added together, then divided by the number of receivers to get the patrol average. The patrol with the highest average wins.

**Variation:** This same game could be played at night using flashlights and Morse code, or during the daytime using mirrors.

### Follow My Voice

**Equipment:** Blindfold

**How to play:** Blindfold one Scout and assign a second Scout to be the guide. Without touching the blindfolded Scout, the guide should direct the Scout to a specified destination across the room, being careful to avoid any obstacles along the way. The catch is that the other players can shout contradictory directions to the Scout. Continue playing with different Scouts in the two roles until time is up.





## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Describe the various communication-related merit badges and awards.
- Explain the three things you should avoid doing related to use of the internet.
- Introduce the Cyber Chip program.

### DEMONSTRATE

- Invite ham radio operators to demonstrate their skills at a meeting.
- Show YouTube videos of famous speeches.
- Have communication professionals demonstrate their work at a meeting or on a field trip.
- Demonstrate less-familiar communication methods like semaphore and Morse code.

### GUIDE

- Have the Scouts list as many ways as they can think of to communicate with others.
- Play games that create communication barriers to illustrate the importance of good communication.
- Make arrangements for Scouts to get hands-on practice with equipment at a television studio, newspaper office, or other communication facility.
- Guide older Scouts in a discussion of the unit's communication methods, including what works and what could be improved.

### ENABLE

- Have Scouts use the EDGE technique to teach a skill.
- Make time in unit meetings for Scouts to give Communication merit badge speeches.
- Hold campfire programs and interfaith services to let Scouts practice communication skills.
- Make counselors available for communication-related merit badges.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Day Activity	Overnight Activity
Communication field trip—Take a field trip to a television studio, newspaper office, ad agency, movie studio, or other site where communicators work.	Communication hike—Take a hike with a twist. Create communication barriers to illustrate the importance of effective communication.	Merit badge weekend—Camp in a favorite spot and use part of the time to work on the Communication merit badge. Be sure to take advantage of other activity and advancement options at the campsite.



# COMMUNICATION

## Meeting Plan: Communicating Effectively



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, give them copies of the Scout Oath and Scout Law from other countries (in the original languages). Challenge them to translate the texts into English.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	Have the Scouts list as many ways as they can think of to communicate with others (face-to-face, by telephone, by email, by texting, etc.). For each type of communication, have them name instances when that method would or would not be appropriate or effective. <b>Note:</b> This activity relates to Communication merit badge requirement 1d.		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>Learn and practice the EDGE method.</li> <li>Work on Tenderfoot, Second Class, and First Class requirements as needed.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>Review the EDGE method.</li> <li>Work on Communication merit badge requirement 1c together.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the EDGE method.</li> <li>Working with the unit leader, review the ways the unit communicates with members and parents.</li> <li>Discuss what works and what doesn't, and make a plan for improving communication.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Discuss plans for the main event.</li> <li>Review what personal and group equipment will be needed.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Sealed Orders (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.








# COMMUNICATION

## Meeting Plan: Nonverbal Communication



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Post pictures around the meeting room of sports officials giving signals. Challenge Scouts to correctly identify what the signals mean.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>Have a Scout working on the Communication merit badge give their five-minute speech, or show a YouTube video of a speech such as an inaugural address.</li> <li>Have half the group watch the speech and the other half listen with their eyes closed.</li> <li>Afterward, invite Scouts to discuss how persuasive the speech was and how the speaker's body language, delivery, and mannerisms affected the message.</li> <li>Discuss whether and why those who watched the speech reacted differently from those who just listened to it.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	 Work on Tenderfoot, Second Class, and First Class requirements as needed.		7:25 p.m.
	 Work on Communication merit badge requirement 4 together.		
	 Begin planning a campfire program or interfaith worship service to be conducted during the main event.		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Plan a cooking menu.</li> <li>Begin meal planning and create a duty roster for the main event.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Paper-Wad Tennis. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# COMMUNICATION

## Meeting Plan: Communicating Online and Over the Air



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Invite a ham radio operator to set up at your meeting place so Scouts can experience amateur radio as they arrive. Introduce Scouts to the Morse Code interpreter strip.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 25 minutes	<ul style="list-style-type: none"> <li>Have a guest speaker discuss the dos and don'ts of internet safety.</li> <li>Watch a video from the NetSmartz Workshop website.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	<ul style="list-style-type: none"> <li>Review the Cyber Chip requirements for grades 6–8.</li> <li>Read and sign the Level II Internet Safety Pledge from NetSmartz.</li> </ul>		7:35 p.m.
	<ul style="list-style-type: none"> <li>Review the Cyber Chip requirements for grades 9–12.</li> <li>Read and sign the Level II Internet Safety Pledge from NetSmartz.</li> </ul>		
	<ul style="list-style-type: none"> <li>Make plans to use the EDGE method to teach internet safety to a patrol or Webelos den.</li> <li>Continue plans for the main event campfire program or interfaith service.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Each group fills out a duty roster for upcoming campout.</li> <li>Identify special equipment needed for additional activities.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Get the Message (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.






# COMMUNICATION

## Meeting Plan: Careers in Communication



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Slow Motion Telephone: Give a verbal message of 20 or so words to the first Scout who arrives. That Scout passes the message on to the next Scout who arrives, and so on. At the opening, have the last Scout who received the message repeat it out loud to show how much the message changed in transmission		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 40 minutes	<ul style="list-style-type: none"> <li>Recruit representatives from three or more careers in communication. (Ideally, these individuals would also be counselors for communication-related merit badges.)</li> <li>Set up a round-robin so that Scouts in small groups can visit all the representatives and learn about their careers.</li> <li>Representatives should discuss the education, training, and experience required for their careers (Communication merit badge requirement 9).</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 10 minutes	 Work on Tenderfoot, Second Class, and First Class requirements as needed.		7:50 p.m.
	 <ul style="list-style-type: none"> <li>Review the list of communication-related merit badges.</li> <li>Encourage each Scout to pick one to work on in the months to come.</li> </ul>		
	 Finalize plans for the main event campfire program or interfaith service.		
<b>Breakout Groups</b> 10 minutes	Finalize plans for the main event. Plan the group's portion of the campfire program or interfaith service.		8 p.m.
<b>Game</b> 15 minutes	Play Follow the Leader (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# COMMUNICATION

## Main Event: Communication Field Trip



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 3 to 4 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Essential (Tier I)

Take a field trip to a television studio, newspaper office, ad agency, movie studio, or other site where communicators work.

### Equipment List

- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Identify a local communication facility your unit can visit. (If it's not local, the field trip could easily be combined with a campout.)
- Make arrangements to visit and try to get permission to do a hands-on activity rather than just a passive tour.
- Review the requirements for related merit badges to see if any requirements could be completed during the visit.
- Share those requirements ahead of time with the contact person at the site to see if he or she can tailor the visit to accommodate those requirements.

### Safety

- Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit handy.
- Two-deep adult leadership is required for all activities.

### Notes

Blank area for notes.



# COMMUNICATION

## Main Event: Communication Hike



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 6 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Take a hike with a twist: Create communication barriers to illustrate the importance of effective communication.

### Equipment List

- Pencil and paper
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Plan a day hike in your area.
- To add a communication element to the hike, set up scenarios that complicate communication: a Scout who speaks a foreign language should use only that language; certain Scouts should not be allowed to talk; Scouts should talk only to adults through designated intermediaries, etc.
- Change up these assignments throughout the hike.
- Have other periods where no one is allowed to speak but must use other methods of communication.
- At the end of the hike, have a time of reflection and discuss what the group learned about effective communication.

### Safety

- Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit handy.
- Two-deep adult leadership is required for all activities.

### Notes



# COMMUNICATION

## Main Event: Merit Badge Weekend



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Camp in a favorite spot and use part of the time to work on the Communication merit badge. Be sure to take advantage of other activity and advancement options at the campsite.

### Equipment List

- Paper and pens
- Supplies for the Communication merit badge, such as poster board, markers, and collage materials
- Camping gear (individual and group)
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Find and reserve a campsite. Look for a place with a shelter or building where you can work.
- Choose the Communication merit badge requirements that can be done during the campout.
- Identify adults who can teach those requirements and facilitate work.
- Set up a round-robin schedule so Scouts can work on each of those requirements during the campout.
- Take time during the day for hiking or other activities.

### Safety

- Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit handy.
- Two-deep adult leadership is required for all activities.

### Notes



## RESOURCES AND REFERENCES

### Books

*Communication, Digital Technology, Journalism, Public Speaking, Radio, Signs, Signals, and Codes*, and *Theater merit badge pamphlets*

Alba, Jason. *I'm on Facebook—Now What? How to Get Personal, Business, and Professional Value From Facebook*. Happy About, 2008.

Banks, Michael A. *Blogging Heroes: Interviews With 30 of the World's Top Bloggers*. Wiley, 2007.

Dowis, Richard. *The Lost Art of the Great Speech: How to Write One—How to Deliver It*. Amacom, 1999.

Hounshell, Liz, and Erika Karres. *101 Dos and Don'ts and Double Don'ts on Texting*. YouthLight Inc., 2010.

Lamb, Sandra E. *How to Write It: A Complete Guide to Everything You'll Ever Write*, 3rd ed. Ten Speed Press, 2011.

Otfinoski, Steven. *Speaking Up, Speaking Out: A Kid's Guide to Making Speeches, Oral Reports and Conversation*. Millbrook Press, 1997.

Pease, Allan, and Barbara Pease. *The Definitive Book of Body Language*. Bantam, 2006.

Smith, Bud E. *Creating Web Pages for Dummies*, 8th ed. For Dummies, 2008.

### Websites

#### Cyber Chip information

Website: [www.netsmartz.org/scouting](http://www.netsmartz.org/scouting)

#### National Communication Association

Website: [www.natcom.org](http://www.natcom.org)

#### Newseum

Website: [www.newseum.org](http://www.newseum.org)

#### Scout Law in various languages

Website: [https://en.wikipedia.org/wiki/List\\_of\\_Scout\\_Laws\\_by\\_country](https://en.wikipedia.org/wiki/List_of_Scout_Laws_by_country)

#### Scout Oath in various languages

Website: [https://en.wikipedia.org/wiki/List\\_of\\_Scout\\_Promises\\_by\\_country](https://en.wikipedia.org/wiki/List_of_Scout_Promises_by_country)

#### SchoolJournalism.org

Website: [www.schooljournalism.org](http://www.schooljournalism.org)

### Related Program Features

Citizenship, Communication, Multimedia, Project Planning, Special Needs Awareness, Technology

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### Acknowledgments

We appreciate and wish to thank Mark Ray, Louisville, Kentucky, for creating the Communication program feature.



## Getting Stronger, Going Farther

Bicycling is a great way to combine exercise, travel, and recreation in one activity. It's also a growing industry that can provide positive economic impacts for local communities. Few activities are better than uphill cycling for intense aerobic exercise and physical fitness with minimal impact on your joints and muscles. Cycling's downhill speed is simply thrilling. Another attraction is the ability to bicycle much greater distances than you can jog in the same time period. Even cycling to school or work is much more than just a transportation alternative. It is always recreational, diverting your mind from your daily indoor work to enjoyment of the outdoor environment. It is a means of travel that will reduce stress and restore and energize your spirits.

You can ride in bicycle races if you like, but most cycling is the noncompetitive touring or commuting type—although you will probably have trouble resisting the urge to pass those riding ahead of you even when you are only touring or commuting. Trick riding on BMX bikes and trail riding on mountain bikes are also part of the cycling scene. Whether you stick to only one type or participate in all kinds of cycling, you will probably find that cycling becomes a valuable and enjoyable lifelong activity. It might even lead you to a career.

### Objectives

This month's activities should:

- Show Scouts how to ride safely.
- Teach cycling first aid.
- Teach Scouts how to maintain and repair their bikes.
- Show Scouts how to plan rides and routes.
- Teach good cycling nutrition.
- Introduce Scouts to cycling organizations.
- Teach about cycling gear and clothing.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1b
- Second Class requirements 1a and 3a
- First Class requirements 1a and 10
- Cycling and Personal Fitness merit badges
- 50-Miler Award
- Ranger: Cycling/Mountain Biking elective
- Quest: Requirement 5





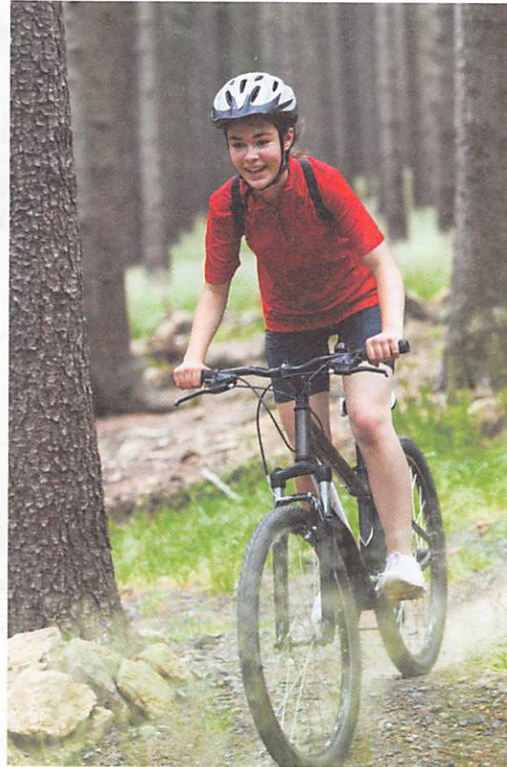
## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing cycling as your program feature.

1. Do we know an accomplished adult cyclist who is also a good Scouter?
2. Where are the local bicycle stores?
3. What bike organizations and clubs exist in our community?
4. Do our members all have bikes and helmets? If not, how can we help them get equipped?
5. What cycling skills do our members already have, and what do they lack?
6. Does our community have a bike route map?
7. What are the best bike trails near us?
8. What are the best-organized bike events and programs in our community?
9. What kind of cycling will be most interesting to our members?
10. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE CYCLING PROGRAM FEATURE BY:

1. Providing and requiring the use of helmets
2. Participating as riders or support drivers
3. Providing safe and functional bikes
4. Providing proper clothing and shoes
5. Providing repair and maintenance tools and expertise
6. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings



## BICYCLING SAFETY TRAINING

The speed made possible by riding a bicycle inherently increases the risk of injury, with the head being the most vulnerable body part. However, any bicycle fall is potentially life threatening even without speed, because the head is likely to strike a hard surface with enough force to cause a concussion, if not a skull fracture. Accordingly, an essential part of cycling gear is a good quality and well-fitted helmet. It is essential to understand the risk involved from head injury and the absolute necessity of wearing a helmet when biking.



The helmet, however, is no match for a collision with a motor vehicle. Youths often want to ride in vehicular traffic without an adequate respect for and understanding of the risks related to the bike and motor vehicle collision. The bike rider always loses in such a collision.



Defensive riding practices and cycling rules of the road must be learned and practiced before riding in vehicular traffic. Practice should be conducted on bike trails or lightly traveled roads until skill levels are sufficient for safe riding in traffic. Special attention should be paid to staying in the bike lane and being alert for the danger of doors being flung open into the bike lane by parked cars and with drivers making a right-hand turn across bike lanes.

Bicycling need not be too expensive. A great many used bikes are available for sale at affordable prices. Likewise, bike helmets and clothing can be purchased inexpensively with a little searching. Look for local bike shops that might be interested in partnering with your unit. Discount sellers are easy to find both in traditional stores and on sellers' websites. Like most products, however, you often get what you pay for in terms of quality, and there always are low-quality bicycle products for sale that should be avoided. Determining the quality of bikes and accessories is something leaders can teach.

### Nutrition

Good nutrition is critical for long-distance bike riding and endurance. Staying hydrated with water is the best place to begin. Energy drinks may be appropriate to replace electrolytes and help prevent muscle cramping if riding more than 10 miles—especially when climbing hills. You have to force yourself to eat and drink, because thirst and hunger are suppressed when riding. Energy bars or gels supply necessary biking fuel, and they can replace the high number of calories burned when riding more than 10 miles.



### Bicycle Training and Touring

While almost anyone can ride a bike for 10 to 20 miles, rides of longer distances require training to condition the body for the stress involved and to build endurance. Many Scouts have believed they were the exception to the rule and were so strong that they could ride 50 or more miles without training, only to find they “hit the wall” after about 20 miles and had to quit.

How to avoid this embarrassing situation? Plan a series of training rides leading up to the long-distance main event. With a couple of months of training, one can ride 100 miles; with only one month of training, one can easily ride 50 miles to satisfy the requirements of the Cycling merit badge using a road bike, or 22 miles using a mountain bike.

Like most athletic conditioning, consistent daily training is the key. A daily ride of 10 to 15 miles is ideal and should take only about one hour to complete. Then, on weekends, take longer rides of 20, 30, 40, and finally 50 miles to satisfy the merit badge requirements (using a road bike). Following that feat, if desired, keep training for another month to complete an all-day “century” ride of 100 miles as a highlight of the summer.

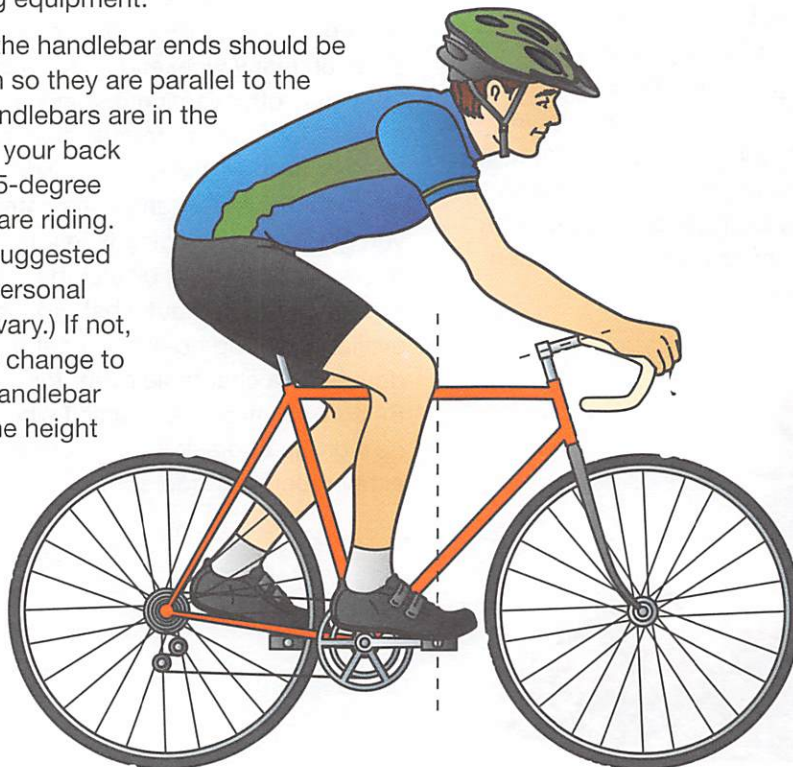
During the spring, summer, and fall months, there are typically organized bike rides available in most cities on many weekends and even weekdays. They may offer varying distances and provide the support needed for relatively carefree group touring. Some such rides provide T-shirts, well-stocked rest stops, and even entertainment. Plus, you get the fun of riding with lots of experienced riders. Contact local bike clubs and organizations in your city to find out what organized rides are available. Group rides are great fun and often double as a charitable event for a good cause. Be sure to introduce yourself when joining a new group and ask for any specific rules or expectations for riders.



Before you start training for a long-distance ride, it is important to make sure you have the right bike that fits you well. Bikes are made for different types of riding and cannot effectively be used interchangeably. Mountain bikes are designed for trail riding and may be problematic for long-distance road riding. That is because they are too heavy to be ridden long distances at high speeds. Weight—lack of weight, really—is everything in long-distance riding and especially hill climbing. To satisfy the 50-mile ride requirement for the Cycling merit badge, you should use a lightweight road bike, preferably one weighing no more than about 25 pounds.

Good fit is as important as weight. Little neck or seat pains quickly become unbearable over many miles. The most important part of your bike is the fit, as shown in the diagram below. Also essential is the seat, and a newer ergonomic design is really worthwhile for comfort on long rides. Get expert assistance to make sure your bike is the right type, size, and design for your body type and for long-distance riding—and that it's properly adjusted for you. Padded bike shorts are also recommended for comfortable long-distance riding. These can be purchased at most stores that carry cycling equipment.

On a road bike, the handlebar ends should be tilted up or down so they are parallel to the ground. If the handlebars are in the correct position, your back should be at a 45-degree angle when you are riding. (This angle is a suggested guideline: your personal preference may vary.) If not, you may have to change to a different size handlebar stem or adjust the height of the bars.



## Avoiding Cycling Sunburn

Skin sun damage is cumulative and can lead to skin cancer. To avoid skin damage, follow these tips:

- Use a sunblock with a sun protection factor (SPF) of 30 or higher on all exposed skin, and reapply it several times during the day.
- Use gloves for protection from the sun and spills.
- Wear long sleeves and biking tights.
- Wear a head and neck cover. Your helmet will also provide some protection from the sun.





To check the fit of a bicycle, straddle the top tube and lift the handlebars until the top tube reaches your crotch level. If the road bike fits you, there should be about an inch or two of space between the front tire and the ground, which allows you to dismount safely and ride with maximum efficiency. For a mountain bike, there should be 2 to 4 inches of space.

## Four Weekend Rides for Cycling Merit Badge

Here is a simple plan to work toward the Cycling merit badge. Scouts should also ride on their own or in small groups in between these rides. Your counselor can help you adjust the mileage if you plan to use a mountain bike instead of a road bike.

### Weekend 1 Training Ride

**Distance:** 20 miles

Elevation gain: 300 feet

Average speed: 12 mph

**Time goal:** 2 hours, including rest and food breaks

### Weekend 2 Training Ride

**Distance:** 30 miles

Elevation gain: 500 feet

Average speed: 12–13 mph

**Time goal:** 3 hours, including two breaks for rest and food

### Weekend 3 Training Ride

**Distance:** 40 miles

Elevation gain: 800 feet

Average speed: 13–14 mph

**Time goal:** 4.5 hours, including three breaks for rest and food

### Weekend 4 Training Ride

**Distance:** 50 miles

Elevation gain: 1,000 feet

Average speed: 14–15 mph

**Time goal:** 6 hours, including four rest and food breaks



# E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Explain different types of bikes, and discuss how to acquire a bike.
- Explain how the fit of a bike can affect riding abilities and how fit can be adjusted for different body types.
- Explain the importance of wearing a helmet and proper clothing when riding.
- Discuss the need for energy food and drinks.
- Explain riding rules and safety measures.
- Discuss the steps in route mapping and trip planning.
- Show bike videos from Bicycling.com, Art's Cyclery, or other trusted sites.
- Introduce local bike clubs and organizations, and explain what they offer.

## DEMONSTRATE

- Demonstrate safe riding, shifting, and braking techniques.
- Show how to perform bicycle maintenance and use repair tools.
- Show how to change a flat tire.
- Adjust brakes, seat, etc., on a bike.
- Show Scouts how to check helmet fit and make needed adjustments.
- Walk through the use of internet route-planning tools; if possible, use a projector so everyone can easily see the computer screen.
- Visit a bike store or bike club event.
- Wear biking clothing and gear to a meeting.
- Demonstrate first aid for cyclists.

## GUIDE

- Hold a bike rodeo to practice safe riding techniques.
- Have Scouts replace a tube while you watch.
- Have Scouts adjust each other's bikes (brakes, seats, etc.) while you watch.
- Take a leader-led ride around the block; have the leader guide Scouts in using proper hand and vocal signals.
- Have Scouts go online to plan bike routes near your meeting place.
- Have Scouts practice first aid; give feedback on their performance.

## ENABLE

- Ride routes planned by Scouts.
- Have Scouts do a preride inspection of each other's bikes.
- During a training ride, have Scouts take turns serving as ride leader.
- Film and review a video of the Scouts riding.
- Debrief after rides and discuss lessons learned.
- Encourage Scouts to create videos of group rides to show at courts of honor and unit open houses.
- Have Scouts plan and run a Cub Scout bike rodeo.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
<b>Day Activity</b>	<b>Overnight Activity</b>	<b>Overnight or More Activity</b>
Out-and-back bike ride—After a month of training, take an out-and-back bike ride on local trails or roads lasting 4 to 5 hours, including three breaks for rest and food.	100-mile bike trip—After two months of training, take a one-day century (100-mile) ride from your campsite or ride 50 miles to a campsite, stay overnight, and ride 50 miles back. Use support vehicles to carry gear.	Cycling trek—Ride bikes for a multnight ride on a scenic route. Carry all gear on bikes without any support vehicle and aim to cover 75 miles per day. For a special challenge, bike from one end of your state to the other.



# CYCLING

## Meeting Plan: Bicycle Basics



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Watch YouTube bike videos of Danny MacAskill trick riding.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	Discuss cycling safety and traffic rules, and introduce these topics: <ul style="list-style-type: none"> <li>• Bike types and parts</li> <li>• Bike clothing and helmets</li> <li>• Bike training and nutritional needs</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>• Learn how to change tires and tubes.</li> <li>• Learn how to adjust brakes, seat, and stem tube.</li> <li>• Learn skills for short-distance street riding.</li> <li>• Learn how to clean and properly lubricate the bike for optimal performance and longevity of components.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>• Discuss a training regimen for a 50-mile ride.</li> <li>• Discuss nutritional requirements for a 50-mile ride.</li> <li>• Discuss clothing for a 50-mile ride.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Discuss gear storage systems for road bikes.</li> <li>• Practice using toe clips or clipless pedals and shoes.</li> <li>• Discuss clothing needs for long-distance touring.</li> <li>• Discuss gear needs for long-distance touring.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Practice for the game.</li> <li>• Study safety rules and your city/state traffic laws, and practice riding an obstacle course.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Do one of these activities: <ul style="list-style-type: none"> <li>• Have a tire-changing speed competition.</li> <li>• Run a short bicycle race or obstacle course.</li> <li>• Run a group trivia competition on safety and traffic rules.</li> </ul>		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CYCLING

## Meeting Plan: Route Planning



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Watch a YouTube video about a major cycling event like RAGBRAI or Race Across America. Inspect bicycles and bike clothing. Have arriving Scouts report on training rides they've taken.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>• Introduce bicycle route maps.</li> <li>• Demonstrate websites for bike riders.</li> <li>• Demonstrate online route map creation.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>• Discuss safe cycling route criteria and streets to avoid.</li> <li>• Brainstorm most common dangers for city cyclists.</li> <li>• Demonstrate signals for turns and stopping.</li> <li>• Discuss other defensive riding techniques.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>• Discuss customary practices of long-distance group riding.</li> <li>• Teach drafting technique and sharing of the lead position.</li> <li>• Discuss techniques to avoid seat and neck pain and injury, and reemphasize fitting techniques.</li> <li>• Walk through route planning for a 50-mile ride.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Explain long-distance route criteria and route-elevation profiles.</li> <li>• Discuss long-hill climbing and descent techniques.</li> <li>• Discuss endurance nutrition and hydration.</li> <li>• Walk through route planning and equipment for a weeklong tour.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Prepare for route planning using internet resources.</li> <li>• Practice riding skills, and review traffic rules.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Do one of these activities: <ul style="list-style-type: none"> <li>• Have groups go online and try to create the best bike route (starting at your meeting place) that meets certain criteria like distance or passing given landmarks.</li> <li>• Hold a riding-skills competition.</li> <li>• Hold a traffic-rules testing game.</li> </ul>		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CYCLING

## Meeting Plan: Riding Skills Demonstration



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Inspect helmets, gear, and clothing. If the main event will be an organized bike club ride or fundraiser, distribute registration forms.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>• Explain skills to be demonstrated later in the meeting.</li> <li>• Explain the route to be covered on evaluation rides.</li> <li>• Assign riders to leaders for evaluation.</li> <li>• Assemble at the starting line.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	Cover these skills that will be used in evaluation rides: <ul style="list-style-type: none"> <li>• Staying in the bike lane</li> <li>• Turning, stopping, and passing signals and alerts</li> <li>• Obeying traffic signs and signals</li> <li>• Maintaining safe speeds for conditions</li> </ul>		7:20 p.m.
	Cover these skills that will be used in evaluation rides: <ul style="list-style-type: none"> <li>• Drafting in group of fast riders</li> <li>• Signaling to other group members</li> <li>• Taking the lead position</li> <li>• Obeying traffic signs and signals</li> </ul>		
	Cover these skills that will be used in evaluation rides: <ul style="list-style-type: none"> <li>• Packing camping gear on bike</li> <li>• Riding at night using lights</li> <li>• Obeying traffic signs and signals</li> <li>• Riding bikes, fully loaded with gear, up and down a steep hill</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Prepare groups to compete in demonstrating skills learned.		7:40 p.m.
<b>Activity</b> 30 minutes	<ul style="list-style-type: none"> <li>• Take evaluation rides from the meeting place.</li> <li>• Test the skills covered earlier.</li> <li>• Score groups and individuals and note needed improvements.</li> <li>• Fully develop and test rider assessment protocols.</li> </ul>		7:55 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.





# CYCLING

## Meeting Plan: Main Event Final Preparation



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Have Scouts ride to the meeting by bike for final inspection.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>Finalize the route for the main event.</li> <li>Discuss transportation to and from starting line.</li> <li>Discuss support arrangements.</li> <li>Hold a final inspection of bikes, clothing, and gear.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	<ul style="list-style-type: none"> <li>Discuss the benefits of bike commuting to and from school.</li> <li>Discuss the health benefits of biking.</li> <li>Show resources available for more biking information.</li> <li>Discuss setting goals for long-term cycling.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>Discuss year-round biking as a better transportation alternative.</li> <li>Teach winter-weather biking techniques.</li> <li>Discuss winter-weather bike lighting, gear, and clothing.</li> <li>Discuss summer recreational biking opportunities.</li> </ul>		
	<ul style="list-style-type: none"> <li>Discuss competitive bicycle racing organizations and events.</li> <li>Discuss noncompetitive bicycle clubs, touring groups, and events.</li> <li>Discuss bicycle vacation touring as a great way to stay fit on vacation.</li> <li>Discuss advanced-level bikes and equipment; if possible, visit a well-stocked bike shop.</li> </ul>		
<b>Breakout Groups</b> 20 minutes	<ul style="list-style-type: none"> <li>Work online to explore biking resources.</li> <li>Study final route alternatives for the main event.</li> <li>Finalize route map for main event.</li> <li>Write personal and group goals for future biking activity.</li> </ul>		7:45 p.m.
<b>Combined Activity</b> 20 minutes	Invite a guest from a local bike club or organization to discuss area cycling opportunities and how to get involved in cycling groups.		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# CYCLING

## Main Event: Out-and-Back Bike Ride



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 5 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Essential (Tier I)

After a month of training, take an out-and-back bike ride on local trails or roads. The ride should last four to five hours, including three breaks for rest and food.

### Equipment List

- Lightweight road bicycles
- Water bottles
- Two spare inner tubes
- Air pump or cartridges
- Tire-changing tools
- Cellphone for emergency use
- Sunblock
- Padded bike shorts and suitable clothing
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Plan a 50-mile out-and-back bike ride.
- Recruit volunteers to staff rest stops with food and drinks every 10 or so miles—or make sure store stops are available. (Note that drivers can leapfrog the group and staff multiple stops).
- Make sure restrooms are available near the rest stops.

### Safety

- Use sunscreen. Have one adult rider for every four or five youth riders, and make sure everyone stays hydrated. Carry a cellphone and first-aid kit, and have a way to contact a support vehicle in case of problems on the road. Always use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

It's best to start the ride in the morning so that any slow riders will have plenty of time to finish during daylight hours.



# CYCLING

## Main Event: Challenging 100-Mile Bike Trip



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

After two months of training, take a one-day century (100-mile) ride from your campsite— or ride 50 miles to a campsite, stay overnight, and ride 50 miles back. Use support vehicles to carry gear.

### Equipment List

- Lightweight road bicycles
- Water bottles
- Two spare inner tubes
- Air pump or cartridges
- Tire-changing tools
- Cellphone for emergency use
- Sunblock
- Padded bike shorts and suitable clothing
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Plan 50-mile routes to a campsite or a 100-mile route from a campsite.
- If you are riding to the campsite, recruit drivers to carry camping gear to the site.
- Recruit volunteers to staff rest stops with food and drinks every 15 to 20 miles— or make sure store stops are available. (Note that drivers can leapfrog the group and staff multiple stops).
- Make sure restrooms are available near the rest stops.
- Consider participating in a scheduled ride organized by a charity or bike club to take advantage of support services they already plan to provide.

### Safety

- Use sunscreen. Have one adult rider for every four or five youth riders, and make sure everyone stays hydrated. Carry a cellphone and first-aid kit, and have a way to contact a support vehicle in case of problems on the road. Always use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

Especially with the century option, it's best to start the ride in the morning so that any slow riders will have plenty of time to finish during daylight hours. Century rides should be limited to those riders who've proven themselves capable of riding more than 50 miles at a relatively fast pace. It's also important to have someone set a comfortable pace early so that riders don't wear themselves out.



# CYCLING

## Main Event: Cycling Trek



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend or longer

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Ride bikes for multiday ride on a scenic route; carry all gear on bikes without any support vehicles and aim to cover 75 miles per day. For a special challenge, bike from one end of your state to the other.

### Equipment List

- Lightweight road bicycles
- Water bottles
- Two spare inner tubes
- Air pump or cartridges
- Tire-changing tools
- Cellphone for emergency use
- Sunblock
- Padded bike shorts and suitable clothing
- Scout Basic Essentials (Review the list and take what you need.)
- Racks and pannier bags sufficient to carry all necessary camping gear
- Food and water for the road, although most food should be purchased along the ride because it is too heavy to carry on bikes

### Activity

- Working with local cycling experts, research options for a multiday unsupported bike tour.
- Consider a goal such as cycling across your state or cycling the length of a recreational trail.
- Plot your route so that you ride 50 to 75 miles per day.
- Identify camping sites and food sources for each day.
- Consider recreational opportunities for each evening.
- If possible, have someone drive the route ahead of time to make sure stores haven't closed, the roads are in good condition, and the hills are climbable.
- Remember to make the route fun as well as challenging so that everyone will have good memories of an enjoyable trip.
- Arrange transportation for riders and bikes to the starting point and from the ending point.

### Safety

- Use sunscreen. Have one adult rider for every four or five youth riders, and make sure everyone stays hydrated. Carry a cellphone and first-aid kit, and have a way to contact a support vehicle in case of problems on the road. Always use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

It's best to start each day's ride in the morning so that any slow riders will have plenty of time to finish during daylight hours. This main event should be limited to those riders who've proven themselves capable of riding more than 50 miles on consecutive days at a relatively fast pace. It's also important to have someone set a comfortable pace each day so that riders don't wear themselves out.



## RESOURCES AND REFERENCES

### Books

*Camping, Cycling, First Aid, and Personal Fitness* merit badge pamphlets

*Fieldbook*

*Scouts BSA Handbook for Boys*

*Scouts BSA Handbook for Girls*

### Websites

**Adventure Cycling Association**

Website: [www.adventurecycling.org](http://www.adventurecycling.org)

**American Bicycle Association**

Website: [www.usabmx.com](http://www.usabmx.com)

**Bicycling Magazine**

Website: [www.bicycling.com](http://www.bicycling.com)

**Bikely**

Website: [www.bikely.com](http://www.bikely.com)

**Gmap-Pedometer**

Website: [www.gmap-pedometer.com](http://www.gmap-pedometer.com)

**International Mountain Bicycling Association**

Website: [www.imba.com](http://www.imba.com)

**League of American Bicyclists**

Website: [www.bikeleague.org](http://www.bikeleague.org)

**Map My Ride**

Website: [www.mapmyride.com](http://www.mapmyride.com)

**MTB-MAG.com**

Website: [www.mtb-mag.com/en/](http://www.mtb-mag.com/en/)

**Ride With GPS**

Website: <https://ridewithgps.com/>

**USA Cycling**

Website: [www.usacycling.org](http://www.usacycling.org)

**Veloroutes**

Website: [veloroutes.org/bikemaps](http://veloroutes.org/bikemaps)

### Related Program Features

Camping, First Aid, Fitness and Nutrition, Geocaching, Hiking, Orienteering, Outdoor Ethics, Skateboarding

### Photo and Illustration Credits

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### Acknowledgments

The Boy Scouts of America is grateful to Gene Grant, Portland, Oregon, for his assistance with the Cycling program feature.



## Prepared to Help When Needed

First aid—caring for injured or ill persons until they can receive professional medical care—is an important skill for every Scout. With some knowledge of first aid, a Scout can provide immediate care and assistance to someone who is hurt or who becomes ill. First aid can help prevent infection and serious loss of blood. It could even save a limb or a life.

But first aid is about more than the techniques used to treat specific injuries. Emergencies, big or small, may be charged with emotion and confusion. Even minor chaos increases the risk of injury to rescuers and bystanders, as well as the risk of inadequate care for the patient. Emergencies most often call for a leader to be directive, at least until the scene is safe and the patient is stabilized. This is best accomplished by discussing leadership in case of an emergency with other members of your party before a potentially critical situation occurs.

### Objectives

This month's activities should:

- Show Scouts how to evaluate a scene.
- Help them understand the first-aid needs to consider on outings.
- Teach them what to say when calling 911.
- Cover basic first-aid skills needed for advancement.
- Encourage Scouts to work together as a team.
- Prompt Scouts to pursue additional first-aid training, such as certification in CPR or wilderness first aid.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirements 1a, 4a, 4b, 4c, and 4d
- Second Class requirements 1a, 6a, 6b, 6c, 6d, and 6e
- First Class requirements 1a, 7a, 7b, 7c, 7d, and 10
- Emergency Preparedness, Fire Safety, First Aid, Safety, Search and Rescue, and Wilderness Survival merit badges
- Ranger: First Aid core requirement
- Quest: Requirement 1
- TRUST: Serving Your Community requirement 3c
- Pathfinder: Adventure requirement



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing first aid as your program feature.

1. How prepared are we for first-aid emergencies?
2. Who do we know that is a CPR instructor?
3. What first-aid training supplies do we have?
4. What will we do for our main event?
5. Where will we do our main event?
6. What other subtopics would fit well with this feature?
7. What agencies need our help?
8. How can we involve parents?
9. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE FIRST AID PROGRAM FEATURE BY:

1. Providing first-aid kits for practice
2. Serving as practice victims
3. Providing transportation for the main event
4. Being first-aid experts
5. Preparing the family for first-aid emergencies
6. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## THE FIRST RESPONDER

- As the term implies, first aid is the initial assistance given for an injury. It is not intended as a long-term solution to a problem, nor does it replace treatment provided by trained medical personnel.
- Before attempting to administer first aid, you should perform an initial assessment that includes safety (yours and the victim's), the mechanism of the injury (how it happened), medical information devices (presence of medical ID tags or bracelets), the number of casualties (if more than one person is involved), and bystanders (those who might be able to help you).
- Always avoid contact with blood or other body fluids. Use gloves whenever possible.
- If administering mouth-to-mouth resuscitation, use a face shield, following instructions on the packet.
- Do not become involved in using treatment methods beyond your skill.

### Triage

Emergency situations involving more than one victim can require triage (pronounced TREE-ahj), which is quickly checking each victim for injuries or symptoms of illness and then determining how best to use available first-aid resources. In its simplest form, triage occurs whenever first-aiders approach an emergency scene that involves two or more persons who are injured or ill. Once on the scene, medical professionals will determine who requires urgent care, who can be treated later, who needs to be monitored in case his or her condition changes, and who is well enough to help out.





### Realistic First Aid

It's good to be able to bandage a wound or splint a broken leg on command. It's better to be able to identify those and other injuries when you encounter them. After all, in a real-world situation, a victim won't be wearing a sign that reads "puncture wound" or "simple fracture."

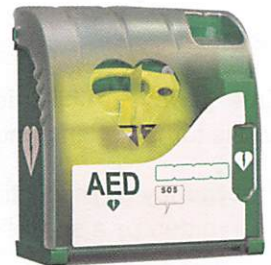
Many professionals use fake wounds and blood to simulate injuries, a technique called moulage (pronounced moo-LAHJ). Moulage kits cost hundreds of dollars, but you can create makeshift versions with simple household supplies. Search the internet for "realistic first-aid props" and you'll find plenty of ideas.

When using parents or other volunteers as victims, be sure to coach them on what, if anything, they should say to their rescuers. Someone who's supposed to be choking, for example, can't say, "I can't breathe," but they can grab their throat and look panicky.

### Remember Your ABCDs

The most urgent first-aid cases occur when a person stops breathing and the heart stops beating. In those cases, remember your ABCDs:

- **A is for airway.** Place the person on his or her back and open the airway by tilting the head back.
- **B is for breathing.** Look, listen, and feel for movement and breathing for up to 10 seconds. If there are no signs the person is breathing, give two rescue breaths.
- **C is for circulation.** If you have delivered two rescue breaths and the person doesn't begin to breathe, begin cardiopulmonary resuscitation (CPR).
- **D is for defibrillation.** If you are trained and have access to an automated external defibrillator (AED)—which can be found in airports, shopping malls, schools, and other places where people gather—you can help a heart attack victim's heart start beating regularly again.



### Calling 911

If you have time, it is best to write down the following information before calling 911:

- Location of the victim
- Description of the injury or illness
- Time the injury or illness occurred
- Treatment the victim has received
- Number of people with the victim and their general skill level for first aid
- Requests for special assistance or equipment, including food, shelter, or care for nonvictims



When you call, do not hang up until the operator tells you it's OK to do so.

You should never call 911 except in a real emergency. However, it's a good idea to make simulated 911 calls during first-aid training. If possible, recruit someone who's familiar with the 911 system to play the role of the 911 operator.





## FIRST-AID CHAMPIONSHIP

A first-aid championship consists of a series of simulated first-aid problems. Teams go from one scenario to the next, spending 20 to 30 minutes at each station. Mock emergencies should be set up based on the first-aid training Scouts have received during the month. The emergencies should reinforce what they have learned and give them confidence in their ability to provide appropriate emergency care.

For each problem, there should be a knowledgeable adult or older Scout on hand who is qualified to assess each team's performance and to reinforce their knowledge. As Scouts complete their treatment of an accident victim, the resource person can help them understand what they did right and provide guidance on ways they can improve. Award points based on proper first-aid skills and procedures.

Here are some sample emergencies.

**Emergency 1.** A Scout who has been working on a conservation project on a hot, humid afternoon returns to camp to help with supper. Near the cooking fire, the Scout suddenly becomes dizzy and nauseous, loses balance, and falls. As they fall, their hand goes into a pan of hot grease. Their face is pale and clammy, and they are barely conscious.

**Emergency 2.** A hiker has tumbled down a steep ridge. Scouts find them with one leg bent under and their ankle apparently deformed. A cut on their left wrist is spurting blood.

**Emergency 3.** Scouts find a fisherman along the shore of a stream. He is having trouble breathing, is sweating heavily, and feels nauseous. He complains of an uncomfortable pressure in the center of his chest.

**Emergency 4.** A hiker is found unconscious near a large fallen tree branch. Their right lower leg is bleeding and is turned at an abnormal angle. There is blood on their chest and face.

**Emergency 5.** The victim is found sitting at the foot of a tree. They are holding their leg and saying, "I've been bitten by a snake!" On their calf are two small puncture wounds about three-fourths of an inch apart.

**Emergency 6.** A young hiker is found wandering near a stream, mumbling to themselves. Their clothing is wet and they are shivering uncontrollably. Blood is oozing slowly from a wound on their head.

**Emergency 7.** You come around a corner, and there is a young woman lying next to her bicycle. A power line is draped over the back tire.





## FIRST-AID GAMES

### Ice Accident

**Equipment:** For each team, a 10-foot rope, a stave or broomstick handle, and a blanket

**How to play:** Casually arrange the equipment in a corner of the room so it's ready for use, but don't draw attention to it. Have each team place a Scout "victim" in a prone position at the opposite end of the room. Announce that these victims have broken through the ice, and it is up to each team to rescue them and render first aid. The team with the best performance and time wins.

**Score the following:** 1. Did the team determine a safe scene? 2. Were staves noticed and used? 3. Was rescue breathing given? 4. Was the victim warmed by the blanket and treated for shock? 5. Was 911 called and help summoned?

### First-Aid Baseball

**Equipment:** Ten numbered cards (1 through 10), list of questions based on Tenderfoot, Second Class, and First Class first-aid requirements, piece of chalk

**How to play:** Draw a miniature baseball diamond on the floor with chalk. Line up one team behind home plate. The "umpire" (game leader) holds the cards in their hands. In turn, each Scout tries to answer a question given to them by the umpire. If the Scout gives the correct answer, they draw a card. They score whatever hit is indicated on the card and become a base runner as in regular baseball. If they do not answer the question correctly, they are out. After three outs, the next team comes to bat.

**Rules:** 1. Card 2 is a double. 2. Card 6 is a triple. 3. Card 10 is a home run. 4. All other cards are singles.

**Scoring:** The team with the most runs after two innings is the winner.

### First-Aid Kit Memory Game

**Equipment:** Blanket, sheet, or tarp; collection of 10 or more first-aid items (gauze pads, bandages, splints, adhesive tape, absorbent cotton, soap, scissors, tweezers, sunburn ointment, snakebite kit, calamine lotion, thermometer,

etc.); 10 or more items not used in first aid (ball, paper clip, Scouts BSA handbooks, pencil, penny, photo, shoe, glove, hand ax, toothpaste, etc.)

**How to play:** Spread all items on the floor and cover them with the blanket, sheet, or tarp. Group the patrols around the blanket, then remove the cover for exactly 1 minute. Afterward, the patrols huddle separately and write down all first-aid items they can remember.

**Scoring:** Award 1 point per correct item listed; deduct 1 point for each non-first-aid item listed. The patrol that scores the most points wins.



### Stretcher Relay

**Equipment:** Two staves, one sturdy blanket, and one inflated balloon for each team

**How to play:** This is not a speed relay. On signal, two members of each patrol run up with the blanket and two staves, make a stretcher, and put one victim on it. When the stretcher carriers are ready to lift the stretcher, an inflated balloon is placed on the victim. The carriers take the victim to the starting line without letting the balloon fall off. The victim may not hold onto the balloon. At the starting line, the carriers lift the victim off, and two other Scouts run up to make a stretcher for transporting the second victim. Whoever drops the balloon the least wins.



# E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Explain how to evaluate a scene.
- Discuss universal precautions rescuers should take.
- Explain how to get help.
- Cover the hurry cases described in the Scouts BSA handbooks.
- Explain the difference between trauma and medical emergencies.

## DEMONSTRATE

- Demonstrate the Heimlich maneuver.
- Show Scouts how to apply splints and bandages.
- Demonstrate transportation carries.
- Ask an ambulance crew to bring their ambulance to a meeting for a show-and-tell.
- Show photos of different types of fractures and degrees of burns.

## GUIDE

- Run a first-aid simulation where Scouts must evaluate and triage a scene.
- Have parents serve as volunteer victims for the Scouts.
- Ask Scouts to prepare personal first-aid kits and inspect the contents.
- Have older Scouts prepare simulated wounds for use in first-aid practice.
- Have Scouts practice making improvised stretchers.

## ENABLE

- Hold a First-Aid Championship to test skills.
- Have older Scouts teach basic skills to younger Scouts.
- Encourage Scouts to sign up for advanced first-aid training.
- Participate in or set up a disaster drill.
- Have Scouts survey first-aid kits at the chartered organization.

## MAIN EVENT SUMMARIES

### ● ESSENTIAL

#### Day Activity

First-aid clinic—Hold a half-day or longer workshop to brush up on first-aid skills.

### ■ CHALLENGING

#### Overnight Activity

First-aid championship—During a campout, set up and compete in several realistic first-aid scenarios.

### ◆ ADVANCED

#### Overnight Activity or Longer

Community disaster drill—Participate in an official mass casualty drill or create a drill of your own with other Scouts or Venturers.



# FIRST AID

## Meeting Plan: Evaluating the Scene



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Hand groups of arriving Scouts decks of cards listing steps in first aid (assess the scene, call 911, open the airway, provide rescue breaths, perform CPR, stop bleeding, treat for shock, splint broken bones, etc.). Have them sort the cards in the order of priority.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	Discuss the following: <ul style="list-style-type: none"> <li>Evaluating the safety of the scene</li> <li>Universal protection (why it's important to wear gloves and use mouth shields)</li> <li>Calling 911—what callers need to know</li> <li>Hurry cases—airway, breathing, circulation</li> <li>Identifying and treating shock</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	<ul style="list-style-type: none"> <li>Role-play situations where Scouts must evaluate the safety of a scene.</li> <li>Have them discuss the need for gloves, masks, and safety glasses.</li> <li>Simulate calling 911, performing the procedure for someone who is choking, and identifying and treating shock.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>Discuss scenarios when the scene would not be safe and Scouts should not try to render aid.</li> <li>Discuss what universal protection protects rescuers from.</li> <li>Brainstorm ways to get help without using a phone.</li> <li>Practice identifying and treating shock.</li> <li>Review the steps in CPR.</li> </ul>		
	<ul style="list-style-type: none"> <li>Discuss when it is safe and advisable to move a victim and when it is not.</li> <li>Cover what you should do if exposed to a communicable disease and what you should do when help is delayed.</li> <li>Research upcoming wilderness first-aid courses.</li> <li>Review the use of AEDs (automated external defibrillators).</li> <li>Practice identifying and treating shock.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Practice skills covered in skills instruction.</li> <li>Begin making plans for participation in the main event.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Ice Accident (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# FIRST AID

## Meeting Plan: Basic Skills



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Show arriving Scouts pictures of poisonous and nonpoisonous plants and venomous and nonvenomous snakes found in your area. Challenge them to identify which plants are poisonous and which snakes are venomous.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Discuss first-aid emergencies that are related to the environment: <ul style="list-style-type: none"> <li>• Heat and cold exposure</li> <li>• Bites from insects and animals</li> <li>• Contact with poisonous plants</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	Practice treatment for the following: <ul style="list-style-type: none"> <li>• Minor burns and scalds</li> <li>• Sunburn and frostbite</li> <li>• Bites (snakes and rabid animals), insect stings, and ticks</li> <li>• Contact with poisonous plants</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>• Review the above skills.</li> <li>• Practice treatment for the following: heat exhaustion, heat stroke, hypothermia, and dehydration; different types of burns; abdominal pain.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Teach a first-aid skill to others.</li> <li>• Compare and contrast medical emergencies, such as stroke, seizure, and skewed blood sugar levels.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Practice skills covered in skills instruction.</li> <li>• Review members' advancement progress.</li> <li>• Determine participation in the main event.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play First-Aid Baseball (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# FIRST AID

## Meeting Plan: Bandages



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Poll arriving Scouts to see if they are carrying adhesive bandages in their wallets or personal first-aid kits in their backpacks. Offer adhesive bandages to those who don't have one.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>Identify the different types of wounds.</li> <li>Demonstrate the use of direct pressure, elevation, pressure points, and tourniquets (which should rarely if ever be used in first aid).</li> <li>Discuss the difference between dressings and bandages and show what belongs in a first-aid kit.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	Learn and practice treatment for the following: <ul style="list-style-type: none"> <li>Simple cuts and scrapes</li> <li>Object in the eye</li> <li>Puncture wounds and splinters</li> <li>Nose bleeds</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn and practice treatment for the following: severe bleeding, impalement on object, broken or chipped tooth.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn and practice treatment for the following: avulsions and amputations; when to use a tourniquet; what to do when help is delayed.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Review plans for participation in the main event.</li> <li>Prepare menus and duty rosters.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play First-Aid Kit Memory Game (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Remind members to bring personal first-aid kits to the next meeting.		

\*All times are suggested.



# FIRST AID

## Meeting Plan: Breaks, Splints, and Transportation



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Make sure each Scout has brought a personal first-aid kit. Have materials on hand for those who need to make a kit.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>• Demonstrate first aid for strains, sprains, and fractures.</li> <li>• Explain how to handle potential spinal-cord and neck injuries.</li> <li>• Discuss when and when not to move or transport a victim.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	Show a personal first-aid kit for inspection. Learn and practice the following: <ul style="list-style-type: none"> <li>• Treatment for sprained ankle, upper arm, and collarbone injury</li> <li>• When to move an injured person</li> <li>• Transport from a smoke-filled room (Have rescuers wear gauze blindfolds to simulate reduced visibility.)</li> </ul>		7:30 p.m.
	Show a personal first-aid kit for inspection. Learn and practice the following: <ul style="list-style-type: none"> <li>• Identifying signs and symptoms of broken bones (including open fracture)</li> <li>• Splinting with improvised material</li> <li>• Transporting with carries, chairs, and stretchers</li> </ul>		
	Show a personal first-aid kit for inspection. Learn and practice the following: <ul style="list-style-type: none"> <li>• Making traction splints</li> <li>• Cervical spine immobilization and use of backboards</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Finalize plans for participation in the main event.</li> <li>• Review first-aid requirements members have completed this month.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play Stretcher Relay (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# FIRST AID

## Main Event: First-Aid Clinic



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 6 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Essential (Tier I)

Hold a half-day or longer workshop to brush up on first-aid skills.

### Equipment List

- CPR mannequins
- Sanitized face shields
- First-aid supplies
- First-aid kit
- Lunch (decide on individual or group)
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Determine which skills the group needs to work on.
- Identify and contact a CPR instructor (if doing CPR).
- Set up the room for instruction.
- Break up into appropriate skill groups.
- Work on needed first-aid skills.
- Do one scenario from the First-Aid Championship.
- Clean and sanitize CPR mannequins.

### Safety

- Practice universal precautions while using CPR mannequins to avoid cross-contamination.
- Two-deep adult leadership is required for all activities.

### Notes





# FIRST AID

## Main Event: First-Aid Championship



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 6 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

During a campout, set up and compete in several realistic first-aid scenarios.

### Equipment List

- Printed scenarios
- Props and makeup for event
- First-aid kit for each participant or group
- Group and personal camping equipment
- Food
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Choose your camping site and event location.
- Plan camping duty roster and meal plan.
- Identify volunteer victims and judges.
- Choose which scenarios will be used.
- Prepare first-aid supplies.
- Spread out scenario stations so as not to reveal them to the other groups.
- Rotate groups through each station.
- Score performances and compile results.
- Give awards to top performers.

### Safety

- Normal camping safety guidelines apply.
- Practice universal precautions while using CPR mannequins to avoid cross-contamination.
- Be careful performing first aid and moving volunteer victims so as not to cause real injuries.
- Two-deep adult leadership is required for all activities.

### Notes



# FIRST AID

## Main Event: Community Disaster Drill



Date \_\_\_\_\_

**Logistics**

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend or longer

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



**Advanced (Tier III)**

Participate in an official mass casualty drill or create a drill of your own with other Scouts and Venturers.

**Equipment List**

- First-aid kit for each participant
- Moulage supplies for injuries
- Agency participation waiver forms
- Group and personal camping equipment
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

**Activity**

- Contact the appropriate agency to inquire about a mass casualty drill:
  - What are the needs of the drill?
  - How can your group help?
- If no drills are planned, consider helping organize a district disaster drill.
- Learn to apply wound makeup.
- Perform the assigned role in the disaster drill.
- Provide feedback to officials as instructed.

**Safety**

- Normal camping safety guidelines apply.
- Practice universal precautions while using CPR mannequins to avoid cross-contamination.
- Be careful performing first aid and moving volunteer victims so as not to cause real injuries.
- Follow the rules of the organization sponsoring the drill.
- Two-deep adult leadership is required for all activities.

**Notes**



## RESOURCES AND REFERENCES

### Books

*Emergency Preparedness, Fire Safety, First Aid, Safety, Search and Rescue, and Wilderness Survival* merit badge pamphlets

*Fieldbook*

*Scouts BSA Handbook for Boys*

*Scouts BSA Handbook for Girls*

### Websites

**American Heart Association**

Website: [www.heart.org/cpr](http://www.heart.org/cpr)

**American Red Cross**

Website: [www.redcross.org](http://www.redcross.org)

**Troop Program Resources**

Website: [www.programresources.org](http://www.programresources.org)

### Related Program Features

Emergency Preparedness, Safety,  
Wilderness Survival

### Photo and Illustration Credits

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### Acknowledgments

We thank Robin Virgin, M.D., FAAFP, Vancouver, Washington, for assistance with the First Aid program feature.



## Fun With Lots of Purposes

Do you ever remember a time when you didn't play games? Probably not. Most of us start playing games such as hide and seek as toddlers, and we keep playing games of one sort or another throughout our lives.

For thousands of years, in every culture, and across every part of the globe, people have played games. Games are fun—unless you're getting trounced by an opponent!—but they're more than simple diversions. They challenge us to overcome long odds, tell compelling stories, and give us the chance to work with or against one another. They give structure to play. We are motivated to think of creative solutions, practice new skills, and share with those around us.

Games also come in almost every shape and size, format and flavor imaginable. Games can be fast-paced, slow, or anything in between. Some are competitive. Some are cooperative. They may be for individuals, small groups, or thousands of players at a time. They might take seconds to complete or last for years. However you slice it, everyone has played games, and games help make us who we are.

This month, you'll play a lot of games at meetings and during the main event. But you'll also go behind the scenes to analyze why games work or why they don't. You can even get a jumpstart on the Game Design merit badge if you want to dive deeper into the world of games.

### Objectives

This month's activities should:

- Introduce Scouts to a variety of game types.
- Encourage critical thinking.
- Build teamwork.
- Prompt Scouts to explore the Game Design merit badge.
- Be fun.

### RELATED ADVANCEMENT AND AWARDS

Game Design, Scouting Heritage, and Signs, Signals, and Codes merit badges



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing games as your program feature.

1. What will our main event be?
2. Where will we do our main event?
3. What games do our members like to play?
4. What games would our members like to learn?
5. What game experts can we contact for assistance?
6. How can we involve parents?
7. What parts of the Game Design merit badge can we focus on?
8. How can we use games to attract new members?
9. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE GAMES PROGRAM FEATURE BY:

1. Sharing their expertise, especially if they are serious gamers
2. Loaning game supplies and equipment
3. Providing transportation for the main event
4. Helping Scouts develop their game ideas
5. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## GAMES THROUGHOUT HISTORY

Egyptian hieroglyphs from 5200 B.C. show a rock throwing game that is the predecessor to bocce and bowling. Here are some other dates of interest:

3500 B.C.	An Egyptian tomb housed the pieces of the first known board game.
2000	The Persians developed polo as a way to train cavalry soldiers.
1400	Latin American temple ruins showed evidence of a ball game called ulama.
A.D. 600	Indians played chatrang, a predecessor to checkers and chess.
1100	French monks developed a game that later evolved into racquetball.
1529	Englishmen played a trick-taking game that evolved into bridge, euchre, and hearts.
1791	The first known reference to baseball appeared in a law prohibiting it near the town meeting house in Pittsfield, Massachusetts.
1934	The modern form of Monopoly® was published.
1966	The party game Twister® appeared.
1972	Pong®, the first electronic game to reach mainstream popularity, appeared.
1974	Dungeons and Dragons®, the first pen-and-paper role-playing game, was released.
1993	Magic: the Gathering® created the genre of collectible card games.
2004	World of Warcraft® launched; it became the largest massively multiplayer game in the world with 12 million subscribers.
2009	Angry Birds™ redefined the way people interact with mobile electronic devices.



## TYPES OF GAMES

One of the most obvious ways to categorize games is by medium or form of a game. Newspapers, magazines, and books are different printed media. In the same way, games can be described by the shape they take and the way players interact with them.



### Physical Games and Sports

Ball games and sports are physical games, as are other games like capture the flag. They are typically competitive. These games involve athletic activities and are played with special equipment like balls, nets, and sticks. Generally, the gameplay revolves around one or more specific physical actions and rewards players who most skillfully perform those actions.



### Board Games

Board games involve everything from Candy Land® to chess. In some, players compete to claim one another's game pieces. In others, they try to conquer territory. In still others, they try to get from one point on the board to another.

### Card Games

Countless games can be played with an ordinary deck of playing cards, of course. But card games can also be played with special decks like those used in collectible card games.

### Party Games

Because they are meant for larger social situations, party games emphasize interaction between players and typically involve some form of creativity. Drawing, acting, singing, and giving word clues are all common activities in party games.

### Pen-and-Paper Role-Playing Games (RPGs)

RPGs are best described as interactive storytelling. Players assume the roles of distinct characters and take action based on their characters' capabilities. Typically, these capabilities increase over time as the players practice skills, acquire knowledge, or gain equipment.

### Electronic Games

Electronic games present information to players through video screens and audio signals. Players interact with the games through electronic sensors. Buttons, control sticks, and computer mice are common inputs, but newer technologies include touchscreens, sensors that respond to physical motion, and cameras that detect the position and movements of each player. Electronic games are limited by the game hardware and fall into several categories: personal computer games, console games, games for mobile devices, and internet games.





# E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Teach the history of games.
- Discuss different types of games.
- Explain the rules of an unfamiliar game.
- Teach terminology used in game design.

## DEMONSTRATE

- Show a video that illustrates game technique.
- Demonstrate how to do a game-related task like throwing a football or hitting a baseball.
- Show how to set up a tournament bracket for use in the main event.
- Do a show-and-tell with various types of game equipment.
- Invite a highly skilled player to a meeting to demonstrate game technique.

## GUIDE

- Run Scouts through a drill on specific game techniques.
- Have skilled players give Scouts feedback as they play games.
- After Scouts play a new game, give them a chance to reflect on the experience.
- Help Scouts develop a plan for getting better at a specific game.

## ENABLE

- Have older Scouts use the EDGE method to teach younger Scouts how to play new games.
- Round up a variety of game equipment so Scouts can plan a game tournament.
- Teach Scouts the fundamentals of game design so they can create their own games.
- Encourage youth leaders to research new games to be used during meetings in the future (rather than relying on old standbys they usually play).

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Overnight Activity	Overnight Activity
Games field day—Have a day of individual or team games. Pick games in a variety of categories and create a schedule for the day. Award points to the winner of each game and determine an overall winner for the day.	Games lock-in/recruiting event—If it's too cold to camp, hold a lock-in where you play basketball, board games, and video games. Find a location that offers plenty of recreational options (like a church youth center), and invite potential members to join the fun.	Game design weekend—Camp in a favorite spot and use part of the time to work on the Game Design merit badge. Be sure to take advantage of other activity and advancement options at the campsite.



# GAMES

## Meeting Plan: Game Basics



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, have them play Ring Ball. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	Have youth brainstorm different types of games (card, role-playing, athletic, computer, etc.). Talk about how these game types are similar and different.		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	<ul style="list-style-type: none"> <li>• Play a simple card game like Go Fish.</li> <li>• Use the EDGE method to teach the game to someone who hasn't played it before.</li> <li>• Make a list of the game rules.</li> <li>• Evaluate the game.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>• Play a simple card game like Go Fish.</li> <li>• Evaluate the game.</li> <li>• Make a simple change to the rules, then play the game again.</li> <li>• Discuss how the rule change affected gameplay and how fun the game was.</li> <li>• Repeat this process if you have time.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Play a simple card game like Go Fish.</li> <li>• Play a simple physical game like Tag.</li> <li>• Discuss ways to combine the games you played into a single game or ways to incorporate rules from one game into the other.</li> <li>• Play the hybrid game and then evaluate it.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• New members practice basic Scout skills.</li> <li>• Review advancement needs of older members.</li> <li>• Review last main event and discuss what would have made it better.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Make a selection from the library of games and challenges at <a href="http://www.programresources.org">www.programresources.org</a> .		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.





# GAMES

## Meeting Plan: Rules



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As members arrive, have a magnetic dartboard available for play. See who can earn the best score.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>Talk about the history of games and how individual games or types of games have evolved (e.g., football adding safety rules, video games taking advantage of increased computing memory and power).</li> <li>Show an internet video of an early football game or a computer simulation of an early video game.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>Divide into two groups.</li> <li>Have one group learn the signals used by football referees, and have the other group learn the signals used by baseball umpires.</li> <li>Have each group use the EDGE method to teach the other group what it learned.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>Develop a set of rules for a game your troop often plays on campouts, such as capture the flag.</li> <li>Talk about the need to add referees to the game.</li> </ul>		
	Debate any or all of these topics: <ul style="list-style-type: none"> <li>What would happen in games like basketball if there were no officials enforcing the rules?</li> <li>How do rules improve games or take away enjoyment for fans and players?</li> <li>Is it OK as a strategy to break the rules sometimes?</li> <li>How would you change the rules in your favorite game if you could?</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>New members practice basic Scout skills.</li> <li>Review advancement needs of older members.</li> <li>Begin meal planning and create a duty roster for the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play True or False Steal the Bacon. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# GAMES

## Meeting Plan: Gaming Skills



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, have them play Hit the Can. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	Invite a serious gamer, varsity athlete, or member of a group like a chess club to talk about the differences between casual game playing and serious game playing.		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>• Play Hitching Challenge. (See <a href="http://www.programresources.org">www.programresources.org</a>.)</li> <li>• Compete against each other in tournament format so you end up with one winner.</li> <li>• Discuss the keys to the winner's success.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>• Play Hitching Challenge. (See <a href="http://www.programresources.org">www.programresources.org</a>.)</li> <li>• Determine one or two things, such as quickly knowing how to form an underhand loop, that Scouts could do to improve their performance.</li> <li>• Spend the rest of your time improving your performance.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Decide on a game the group enjoys. If possible, spend some time playing that game.</li> <li>• Develop a three-month plan for improving your ability in that game.</li> <li>• If possible, try some of the things in your plan.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Finalize planning for the main event.		8 p.m.
<b>Game</b> 10 minutes	Play Paper-Wad Tennis. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# GAMES

## Meeting Plan: Game Design



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, have them play Four Square. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	Discuss game design terms and the steps in designing a new game.		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>• Begin developing the concept for a new game.</li> <li>• Determine the game type, objectives, and number of players.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>• Begin developing the concept for a new game.</li> <li>• Determine the game type, objectives, and number of players.</li> <li>• Make a preliminary list of rules.</li> <li>• Sketch the key game elements.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Begin developing the concept for a new game.</li> <li>• Determine the game type, objectives, and number of players.</li> <li>• Make a preliminary list of rules.</li> <li>• Sketch the key game elements.</li> <li>• Discuss a plan for creating a prototype of your game.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Review plans for the main event and requirements for the Game Design merit badge.		8 p.m.
<b>Game</b> 10 minutes	Play Moon Ball. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# GAMES

## Main Event: Games Field Day



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 6 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Essential (Tier I)

Have a day of individual or team games. Pick games in a variety of categories and create a schedule for the day. Award points to the winner of each game and determine an overall winner for the day.

### Equipment List

- Game supplies and equipment
- Posterboard or easel pad and pens for keeping score
- Prizes for the winners
- Lunch (decide on individual or group)
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Decide whether you want to focus on team or individual games.
- Relying on input from members, decide what games you want to play during the day.
- Make sure the games selected are varied and require different skills (physical ability, dexterity, endurance, strategic thinking, etc.).
- Set up a competition schedule, including practice time. If necessary, create tournament brackets for each event.
- Make sure all needed game equipment is available.
- Run the field day, and have an adult leader keep score.
- Award prizes to the winners.

### Safety

- Always use the buddy system, and have cellphone numbers and a first-aid kit on hand. Use sunscreen, and be alert for the potential for sports injuries.
- Two-deep adult leadership is required for all activities.

### Notes



# GAMES

## Main Event: Games Lock-In/Recruiting Event



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

If it's too cold to camp, hold a lock-in where you play basketball, board games, and video games. Find a location that offers plenty of recreational options (like a church youth center), and invite potential members to join the fun.

### Equipment List

- Game supplies and equipment
- Computers with cabling and internet connection for video games
- Personal gear for sleeping over
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Find and reserve a location with amenities like a gym, game room, and/or pool room, as well as space for sleeping and eating/preparing meals (if necessary).
- Make sure plenty of game equipment is available.
- Develop a plan for inviting potential members to participate.
- Decide whether other activities (such as a movie) should be part of the event.
- Set up a schedule that allows plenty of time for eating and sleeping.

### Safety

- Always use the buddy system, and have cellphone numbers and a first-aid kit on hand.
- Two-deep adult leadership is required for all activities.

### Notes



# GAMES

## Main Event: Game Design Weekend

Date \_\_\_\_\_

**Logistics**

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

**Advanced (Tier III)**

Camp in a favorite spot and use part of the time to work on the Game Design merit badge. Be sure to take advantage of other activity and advancement options at the campsite.

**Equipment List**

- Paper and pens
- Materials for creating game prototypes (cardboard, tape, markers, etc.)
- Camping gear (individual and group)
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

**Activity**

- Find and reserve a campsite. If you want to work on indoor games, look for a place with a shelter or building where you can work.
- At meetings, review the basics of game design.
- During the morning, have teams work on their game ideas and create prototypes. Use the *Game Design* merit badge pamphlet as a resource.
- After lunch, have teams take turns playing each other's games while the creators look on.
- Take time during the day for hiking or other activities.

**Safety**

- Always use the buddy system, and have cellphone numbers and a first-aid kit on hand.
- Two-deep adult leadership is required for all activities.

**Notes**



## RESOURCES AND REFERENCES

### Books

*Game Design, Scouting Heritage, and Signs, Signals, and Codes* merit badge pamphlets

Bell, R.C. *Board and Table Games From Many Civilizations*, rev. ed. Dover Publications, 1979.

Botermans, Jack. *The Book of Games: Strategy, Tactics & History*. Sterling Publishing, 2008.

Brathwaite, Brenda, and Ian Schreiber. *Challenges for Game Designers*. Charles River Media, 2009.

Koster, Raph. *A Theory of Fun for Game Design*. Paraglyph Press, 2005.

Morehead, Albert H., Geoffrey Mott-Smith, and Philip D. Morehead. *Hoyle's Rules of Games*, 3rd rev. and updated ed. Signet, 2001.

### Websites

#### Adventure Game Studio

Website: [www.adventuregamestudio.co.uk](http://www.adventuregamestudio.co.uk)

#### Entertainment Software Rating Board

Website: [www.esrb.org](http://www.esrb.org)

#### Game Design Concepts

Website: <http://gamedesignconcepts.wordpress.com>

#### RPG Maker

Website: [www.rpgmakerweb.com](http://www.rpgmakerweb.com)

#### Scratch Project

Massachusetts Institute of Technology

Website: <http://scratch.mit.edu>

#### Troop Program Resources

Website: [www.programresources.org](http://www.programresources.org)

#### Unity 3D

Website: <http://unity3d.com>

#### YoYo Games/GameMaker: Studio

Website: [www.yoyogames.com/gamemaker](http://www.yoyogames.com/gamemaker)

### Related Program Features

Communication, Spectator Sports

### Photo and Illustration Credits

Pages 6-1 (*white die*, BSA file; Shutterstock.com: *soccer ball*, ©irin-k; *cards*, ©Brian A Jackson; *game board*, ©Elena Schweitzer; *controller*, ©Ralko; *Ludo game board and pieces*, ©Jiri Hera) and 6-3 (*ball game* and *chess game*, BSA file; Shutterstock.com: *card game*, ©Monkey Business Images, *video game players*, ©CREATISTA)

### Acknowledgments

We are grateful to Mark Ray, Louisville, Kentucky, for developing the Games program feature.



## A Worldwide Game of Hide and Seek

GPS receivers in hand, your team races across the park toward a large picnic pavilion. You know there's a geocache hidden nearby, but your only clue to its precise location is the cryptic statement "You are getting warmer." Suddenly, one of your Scouts runs over and starts examining some nearby barbecue grills. And there on the post of one of them, they find the thimble-sized cache.

Welcome to geocaching, a sport that combines land navigation using maps and GPS receivers with problem solving and competition. In geocaching, participants navigate to a specific set of GPS coordinates and then attempt to find the geocache (container) hidden at that location. A typical cache is a small waterproof container containing a logbook where the geocacher enters the date they found it and signs it with their established code name. Often, there are tiny trade items you can take away as souvenirs.

Geocaching is often described as a "game of high-tech hide and seek." It's a fun way to spend a day or a weekend and to practice important Scouting skills.

### Objectives

This month's activities should:

- Help Scouts understand how GPS technology works.
- Let Scouts practice using a GPS receiver.
- Demonstrate how to properly hide and find a geocache.
- Explain outdoor ethics as they relate to geocaching.
- Show Scouts how to use Geocaching.com.
- Encourage Scouts to work together as a team.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1b
- Second Class requirements 1a, 3a, and 3b
- First Class requirements 4a, 4b, and 10
- Geocaching merit badge
- Ranger: Land Navigation core requirement





## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing geocaching as your program feature.

1. What is our unit's current skill level?
2. Who do we know that is a geocaching expert?
3. How many GPS units will we need and where can we get them?
4. What will we do for our main event?
5. What other subtopics would fit well with this feature?
6. How will we get access to Geocaching.com at our meeting?
7. Where will we do our main event?
8. How can we involve parents?
9. To meet our needs, what should we change in the sample meeting plans?

## PARENTS CAN HELP WITH THE GEOCACHING PROGRAM FEATURE BY:

1. Lending GPS units
2. Providing transportation for the main event
3. Helping to hide caches
4. Being a geocaching expert
5. Helping with the main event
6. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings



## THE GEOCACHE

For the traditional geocache, a geocacher will place a waterproof container containing a log and, in some cases, trade items and will then record the cache's coordinates. These coordinates, along with other details of the location, are posted on Geocaching.com.

Other geocachers obtain the coordinates from that site and seek out the cache using their handheld GPS receivers. When they find the cache, they record their discovery in the logbook and online.

The finding geocachers are free to take objects from the cache (except the logbook, pencil, or stamp) in return for leaving something of similar or higher value.

Other types of caches include mystery or puzzle caches, virtual caches, and event caches. A Cache In Trash Out event cache involves having a group perform a cleanup of a geocache site.

## GPS Receivers

You can enter the location of a cache into the GPS receiver, and the receiver will calculate how far you are from the point as well as what direction you need to travel to reach your destination. Many GPS receivers have a screen that serves as an electronic map to show the user's location or the final destination.



Several things can affect your receiver's accuracy and the value of the information it provides:

- The GPS compass arrow points to your destination, but straight may not be the best route. Look where you are going and what is ahead of you to choose the best way to get there.
- You may lose the signal from the satellites.
- Your unit's accuracy may be very low due to interference.
- Your unit's batteries can be low or die.
- If you input the wrong information, you'll end up in the wrong place.



## GEOCACHING INITIATIVE GAMES

### Compass Relay

**Equipment:** You will need something with which to draw a compass on the floor or ground, and cards (to be used as markers).

**How to play:** Line up the teams in relay formation. Opposite each team is a compass circle drawn on the floor or on the ground. The points are shown, but only north is marked. When the leader calls out a compass point—northeast, for example—the first player on each team places a mark (before the leader counts to six) on the compass circle in front of their team at the point where the leader called. Players who are correct fall in behind the compass circle. Players who are wrong go to the back of the team. The next compass point is called and the next player marks it on the compass circle. (Position a judge at each compass circle and remind players that coaching is not allowed.) The team getting all of its players behind the compass circle first wins.

**Note:** You could play this game once with eight cards (north, northeast, east, etc.), then go up to 16 (adding north-northeast, east-northeast, etc.). You could also make cards marked 0 degrees, 45 degrees, 90 degrees, etc.

### Find What They Hid

**Equipment:** You will need a GPS receiver for each group and something to hide.

**How to play:** Groups hide markers, noting the GPS coordinates, and then give those coordinates to other groups to find. Points are given for not only finding markers but also for having your markers found.

### Decode the Hint

**Equipment:** You will need pen and paper for each group and copies of coded messages on cards.

**How to play:** First, each team makes its own code-breaking key. Each group is handed a coded message face down. When told to do so, teams turn over their cards and race to decode the message they find. First to complete a message gets 2 points; each correct message gets 1 point.

### Make a Cache Relay

**Equipment:** Enough material (containers, logs, treasure items) to create several caches.

**How to play:** All the material is placed at one end of the room. Members individually race from the other side of the room to collect pieces, one at a time, to make a cache. The first group to fully assemble a cache wins.





## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Explain how to use a map and compass.
- Discuss geocaching safety and potential hazards.
- Describe how GPS gets coordinates from satellites.
- Explain how to find and hide geocaches.
- Explain how to decode hints.
- Define terms like “travel bug.”
- Explain the Cache In Trash Out ethic.

### DEMONSTRATE

- Show how to align a compass and maps.
- Demonstrate how to use a GPS.
- Show how to search for caches on Geocaching.com; if possible, use a projector so everyone can easily see the computer screen. Explore the site’s other offerings, such as FAQs and videos.
- Show how to use descriptions and hints.
- Demonstrate using a decoder key.

### GUIDE

- Provide materials (containers, logbooks, and trade items) that Scouts can use to create caches.
- Have Scouts enter waypoints as you watch.
- Hide geocaches as a group near your meeting place.
- Practice camouflaging caches.

### ENABLE

- Have Scouts teach others to use GPS units.
- Challenge Scouts to create a map and compass course.
- Help Scouts create Geocaching.com accounts so they can list their caches.
- Have teams of Scouts create caches and find each other’s caches; rate the caches for fun and difficulty.
- Encourage Scouts to create travel bugs.

## MAIN EVENT SUMMARIES

### ● ESSENTIAL

#### Day Activity

Local caching—A day of finding caches in your area

### ■ CHALLENGING

#### Overnight Activity

Camp and cache—An overnight campout where you find caches and do other activities

### ◆ ADVANCED

#### Overnight Activity or Longer

Geocaching instruction course—Spend a weekend setting up and running a geocaching course.



# GEOCACHING

## Meeting Plan: Map, Compass, GPS



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Compass Basketball. Lay out compass points (N, NE, E, SE, etc.) beneath a basketball hoop. Working in teams, players take turns taking shots from compass points called out by a leader. Points are given for baskets made from correct coordinates.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	Different youth instructors give three- to five-minute overviews on: <ul style="list-style-type: none"> <li>• Compass: magnetic vs. true north, degree, bearing, heading</li> <li>• Maps: latitude and longitude, orienting a map to north, scale</li> <li>• GPS: satellites, coordinates, selective variability</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>• Review the buddy system.</li> <li>• Practice how to use a compass.</li> <li>• Learn how to read a map.</li> <li>• Learn how to read GPS coordinates.</li> </ul>		7:25 p.m.
	Review the above skills. Cover the following topics: <ul style="list-style-type: none"> <li>• Identify potential hazards while geocaching.</li> <li>• Learn how to compensate for magnetic north on a compass.</li> <li>• Using a topo map, draw a slope profile of a given bearing.</li> <li>• Explore the different menu screens of your GPS receiver.</li> </ul>		
	Review the above skills. Cover the following topics: <ul style="list-style-type: none"> <li>• Make a list of first-aid supplies you should carry when geocaching.</li> <li>• Learn how to determine a compass bearing without a compass.</li> <li>• Compare and contrast USGS quad maps to orienteering maps.</li> <li>• Learn to change the coordinate settings of your GPS receiver.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Practice skills covered in skills instruction.</li> <li>• Begin making plans for participation in the main event.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Compass Relay (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Collect all GPS units and make sure they are turned off. Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# GEOCACHING

## Meeting Plan: Using GPS



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Get a beach ball that is painted like the world and have everyone keep the ball in the air. Count how many times it is hit without hitting the ground. Set and try to break your own records.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>An expert guest lectures on using a GPS receiver and how satellites work and the basic coordinate system.</li> <li>Explain basic menu functions and how to operate specific GPS models.</li> <li>Introduce different types of geocaching containers.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>Learn how to turn on a GPS receiver and navigate menus.</li> <li>Learn how to check the receiver's battery gauge (if present) and change batteries.</li> <li>Understand how to read coordinates.</li> <li>Compare a GPS receiver to a compass and map.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Learn how to enter, delete, and edit a waypoint.</li> <li>Explore GPS receiver features such as elevation and weather.</li> </ul>		
	As a group, hide a marker and log the coordinates of the location.		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Practice patrol/crew skills as needed.</li> <li>Plan a group duty roster for the upcoming main event.</li> <li>Assist each other with GPS functions.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play Find What They Hid (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Collect all GPS units and make sure they are turned off. Leadership team reviews plans for the next meeting and for the main event. Next week's meeting introduces Geocaching.com and is best if you have computer access. Explore ways to have internet access at the meeting.		

\*All times are suggested.



# GEOCACHING

## Meeting Plan: Geocaching.com



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Create typical geocaching clues for locations around your meeting place. Have arriving Scouts try to solve the clues and find hidden items.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 15 minutes	Introduction to Geocaching.com Show Geocaching.com website and cover these rules: 1. If you take something from the geocache, leave something of equal or greater value. 2. Write about your find in the cache logbook. 3. Log your experience at Geocaching.com.		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	<ul style="list-style-type: none"> <li>Log on to Geocaching.com using the facilitator's account. Then with the facilitator's guidance, do the following:               <ul style="list-style-type: none"> <li>Identify geocaches near your meeting place and in your community.</li> <li>Understand coordinates, description, and hint.</li> <li>Decode a hint.</li> <li>Learn how to log a find.</li> </ul> </li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>Review the above material.</li> <li>With your parent's permission, create your own Geocaching.com account. Using that account or a leader's account, do the following:               <ul style="list-style-type: none"> <li>Search for caches around the world.</li> <li>Write and decode messages using the hint code.</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above material.</li> <li>With your parent's permission, create a Geocaching.com account if you don't already have one. Using that account or a leader's account, do the following:               <ul style="list-style-type: none"> <li>Look at Waymarking.com and compare it to Geocaching.com.</li> <li>Explore travel bugs and make one for your group.</li> <li>Explore the Geocaching.com discussion forums.</li> </ul> </li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Practice patrol/crew skills as needed.</li> <li>Plan a group duty roster for the upcoming main event.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play Decode the Hint (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Collect all GPS units and make sure they are turned off. Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# GEOCACHING

## Meeting Plan: Hide and Find a Cache



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Leave No Trace Card Pick-Up to teach outdoor ethics and organization: <ul style="list-style-type: none"> <li>• Take two decks of cards and scatter them all over the room.</li> <li>• Have teams race to pick them up and put them in numerical and suit order.</li> </ul>		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>• Discuss different types of caches—regular, micro, nano, multi, virtual.</li> <li>• Explain how geocaches are hidden, including camouflage.</li> <li>• Discuss tracking a cache and what to look for.</li> <li>• Explain the Cache In Trash Out ethic.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	Examine a sample standard cache. Then do the following: <ul style="list-style-type: none"> <li>• Make a list of what you would put in a cache.</li> <li>• Practice hiding caches around your meeting area.</li> <li>• Practice Cache In Trash Out.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>• Review the above material.</li> <li>• Learn about themed caches:               <ul style="list-style-type: none"> <li>• Examine sample micro and nano caches.</li> <li>• Hide a cache near your meeting place and list it on Geocaching.com.</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>• Review the above material.</li> <li>• Learn about advanced camouflaged caches.</li> <li>• Make a multi cache or puzzle cache.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Finalize plans for participation in the main event.		7:50 p.m.
<b>Game</b> 20 minutes	Play Make a Cache Relay (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Collect all GPS units and make sure they are turned off. Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# GEOCACHING

## Main Event: Local Caching



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Essential (Tier I)

● Spend a day finding caches in your area.

### Equipment List

- GPS unit, one per group
- Extra batteries for each GPS unit
- Geocache information sheets from Geocaching.com
- First-aid kit
- Lunch (decide on individual or group)
- Water
- Cellphone (for adults)
- Trash bags
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Go to Geocaching.com and identify local caches; try to find a location with several caches within walking distance.
- Travel to the starting point and divide into groups.
- Have groups head in different directions and find as many caches as they can.
- Practice Cache In Trash Out.
- Have groups return to the starting point at a designated time.
- Give a prize to the group that finds the most caches and collects the most trash.

### Safety

- Use the buddy system, and have a first-aid kit. Make sure you don't get lost in the dark. Cellphones are a good idea.
- Two-deep adult leadership is required for all activities.

### Notes





# GEOCACHING

## Main Event: Camp and Cache



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

An overnight campout where you find caches and do other activities

### Equipment List

- GPS unit, one per group
- Extra batteries
- Geocache information sheets
- Group and personal camping equipment
- Food
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Choose your camping site and event location.
- Go to [Geocaching.com](http://Geocaching.com) and identify caches near the site.
- Plan other activities as desired (hiking, boating, mountain biking, etc.).
- Plan a camping duty roster and meal plan.
- Spend part of a day searching for the caches identified earlier.
- Hide the caches prepared during the last meeting.

### Safety

- Normal camping safety guidelines apply. Always use the buddy system, and have a first-aid kit. Place a waypoint at camp so you can find your way back. Cellphones are a good idea as appropriate.
- Two-deep adult leadership is required for all activities.

### Notes



# GEOCACHING

## Main Event: Geocaching Instruction Course



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Spend a weekend setting up and running a geocaching course.

### Equipment List

- GPS unit, one per group
- Extra batteries
- Teaching aids and displays
- First-aid kit
- Trash bags
- Additional program supplies as needed
- Group and personal camping equipment
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Choose a location to teach geocaching and identify a group, such as a Cub Scout pack, to participate.
- Visit the location in advance and identify cache locations.
- Secure enough GPS units to meet the needs of the course.
- Create cache markers.
- Discuss instructor needs and create a staffing schedule.
- Develop an emergency plan.
- Place course geocaches or markers.
- Provide geocaching instruction.
- Teach Cache In Trash Out.
- Take down the course as appropriate.

### Safety

- Normal camping safety guidelines apply. Always use the buddy system, and have a first-aid kit and a plan in case participants need medical assistance. Identify possible risks of the course. Consider using two-way radios on the course.
- Two-deep adult leadership is required for all activities.

### Notes



## RESOURCES AND REFERENCES

### Books

*Geocaching, Orienteering, and Signs, Signals, and Codes* merit badge pamphlets

*Scouts BSA Handbook for Boys*

*Scouts BSA Handbook for Girls*

### Websites

#### Cache Advance

Website: [www.cache-advance.com](http://www.cache-advance.com)

#### Cache Up NB: Leave No Trace Geocaching

Website: [www.cacheupnb.com/resources/guides/leave-no-trace-geocaching/](http://www.cacheupnb.com/resources/guides/leave-no-trace-geocaching/)

#### Geocaching.com

Website: [www.geocaching.com](http://www.geocaching.com)

#### Troop Program Resources

Website: [www.programresources.org](http://www.programresources.org)

### Related Program Features

Camping, Hiking, Orienteering

### Photo and Illustration Credits

Pages 7-1 (*global satellite illustration*, BSA/John McDearmon; *all others*, BSA file), 7-2 (*all*, BSA file), and 7-3 (*geocoin*, BSA file; *hiker*, BSA/Randy Piland)

### Acknowledgments

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## Finding Adventure in the World Around You

In the *Lord of the Rings* trilogy, the wizard Gandalf said, “All those who wander are not lost.” Gandalf was speaking of Aragorn, a Ranger and a wanderer, who always knew where he was and the nature of his quest. But he could also have been talking about Scouts on a hike.

Hiking is a kind of wandering—but wandering without being lost. You can plan adventures or come upon adventures by surprise. You can follow marked trails through well-known parks, wilderness areas, or even large cities. You can learn about nature and the history that’s all around you. No matter how or where you hike, you can always have an adventure and learn something new.

In fact, as you plan hikes, you may want to plan special activities to do along the way: nature study, orienteering, geocaching, or some other skill Scouts will enjoy. The destination of a hike can provide activities, too: fishing in a lake or stream, cooking a meal over a camp stove or open fire, or helping with a conservation project.

To wander without getting lost (or getting hurt), you need to have some skills. The wanderers in *The Lord of the Rings* all used a map. They also had a guide—sort of—in Gollum; they did not go without some guidance. The hikers also took things they needed to make the journey. They were prepared for the journey. In the end, they arrived back home safely. You can do the same after a day or weekend of hiking adventure.

### Objectives

This month’s activities should:

- Lead to improved physical fitness.
- Teach Scouts to understand, prevent, and mitigate hazards that may be encountered while hiking.
- Teach first aid for injuries that may occur while hiking.
- Help Scouts grow in skill and confidence in their ability to take care of themselves on the trail.
- Foster a sense of communion with nature and God.
- Lead to greater appreciation for the outdoors and a strong determination to follow the Outdoor Code.
- Build increased understanding of and commitment to no-trace methods for hiking.

### RELATED ADVANCEMENT AND AWARDS

- Second Class requirement 1a
- First Class requirement 1a
- American Heritage, Backpacking, Citizenship in the Community, Geocaching, Hiking, Orienteering, Personal Fitness, and Wilderness Survival merit badges
- 50-Miler, Historic Trails, and Leave No Trace awards
- Ranger: Leave No Trace core requirement



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing hiking as your program feature.

1. Where do we want to hike for our main event?
2. What other activities do we want to include?
3. What type of program do we want, and which group should be in charge?
4. What equipment will we need?
5. Should we plan a meal or lunch in small groups or as one large unit?
6. Who needs to learn orienteering and map and compass skills?
7. Are permits or other forms of permission required to hike on public or private land?
8. Where can we acquire maps for the route?
9. To meet our needs, what should we change in the sample meeting plans?
10. What additional skills and training are recommended for Scouts and leaders as prerequisites to safe hiking?

### PARENTS CAN HELP WITH THE HIKING PROGRAM FEATURE BY:

1. Providing transportation for the main event
2. Assisting in obtaining permits from public officials or owners of private property, if necessary
3. Helping with purchasing food before the hike
4. Making sure every Scout has appropriate equipment
5. Assisting in acquiring route maps
6. Accompanying the group on its trek
7. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## TRIP PLANS

A trip plan prepares you for the challenges of a hike, a campout, or any other outdoor activity.

Write down the five Ws of a trip plan:

- **Where are you going?** Decide on a route to your destination and back. For backcountry trips, include a copy of a map with your route marked in pencil.
- **When will you return?** If you are not back reasonably close to the time on your trip plan, Scout leaders and family members can take steps to locate you and, if necessary, provide assistance.
- **Who is hiking with you?** List the names of your partners. If you need a ride to or from a trail, write down who will do the driving.
- **Why are you going?** To fish in a lake? Climb a peak? Explore a new area? Write a sentence or two about the purpose of your journey.
- **What are you taking?** Always carry the Scout Basic Essentials. If you are camping out, you may need additional food, gear, and shelter.



### HISTORIC TRAILS AWARD

Your unit can earn the Historic Trails Award if you locate and study a historic trail or site, hike or camp two days and one night along the trail, and help a group like a historical society with a project related to the trail or site.



# Hiking Trip Plan

Name of this trip: \_\_\_\_\_

WHERE are we going and how will we get there? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHEN will we go and return? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHO is going with us? \_\_\_\_\_

Adult leaders: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Patrol members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHY are we going? (Write a sentence or two about the purpose of the hiking trip.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHAT do we need to take with us? What training is required in advance?

\_\_\_\_\_

\_\_\_\_\_

HOW will we respect the environment by using outdoor ethics and following the principles of Leave No Trace? \_\_\_\_\_

\_\_\_\_\_



## KINDS OF HIKING

If you think hiking just means following a trail around your favorite Scout camp, think again. There are all sorts of hikes you can take.

**Urban hiking.** Of all Scouting adventures, city hikes can be among the most interesting and easiest to plan. Set a course that will take you through parts of town you would like to see, or to a zoo, an exhibit, a museum, or a historical site.



**Back-roads hiking.** America's quiet back roads can offer miles of wonderful hiking. They may lead through farm fields, hug riverbanks, drift along in a shady forest, or head out into open prairie.

**Snow hiking.** A winter hike can be a terrific way to enjoy cold-weather adventures. Remember that territory familiar in the summer can look very different when it is blanketed with snow.



**Tundra hiking.** Hike high enough in mountainous regions, and you will reach an elevation where conditions are too harsh for forests to survive. A tundra hike can take you up among the summits and surround you with tremendous scenery.

**Desert hiking.** Hiking across arid country will bring you close to remarkable vegetation, wildlife, and land formations. Consider doing desert hiking in the early morning and evening; spend the hottest part of the day relaxing in the shade.

**Cross-country hiking.** Cross-country hiking invites you to escape everything made by humans, trails included. You might cross a river or a lakeshore beach, or the crest of a hill. Or your way might be determined by a series of compass readings and a map to keep your bearings.

**Night hiking.** The world looks very different at night. Some animals are more active, and the sky can be ablaze with stars. Night hiking lets you explore this altered world.

**Trail hiking.** Scouts do much of their hiking on trails. They may choose pathways leading deep into the backcountry, or shorter routes connecting points of interest in a Scout camp or a city. A trail can lead to a mountaintop, a lake, a neighborhood park, or a prairie.



## HIKING GAMES

### Hot Isotope Transport

**Equipment:** A log, 6 to 8 inches in diameter and 10 inches long (the “radioactive isotope container”); a length of rope to mark a 20-foot circle; a 2- or 3-inch-wide rubber band cut from an inner tube (the “transporter”); several lengths of rope (tied to the rubber band)

**Object:** To pick up the radioactive isotope container with the transporter, lift it out of the circle, and place it on the ground outside of the circle

**How to play:** Set the radioactive isotope container in the center of the rope circle. Have each team, in turn, line up around the circle. Each Scout grasps a length of rope. Under the leader’s guidance, the Scouts pull the rope to stretch the rubber band, then bring the expanded band down over the container, relax the band to fit tightly around the container, then lift and deposit the container upright outside of the circle.

**Scoring:** The team that completes the task in the shortest time wins.

**Variation:** Instead of having only one container, have several containers. The team to transport the most containers in a given time wins.

### Ringleader

The group is seated in a circle. “It” leaves the room. While It is out, the Scouts select a ringleader and begin copying their motions. The ringleader must change motions at least every 15 seconds. When It returns, they try to determine which Scout is the ringleader. The ringleader may clap their hands, rub their head, scratch their leg or arm, pat their knee or stomach, etc. If It can identify the ringleader in three guesses, they can play It again for the next round. If they fail, the ringleader becomes It.

### Long, Short, Round

This is a good game to sharpen alertness, if the leader keeps it moving fast.

**Equipment:** For each team, two coffee cans or similar containers. Place three objects in a can for each team: a long one, such as a pencil; a short one, such as a toothpick; and a round one, such as a penny.

**How to play:** The teams line up single file, each Scout a good distance behind the one in front of them. Then they sit down, feet extended, and count off so that each Scout in the team has a number. There must be the same set of numbers in each team, so some Scouts might need to take two numbers.

Set the can with the objects in it at the front of the team line, and the empty can at the back end. The game leader signals with their arms to indicate long or short or round, then calls a number. The Scouts who share that number race to their can, pick out the appropriate object, transfer it to the can at the end of the team line, and return to their places.

**Scoring:** The first Scout back in place wins 1 point for their team. Keeping track of the location of the objects soon gets to be a mental challenge, and, of course, if a Scout heads for the wrong can they’re bound to lose the race.

### Human Obstacle Race

**Equipment:** Stopwatch or a watch with a second hand

**How to play:** This is a series of races in which team members form obstacles for the runner, who is one of their teammates. (One runner from each team competes at a time.) First race: The team members stand side by side in a straight line about 5 feet apart and clasp hands. The runner must zigzag through the chain, going under each pair of hands. Second race: The team members get down on their hands and knees; the runner hurdles the team members one at a time. Third race: The team members stand in a line with their feet spread apart; the runner scrambles under each pair of legs.

**Scoring:** Award 1 point per heat for the runner with the fastest time. When all Scouts have raced, the team with the highest score wins.





## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Tell about different kinds of hikes.
- Explain what should go in a trip plan.
- Introduce the Historic Trails Award.
- Review the rules for safe hiking.
- Discuss additional training required as part of a safe hiking plan.

### DEMONSTRATE

- Demonstrate different types of hiking packs.
- Show Scouts walking techniques that help the hiker conserve energy.
- Demonstrate Leave No Trace hiking techniques.
- Show Scouts how to use trekking poles.

### GUIDE

- Have Scouts brainstorm destinations for hikes.
- Guide Scouts in using maps and compasses.
- Help Scouts make trail mix or other trail foods.
- Have Scouts practice first-aid techniques for hiking.

### ENABLE

- Have Scouts assemble the Scout Basic Essentials.
- Play a game that requires map and compass skills.
- Have Scouts plan hiking routes on topographic maps.
- Send teams out on separate hikes in a large urban park.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Overnight Activity	Overnight Activity
Ten-mile hike—Follow an established trail of 10 miles or so. Have Scouts complete hike plans so that the hike will count toward the Hiking merit badge.	Back-to-back 10-mile hikes—Take 10-mile hikes on consecutive days during a weekend campout.	Continuous 20-mile hike—Camp in a favorite spot and use part of the time to work on the Hiking merit badge. Be sure to take advantage of other activity and advancement options at the campsite.



# HIKING

## Meeting Plan: Hiking 101



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	If it is dark enough, practice following directions by using the North Star method (see the Scouts BSA handbooks) or play Hit the Bucket (see the Activities section at <a href="http://www.programresources.org">www.programresources.org</a> ).		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Outdoor Code Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>Have the group brainstorm as many types of hikes as they can. (See the <i>Hiking</i> merit badge pamphlet for ideas.)</li> <li>Talk about unusual hikes the unit has done in the past (night hikes, urban hikes, etc.).</li> <li>Discuss additional trainings and certifications that are prerequisites to safe hikes.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>Practice reading a compass and learn how to set a pace.</li> <li>Review the rules and particulars of trail, cross-country, and back-roads hiking. (See the <i>Hiking</i> merit badge pamphlet.)</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Review the rules and particulars of night and urban hiking. (See the <i>Hiking</i> merit badge pamphlet.)</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Review the rules and particulars of snow, tundra, and desert hiking.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Discuss plans for the hike this month and make sure everyone knows what their assignments are and what to bring for the outing.</li> <li>If any members have not been hiking yet, make plans for a training hike.</li> <li>Plan any meals that will be needed for the outing. If it is going to be an overnighiter, begin to make plans for equipment distribution and tent needs.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Hot Isotope Transport (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Outdoor Code Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews the next meeting and plans for the main event.		

\*All times are suggested.



# HIKING

## Meeting Plan: Stuff to Bring



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Have Scouts arrive in the shoes or boots they plan to wear hiking. Inspect their shoes or boots and make recommendations (e.g., break in new boots, choose shoes with better ankle support, etc.).		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>• Demonstrate different types of packs for hiking: fanny packs, day packs, backpacks.</li> <li>• Point out advantages and disadvantages of each.</li> <li>• Explain features Scouts should look for, such as well-padded shoulder straps and accessible water bottle holster.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>• Practice figuring the heights and widths of objects (Scouts BSA handbooks, "Navigation" chapter).</li> <li>• Review the Scout Basic Essentials.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>• Work on packing up for a group hike; study maps of the hike route.</li> <li>• Review outdoor ethics principles.</li> </ul>		
	Review unit equipment needed for a group hike. Make plans to acquire any equipment needed.		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Review assignments for the hike.</li> <li>• First-time hikers continue working on procedures for hiking. All other groups continue to work on activities for advancement on the outing.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Ringleader (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.






# HIKING

## Meeting Plan: Hiking Techniques



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	<ul style="list-style-type: none"> <li>Display an array of hiking guidebooks and maps for your area.</li> <li>Encourage Scouts to explore possible destinations for future hikes.</li> </ul>		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Teach and practice these hiking techniques: <ul style="list-style-type: none"> <li>Slack-legging: As you walk, let your back leg go slack momentarily as you take weight off of it to reduce fatigue.</li> <li>Caterpillar (for climbing steep trails): When the leader needs a break, they step off the trail and let the second hiker take over. The new leader does the same thing when they need a break. Continue in this manner until the original leader is back at the front.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	 Practice reading topographic maps and review what to do if lost (Scouts BSA handbooks, "Navigation" chapter).		7:20 p.m.
	 Plan a game for the troop to use during the hike. Use a topographic map of the hike's destination and lay out an area to play the game.		
	 <ul style="list-style-type: none"> <li>Help younger Scouts with map-reading skills.</li> <li>Review options for extra activities you can do during the hike (scenic overlooks, historic sites, recreational opportunities, etc.).</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Finalize the menu for the outing.</li> <li>Review clothing and equipment and make sure everyone knows what to bring.</li> <li>Go over the route to be hiked and consider potential weather conditions and how to prepare for them.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Long, Short, Round (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# HIKING

## Meeting Plan: Food, First Aid, and Outdoor Ethics



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	<ul style="list-style-type: none"> <li>Set up a station where Scouts can make trail mix from individual ingredients.</li> <li>Have other kinds of trail foods available for Scouts to sample.</li> </ul>		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	Review the principles of Leave No Trace.		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	<ul style="list-style-type: none"> <li>Learn how to prevent and treat blisters.</li> <li>Learn how to treat a sprained ankle.</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills, along with the other first-aid techniques described in the <i>Hiking</i> merit badge pamphlet.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Discuss how to avoid getting lost and how to get found if you are lost, including leaving a travel plan with someone at home, emergency signaling, and using GPS-based emergency locators.</li> </ul>		
<b>Breakout Groups</b> 10 minutes	<ul style="list-style-type: none"> <li>Review plans and assignments for the hike.</li> <li>Make sure everyone knows travel plans and equipment needs.</li> <li>Practice any activities that will take place.</li> </ul>		8 p.m.
<b>Game</b> 15 minutes	Play Human Obstacle Race (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# HIKING

## Main Event: 10-Mile Hike



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 3 to 4 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

**Essential (Tier I)**  
 Follow an established trail of 10 miles or so. Have Scouts complete hike plans so the hike will count toward the Hiking merit badge.

### Equipment List

- Trail map
- Hiking gear
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Research nearby parks or natural areas where you can hike on an established 10-mile trail (or multiple trails for a total of 10 miles).
- Have Scouts develop hike plans for the trip.
- Secure any permits or permissions needed.
- Follow proper hiking and no-trace techniques.
- During the hike, look for advancement and other program opportunities.

### Safety

- Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit.
- Two-deep adult leadership is required for all activities.

### Notes



# HIKING

## Main Event: Back-to-Back 10-Mile Hikes



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Take 10-mile hikes on consecutive days during a weekend campout.

### Equipment List

- Trail maps
- Hiking gear
- Camping gear (individual and group)
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Research nearby parks or natural areas where you can hike on two established 10-mile trails (or two combinations of trails, each totaling 10 miles).
- To add interest, make one hike a night hike, cross-country hike, or another special kind of hike.
- Find a place to camp that's convenient to both trailheads.
- Have Scouts develop hike plans for the trip.
- Secure any permits or permission needed.
- Complete one hike on each day of a two-day campout.
- After the first day's hike, reflect on the day and discuss ways to make the second day's hike better.
- Follow proper hiking and outdoor ethics techniques.
- Plan related activities to do at the campsite.

### Safety

- Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit.
- Two-deep adult leadership is required for all activities.

### Notes



# HIKING

## Main Event: Continuous 20-Mile Hike



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
\_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 9 to 10 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Complete the ultimate hiking adventure by hiking 20 miles in a single day.

### Equipment List

- Trail map
- Hiking gear
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Develop a hiking route of 20 miles. If your route is in a city, you might want to hike 10 miles to a destination like an ice cream shop and then back to your starting point.
- Have Scouts develop hike plans for the trip.
- Secure any permits or permissions needed.
- Follow proper hiking and outdoor ethics techniques.
- During the hike, look for advancement and other program opportunities.

### Safety

- Use the buddy system; cellphones are a good idea as appropriate. Have a first-aid kit.
- Two-deep adult leadership is required for all activities.

### Notes

Blank area for notes.





## RESOURCES AND REFERENCES

### Books

*American Heritage, Backpacking, Bird Study, Camping, Citizenship in the Community, First Aid, Geocaching, Hiking, Nature, Orienteering, Sustainability, and Wilderness Survival* merit badge pamphlets

*Scouts BSA Handbook for Boys*

*Scouts BSA Handbook for Girls*

### Websites

#### American Hiking Society

Website: <https://americanhiking.org/>

#### Leave No Trace Center for Outdoor Ethics

Website: <http://lnt.org>

#### Local Hikes

Trails.com: [www.trails.com](http://www.trails.com)

Sierra Club: [www.sierraclub.org](http://www.sierraclub.org)

### Related Program Features

Backpacking, Camping, Caving, First Aid, Fitness and Nutrition, Geocaching, Nature and Environment, Orienteering, Outdoor Ethics, Sustainability, Wilderness Survival, Winter Camping

### Photo and Illustration Credits

Pages 8-1 (*all*, BSA file), 8-2 (BSA file), and 8-4 (*two hikers*, BSA/Randy Piland; *rocky mountain*, BSA/Brian Payne; Shutterstock.com: *background*, ©robert cicchetti)

### Acknowledgments

Thanks to Tom Mann, Tampa, Florida, for developing the Hiking program feature.



## Treading Lightly on the Land

Have you ever arrived at a campsite only to find that the people who used it before left it trashed? On a hike, have you ever come across trees that have been defaced by carvings, or meadows that have been trampled by careless campers? Scouts know better than to do those things. We know to take nothing but pictures and leave nothing but footprints. But we can do more. As cities grow and populations encroach upon our wild lands and recreation areas, we must do more than just pick up litter and extinguish campfires. We must learn how to help maintain the integrity and character of the outdoors for all living things and other visitors, and we must set the example and teach other people to do the same.

Scouting has a long and distinguished tradition of conservation leadership and environmental protection, beliefs preserved in the Outdoor Code and Scouting's Wilderness Use Policy. The Outdoor Code guides our conduct in the outdoors, establishing our goals of a clean environment unaffected by our passage—and our goal of environmental stewardship. The BSA's outdoor ethics builds on that foundation by utilizing the seven principles of Leave No Trace and the five principles of Tread Lightly! Scouts and Scout leaders have a principled framework that helps them make proper, ethical decisions while enjoying the outdoors.

Leave No Trace and Tread Lightly! are not simply programs for camping. They are at the cutting edge of Scouting values. This month, you will learn how the BSA's outdoor ethics let you enjoy the outdoors while ensuring future generations can do the same.

### Objectives

This month's activities should:

- Demonstrate the need for outdoor ethics.
- Lead to greater appreciation for the outdoors and a strong determination to follow the Outdoor Code.
- Teach the seven principles of Leave No Trace.
- Introduce the principles of Tread Lightly!
- Help Scouts develop outdoor skills that minimize impacts.
- Help Scouts grow in skill and confidence in their ability to enjoy the outdoors responsibly.

### RELATED ADVANCEMENT AND AWARDS

- Scout requirement 1e
- Second Class requirement 1b
- First Class requirement 1b
- Backpacking, Camping, Climbing, Fishing, Fly-Fishing, Hiking, and Sustainability merit badges
- Ranger: Leave No Trace core requirement



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing outdoor ethics as your program feature.

1. What is our unit's current skill level?
2. Which members of our unit have taken Leave No Trace or Tread Lightly! training?
3. Who in our unit has been on a backcountry adventure and practiced outdoor ethics?
4. Do we know any experts in outdoor ethics?
5. What will we do for our main event to practice outdoor ethics?
6. Has our unit experienced problems in the past related to outdoor ethics?
7. Where will we do our main event?
8. How can we involve parents?
9. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE OUTDOOR ETHICS PROGRAM FEATURE BY:

1. Preparing materials for this month's games
2. Becoming Leave No Trace trainers or master educators
3. Becoming Tread Trainers or Tread Masters
4. Providing transportation for the main event
5. Assisting onsite with the main event
6. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## OUTDOOR ETHICS

Scouting provides many opportunities to plan and participate in rugged outdoor adventures. For more than 60 years, the Outdoor Code has served as an aspirational statement of everything that a Scout or Venturer seeks to achieve while in the outdoors.

### The Outdoor Code

As an American, I will do my best to:

**Be clean in my outdoor manners.** I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

**Be careful with fire.** I will prevent wildfire. I will build my fires only when and where they are permitted and appropriate. When I have finished using fire, I will make sure it is cold-out. I will leave a clean fire ring, or remove all evidence of my fire.

**Be considerate in the outdoors.** I will treat public and private property with respect. I will follow the principles of Leave No Trace for all outdoors activities.

**Be conservation-minded.** I will learn about and practice good conservation of soils, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

The Outdoor Code served as the roots of a more comprehensive wilderness ethic called Leave No Trace, which was developed by the National Park Service, the U.S. Forest Service, and the Bureau of Land Management. Now managed by the Leave No Trace Center for Outdoor Ethics, Leave No Trace is an awareness and an attitude rather than a set of rules. We should all practice Leave No Trace in our thinking and actions—wherever we go. Use your judgment and experience to tailor camping and hiking practices to the environment where the outing will occur. Forest, mountain, seashore, plains, freshwater, and wetland environments all require different minimum-impact practices.



## The Principles of Leave No Trace:

### 1. Plan Ahead and Prepare.

Proper trip planning and preparation help hikers and campers accomplish trip goals safely and enjoyably while minimizing damage to natural and cultural resources. Campers who plan ahead can minimize their impact by following area regulations such as observing limitations on group size. Schedule your trek to avoid times of high use. Obtain permits or permission to use the area for your trek. Proper planning helps ensure:

- Low-risk adventures because campers obtained sufficient information to prepare for a safe visit
- Properly sized and located campsites because enough time was allotted to reach the destination
- Appropriate campfires and minimal trash because of careful meal planning and food repackaging
- Comfortable and fun camping and hiking experiences because the outing matches the skill level of participants

### 2. Travel and Camp on Durable Surfaces.

Damage to land occurs when visitors repeatedly trample vegetation and soils off-trail or near campsites. This can create undesirable informal trails, expand campsites, or erode soils.



“When you leave (camp), leave nothing but your thanks and a good name.”

—Lord Baden-Powell



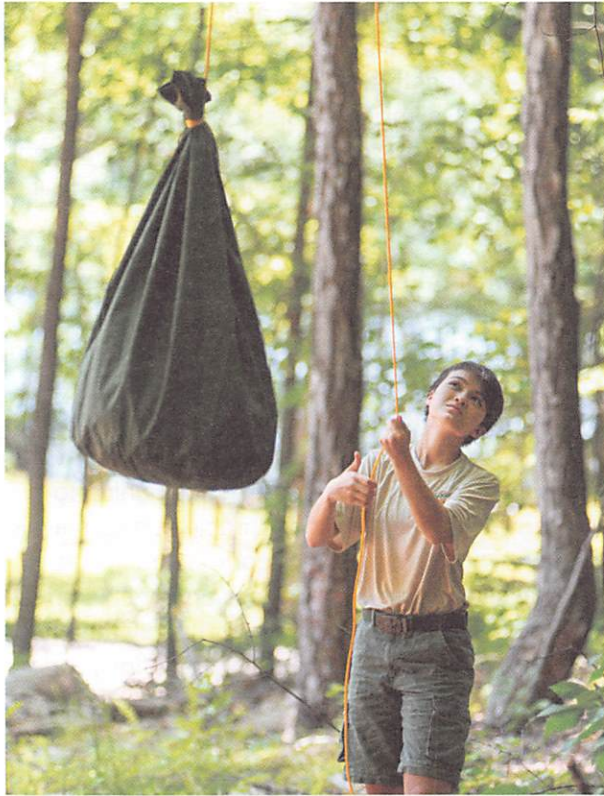
Should you concentrate activity or spread out? In high-use areas, campers should concentrate their activities where vegetation is already absent. Minimize resource damage by using existing formal trails and selecting designated or existing campsites. Keep campsites small by arranging tents in close proximity.

In more remote, less-traveled areas, campers should generally spread out and disperse trampling. Avoid creating new trails, which can cause erosion. When camping, disperse tents and cooking activities—and move camp daily to avoid creating permanent campsites. Avoid places where impacts are just beginning to show. Choose the most durable surfaces available: rock, gravel, sand, compacted soil, dry grasses, or snow. Practices vary by environment and activity, so learn and apply the ones most applicable to Leave No Trace for your group. Check with land managers for more specific guidance.

- ### 3. Dispose of Waste Properly (Pack It In, Pack It Out).
- Inspect and clean your lunch site or campsite of trash and spilled foods and carry them out. Accept the challenge of packing out all trash and leftover food, including any left by others.

Use toilets when available, or be prepared to dig a cathole 6 to 8 inches deep and at least 200 feet (80 steps) from water, campsites, and trails. Cover and disguise the cathole with dead leaves, pine needles, or other ground cover. Pack out all hygiene products. Walk at least 100 feet (40 steps) away from water sources and campsites to dispose of urine, toothpaste, cooking water, and strained dishwater and to wash bodies, dishes, or clothing. (Dispose of soapy water at least 200 feet away.) Minimize the use of soap, or use hand sanitizer.

- ### 4. Leave What You Find.
- Allow others a sense of discovery and preserve the past. Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. Examine but do not touch cultural or historical structures and artifacts. It's illegal to damage or remove artifacts.



Minimize site alterations—good campsites are found, not made. Do not dig tent trenches or build lean-tos, tables, or chairs. Refrain from damaging trees with nails, axes, saws, or knives. On established campsites, dismantle user-built structures such as log seats or tables. On dispersed “pristine” sites, camouflage the site with rocks, organic litter, and branches to discourage others from reusing it.

**5. Minimize Campfire Impacts.** Some people would not think of camping without a campfire. Yet nature in many areas has been degraded by overuse of fires and increasing demand for firewood. Lightweight camp stoves make low-impact camping possible by encouraging a shift away from fires. Stoves are fast, eliminate the need for firewood, and make cleanup after meals easier. After dinner, enjoy a candle lantern instead of a fire.

Choose not to have a fire in areas where wood is scarce—at higher elevations, in heavily used areas with limited wood, or in desert settings. If you build a fire, use an existing campfire ring, and conserve wood for others by keeping it small and burning it for a short time.

Leave woods tools at home, and collect only dead and downed wood no bigger than your wrist that can be broken by hand. Refrain from burning trash or food, as these attract wildlife and can produce toxic fumes and ashes. When possible, burn all wood to ash, and be certain all wood and crushed coals are wet and dead out before cleaning the fire pit of trash and scattering the coals and ashes in offsite areas. Don't forget to clean out the fire ring of debris (paper, foil, etc.), which should be packed out with the rest of your trash.

**6. Respect Wildlife.** Quick movements and loud noises are stressful to animals. You are too close if an animal alters its normal activities. Considerate campers:

- Observe wildlife from a distance to avoid disturbing it.
- Store food securely and keep all garbage and food scraps away from animals so they will not acquire bad habits. Never feed wildlife; keep wildlife wild.
- In bear country, store all food, trash, and scented articles out of reach of animals using approved food storage devices, or hang 12 feet from the ground and 6 feet out from a limb or trunk.

**7. Be Considerate of Other Visitors.** Thoughtful campers respect other visitors and protect the quality of their experience.

- Travel and camp in small groups (no more than the group size prescribed by land managers).
- Let nature's sounds prevail. Keep the noise down and leave radios, electronic devices, and pets at home.



- Select campsites away from other groups to help preserve their solitude.
- Always travel and camp quietly to avoid disturbing other visitors.
- Avoid “taking over” vistas, attraction features, or camping areas; inconsiderate behaviors degrade the experiences of other visitors.
- Respect private property and leave gates (open or closed) as they were found.
- Take breaks off-trail on durable surfaces.



**Did you know that Leave No Trace applies to frontcountry camping, too, such as a camping trip to a troop family’s pasture? Imagine what would happen if it rained while your troop trailer was parked in the pasture far from a road. Removing it would tear up the pasture, causing damage that would take months to repair. It would be better to camp closer to the road, haul your gear in by hand, or drop off your gear and remove the trailer before rain sets in.**

### TREAD LIGHTLY!

Outdoor ethics draws guidance for many specialized outdoor activities from Tread Lightly! This organization’s mission is to promote responsible outdoor recreation through ethics education and stewardship programs.

- T** Travel responsibly.
- R** Respect the rights of others.
- E** Educate yourself.
- A** Avoid sensitive areas.
- D** Do your part.





## OUTDOOR ETHICS GAMES

### What Bothers You the Most?

**Equipment:** Set of 27 index cards; each card shows a negative impact often found when camping and hiking (trash on the trail, half-burned firewood, initials carved into a tree, etc.)

**How to play:** Lay out three cards and ask, “What bothers you the most?” Instruct players to stand next to that card. Each group should then defend its choice. Put the card with the most support in a winners’ pile. Continue until all 27 cards have been used, then conduct subsequent rounds with the remaining cards. Play a final runoff round with the three remaining cards. Ask everyone which impact bothered them the most and why.

### Surface Hopscotch

**Equipment:** A set of surface hopscotch cards per patrol (durable surfaces in bold), large enough to land on—**rock**, cryptobiotic soil, tree roots, **snow**, moss, **sand**, lichen, **dry grass**, **gravel**, leafy vegetation, **ice**, wetlands, wildflowers, **impacted trail**

**How to play:** Patrols line up facing away from the hopscotch course. Lay out the surface cards in a pattern for each patrol, with one durable and one nondurable surface card in each row. On the leader’s signal, the players turn around one at a time and race through the hopscotch course, stepping only on durable surfaces. If a player correctly negotiates the course, the next player takes a turn. If a player incorrectly steps on a nondurable surface, he or she is sent to the end of the team’s line. Continue until all members successfully complete the course.

**Scoring:** The first team to finish the course wins.

### Trash Timeline

**Equipment:** As many items of trash as you can collect from the biodegradation chart (see box), sticky notes for each patrol

**How to play:** Line up the trash items in random order. Have each team place a sticky note next to each item that includes the team name and an estimate of the time (a couple of days to a million years) it takes for the item to biodegrade if left behind during an outing. Have each team defend its estimates. Lead a short discussion and reveal the actual biodegradation rates.

#### Biodegradation Rates

Glass bottle: 1 million years	Monofilament fishing line: 600 years
Plastic beverage bottles: 450 years	Disposable diapers: 450 years
Aluminum can: 80–200 years	Styrofoam cup: 50 years
Tin can: 50 years	Leather: 50 years
Nylon fabric: 30–40 years	Plastic film canister: 20–30 years
Plastic bag: 10–20 years	Cigarette filter: 1–5 years
Wool sock: 1–5 years	Plywood: 1–3 years
Waxed juice carton: 3 months	Apple core: 2 months
Newspaper: 6 weeks	Orange or banana peel: 2–5 weeks
Paper towel: 2–4 weeks	

**Source:** U.S. National Park Service; Mote Marine Lab, Sarasota, Florida

### Web of Life

This group activity demonstrates the interconnectedness of various components of the natural world as well as the part that humans can play in adding stress to the balance of the system.

**Equipment:** A large ball of string; a series of 3-by-5 “web of life” index cards showing a variety of plants, animals, and natural features found at a favorite outdoor recreational area



## OUTDOOR ETHICS GAMES

The web of life resource cards can include any variety of plants, animals, and natural features. Here are some examples: soil, downed log, standing dead tree (or “nurse log”), pine tree, oak tree, pond or stream, grass, wildflowers, fish, frog, snake, robin, blue jay, woodpecker, coyote, turtle, hawk, raccoon, ground squirrel, deer, dam, field mouse, lizard, cricket, butterfly, mosquito, ants, bees



**How to play:** One leader/moderator is needed to manage the activity as well as to assist in passing the string ball back and forth in the group. Arrange the group into a circle and hand a card to each participant. Make certain to include the soil, a water feature, and at least one dead component in the cards that you hand out.

Begin the activity by starting with the soil, as that is the foundation for all forms of vegetation. Have the “soil person” hold one end of the string and then look at all of the available cards and determine who has a *direct* connection to the soil. A direct connection is defined as needing or using that particular organism or feature for food, shelter, habitat, support, or some other lifecycle need. As each of these persons (cards) is named, run the string ball to that person and back again. Repeat this for every direct connection as you work your way through all the participants/cards.

Then choose another person/card and repeat the process, again using only direct connections. Try to work up the food chain with the activity to help illustrate that a lot of the smaller or less

glamorous creatures and organisms play a key role in the balance of the natural ecosystem and that those creatures/organisms at the higher end of the food chain have fewer but more direct connections into the system balance.

Utilize the dead system components (dead logs, standing dead trees, etc.) relatively early on in the process to establish that the ecosystem’s foundation is composed of both living and nonliving components.



Once the web has been woven and those creatures/organisms that reside at the top of the food chain have been incorporated, ask the group to evaluate who has the most connections (done by counting the number of strings in their hands) and who has the fewest connections. See if the group can generate any discussion about why that number of connections exists.

Start to walk into the middle of the string web, gently creating a tension on several of the string connections. The resulting pressure can be related to the presence of humankind’s impact on the ecosystem. Ask the group who is feeling the stress or harder pull on their string from the action of the leader, and discuss why that part of the natural world might feel the stress.

Randomly select a member of the circle to leave, signifying the death or removal of that species/organism from the natural system; make note of how many direct linkages or connections are severed. Discuss the effects of this action from both a direct-effects viewpoint and an indirect-effects viewpoint.

Finally, relate the interconnectedness of the natural world to the principles of Leave No Trace as a foundation for further exploring each principle.





## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Explain how to dig a cathole. Explain why and when they are used.
- Explain low-impact techniques for building campfires.
- Explain why bear bags or boxes are necessary; show an internet video of a bear destroying a cooler or tent.
- Show videos from the Leave No Trace and Tread Lightly! websites.

### DEMONSTRATE

- Demonstrate how to dig a cathole.
- Demonstrate a mound fire and a pan fire using twigs.
- Demonstrate how to hang a bear bag.
- During planning meetings, walk through planning required for Leave No Trace camping.
- Set up a model campsite showing proper location of sleeping, cooking, and cleaning areas.

### GUIDE

- Have Scouts practice pacing off 200 feet (the distance catholes should be from water, camp, and trails).
- Have Scouts practice digging a cathole.
- Have Scouts practice building a mound fire.
- Have Scouts practice hanging bear bags.
- Take a practice hike and discuss how to minimize trail impacts.
- On a campout, challenge groups to identify the most appropriate campsites.

### ENABLE

- Provide patrols with trowels to dig catholes when needed.
- Provide patrols with materials to build a pan fire or a mound fire.
- Provide patrols with bear bag ropes for the next camping outing.
- Challenge Scouts to erase all traces of their campsites.
- Plan a trash cleanup service project during an outing.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Overnight Activity	Weekend Activity
<p>BSA Leave No Trace 101 Course—Complete the BSA Leave No Trace 101 Course. (Note: This course is a general introduction to the Leave No Trace ethics and skills for those with little prior exposure to them. The course is designed to help youth and adults at all program levels understand the general principles of Leave No Trace and how to apply them in the general BSA outdoor program.)</p>	<p>Leave No Trace camping trip—Take an overnight camping trip where your unit practices the principles of Leave No Trace.</p>	<p>BSA Leave No Trace Trainer Course—As a group, complete the BSA Leave No Trace Trainer Course. (Note: Successful completion of this course entitles the participant to recognition as a Leave No Trace trainer. Trainers are specially commissioned to teach the BSA Leave No Trace 101 course and to qualify individuals for the BSA Leave No Trace Awareness Card.</p>



# OUTDOOR ETHICS

## Meeting Plan: Outdoor Code



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Circle Ball. The players form a circle with the Scout who is "It" in the middle. A basketball is thrown from one to the other around the circle, and the Scout in the center tries to touch it. If they succeed, the last Scout to touch the ball is now "It."		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 5 minutes	A youth leader recites the Outdoor Code. After each principle is stated, one of the other youth leaders reads the explanation of that principle:  As an American, I will do my best to <b>be clean in my outdoor manners</b> . I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways. <b>Be careful with fire</b> . I will prevent wildfire. I will build my fires only when and where they are permitted and appropriate. When I have finished using fire, I will make sure it is cold-out. I will leave a clean fire ring, or remove all evidence of my fire. <b>Be considerate in the outdoors</b> . I will treat public and private property with respect. I will follow the principles of Leave No Trace for all outdoors activities. <b>Be conservation-minded</b> . I will learn about and practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.		7:10 p.m.
<b>Skills Instruction</b> 45 minutes	<ul style="list-style-type: none"> <li>Plan a hiking activity.</li> <li>Identify the impacts the group might cause while on this activity. Try to organize these impacts into general categories.</li> </ul>		7:15 p.m.
	<ul style="list-style-type: none"> <li>Plan a camping activity.</li> <li>Identify the impacts the group might cause while on this activity. Try to organize these impacts into general categories.</li> </ul>		
	<ul style="list-style-type: none"> <li>Plan a backpacking activity.</li> <li>Identify the impacts the group might cause while on this activity. Try to organize these impacts into general categories.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Create breakout groups that include participants from each skill level, and have them compare the impact categories they identified.		8 p.m.
<b>Game</b> 10 minutes	Play What Bothers You Most? (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the big event.		

\*All times are suggested.



# OUTDOOR ETHICS

## Meeting Plan: Leave No Trace



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Try group juggling. Groups of six to 10 form a circle and establish a tossing pattern that includes everyone in the circle. Additional items can be added as the group's success increases. Vary the shape and size of the objects to increase difficulty.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Play the National Park Service Leave No Trace video (available in DVD format at <a href="http://lnt.org">http://lnt.org</a> or online from the National Park Service at <a href="http://www.nps.gov/features/wilderness/leavenotrace/popup.html">www.nps.gov/features/wilderness/leavenotrace/popup.html</a> ).		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	Continue planning a hiking activity. Do the following: <ul style="list-style-type: none"> <li>• Make a list of what planning is needed for your activity.</li> <li>• Make a list of what preparations are needed.</li> <li>• Make a list of what personal equipment is needed.</li> <li>• Make a list of what group equipment is needed.</li> <li>• Discuss how the video should affect your planning.</li> </ul>		7:20 p.m.
	Continue planning a camping activity. Do the following: <ul style="list-style-type: none"> <li>• Make a list of what planning is needed for your activity.</li> <li>• Make a list of what preparations are needed.</li> <li>• Make a list of what personal equipment is needed.</li> <li>• Make a list of what group equipment is needed.</li> <li>• Discuss how the video should affect your planning.</li> </ul>		
	Continue planning a backpacking activity. Do the following: <ul style="list-style-type: none"> <li>• Make a list of what planning is needed for your activity.</li> <li>• Make a list of what preparations are needed.</li> <li>• Make a list of what personal equipment is needed.</li> <li>• Make a list of what group equipment is needed.</li> <li>• Discuss how the video should affect your planning.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Create breakout groups that include participants from each skill level, and have them compare what is needed to plan ahead and prepare for each activity.		7:55 p.m.
<b>Game</b> 15 minutes	Play Surface Hopscotch (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the big event.		

\*All times are suggested.



# OUTDOOR ETHICS

## Meeting Plan: Leave No Trace Skills



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Last Piece of Trash. Place a pile of trash (roughly five pieces per Scout) in the middle of the room. Form two teams. Teams alternate sending one Scout forward to remove one, two, or three pieces of trash (whichever number they choose). The goal is for your team to remove the last piece of trash, so strategy is required.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 5 minutes	Teach the Leave No Trace principle related to proper waste disposal.		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	<ul style="list-style-type: none"> <li>• Lay out a 200-foot course to demonstrate how far catholes should be from water, camp, and trails.</li> <li>• Have Scouts walk the course counting their steps.</li> <li>• Demonstrate how to dig a cathole.</li> <li>• Have Scouts practice digging catholes.</li> </ul>		7:15 p.m.
	<ul style="list-style-type: none"> <li>• Teach backcountry kitchen cleanup techniques.</li> <li>• Discuss how to wash and sterilize food service items.</li> <li>• Demonstrate filtering gray water with a nylon screen.</li> <li>• Demonstrate how to create a natural sump for filtering.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Teach techniques for backcountry laundry and bathing for long treks.</li> <li>• Demonstrate how to make and use a plastic garbage bag bathtub.</li> <li>• Discuss pack-it-out techniques for human waste (and hygiene products for female Scouts and Venturers).</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Create breakout groups that include participants from each skill level. Have them compare their waste management lessons.		7:55 p.m.
<b>Game</b> 15 minutes	Play Trash Timeline (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the big event.		

\*All times are suggested.



# OUTDOOR ETHICS

## Meeting Plan: Tread Lightly!



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Leave No Trace Beach Ball. Prior to the meeting, write true/false or fill-in-the-blank statements about Leave No Trace principles all over a beach ball. Have the group form a circle and toss the ball around the circle. When a player catches the ball, he or she must answer the question closest to his or her right index finger.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 5 minutes	Review the principles of Tread Lightly!		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>• Make a list of approved Scouting activities that apply to Tread Lightly! principles.</li> <li>• Review what the <i>Guide to Safe Scouting</i> says about these activities, who can participate in them, and what rules apply.</li> </ul>		7:15 p.m.
	<ul style="list-style-type: none"> <li>• Discuss how the Tread Lightly! principles apply to motor-boats, snowmobiles, personal watercraft (e.g., Jet Skis) and all-terrain vehicles (ATVs).</li> <li>• List any recent unit activities involving these devices, and discuss how well Tread Lightly! principles were followed.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Discuss the Tread Lightly! principles for shooting sports.</li> <li>• Discuss how the principles of Leave No Trace and Tread Lightly! compare.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Have groups finalize plans for the main event.		7:45 p.m.
<b>Game</b> 25 minutes	Play Web of Life (described earlier).		8 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the big event.		

\*All times are suggested.



# OUTDOOR ETHICS

## Main Event: BSA Leave No Trace 101 Course



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 3+ hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Essential (Tier I)

Complete the BSA Leave No Trace 101 Course. (Note: This course is a general introduction to Leave No Trace ethics and skills for those with little previous exposure to it. The course is designed to help youth and adults at all program levels understand the general principles of Leave No Trace and how to apply them in the general BSA outdoors program.)

### Equipment List

- BSA Leave No Trace 101 Course guide
- Teaching materials as outlined in the syllabus
- BSA Leave No Trace Awareness card for each participant
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)
- Other program materials as needed

### Activity

- Recruit a Leave No Trace trainer or master educator to teach the course.
- Plan a fun activity such as a day hike, mountain bike ride, or short canoe trip.
- Plug the training into the activity.

### Safety

- Always use the buddy system, and have cellphone numbers of leaders in case you are separated. Have a first-aid kit on hand. Take other precautions as indicated for the activity type.
- Two-deep adult leadership is required for all activities.

### Notes



# OUTDOOR ETHICS

## Main Event: Leave No Trace Camping Trip



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

An overnight camping trip where your unit practices the principles of Leave No Trace.

### Equipment List

- Hiking gear
- Camping gear (individual and group)
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Plan a typical weekend campout for your group.
- Incorporate these principles in the weekend:
  - Plan ahead and prepare: Fully develop your plan, know the rules and regulations, test all equipment, and repackaging all food.
  - Travel and camp on durable surfaces: Use an established campsite. Before setting up camp, have the group select the best options for tenting, cooking, and cleaning.
  - Dispose of waste properly: Have a plan to carry out trash and garbage. Discuss human waste disposal and practice digging catholes. After cleaning food service items, properly filter and dispose of gray water.
  - Minimize campfire impacts: Discuss the need for a campfire. Try a night gathering under the stars.
- Develop plans that implement the other Leave No Trace principles.

### Safety

- Always use the buddy system, and have cellphone numbers of leaders in case you are separated. Bring a first-aid kit. Take other precautions as indicated for the activity type.
- Two-deep adult leadership is required for all activities.

### Notes



# OUTDOOR ETHICS

## Main Event: Leave No Trace Trainer Course



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

As a group, complete the BSA Leave No Trace Trainer course. (Note: Successful completion of this course entitles the participant to recognition as a Leave No Trace trainer. Trainers are specially commissioned to teach the BSA Leave No Trace 101 course and to qualify individuals for the BSA Leave No Trace Awareness card.)

### Equipment List

- BSA Leave No Trace Trainer course manual
- Teaching materials as outlined in the syllabus
- BSA Leave No Trace Trainer card for each participant
- Leave No Trace Trainer Certificate for each participant
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)
- Other program materials as needed

### Activity

- Recruit a Leave No Trace master educator to teach the course.
- Plan a backpacking or canoe trip that includes at least one overnight.
- Plan for a morning educational session followed by a short backpacking or canoe trip to your wilderness campsite.

### Safety

- Always use the buddy system, and have cellphone numbers as appropriate. Have a first-aid kit. Take other precautions as indicated for the activity type.
- Two-deep adult leadership is required for all activities.

### Notes

Blank area for notes.





## RESOURCES AND REFERENCES

### Books

*Backpacking, Camping, Climbing, Fish and Wildlife Management, Fishing, Fly-Fishing, Hiking, Nature, and Sustainability* merit badge pamphlets

*Scouts BSA Handbook for Boys*

*Scouts BSA Handbook for Girls*

Cole, David. *NOLS Soft Paths: How to Enjoy the Wilderness Without Harming It*. NOLS, 2003.

Kaye, Cathryn Berger, and Philippe Cousteau. *Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands*. Free Spirit Publishing, 2010.

Kosseff, Alex. *AMC Guide to Outdoor Leadership*. Appalachian Mountain Club Books, 2010.

Petronis, Lexi. *47 Things You Can Do for the Environment*. Zest Books. 2012.

Savedge, Jenn. *The Green Teen: The Eco-Friendly Teen's Guide to Saving the Planet*. New Society Publishers, 2009.

Sivertsen, Linda, and Tosh Sivertsen. *Generation Green: The Ultimate Teen Guide to Living an Eco-Friendly Life*. Simon Pulse, 2008.

### Websites

#### BSA Leave No Trace 101 Course

Website: <http://www.outdoorethics-bsa.org/files/BSA%20LNT%20101%20Course%20Guide.pdf>

#### BSA Leave No Trace Trainer Course

Website: <http://www.outdoorethics-bsa.org/files/BSA%20LNT%20Trainer%20Course%20Manual.pdf>

#### BSA Outdoor Ethics

Website: [www.scouting.org/outdoor-programs/outdoor-ethics/training/](http://www.scouting.org/outdoor-programs/outdoor-ethics/training/)

#### Leave No Trace Center for Outdoor Ethics

Website: <http://lnt.org>

#### Tread Lightly!

Website: [www.treadlightly.org](http://www.treadlightly.org)

### Related Program Features

Backpacking, Camping, Caving, Ethics, Fishing, Geocaching, Hiking, Nature and Environment, Sustainability, Wildlife Management

### Photo and Illustration Credits

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### Acknowledgments

We are thankful to Scott Anderson, Westfield, New Jersey, for developing the Outdoor Ethics program feature.



## Make a Splash With Canoeing, Kayaking, and Stand Up Paddleboarding

Long before people voyaged across the oceans in ships powered by sails and engines, they began to cross the water using paddlecraft. Early in human history, what started off as swimming with something that floated turned into building rafts and using a device for paddling. Simple boats gradually became more refined and more efficient. For example, people in the north needed protection from the cold, so they created kayaks, with skin-covered decks that could be righted if capsized.

Today, modern building materials have led to a wide variety of watercraft. Which type of paddlecraft your group chooses will likely be based on location, availability, and interest. Regardless, you will master similar skills to those of people from long ago. Whether you meet whitewater challenges or journey through the Boundary Waters with the Northern Tier National High Adventure Program, you will make a splash and have fun doing it.

### Objectives

This month's activities should:

- Provide Scouts an understanding of basic paddle sport safety practices.
- Teach Scouts how to select and fit a life jacket.
- Inform Scouts of paddling skills needed for different craft and water conditions.
- Encourage Scouts to work as a team to plan an on-water outing.
- Emphasize the use of outdoor ethics to help protect the environment.
- Foster a sense of communion with nature and God.

Opportunities in boats on the water are crucial for learning paddling skills. Fewer than four dry-land meetings may be appropriate prior to an essential main event, which in turn may be a precursor to a challenging event.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1b
- Second Class requirement 1a
- First Class requirement 1a
- Canoeing, Kayaking, and Whitewater merit badges
- Kayaking BSA award
- BSA Stand Up Paddleboarding Award
- 50-Miler Award
- Ranger: Watercraft elective
- Quest: Requirement 5



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing paddle sports as your program feature. If your council has an Aquatics Committee, that group may help with planning and resources.

1. What is our unit's current skill level?
2. How will we accommodate Scouts and leaders who have not met the BSA swimmer classification?
3. Is our online Safety Afloat training current?
4. Are unit leaders able to take Aquatics Supervision: Paddle Craft Safety training prior to the main event?
5. Do we know a paddle sports expert or a certified instructor?
6. What equipment will we need? Where will we get it?
7. What will we do for the main event?
8. What summer camp program opportunities will help us prepare for the main event?
9. What additional subtopics would fit well with this feature?
10. How can we involve parents?

11. How can we incorporate Scout skills and advancement into the main event?
12. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE PADDLE SPORTS PROGRAM FEATURE BY:

1. Loaning equipment (canoes, paddles, life jackets, etc.)
2. Providing transportation and leadership for the main event
3. Hauling gear to the campsite if it can't be transported in boats
4. Providing paddle sports expertise
5. Researching places in your area to paddle
6. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings



### SIZING YOUR LIFE JACKET

Check the label to determine that you have the appropriate size for your weight. On land, have a buddy stand behind you and firmly pull up both shoulder straps. If the shoulder straps pull up to ear level, the life jacket doesn't fit snugly enough. Readjust the jacket or try a smaller size or different style.

In calm, shallow water, test the fit of a life jacket by relaxing your body and tilting your head back. It should keep your chin well above water. If it doesn't, readjust for a snugger fit or try a life jacket with a higher buoyancy rating. Check the label to find the rating.



## TYPES OF PADDLE SPORTS

*Paddlecraft* refers to any human-powered watercraft that is propelled and maneuvered by a handheld paddle. This program feature focuses on canoes, kayaks, and stand up paddleboards.

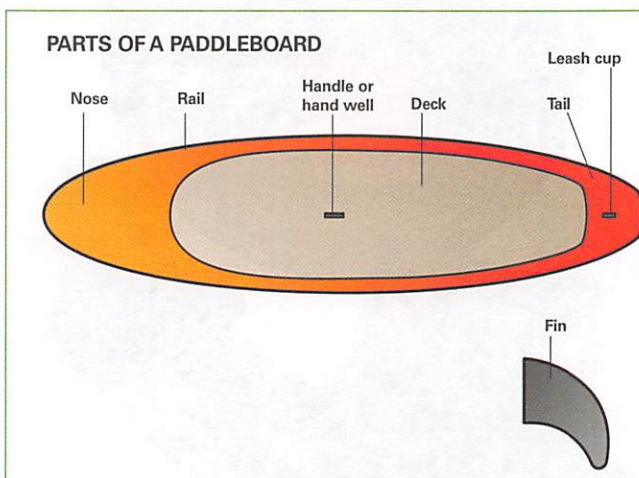
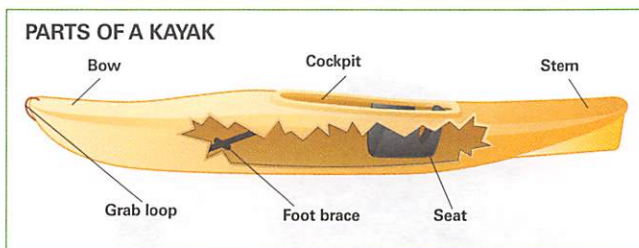
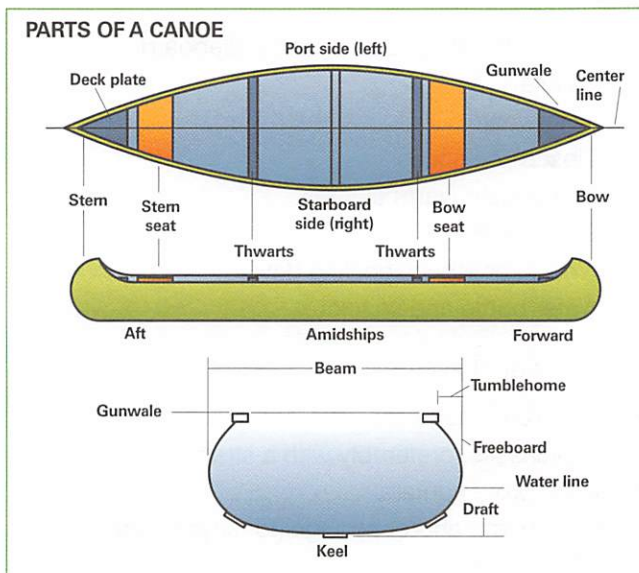
**Canoe.** The basic canoe is one of the oldest watercraft designs known to humankind. Throughout history, canoes have been made with whatever materials were found locally. Most early canoes were carved out of logs or made from bark stretched over a wooden frame. As new materials were developed, it became popular to make canoes first out of wood covered with canvas and then aluminum. Modern canoes are often made of synthetic materials like plastic, fiberglass, Kevlar®, or carbon fiber. These materials allow canoes to be both lighter and stronger.

**Kayak.** Originally developed in the far north for hunting, the first kayaks were created by stretching waterproof skins over a wooden or bone frame. Today's kayaks are made with the same variety of materials as canoes, but they are also designed for very specific purposes. Your group should decide between rigid boats or inflatables, and among recreational, touring, whitewater, or sit-on-top kayaks.

**Stand up paddleboard.** The fastest growing type of paddlecraft is the stand up paddleboard (SUP) in which a paddler stands atop a long, buoyant “surfboard” and uses a paddle with an extended shaft. The board may be made of rigid synthetic materials or be inflated. Many of the paddle strokes are very similar to those used in canoeing, and SUPs have fins that allow tracking in a straight line. Modern-day stand up paddleboarding takes much of its terminology from the surfing culture. For example, the front and back of an SUP are called the nose and tail, rather than the bow and stern.

## Parts of Paddlecraft

While most paddlecraft have similar parts, there are differences between kayaks, canoes, and SUPs.





## Paddle Sports Equipment

To participate safely in paddle sports, all participants need:

- Life jacket
- Canoe, kayak, or stand up paddleboard
- Paddle
- Swimwear
- Closed-toe shoes
- Appropriate warm clothes
- Sunscreen
- Whistle or other signaling device
- Water bottle and snacks

Also consider having:

- Wide-brimmed hat
- Sunglasses, preferably with a strap
- Waterproof camera
- Bilge pump and/or sponge (for kayaks and canoes only)



## Paddlecraft Safety

For any BSA activity afloat, participants must understand and respect the Safety Afloat plan, summarized below. Leaders should review the entire plan in the *Guide to Safe Scouting* at [www.scouting.org/health-and-safety/gss/](http://www.scouting.org/health-and-safety/gss/).

1. **Qualified supervision.** All paddle sports activities must be supervised by a mature and conscientious adult who understands and knowingly accepts responsibility for the well-being and safety of the group and is currently trained in Safety Afloat. The supervisor must be skilled in the safe operation of the craft for the specific activity, knowledgeable in accident prevention, and prepared for emergency situations. One adult supervisor is required for every 10 participants.



2. **Personal health review.** The supervisor should review the health histories of all participants and adjust the activity to anticipate risks associated with individual health conditions.





3. **Swimming ability.** Every participant who intends to train for or paddle a solo kayak, canoe, or SUP at a Scouting function must be classified as a swimmer by completing the 100-yard BSA swimmer classification test. Operation of any boat on a float trip is limited to youth and adults who have completed the BSA swimmer classification test. Those not classified as swimmers are limited to multiperson craft during outings on calm water with little likelihood of capsizing or falling overboard. They may paddle or ride in a paddlecraft designed for more than one person when buddied with an adult swimmer who is a skilled paddler.
  4. **Life jackets.** Properly fitted U.S. Coast Guard–approved life jackets must be worn by all persons engaged in paddle sports. Type III life jackets are recommended for general recreational use.
  5. **Buddy system.** Scouts never go on the water alone. Every person must have a buddy. When several craft are used on a float trip, every craft on the water should have a “buddy boat.”
  6. **Skill proficiency.** All persons in an activity afloat must have sufficient knowledge and skill to participate safely. Anyone classified as a swimmer may engage in paddle sports training provided by qualified instructors. For unit recreational activities in calm, confined waters, participants need to be able to control their paddlecraft adequately to return to shore. For unit float trips, participants should receive either a minimum of three hours of training or demonstrate proficiency in maneuvering the craft and recovering from a capsize. (The skills required for paddlecraft merit badges or special awards are appropriate.) Additional training is needed for whitewater trips or coastal open water treks.
  7. **Planning.** Proper planning is necessary to ensure a safe, enjoyable paddle sports activity. All plans should include a scheduled itinerary, notification of appropriate parties, communication arrangements, contingencies in case of foul weather or equipment failure, and emergency response options.
- **Preparation.** Provide participants with lists of personal gear and arrange for group equipment and supplies. Organize safe transport of gear and participants to and from the site, including shuttles if the take-out location varies from the put-in. Follow state and local regulations, and obtain permission to use or cross private property. Select a route appropriate for the group, check water levels, and determine alternative pull-out locations. Consult those who have traveled the route recently.



### OTHER SAFETY CONSIDERATIONS

All groups need to check the paddling location for fixed hazards (rocks, current, bottom conditions, fishing hooks, trees, etc.) and mobile hazards (other people, other watercraft, weather conditions). Be sure to choose protected sites. All paddlers must wear life jackets. Closed-toe shoes will protect feet from blisters in the boat and foot injuries outside the boat. Be sure that adequate instructor-to-student ratios are maintained and that groups aren't excessively separated. During float trips, have experienced paddlers familiar with the route in lead and sweep boats.



- **Float Plan.** Complete the preparation by writing a detailed itinerary, or float plan, noting put-in and pull-out locations and waypoints, along with the approximate time the group should arrive at each. Travel time should be estimated generously.

**Sample Float Plan** (different formats may be used, but should include all relevant information.)

MEMBERS		AGE	Check if currently trained in:			
Trip leader:			Safe Swim	Safety Afloat	CPR	First Aid
1.	_____	___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant leaders:						
2.	_____	___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	_____	___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	_____	___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth members:						
5.	_____	6.	_____	_____	_____	_____
7.	_____	8.	_____	_____	_____	_____
9.	_____	10.	_____	_____	_____	_____
11.	_____	12.	_____	_____	_____	_____
13.	_____	14.	_____	_____	_____	_____

**ITINERARY**

Date: \_\_\_\_\_ Start at: \_\_\_\_\_ Via: \_\_\_\_\_ Overnight: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CONTACT INFO**—Names and numbers or radio info for:

Party: \_\_\_\_\_

Emergency services: \_\_\_\_\_

Emergency contacts: \_\_\_\_\_

**TRANSPORTATION**

Number: _____	Automobiles: _____	Number: _____	Boats: _____
Type: _____		Type: _____	
License: _____		Registration: _____	
Parked at: _____		Rented from: _____	

**NOTES**

\_\_\_\_\_

\_\_\_\_\_

Carry float plan with health histories, consent forms, and required permits. Leave copies with contacts.

- **Notification.** File the float plan with parents, the local council office, and local authorities as appropriate. Assign a member of the unit committee to alert authorities if prearranged check-ins are overdue. Make sure everyone is promptly notified when the trip is concluded.
- **Weather.** Check the weather forecast just before setting out, and keep an alert weather eye. Anticipate changes and bring all craft ashore when rough weather threatens. Wait at least 30 minutes before resuming activities after the last incidence of thunder or lightning.

- **Contingencies.** Planning must identify possible emergencies and other circumstances that could force a change of plans. Develop alternative plans for each situation. Identify local emergency resources such as EMS systems, sheriff's departments, or ranger stations. Check your primary communication system, and identify backups, such as the nearest residence to a campsite. Cellphones and radios may lose coverage, run out of power, or suffer water damage.

8. **Equipment.** All equipment must be suited to the activity, the water conditions, and the individual. Equipment must be in good repair and meet all applicable standards. Appropriate rescue equipment must be available. Safety helmets are needed for whitewater paddling. During treks, safety gear such as navigation aids, weather radios, individual signal devices, throw bags, first-aid kits, spare paddles, and spare clothing should be carried. Gear should be stowed to prevent loss and water damage.
9. **Discipline.** Scouts must know and respect the rules, and always follow instructions from the adults supervising the activity afloat. Rules and safety procedures should be reviewed before each group launch.





## PADDLE SPORTS GAMES

### Life Jacket Relay

**Equipment:** Several life jackets of the same style in various sizes

**How to play:** This is a relay where teams compete to put on a life jacket properly. Teams form lines equidistant from a stack of life jackets at the center of an arc. The first member of each team runs to the pile, puts on a life jacket, adjusts the straps, has the fit checked by an adult or senior patrol leader, takes it off, drops it back on the pile, and runs to tag the next team member.

**Scoring:** First team to have all of its members wear a life jacket correctly wins.

### Paddle Course

**Equipment:** Large paper cups, chairs, paddles or foam pool noodles, tape

**How to play:** Create a paddle course similar to the one in the diagram below. As paddlers go through the course, they must use paddle strokes to hit the cups in the right direction and in order. Place cups on chairs if using a kayak paddle or pool noodle and on taped marks on the floor if using an SUP paddle.

**Scoring:** This is a timed race. Five-second penalties are given for hitting the cups out of order or in the wrong direction. If time allows,

let everyone take a slow practice run to better understand how a real boat would react to the paddle motions.

### Name That Part

**Equipment:** One or more identical paddlecraft, cards with parts of the boat color-coded by team

**How to play:** Teams are stationed equidistant from one or more boats. The first member draws a card, runs to the boat, places the card on the correct part of the boat, runs back, and tags the next member to draw a card.

**Scoring:** First team to successfully place all the cards wins.

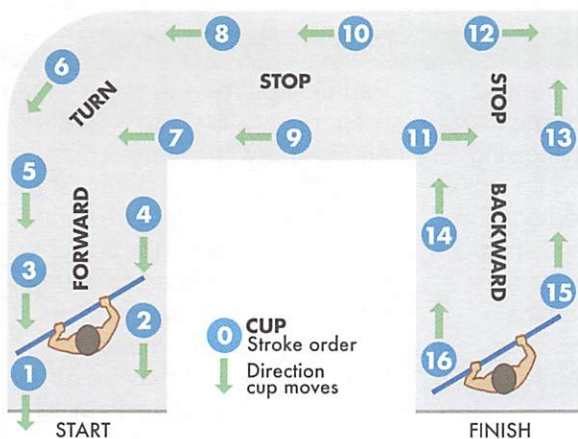
### Dress for Success

**Equipment:** Duffel bag for each team, full of proper paddling apparel (including life jackets, footwear, etc.) and apparel not suitable for a paddling outing (flip-flops, cutoff jeans, cotton hoodies, etc.); four cards identifying the type of paddling (cold water, spring/fall, summer, and worst outfit)

**How to play:** A card is drawn, and each team has 60 seconds to find the best outfit for that type of paddling and have one member put it on. Have the group debrief as to what they chose and why.

**Scoring:** Have a judge determine which group chose the best outfit.

**Note:** A modification of this game puts all the equipment in one big pile at the far end of the room; each member races up to get one piece of clothing.







## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Explain how life jackets save lives, how various styles support different activities, what information is on the label, and when to discard them.
- Discuss the need to carry boats to and from the water, from lake to lake, or around river hazards.
- Discuss trim and stability as essentials for good paddling.
- Explain strokes used for different maneuvers, such as going straight, turning, and side slipping.

### GUIDE

- Have Scouts select and put on properly sized life jackets and paddles. Let buddies check fit.
- Have Scouts practice unloading and carrying boats.
- Have Scouts board boats and test stability (e.g., three points of contact in a canoe; J-leans for kayaks; prone, kneeling, and standing positions for stand up paddleboards).
- Have Scouts practice individual strokes.

### DEMONSTRATE

- Show how to properly fit a life jacket.
- Demonstrate proper boarding of selected paddlecraft, trim, stability, and effective paddling positions.
- Demonstrate individual strokes and their effect on the boat.

### ENABLE

- Observe life jacket function during capsize drills.
- Observe Scouts transporting boats to water and portaging where needed.
- If poor practices are observed, ask the Scout involved to explain what should be done differently and why.
- Use games and courses to foster stroke selection and execution for maneuvers.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Overnight Activity	Day Activity
A day of paddling—Spend a day on the water learning and practicing basic paddling skills with qualified instructors. This may be a day excursion to a local park or an afternoon set aside during a weekend campout near a lake. Kayaking BSA and BSA SUP awards may be earned. For canoeing, the activity can be an introduction to or review of the Canoeing merit badge skills.	Paddling trip—Plan, prepare, and execute an overnight float trip on calm or gently flowing water. This outing should include paddling, camping, navigation, and possibly other activities such as geocaching. Be sure to practice outdoor ethics techniques. Ideally, all gear should be transported to the campsite by boat.	Paddling on moving water—Plan, prepare, and execute a float trip on moving/white water appropriate for group skills. Outing should include Scouting features and portaging hazards. Participants in the lead and sweep boats should be experienced river paddlers with knowledge of the route. Selected features may be run several times to develop skills.



# PADDLE SPORTS

## Meeting Plan: Safety Afloat and Equipment



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, show internet videos of Olympic canoeing competitions.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>Introduce the paddle sports program feature and preview the main event.</li> <li>Conduct a Safety Afloat overview; a "Jeopardy!"-style quiz provides a fun review.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>Learn or review the purpose of a life jacket.</li> <li>Learn or review how to select a life jacket.</li> <li>Learn or review how to fasten a life jacket.</li> <li>Learn or review how to check the fit of a life jacket.</li> <li>Select, put on, fasten, and check the fit of a life jacket.</li> </ul>		7:30 p.m.
<b>Breakout Groups</b> 20 minutes	For the main event, discuss the skill level needed and make a list of group and personal equipment.		7:50 p.m.
<b>Game</b> 15 minutes	Play Life Jacket Relay (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.






# PADDLE SPORTS

## Meeting Plan: Paddling Basics



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Dizzy Paddle Standoff. In pairs, Scouts run up to two paddles lying on the ground a short distance away. Each Scout stands a paddle on the tip, butts their nose near the grip, and spins seven times. The first player to return to the starting point wins.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>• Provide an overview of how wind, weather, and waves affect paddlers.</li> <li>• Describe appropriate dress for various paddling conditions.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	 View a video of the basic strokes and how to handle a capsize for the craft selected for the main event.		7:25 p.m.
	 View a video of basic strokes and how to handle a capsize.		
	 View a video of river paddling skills (ferries, eddy turns, peel outs) and river features.		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Plan group duty roster for the main event.</li> <li>• Update the individual equipment list for the main event.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Run the Paddle Course (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team review plans for the next meeting and for the main event.		

\*All times are suggested.



# PADDLE SPORTS

## Meeting Plan: Emergency Planning



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Demonstrate commercial and/or homemade versions of containers for keeping supplies dry in canoes.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 15 minutes	Discuss the most common injuries that occur while paddling, how to avoid them, and how to treat them.		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>Discuss hazards for the main event and what to do to avoid and respond to emergencies (for example, when thunder is heard).</li> <li>Discuss why you should stay with the boat in case of a capsize.</li> <li>Discuss the HELP and huddle positions.</li> <li>Learn and practice throwing a rescue bag for accuracy.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>Review the above topics as they relate to the main event. For example, discuss what to do if a heavy rainstorm floods the campsite and the lake level is visibly rising.</li> <li>Learn and practice throwing a rescue bag for accuracy.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above topics for the main event.</li> <li>Review a map of the river route, identifying locations of hazards and alternate take-out locations.</li> <li>Learn and practice throwing a rescue bag for accuracy.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Determine main and alternate communication systems for getting emergency help during the main event.</li> <li>Continue planning for group participation in the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Name That Part (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event. Make plans for swim tests if members haven't had them within the past year.		

\*All times are suggested.

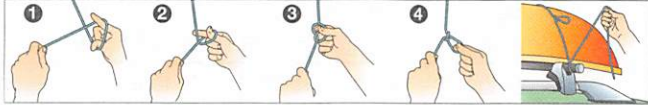
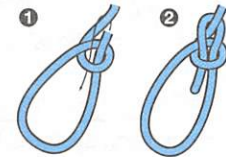


# PADDLE SPORTS

## Meeting Plan: Transportation and Logistics



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Conduct a shakedown of personal gear for the main event.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Explain and demonstrate the proper way to load a canoe, kayak, and stand up paddleboard on a cartop and trailer.		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	<ul style="list-style-type: none"> <li>Learn the basic techniques and materials for transporting paddlecraft on a trailer or cartop rack, including straps, bungees, and ropes.</li> <li>Learn and practice the following knots:  <b>Trucker's hitch</b>   </li> <li><b>Bowline knot</b>   </li> </ul>		7:20 p.m.
<b>Breakout Groups</b> 15 minutes	Complete a detailed trip plan for the upcoming main event.		8 p.m.
<b>Game</b> 10 minutes	Play Dress for Success (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# PADDLE SPORTS

## Main Event: A Day of Paddling



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 8 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

Float plan: Completed \_\_\_\_\_ Submitted \_\_\_\_\_

### Essential (Tier I)

Spend a day on the water learning and practicing basic paddling skills. Use local guidebooks and experienced paddlers to identify a location in your area for a flatwater canoe, kayak, or stand up paddleboard training activity. Work on requirements for Kayaking BSA or SUP BSA awards or Canoeing merit badge as time allows. Be sure to include both fun games and individual practice time to build boat sense and skills. Basic training should be in a small defined area free of other boat traffic and within easy view of a lookout on shore. Depending on the unit's previous experience, the activity may conclude with a short round trip or feature of a longer trip after a brief skill review.

### Equipment List

- Canoes, kayaks, or SUPs
- Appropriate apparel, including footwear, for weather conditions and potential or planned capsizes
- Paddles of appropriate sizes for all paddlers, plus spares
- Life jackets of appropriate sizes for all paddlers
- First-aid kit and rescue equipment
- Water-protected cellphones (for adults, check coverage)
- Lunch (this can be a group lunch event)
- Dry bags for extra gear while on the water
- Drinking water
- Sunscreen
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Identify the local body of water for the activity.
- Travel to put-in location with equipment, if not provided at the location.
- Pair experienced and inexperienced members as buddies.
- Check life jacket fit and review safety rules just prior to launch.
- Introduce and refine skills for launching, trim, paddling, and capsizes as appropriate.
- Use games and course to practice maneuvers.
- Go on a short paddling trip, practicing proper paddling etiquette and group management.
- Return to the starting point and load up for the trip home.

### Safety

- Follow all Safety Afloat procedures. Identify and mitigate hazards. Confirm your ability to communicate with emergency services. Those who have not passed the BSA swimmer classification must be buddied with a skilled adult swimmer in a multiperson boat. Always use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

Parents wishing to participate in the event must follow the same procedures as Scouts with regard to swimming ability, life jacket use, and all other aspects of Safety Afloat. Do not assume that adults will have stronger boating skills than the youth. It may be more successful to pair a new Scout with another Scout who has earned the Canoeing or Kayaking merit badge rather than a parent with no previous boating skill. The unskilled parent will also benefit from having a skilled adult as a buddy. That procedure also makes it easier to trim tandem boats.



# PADDLE SPORTS

## Main Event: Overnight Paddling Trip



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

Float plan: Completed \_\_\_\_\_ Submitted \_\_\_\_\_

### Challenging (Tier II)

Plan, prepare, and execute an overnight float trip on calm or gently flowing water. This outing should include paddling, camping, navigation, and possibly other activities like geocaching. Be sure to practice outdoor ethics techniques. Ideally, all gear should be transported to the campsite by boat.

### Equipment List

- Canoes, kayaks, or SUPs
- Water-protected cellphones (for adults, check coverage)
- Paddles of appropriate sizes for all paddlers, plus spares
- Dry bags for gear transport
- Life jackets of appropriate sizes for all paddlers
- First-aid kit and rescue equipment
- Group and individual camping gear and food
- Drinking water
- Sunscreen
- Scout Basic Essentials (Review the list and take what you need.)
- Appropriate apparel, including footwear, for weather conditions and potential or planned capsizes

### Activity

- Choose your on-water trip location, including the campsite, and plan a campout.
- Review equipment needs and confirm all is available.
- Meet and travel to put-in location. Load boats.
- Pair experienced and inexperienced members as buddies.
- Check life jacket fit and review safety rules just prior to launch.
- Paddle to camp, set up camp, prepare meals, have campfire programs, etc.
- Plan time to work on paddling skills and potentially complete requirements for paddling awards or merit badges.
- Consider adding outdoor activities like geocaching.
- Plan a service project to clean up part of the riverbank or campsite.
- Pack up camp and equipment, and paddle to the take-out location.

### Safety

- Follow all Safety Afloat procedures. Identify and mitigate hazards. Confirm your ability to communicate with emergency services. Those who have not passed the BSA swimmer classification must be buddied with a skilled adult swimmer in a multiperson boat. Keep participant boats between lead and sweep boats with experienced paddlers. Practice campsite safety. Always use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

Properly load gear in or on boats to prevent loss during potential capsizes. This is particularly important for stand up paddleboards with the gear carried on deck.



# PADDLE SPORTS

## Main Event: Paddling on Moving Water



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Day or overnight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

Float plan: Completed \_\_\_\_\_ Submitted \_\_\_\_\_

### Advanced (Tier III)

Plan, prepare, and execute a float trip on moving/white water appropriate for the skills of the group. Operation of any boat on a float trip is limited to youth and adults who have completed the BSA swimmer classification test. Those who have not passed the BSA swimmer classification must be buddied with a skilled adult swimmer in a multiperson boat. The outing should include Scouting features and portaging hazards. Participants in lead and sweep boats should be experienced river paddlers with knowledge of the route. Selected features may be run several times to develop skills.

### Equipment List

- Canoes or kayaks suitable for moving water
- Paddles of appropriate sizes for all paddlers, plus spares
- Life jackets of appropriate sizes for all paddlers
- Helmets
- River maps and guidebooks
- Appropriate apparel, including footwear
- First-aid kit and rescue equipment
- Drinking water
- Sunscreen
- Scout Basic Essentials (Review the list and take what you need.)
- Food and overnight gear as appropriate

### Activity

- Carefully choose a river within the capability of the group. Include the expected flow level.
- Review equipment and shuttle needs.
- Meet and travel to put-in location. Load boats.
- Pair experienced and inexperienced members as buddies.
- Review river route and locations of known hazards with all participants.
- Check life jacket fit and review safety rules just prior to launch.
- Keep participant boats between lead and sweep boats with experienced paddlers familiar with the river.
- When in doubt, get out and scout.
- Plan time to work on paddling skills; for example, practice ferries and eddy turns multiple times at good locations.

### Safety

- Follow all Safety Afloat procedures. Identify and mitigate hazards. Confirm your ability to communicate with emergency services. Practice campsite safety. Always use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

Trips such as this are often highlights of a youth's Scouting adventure. However, proper preparation under skilled guidance is needed. Ideally, units should participate in Tier I and Tier II paddling events as a progression to Tier III. A unit that has its first exposure to paddle sports through this program feature is not ready.

A skilled paddler can navigate moving water in a stand up paddleboard, but units should only consider that option if trained in whitewater SUP use by an instructor certified in that specialty.





## RESOURCES AND REFERENCES

### Books and DVDs

*Camping, Canoeing, First Aid, Geocaching, Kayaking, Sustainability, Swimming, Whitewater, and Wilderness Survival* merit badge pamphlets

*Aquatics Supervision Guide* (SKU 621005). Boy Scouts of America. Be sure to consult the latest printing.

#### *Fieldbook*

*Scouts BSA Handbook for Boys*  
*Scouts BSA Handbook for Girls*

American Canoe Association. *Canoeing* (Outdoor Adventures). Human Kinetics, 2008. (Includes *Quickstart Your Canoe* DVD.)

American Canoe Association. *Kayaking* (Outdoor Adventures). Human Kinetics, 2009. (Includes *Quickstart Your Kayak* DVD.)

American Canoe Association and Boy Scouts of America. *Reading the Rhythms of Rivers and Rapids* DVD, 2016; No. 430-605. For a free copy, contact BSA Outdoor Programs (telephone 972-580-2292) or the American Canoe Association ([www.americancanoe.org/general/custom.asp?page=BSADVD](http://www.americancanoe.org/general/custom.asp?page=BSADVD)).

Levin, Lon. *Basic Illustrated Canoe Paddling* (Basic Essentials Series). FalconGuides, 2008.

Marcus, Ben. *The Art of Stand Up Paddling: A Complete Guide to SUP on Lakes, Rivers, and Oceans* (How to Paddle Series). FalconGuides, 2012.

Roberts, Harry. *Basic Illustrated Canoe Paddling* (Basic Essentials Series). FalconGuides, 2008.

### Websites

**American Canoe Association**  
Website: [www.americancanoe.org](http://www.americancanoe.org)

**BSA Aquatics**  
Website: [www.scouting.org/outdoor-programs/aquatics/](http://www.scouting.org/outdoor-programs/aquatics/)

**Northern Tier**  
Website: [www.ntier.org](http://www.ntier.org)

**Paddling.com**  
Website: [www.paddling.com](http://www.paddling.com)

**USA Canoe/Kayak**  
Website: [www.teamusa.org/USA-Canoe-Kayak.aspx](http://www.teamusa.org/USA-Canoe-Kayak.aspx)

### Related Program Features

Camping, First Aid, Geocaching, Outdoor Ethics, Sustainability, Swimming, Wilderness Survival

### Photo and Illustration Credits

Pages 10-1 (Shutterstock.com: *stand-up paddleboard* and *black paddle*, ©lazyllama; *outfitted canoe*, BSA/Randy Piland; *dry bag* and *throw bag*, BSA/Dan Bryant), 10-2 (*all*, BSA file), 10-3 (*all*, BSA/John McDearmon), 10-4 (*life jacket*, BSA/Dan Bryant; *kayakers*, Larry Green Photography; *all others*, BSA file), 10-5 (BSA file), 10-6 (*throw bag*, BSA/Dan Bryant), 10-7 (BSA file), and 10-12 (*trucker's hitch* and *bowline knot*, BSA/John McDearmon)

### Acknowledgments

The Boy Scouts of America is grateful to the following individuals for developing the Paddle Sports program feature: Robin Pope, Sylva, North Carolina; Jim Virgin, Vancouver, Washington; and Jeremy Oyen, Renton, Washington. Thanks also to the BSA Aquatics Task Force for its assistance.



## Outdoor Fun That Is Timeless!

Like always, the majority of today's Scouts love the kind of woody activities that provide outdoor fun that's involving and challenging. This kind of fun is timeless! Building a good pioneering project requires rope, wood, good sense, and skill. When successfully completed, there's a happy feeling of accomplishment. As Baden-Powell said, "Pioneering is practical and character building: the two essential ingredients of any program material for Scouts."

Pioneering is all about using basic and advanced Scout skills to get things done, to make life in the outdoors easier, and to have just plain old-fashioned good times.

### Objectives

This month's activities should:

- Teach basic knot and lashing skills.
- Let Scouts put those skills to use.
- Introduce principles of engineering as Scouts build pioneering projects.
- Offer opportunities to practice planning, problem solving, and teamwork.
- Build self-confidence.

### RELATED ADVANCEMENT AND AWARDS

- Scout requirements 4a and 4b
- Tenderfoot requirements 1b, 3a, 3b, and 3c
- Second Class requirements 1a, 1b, and 1c
- First Class requirements 3a, 3b, 3c, and 3d
- Climbing and Pioneering merit badges
- Totin' Chip and Paul Bunyan Woodsman
- Ranger: Outdoor Living History elective



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing pioneering as your program feature.

1. What will our main event be?
2. Where will we do our main event?
3. Do we have enough rope to teach knot tying?
4. Do we have access to pioneering poles?
5. Do we need to transport pioneering poles and other equipment to the site of our main event? If so, how will we do that?
6. How proficient are our Scouts and leaders in pioneering skills?
7. How can we involve parents?
8. What parts of the Pioneering merit badge can we focus on?
9. How can we use pioneering activities to promote team building?
10. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE PIONEERING PROGRAM FEATURE BY:

1. Sharing their expertise
2. Providing transportation to and from the main event for Scouts and equipment
3. Supplying pioneering materials and equipment (poles, stakes, ropes, mallets, etc.)
4. Providing storage for pioneering materials
5. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

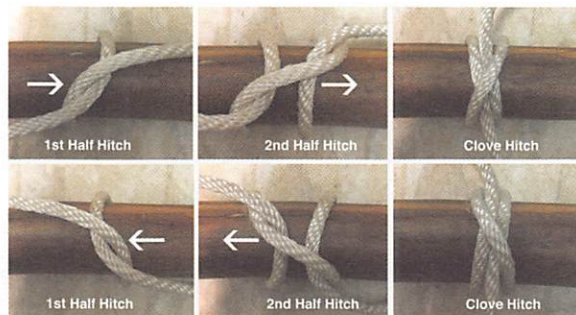


Projects that exceed the 6-foot height limitation can be done in a Scout camp setting as long as each project has the proper safety features and fall protection, such as belay lines. Consult the *Guide to Safe Scouting*. All pioneering projects are temporary in nature. Towers, bridges, and other structures that have been lashed together must be dismantled when they are no longer being used. This is both a matter of safety and a part of the BSA's outdoor ethics policies.

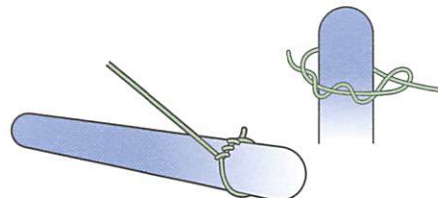
## PIONEERING PRINCIPLES

To build pioneering projects, you need to master a few basic skills.

**Clove hitch:** used to begin and end most lashings. In pioneering, the clove hitch is applied by forming two half-hitches and then bringing them together. See [www.programresources.org/half-hitches-and-lashings/](http://www.programresources.org/half-hitches-and-lashings/) for a how-to video.



**Timber hitch:** used to begin the diagonal lashing





## What Is Pioneering?

Pioneering is the knowledge and skill of using simple materials to build structures that are used in a wide range of Scouting activities. These skills are sometimes referred to as “backwoods engineering.”

Down through the ages, people have used ropes, spars, and simple hardware to build bridges, towers, and even their own shelters. In the early development of our country, pioneering methods were used in mining and transportation, to clear the wilderness, and to build roads and bridges. So it is understandable that the term “backwoods engineering” was applied.

The same skills can be used by Scouts to build pioneering projects ranging in complexity from a simple camp gadget to a sturdy bridge.

Whatever the project, the same applied principles of physics, geometry, and math are used. But keep in mind that all the information in this program feature is eventually used for a practical, hands-on application—that is, to build something.

Pioneering is a good foundation for many Scouting activities. You must learn and then put into practice such disciplines as planning ahead and teamwork. You can also put to use the basic skills learned in rank advancement, such as knot tying and lashing. But most of all, pioneering provides a practical way to experience the joy of accomplishment when you’ve built something that is useful for yourself or others.

## Ropes and Spars

See [www.programresources.org/ropes-and-spars/](http://www.programresources.org/ropes-and-spars/) to view videos about ropes and spars.

## Pioneering Skill How-to Videos

See [www.programresources.org/pioneering-skills/](http://www.programresources.org/pioneering-skills/) to view the following videos about pioneering skills:

- Rope Tackle (Trucker’s Hitch)
- Square Lashing
- Round Lashing
- Tripod Lashing

- Floor Lashing
- Shear Lashing
- Roundturn with Two Half Hitches
- Diagonal Lashing
- Butterfly Knot
- Clove Hitch/Half Hitches
- Anchoring Pioneering Projects

## PIONEERING SAFETY

In all Scouting activities, safety must come first. Through the challenges, fun, and rewards that go hand in hand with pioneering, there can be no substitute for prudent behavior and common sense. As you begin your pioneering activities, safety must be your first consideration. You and your group should keep the following safety points in mind.

## Pioneering Safety Points

1. Before and after each use, check all equipment, ropes, poles, tools, and hardware to ensure they are in good working condition.
2. All equipment should be treated with respect and used appropriately for its intended purpose.
3. Appoint a safety officer who, along with the rest of the group, should constantly check the work site to keep it clean of debris. Equipment should be kept in an organized fashion before, during, and after its use.
4. During the construction of a project, only one person should give instructions and signals.
5. There should always be plenty of room between the person carrying spars and people around them.
6. Do not work during rainy or wet conditions. Rope and spars become slippery, and your footing can become unsteady. Knots can slip when wet and become unsafe.
7. Wear clothing to fit the season and wear gloves when necessary to protect your hands. Work smart and do not lift more than you can handle.



8. Spars resting on the ground are not for standing upon. They can unexpectedly roll, causing injuries.
9. When lifting a spar to facilitate the frapping of a tripod or shear lashing, care should always be taken to ensure the person working the rope doesn't injure their fingers.
10. Take regular breaks to discuss the work in progress and ensure that everyone understands what is required of them.
11. Use extra care when using heavy mallets to pound in pioneering stakes.
12. For added safety, heel in the legs of a structure from 4 to 6 inches.
13. If the design calls for a certain size and type of rope or spar, do not substitute something of lesser strength.
14. Before allowing general use, run a complete test to see that everything is working correctly.
15. Keep checking all anchors on the pioneering project as strain is applied during use.
16. The number of people using a platform should be strictly limited to the maximum number established beforehand and announced by the safety officer.
17. There should be only one person on a monkey bridge at a time.
18. Jumping or playing around while on a structure is unacceptable. Scouts should only climb on board their project after all lashings are tight and the structure has been completely inspected.
19. While crossing a monkey bridge, people shouldn't bounce or purposely swing or sway on the ropes, nor should anyone race to see how quickly they can get across.
20. Those waiting their turn to cross a monkey bridge should stay off the ropes between the anchors and the bridge framework.

21. Everyone should stay completely off a monkey bridge whenever the foot and hand ropes are being tightened or the spanner ropes are being adjusted.
22. When the day's work is complete, untie all knots, coil all ropes, check all hardware, and store everything in its proper place.





## PIONEERING GAMES

### Catch the Snapper

**Equipment:** For each patrol, four Scout staves, six 6-foot lashing ropes, one 3-foot cord, one fishing sinker, and a mousetrap or rattrap

**How to play:** Form a “river” by marking two parallel lines 15 feet apart. The patrols line up on one “riverbank.” On the opposite bank is a cocked mousetrap or rattrap. Patrol members use all their materials to build a long fishing pole, which they use to catch the “snapper.”

**Scoring:** The first patrol to lift the mousetrap or rattrap up by catching it on their fishing sinker wins.

### Ladder Building

**Equipment:** For each patrol, two 8-foot-by-4-inch spars, four 3- to 4-foot-by-2-inch “rungs,” eight 15-foot lashing ropes

**How to play:** Each patrol will lash together a ladder with four rungs, spacing the rungs from the bottom, about 1 foot apart, using eight square lashings. When sturdy, the whole patrol will stand the ladder up. While one patrol member at a time takes a turn climbing to the top rung, the rest of the patrol carefully holds their ladder steady with both hands.

**Scoring:** Each patrol that successfully tests their ladder wins.



A library of lashing skill challenges, with revealing video illustrations, is available at [www.programresources.org](http://www.programresources.org).

### Everyone on the Tripod

**Equipment:** For each patrol, three 8-foot-by-4-inch spars, three sturdy 6-foot-by-3-inch spars, six 15-foot lashing ropes, one 20-foot lashing rope

**How to play:** On signal, patrol members lash the three 8-foot spars into a tripod using the 20-foot rope. When finished, they set up the tripod and, using six square lashings, lash a 6-foot spar between each of the legs. When all lashings are completed and the tripod is strong and secure, all the patrol members stand on the 6-foot spars, making sure their weight is evenly distributed.

**Scoring:** The first patrol with all its members off the ground wins.

### Lift Seat Procession

**Equipment:** For each patrol, two 15-foot lashing ropes, two 6-foot-by-3-inch spars, four to six 3-foot-by-2-inch floor spars

**How to play:** Scouts will construct a lift seat by lashing the floor spars to the 6-foot platform supports, using two floor lashings. When completed, four Scouts carry one Scout, seated and holding on, to a turning line and back. The process is repeated for a designated amount of times, carrying a different Scout each time.

**Note:** This is not a race.

**Scoring:** Points are awarded in accordance with how efficiently the patrols use their lift seats to carry their members.





# E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Show pictures and videos of pioneering projects.
- Explain the steps in building pioneering projects.
- Discuss project safety requirements.
- Explain how to do pioneering projects while following outdoor ethics principles.
- Teach the mnemonic device “Wrap thrice, frap twice.”

## DEMONSTRATE

- Show how to apply underhand loops over an open pole to form half-hitches.
- Demonstrate how to finish a lashing with a clove hitch and snug it up tight against the wraps by forming two half-hitches.
- Demonstrate how to effectively whip a rope using the half knot whipping.

## GUIDE

- Work one-on-one with Scouts as they learn knots and lashings. (Stand beside them rather than facing them.)
- Have Scouts build simple pioneering projects while you watch.
- Give feedback as Scouts tie knots and make lashings.
- After Scouts complete a pioneering project, encourage them to evaluate their own work. Are the lashings tight? Is the project sufficiently anchored? How much does it look like the model?

## ENABLE

- Distribute diagrams or models of pioneering projects and have Scouts replicate them.
- Challenge Scouts to invent their own projects.
- Pair learners with new Scouts so that they can practice the EDGE method to teach the skills they’ve just learned.
- Provide activities that require Scouts to put the skills they’ve learned into action.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Day Activity	Weekend Activity
Camp kitchen gadgets—Select an array of camp kitchen gadgets to build, spend the morning setting up an awesome camp kitchen, and then cook up an impressive feast.	Chippewa kitchen—Build a double tripod Chippewa kitchen and cook foil packets or Dutch oven cobbler for distribution at a public gathering.	“Scout Engineering” weekend—On an overnight camping trip, each patrol constructs a camp table and hand-washing station for their patrol site, and participates in a selected troopwide pioneering project.






# PIONEERING

## Meeting Plan: Round Lashing



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, play the video from the 2017 jamboree pioneering area ( <a href="https://youtu.be/AtVkpjMAu_I">https://youtu.be/AtVkpjMAu_I</a> ).		
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	View the videos "How to Tie Half-Hitches to Finish Many Lashings" and "Round Lashing" at <a href="http://www.programresources.org">www.programresources.org</a> .		7:10 p.m.
<b>Skills Instruction</b> 45 minutes	 <ul style="list-style-type: none"> <li>Learn to tie a series of half-hitches, proceeding from the right and the left.</li> <li>Learn to join two Scout staves with two round lashings.</li> </ul>		7:20 p.m.
	 <p>Review the above skills.</p>		
	 <p>Build a flagpole outdoors using four Scout staves supported by three guylines.</p>		
<b>Breakout Groups</b> 10 minutes	Patrols review printed copies of 22 Pioneering Safety Points (available at <a href="http://www.scoutpioneering.com">www.scoutpioneering.com</a> ).		8:05 p.m.
<b>Game</b> 10 minutes	Play Catch the Snapper (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.








# PIONEERING

## Meeting Plan: Square Lashing



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, play Rope Tackle Tug of War (see <a href="http://www.programresources.org">www.programresources.org</a> ).		
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	View the "Square Lashing (Mark II)" video at <a href="http://www.programresources.org">www.programresources.org</a> .		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	 Using a 6-foot lashing rope, join two Scout staves with a tight square lashing.		7:20 p.m.
	 Using a 15-foot, 1/4-inch manila lashing rope, join two 3-inch diameter spars with a tight square lashing.		
	 With a partner, join two 3-inch diameter spars with a square lashing, passing the lashing rope back and forth to attain the maximum degree of tightness.		
<b>Breakout Groups</b> 15 minutes	Patrols select the project(s) they will build during the main event. (Ideas for camp gadgets and larger projects can be found at <a href="http://www.scoutpioneering.com">www.scoutpioneering.com</a> .)		8 p.m.
<b>Game</b> 10 minutes	Play Ladder Building (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.






# PIONEERING

## Meeting Plan: Tripod Lashing



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Hitching Challenge—Scouts apply underhand loops to vertical hitching posts, racing to see who's the fastest. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 5 minutes	View the "Tripod Lashing (Plain Turns)" video at <a href="http://www.programresources.org">www.programresources.org</a> .		7:10 p.m.
<b>Skills Instruction</b> 45 minutes	 Using a 10-foot lashing rope, learn to lash together three Scout staves with a tripod lashing, properly spreading the legs and standing it up.		7:15 p.m.
	 Using three additional Scout staves or shorter poles, join each leg of a tripod with another, using six 6-foot lashing ropes and tight square lashings.		
	 Using the prescribed materials and approach, build a hand-washing station. (Refer to the design at <a href="http://www.scoutpioneering.com">www.scoutpioneering.com</a> .)		
<b>Breakout Groups</b> 15 minutes	Patrols make a complete list of the materials they will need for the main event.		8 p.m.
<b>Game</b> 10 minutes	Play Everyone on the Tripod (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.






# PIONEERING

## Meeting Plan: Floor Lashing



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Erect a 15-foot Scout stave flagpole or a self-standing flagpole (see <a href="http://www.programresources.org">www.programresources.org</a> ).		
<b>Opening Ceremony</b> 10 minutes	Flag presentation using the flagpole Scouts have just erected Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	View the "Floor Lashing (Double)" video at <a href="http://www.programresources.org">www.programresources.org</a> .		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	 Learn how to tie a floor lashing, and practice by using binder twine to lash dowels (as floor spars) onto Scout staves (as platform supports).		7:25 p.m.
	 With two floor lashings, lash Scout staves or other poles to two supporting poles, as if you're making a table top.		
	 Using the design for a simple camp table as a point of reference, lash together a table (see <a href="http://www.scoutpioneering.com">www.scoutpioneering.com</a> ).		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Prepare the menu for the main event.</li> <li>• Prepare a patrol duty roster for the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Lift Seat Processional (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 5 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# PIONEERING

## Main Event: Camp Kitchen Gadgets



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

**Essential (Tier I)**  
 Select an array of camp kitchen gadgets to build, spend the morning setting up an awesome camp kitchen, and then cook up an impressive feast.

### Equipment List

- Plans for each project listing procedures and materials
- Enough Scout staves and small poles to build the selected camp gadgets as specified in the plans
- Enough binder twine and/or the required lengths of lashing rope as specified in the plans
- Cooking supplies and lunch recipes and ingredients
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Find and reserve a location that accommodates your cookout and building plans.
- Set up the patrol kitchen areas appropriate for each patrol's needs.
- Lay out the materials for the selected gadgets and commence building the projects.
- Cook the feast.
- Put the camp gadgets to good use.
- Disassemble and return everything to the same (or better) condition.

### Safety

- Cellphones are a good idea as appropriate, and have a first-aid kit handy. Use the buddy system. Be careful with stoves and cooking fires.
- Two-deep adult leadership is required for all activities.

### Notes



# PIONEERING

## Main Event: Chippewa Kitchen



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Build a double tripod Chippewa kitchen and cook foil packets or Dutch oven cobbler for distribution at a public gathering.

### Equipment List

- Plans for the project detailing procedures and required materials
- Enough of the specified size spars and cordage to build the project
- Burlap or canvas covering for the cooking platform and access to the appropriate amount of mineral soil
- All necessary ingredients, and cooking and serving supplies

### Activity

- Secure permission and permits to distribute food at the appropriate gathering.
- Find and reserve a location with adequate space for the project.
- Set out the supplies and equipment.
- Build the Chippewa Kitchen.
- Cook the food, eat, and distribute.
- Disassemble and return everything to the same (or better) condition.

### Safety

- Cellphones are a good idea as appropriate, and have a first-aid kit handy. Use the buddy system. Practice all applicable Pioneering Safety Points.
- Two-deep adult leadership is required for all activities.

### Notes



# PIONEERING

## Main Event: "Scout Engineering" Weekend



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

On an overnight camping trip, each patrol constructs a camp table and hand-washing station for their patrol site, and participates in a selected troopwide pioneering project.

### Equipment List

- Plans for the project detailing procedures and required materials
- Enough of the specified size poles, spars, cordage, and other required materials to build the projects
- Camping gear (individual and group)

### Activity

- Find and reserve a location appropriate for the patrol sites and project.
- Set up patrol sites and lay out the materials for patrol camp gadgets.
- Begin construction of table and wash station.
- Assign crews for subassemblies, lay out the materials, and appoint a safety officer.
- Build the selected project.
- Make use of the project as intended.
- Break down all projects and properly store all materials.

### Safety

- Cellphones are a good idea as appropriate, and have a first-aid kit handy. Use the buddy system. Practice all applicable Pioneering Safety Points.
- Two-deep adult leadership is required for all activities.

### Notes



## RESOURCES AND REFERENCES

### Books

*Climbing and Pioneering* merit badge pamphlets

*Fieldbook*

*Knots and How to Tie Them*

*Scouts BSA Handbook for Boys*

*Scouts BSA Handbook for Girls*

### Websites

#### Pioneering Made Easy

Website: [www.pioneeringmadeeasy.co.uk](http://www.pioneeringmadeeasy.co.uk)

#### PioneeringProjects.org

Website: [www.pioneeringprojects.org](http://www.pioneeringprojects.org)

#### Scout Pioneering

Website: [www.scoutpioneering.com](http://www.scoutpioneering.com)

#### Troop Program Resources

Website: [www.programresources.org](http://www.programresources.org)

### Related Program Features

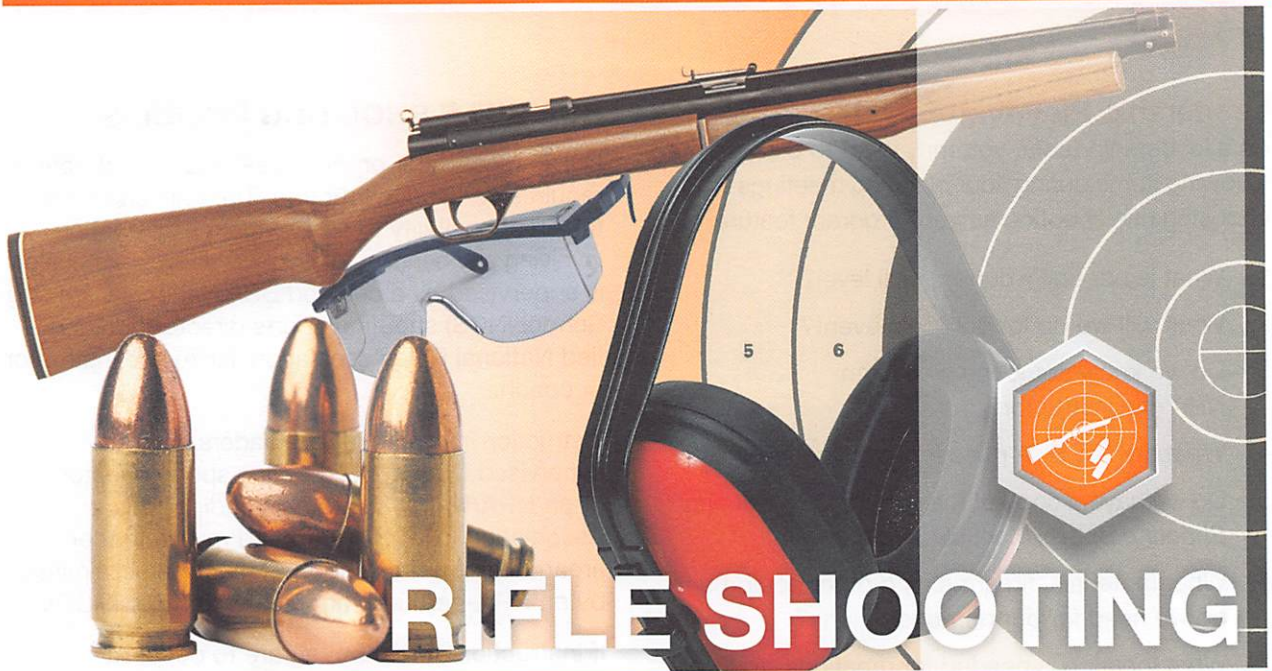
Climbing and Rappelling, Engineering, COPE

### Photo and Illustration Credits

Pages 11-1 (all, BSA file), 11-2 (*clove hitch*, Larry Green Photography; *timber hitch illustration*, BSA/John McDearmon), 11-4 (*dishwashing station*, Larry Green Photography; *lashing*, BSA/Tom Copeland), and 11-5 (*both*, Larry Green Photography)

### Acknowledgments

Thanks to Larry Green, North Myrtle Beach, South Carolina, for his assistance with developing the Pioneering program feature.



## Ready, Aim, Fire

What does it take to be a great marksman? Have you ever given thought as to the many different choices of rifle shooting that are available? Do you know that rifle shooting is a recognized sport in the Olympics? Do you know that you, too, can earn awards and medals in rifle shooting with the Winchester/NRA Marksmanship Qualification Program along with the Rifle Shooting merit badge?

Rifle shooting offers you the ability to increase your skills and enjoy the exciting sport over a lifetime. The choices for different levels of rifle target shooting are endless. This program feature lets you and fellow Scouts learn how to become marksmen and enjoy the exciting sport of rifle shooting.

First you will need to understand the importance of how to safely handle a rifle by learning what the different parts of a rifle are and how they operate. As you master the fundamentals of shooting, your excitement will grow as your accuracy improves. Let's get started.

### Objectives

This month's activities should:

- Teach Scouts how to handle guns safely.
- Help Scouts understand the parts of a rifle and different types of ammunition.
- Emphasize the importance of properly caring for firearms.
- Help Scouts build their self-confidence by learning new skills.
- Introduce Scouts to a potential lifelong hobby.

### RELATED ADVANCEMENT AND AWARDS

- Archery, Rifle Shooting, and Shotgun Shooting merit badges
- BSA Shooting Sports Outstanding Achievement Award
- NRA Outstanding Youth Achievement Award
- Winchester/NRA Marksmanship Qualification Program awards
- Ranger: Shooting Sports elective
- Quest: Requirement 5





## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing rifle shooting as your program feature.

1. What is our unit's current skill level?
2. What will we do for our main event?
3. Do we know someone who is an NRA rifle instructor?
4. What are the BSA rules for handling firearms?
5. Do we have a copy of the current *BSA National Shooting Sports Manual* for reference?
6. What materials, firearms, and other equipment do we need for our demonstrations?
7. What location is needed for meetings—our normal meeting place or a shooting range?
8. Is there any cost factor involved?
9. To meet our needs, what should we change in the sample meeting plans?

### THE SCOUT MARKSMAN'S CODE

In marksmanship, nothing is more important than safety. It is critically important to learn, practice, and respect *all* of the rifle safety rules.

A Scout:

- Always follows the rules for firearms safety.
- Accepts the responsibility that goes with the use and possession of firearms.
- Follows the laws that govern the use and possession of firearms in their community.
- Practices wildlife conservation.
- Follows the spirit and the letter of the game laws.
- Is especially careful to be a true sportsman when using firearms.

## BSA RIFLE SHOOTING POLICIES

Unlike most other program features, rifle shooting requires certified instructors. The unit leader must take responsibility to assure that all instruction involving any handling of firearms or live ammunition is supervised by a certified BSA National Camping School (NCS) shooting sports director or a certified National Rifle Association (NRA) rifle instructor or coach.

Instruction involving muzzleloaders must be supervised by an NCS shooting sports director or an NRA/National Muzzle Loading Rifle Association (NMLRA)-certified muzzleloader firearms instructor. Shooting must be supervised by an NRA-certified range safety officer (RSO).

If instruction and shooting are to occur at the same time, both the RSO and qualified instructor must be present. The supervisor and instructor may not be the same person. Note that commercial shooting ranges may provide RSOs. See the *Guide to Safe Scouting* and the *BSA National Shooting Sports Manual*, No. 30931, for further details on shooting sports.

Scouts are permitted to fire .22 caliber bolt-action, single-shot rifles; air rifles; shotguns; and muzzleloading long guns. Venturers and Sea Scouts may also shoot rifles, pistols, and revolvers of any caliber or action. An exception is they may not shoot fully automatic firearms.

### PARENTS CAN HELP WITH THE RIFLE SHOOTING PROGRAM FEATURE BY:

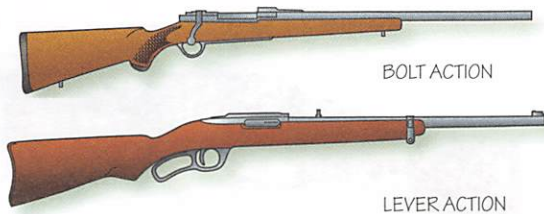
1. Teaching the safe handling of rifles (if they are NRA instructors)
2. Identifying a location for the main event
3. Providing transportation for the main event
4. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings



## Rifles

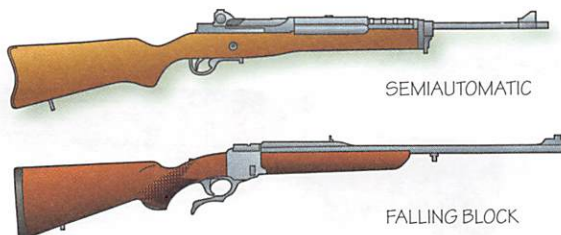
The following are standards established for rifles used in Scouting.

1. Breech-loading rifles will be .22 caliber bolt-action, single-shot with removable magazines only. Tubular magazines are not permitted. They may be chambered for the .22 short, .22 long, or .22 long rifle, but not for the .22 WRF, which is a more powerful cartridge. Air rifles using pellets or BBs are also permitted.
2. Semiautomatic rifles are not permitted.
3. Rifles must meet the requirements for the conventional and international rifle shooting competitive programs. The trigger pull will be determined by the course of competition.

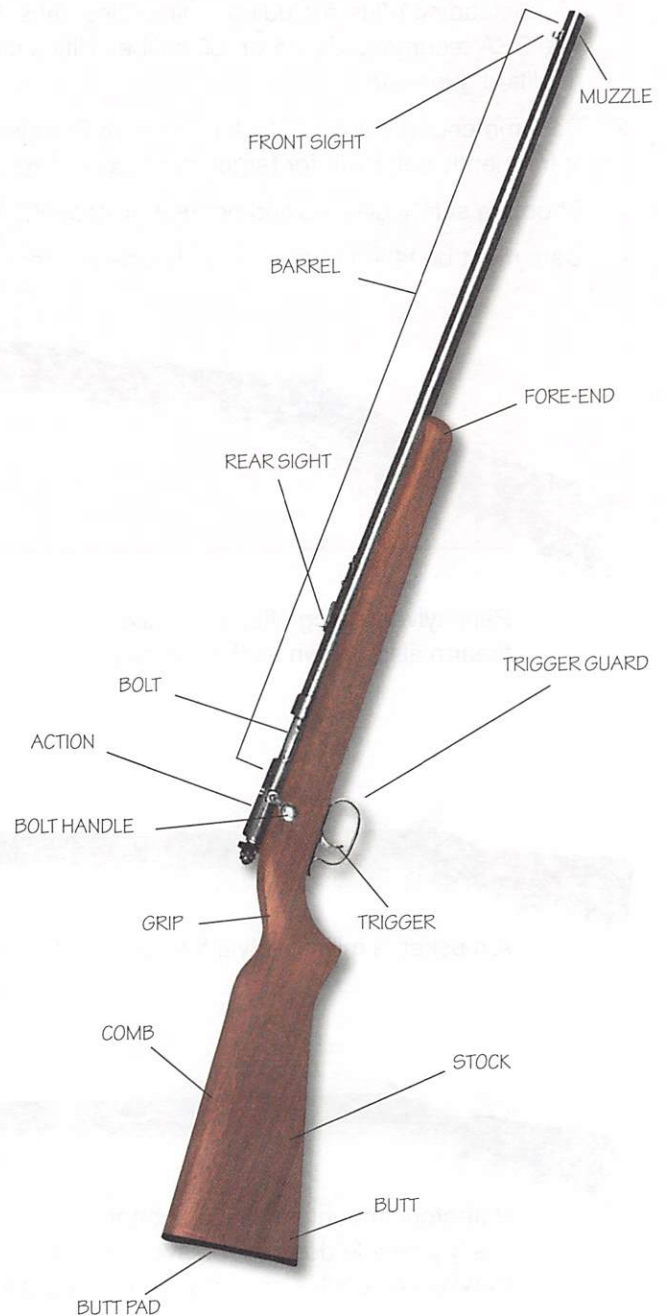


### Common types of actions

4. Repeating rifles with a removable clip-type magazine are permitted but must be used as single-loaders.
5. All rifles used in BSA shooting sports must have a minimum trigger pull of 3 pounds and must be tested with a 3-pound weight or scale at least once a week while in use. If the trigger mechanism is activated by the 3-pound pull, the rifle must be removed from service.
6. Shooting safety glasses and hearing protection must be worn on rifle ranges.
7. Care must be taken to comply with federal, state, and local laws.



## Parts of a Rifle





## Muzzleloaders

The following standards for muzzleloading long guns are to be used by members of the BSA.

1. Muzzleloading rifles, including in-line rifles, must be recently manufactured, percussion-lock only. The BSA recommends .45 or .50 caliber. Rifles made by kits must be checked by a qualified gunsmith.
2. Recommended loads of black powder or Pyrodex® are not to exceed 1 grain per caliber; 35 grains is frequently sufficient for target shooting at close range.
3. Shooting safety glasses and hearing protection must be worn.
4. Care must be taken to comply with federal, state, and local laws.



Pennsylvania long rifle, a full-stock firearm also known as the Kentucky rifle



A musket, a military-style firearm



Half-stock mountain rifle, a shorter, more easily portable design. The ever-popular Hawken-type rifles are included in this category.



In-line percussion muzzleloading rifle





## RIFLE SHOOTING GAMES

### Rifle Parts Relay

**Equipment:** NRA posters showing different parts of rifles for different action types or, if there is an NRA instructor available and the location permits, different rifles for the different skill levels

**How to play:** Teams line up relay-style at the opposite end of the room from the posters or rifles. On a signal, the first player on each team runs forward. The instructor or leader points to a specific part of a rifle and asks the Scout to name it or tell what it is used for. The Scout answers, then runs back and tags the next player. Continue until time is called.

**Scoring:** Each correct answer is worth 1 point. The team with the most points at the end of the game wins.

**Note:** After the game, review any terms that Scouts seemed to have trouble remembering or understanding.

### Kim's Game, Ammunition Edition

**Equipment:** Fifteen to 20 pieces of ammunition (pellets, BBs, .22 caliber dummy ammunition); there can be several of each type; paper and pencil for each team.

**How to play:** Ahead of time, put each piece of ammunition in a paper cup and line the cups up along a table. The Scouts walk along the table in single file and try to memorize the items they see in order without speaking or taking notes. Afterward, each team meets and writes down the list of items they saw. The team with the most accurate list wins.



### Rifle Terms Matching

**Equipment:** For each team, two sets of 20 to 25 index cards—one set of rifle-shooting terms (one per card) and one set of definitions for those terms (one per card); see the *Rifle Shooting* merit badge pamphlet for possibilities.

**How to play:** Assign one judge to each team. Have each team shuffle all its cards together. On a signal, each team tries to sort its cards into matching term/definition pairs. When a team thinks it has succeeded, it asks its judge to check its work. The judge either confirms that the team has won or points out one (and only one) incorrect pair. Play continues until one team wins.

**Note:** The other teams can continue to work while a judge is checking their team's work. This should discourage teams from too quickly declaring that they are finished since they will lose valuable time while their judge is checking their work.

### Catapults

**Equipment:** A toy catapult, slingshot, or balloon launcher for each team or Scout; see the *BSA National Shooting Sports Manual* for instructions on building a simple catapult.

**How to play:** Set up targets and take turns aiming at the targets.

**Scoring:** Award 1 point for each target hit or give points for shooting a projectile the longest distance.

**Notes:** Do not aim any shooting device at a person. Never shoot any projectile—even if it is soft or seems to be harmless—at or near people, animals, or personal property. This includes water balloons.



# E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Explain three rules of gun safety.
- Explain why BB and pellet air guns must be treated with the same respect as other firearms.
- Discuss the need for eye and hearing protection.
- Give the main points of local laws for owning and using guns.
- Explain how hunting is related to the wise use of renewable wildlife resources.

## DEMONSTRATE

- Show the different parts of the rifles.
- Display different ammunition types and show how to determine what is used for the different firearms.
- Demonstrate the different shooting positions.
- Show how to safely clean and store a firearm.

## GUIDE

- Help Scouts determine their dominant eye for shooting.
- Have Scouts demonstrate the different shooting positions.
- At a shooting range, walk Scouts through the shooting process.
- Have Scouts clean firearms and explain how to properly store them.

## ENABLE

- Have Scouts use the EDGE method to teach rifle terminology to a friend.
- Create coach/pupil teams where Scouts can help each other learn to get into different shooting positions.
- Have Scouts (under supervision) prepare a shooting range for use.
- Hold an open shoot where Scouts can practice the skills they've learned.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
<b>Day Activity</b>	<b>Day Activity</b>	<b>Weekend Activity</b>
Open shoot—Spend a day at a shooting range working on basic technique or participating in the Winchester/NRA Marksmanship Qualification Program.	Marksmanship tournament—Compete to see who can earn the highest score in .22 rifle shooting.	NRA postal match and campout—Camp in a favorite spot and use part of the time working on the Rifle Shooting merit badge and shooting targets to be entered in an NRA postal match.






# RIFLE SHOOTING

## Meeting Plan: Safe Gun Handling



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, have them determine their dominant eye as follows: 1. Extend arms forward and form an opening between your hands. 2. With both eyes open, look at a distant object through the opening. 3. Bring hands to face while looking at the object. The opening will be aligned with your dominant eye.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>Have an NRA instructor teach the fundamentals of safe gun handling.</li> <li>Discuss the importance and uses and types of eye and hearing protection.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 25 minutes	 Learn the parts of bolt-action rifles.		7:30 p.m.
	 Learn the parts of bolt-action and semiautomatic rifles.		
	 Learn the parts of multiple-action rifles.		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Discuss plans for the main event.</li> <li>Review what personal and group equipment will be needed.</li> </ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Rifle Parts Relay (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plan for the next meeting and for the main event.		

\*All times are suggested.






# RIFLE SHOOTING

## Meeting Plan: Ammunition



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Invite a local rifle enthusiast to set up a show-and-tell display of his or her equipment.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>• Have an NRA instructor teach about various types of ammunition, including pellets, BBs, and .22 caliber bullets.</li> <li>• Discuss the uses, advantages, and disadvantages of each type of ammunition, and discuss ammunition malfunctions.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	 Learn how to properly load and unload a bolt-action rifle using dummy ammunition.		7:40 p.m.
	 Review how to properly load and unload two types of rifles using dummy ammunition, BBs, or pellets.		
	 <ul style="list-style-type: none"> <li>• Review how to properly load and unload two types of rifles using dummy ammunition, BBs, or pellets.</li> <li>• Discuss the Rifle Shooting merit badge requirements related to misfires and failures.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Plan a cooking menu.</li> <li>• Begin meal planning and create a duty roster for the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Kim's Game, Ammunition Edition (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# RIFLE SHOOTING

## Meeting Plan: Shooting Skills



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, show internet videos of trick-rifle shooting or Olympic rifle competition. Point out the different shooting positions shooters are using and ask how they might affect accuracy.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 20 minutes	Have an NRA instructor do the following: <ul style="list-style-type: none"> <li>Briefly explain the different types of shooting positions and how and when they are used.</li> <li>Teach the commands used by a range officer.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>Learn how to properly get into the bench rest position and when to use it.</li> <li>Learn the five fundamentals of shooting a rifle safely.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>Learn how to properly get into the bench rest and prone positions and when to use them.</li> <li>Learn the five fundamentals of shooting a rifle safely.</li> </ul>		
	<ul style="list-style-type: none"> <li>Learn how to properly get into all shooting positions and when to use each.</li> <li>Learn the five fundamentals of shooting a rifle safely.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Each group fills out a duty roster for upcoming campout.</li> <li>Collect any permission slips required for shooting activities.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Rifle Terms Matching (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plan for the next meeting and for the main event.		

\*All times are suggested.








# RIFLE SHOOTING

## Meeting Plan: Gun Care



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, have a gun enthusiast show rifles that have been mistreated or poorly cared for or that are otherwise unsafe to use.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	Have an NRA instructor discuss general principles of cleaning and properly storing firearms.		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	 Practice cleaning BB and pellet guns.		7:30 p.m.
	 Practice cleaning .22 rifles.		
	 Practice cleaning multiple-action rifles.		
<b>Breakout Groups</b> 15 minutes	Finalize plans for the main event.		8 p.m.
<b>Game</b> 10 minutes	Play Catapults (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plan for the next meeting and for the main event.		

\*All times are suggested.



# RIFLE SHOOTING

## Main Event: Open Shoot



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 5 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

**Essential (Tier I)**

● Spend a day at a shooting range working on basic technique or participating in the Winchester/NRA Marksmanship Qualification Program.

### Equipment List

- Proper firearms and ammunition
- Hearing and eye protection
- Targets
- Cleaning supplies
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Identify a nearby rifle range the unit can visit. (If it's not local, the field trip could easily be combined with a campout.)
- Make arrangements to use the range.
- Recruit a qualified range officer, as described in the *BSA National Shooting Sports Manual*.
- Show the 30-minute safety briefing that is required for Level 2 rifle shooting.
- Review the requirements for the Winchester/NRA Marksmanship Qualification Program and challenge Scouts to pursue the 4-Position Rifle Qualification.

### Safety

- Follow regulations outlined in the *BSA National Shooting Sports Manual*. Cellphones are a good idea as appropriate, and have a first-aid kit. Use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

An NRA rifle instructor and NRA range safety officer must be used for pellet gun shooting. A BB gun range master can be used for BB gun shooting only. Refer to the *BSA National Shooting Sports Manual* for detailed information on range supervision.



# RIFLE SHOOTING

## Main Event: Marksmanship Tournament



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 8 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Compete to see who can earn the highest score in .22 rifle shooting.

### Equipment List

- Proper firearms and ammunition
- Hearing and eye protection
- Targets
- Cleaning supplies
- Food
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Identify a nearby rifle range the unit can visit. (If it's not local, the field trip could easily be combined with a campout.)
- Make arrangements to use the range.
- Recruit a qualified range officer, as described in the *BSA National Shooting Sports Manual*.
- Show the 30-minute safety briefing that is required for Level 2 rifle shooting.
- Set up a tournament structure to allow Scouts to compete and see who is the best marksman.
- Review the requirements for the Winchester/NRA Marksmanship Qualification Program and challenge Scouts to pursue the Light Rifle Qualification.

### Safety

- Follow regulations outlined in the *BSA National Shooting Sports Manual*. Cellphones are a good idea as appropriate, and have a first-aid kit. Use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

An NRA rifle instructor and NRA range safety officer must be used for pellet gun shooting. A BB gun range master can be used for BB gun shooting only. Refer to the *BSA National Shooting Sports Manual* for detailed information on range supervision.



# RIFLE SHOOTING

## Main Event: NRA Postal Match and Campout



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Advanced (Tier III)

Camp in a favorite spot and use part of the time working on the Rifle Shooting merit badge and shooting targets to be entered in an NRA postal match.

### Equipment List

- Proper firearms and ammunition
- Hearing and eye protection
- Targets
- Cleaning supplies
- Food
- Water
- Camping gear (individual and group)
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Find and reserve a campsite near a shooting range.
- Set up a schedule that allows some Scouts to shoot while others work on requirement 1 for the Rifle Shooting merit badge. Rotate Scouts through the stations.
- Designate a time for Scouts to shoot targets to be entered in a postal match.
- Choose and cover a selection of Rifle Shooting merit badge requirements.
- Take time during the day for hiking or other activities.

### Safety

- Follow regulations outlined in the *BSA National Shooting Sports Manual*. Have a first-aid kit. Cellphones are a good idea as appropriate, and use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes

An NRA rifle instructor and NRA range safety officer must be used for pellet gun shooting. A BB gun range master can be used for BB gun shooting only. Refer to the *BSA National Shooting Sports Manual* for detailed information on range supervision. A postal match is one in which competitors fire on their home ranges using targets that have been marked for identification. The fired targets are then sent to the NRA for scoring and ranking for awards.



## RESOURCES AND REFERENCES

### Books

*Archery, Rifle Shooting, and Shotgun Shooting* merit badge pamphlets

*BSA National Shooting Sports Manual*

National Rifle Association. *The Basics of Rifle Shooting*. NRA, 1987.

### Websites

#### International Hunter Education Association

Website: [www.ihea-usa.org](http://www.ihea-usa.org)

#### National Muzzle Loading Rifle Association

Website: <https://nmlra.org>

#### National Rifle Association

Website: [www.nra.org](http://www.nra.org)

#### National Shooting Sports Foundation

Website: [www.nssf.org](http://www.nssf.org)

#### NRA Postal Matches

Website: <http://postalmatches.nra.org>

### Related Program Features

Archery, Shotgun Shooting

### Photo and Illustration Credits

Pages 12-1 (*bullets*, Shutterstock.com/©Vladimir Gjorgiev; *all others*, BSA file), 12-3 (*large rifle*, BSA file; *all illustrations*, BSA/John McDearmon), 12-4 (*all*, BSA file), and 12-5 (BSA file)

### Acknowledgments

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## Be Safe, Have Fun

Somebody once asked Lord Baden-Powell, the founder of Scouting, what exactly Scouts should “be prepared” for. “Why, for any old thing,” B-P replied. Safety is a way you can be prepared for any old thing that comes your way.

Safety is more than a set of rules. It’s an attitude that makes you aware of potential problems so that you can prevent them. A police officer notices something suspicious about a car. A Scoutmaster sees that a pot of boiling water is close to tipping over. A Scout realizes that their family doesn’t have an escape plan at home. Those little acts can help prevent major catastrophes—all because someone was prepared.

This month’s meetings and main event will introduce you to several aspects of safety. You’ll learn about safety in the home, on outings, and in public. You’ll make the places safer where you spend time. And you’ll connect with professionals who help make your community a safer place to live.

### Objectives

This month’s activities should:

- Teach Scouts that the pledge to “help other people at all times” requires skill as well as goodwill.
- Instill a good grasp of the fundamentals of public safety.
- Introduce Scouts to public safety professionals.
- Increase self-confidence in Scouts so they will be able to act rationally in emergencies.
- Teach the ability to evaluate a situation for safety.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirements 1b and 4d
- Second Class requirements 1a, 5a, 6a, and 6b
- First Class requirements 1a, 6a, 6b, and 6e
- Crime Prevention, Emergency Preparedness, Fire Safety, First Aid, Public Health, Safety, Search and Rescue, Signs, Signals, and Codes, Traffic Safety, and Wilderness Survival merit badges
- Ranger: Emergency Preparedness core requirement



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing safety as your program feature.

1. How do we currently plan for safety in our activities?
2. Do our current safety procedures cover all of our activities?
3. What will our main event be?
4. Where will we do our main event?
5. How is public safety handled in our community?
6. What agencies are concerned with public safety?
7. Are there ways for us to help?
8. How do businesses and organizations handle safety?
9. Which safety-related merit badges could we focus on this month?
10. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE SAFETY PROGRAM FEATURE BY:

1. Assisting in instruction
2. Providing transportation for the main event
3. Connecting us with safety agencies
4. Assisting in organizing a neighborhood watch
5. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## YOU AND YOUR ACTIONS

You will find many unsafe conditions in your daily life. However, most of them become hazards only as a result of your actions when you take unnecessary risks. What might cause you to act in an unsafe way?

- Taking chances (“We were just fooling around.”)
- Being unprepared (“I didn’t think we’d need flashlights and batteries.”)
- Fatigue (“We were going to rest when we got there.”)
- Overconfidence (“I was sure I could swim a mile.”)
- Haste (“I didn’t have time to find my goggles before using that electric sander.”)
- Fear (“I was so scared, I couldn’t move.”)
- Excitement (“I was in a rush, so I forgot to buckle up.”)
- Ignoring the rules or signs (“I didn’t think the buddy system was all that important for swimming.”)
- Not using common sense (“I didn’t realize I had to know how to swim to use a canoe.”)
- The lure of the forbidden (“I didn’t know the gun was loaded.”)
- Not taking responsibility (“No one ever told me that could happen.”)





### Accident Facts and Statistics

Do you feel safer riding in a car or flying in a plane? If you picked riding in a car, think again. Recent statistics show that passengers were 40 times more likely to die in a car crash than in a plane crash. This fact shows the importance of safety every time you ride in a car. Facts and statistics reveal potential risks and the importance of certain safety practices.

On average, there are 12 accidental deaths and about 1,000 disabling injuries every hour of every day. (A disabling injury is one that results in lost time in the victim's place of employment or that leaves the victim too injured to return to work.) About half of these deaths occur in motor vehicle accidents. More than a third of the injuries occur in the home.

Safety experts classify accidents in four broad categories: motor vehicle, work, home, and public. The public category includes accidents involving sports and recreation, swimming, and hunting. This category also includes air, water, and land transportation (such as planes, boats, and trains). It excludes motor vehicles and accidents in public buildings.



HAAP Media Ltd., courtesy



### Attention, All Drivers

Drivers today face all kinds of distractions, from listening to music, sipping a soda, and mobile phones, to GPS devices and conversations with fellow passengers. All of these interfere and compete with a driver's attention and ability to respond to changing situations that could lead to an accident. Be safe by staying focused and concentrating on driving whenever you are behind the wheel. Be respectful of the driver when you are the passenger.


Mobile phones are a particularly widespread problem. Many states have now outlawed the use of a mobile phone and texting while driving. Even if your state or local area has no such law, make it a habit now to refrain from using your phone while driving, whether for talking or texting. It's one habit you will never regret.





Here are statistics given by the National Safety Council for 2013. Notice the differences in the numbers of deaths among the various causes.

DEATHS IN 2013 DUE TO EXTERNAL CAUSES*	
Cause	No. of Deaths
Motor vehicles	35,500
Poisoning	38,800
Falls	30,300
Choking	4,800
Drowning	3,700
Fires, flames, smoke	2,400
Mechanical suffocation	1,800



\*Source: National Safety Council. This table is simplified for clarity. Complete information is available at [www.nsc.org](http://www.nsc.org).

### Firearms Safety Awareness

If your family is among the 47 percent of households in the United States that keeps firearms in the home, help make sure all guns are kept secured, inaccessible to those who should not use them—especially young children and your friends who visit. Any ammunition also should be securely and separately stored. If you encounter a firearm, do not touch it. Report it to a responsible adult or law enforcement agent.

### Prevent Poisoning

Many accidental deaths are due to poisoning. According to Safe Kids Worldwide, 9 out of 10 poisonings happen at home. Especially if you have younger siblings, Safe Kids Worldwide offers these precautions.

- Store all household products out of children's sight (eye level) and reach (low cabinets and shelves).
- Keep poisonous items in locked cabinets. This includes pods for the laundry and dishwasher that are often kept within easy reach for quick access.
- Store all medications—including vitamins and other supplements—out of children's reach and sight.



- Post the toll-free number for the Poison Control Center near phones and on your refrigerator. Put the number in your home and mobile phones. That number is 800-222-1222.
- If your house was built before 1978, there is a possibility lead paint was used. Ask your parent. Never attempt to remove lead-based paint; this is a job only a professional can do.

**POISON CONTROL CENTER**

Toll-Free 800-222-1222



## SAFETY GAMES AND ACTIVITIES

### Safety Skits

**Equipment:** None, although some props may improve interaction

**How to play:** Split the group into teams and have each team develop a skit that outlines a safety principle. The skits can depict the right way or the wrong way to act in a given situation as long as the safety principle is clearly demonstrated. Teams should be encouraged to use as much creativity as possible.

### Safety Trivia Game

**Equipment:** A Jeopardy-style game board with category names and cards of varying values; a flyswatter for each team; a projector and screen (optional). On the back of each card should be a safety-related question drawn from the previous week's meeting or from one of the safety-related merit badges you are working on.

**How to play:** Split the group into teams and give each team captain a flyswatter. The captains sit around a table within arm's length of each other. On your signal, the captains "swat in" by hitting a designated spot on the table with their flyswatters. The team whose flyswatter is on the bottom controls the board and chooses a category and point value. If the team can answer the chosen question correctly, it earns the points shown on the card and chooses another question. If not, the other teams swat in and try to answer. Play continues until time is called or all questions have been answered.

**Variation:** To increase fun and learning potential, throw in a few bonus questions that lead to the host showing a picture or video and giving all teams a chance to answer by writing responses on paper.

### Safety Charades

**Equipment:** None, although some props may improve interaction

**How to play:** Split the group into teams and have each team develop a scenario that outlines a safety principle. Have the other teams try to figure out what principle is being demonstrated or violated in the scenario.

### Fire! Drill

**Equipment:** Paper and pencil to sketch out an escape plan

**How to play:** As a group, create a fire drill plan for your meeting place. Sketch a floor plan; include and label all the nearby rooms, doors, and windows, as well as what is under the outside windows. Include notes on things like flower boxes attached to windows, roof overhangs, and bushes. Decide on the primary exits (doors, hallways) that would normally be used. Draw a solid line from the meeting room to the nearest and most direct outside door. Next, draw a dotted line for the secondary exit—the nearest opening that goes directly to the outside. This might be a window. If it's a window high above the ground, you will need to plan to use an escape ladder or find a way to climb out safely onto a roof and then down to the ground, or wait for firefighters to rescue you. Next, decide on a meeting place outside, away from the structure and near the road but not in it. It can be a landmark, like a tree. Choose a calling place from which the fire department can safely be called, such as a neighbor's phone. Even though many people now carry a mobile phone wherever they go, in an emergency you will not have time to grab it.

It's now time to practice your escape plan! Pretend your group is having a meeting. Have someone set off the "alarm" (use your mobile phone if you have one) or yell, "Fire!" These are the signals for everyone to get moving. Get down on your hands and knees and crawl as if there were smoke or fire. Have drills using both the primary and secondary exits. After the drills, evaluate the plan. Find out whether anyone had problems using the secondary exits, if everyone arrived at the meeting spot, and if the calling place was available. If any part of the plan did not work well, test and implement other methods until everything goes smoothly.

**Variation:** Surprise participants by having an unannounced fire drill at a future meeting.



# E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Explain what safety is.
- Introduce the *Guide to Safe Scouting*.
- Explain the buddy system.
- Discuss internet safety and BSA Youth Protection online.
- Invite someone from your chartered organization to explain BSA safety policies and procedures.

## DEMONSTRATE

- Set up scenarios of unsafe practices around the home.
- Have a show-and-tell with a police car, fire truck, or ambulance.
- Arrange a behind-the-scenes tour of a public safety agency.
- Show internet videos on topics like escaping from a burning building.
- Invite a police or fire Explorer to demonstrate some of the skills he or she has learned.

## GUIDE

- Have Scouts discuss areas of the home where accidents can occur.
- Have Scouts research safety topics online.
- Quiz Scouts on public safety topics.
- Guide a discussion on ways to protect yourself from crime.
- Help Scouts research careers in safety.

## ENABLE

- Have Scouts set up safety displays at a mall or shopping center.
- Have Scouts act out safety situations.
- Encourage Scouts to conduct safety surveys of their homes or your meeting place.
- Find roles that Scouts can play in enhancing public safety, such as painting house numbers on curbs or making sure fire hydrants are visible.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
<b>Day Activity</b>	<b>Day or Overnight Activity</b>	<b>Overnight Activity</b>
Safety fair—Create a safety display at a mall or shopping center. Show a floor plan of the building, point out exits, and discuss evacuation procedures. Display safety and crime prevention information.	Behind-the-scenes safety weekend—Tour one or more public safety agencies, attend an emergency response festival, or participate in a citizen-training program offered by a public safety agency. Add a night or two of camping to round out the weekend.	Go big safety weekend—Plan a trip to a major sporting event or community festival. Arrange for a behind-the-scenes look at how safety is handled for a large event. If possible, find ways that Scouts can serve as part of the safety team.



# SAFETY

## Meeting Plan: Safety in the Unit and the Home



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Set up scenarios demonstrating common unsafe practices around the home (such as electric cords strung across a hallway, a rake lying on the ground with its tines up, and a ladder propped precariously against a wall). As Scouts arrive, have them evaluate and correct the problems they see.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	Have different youth instructors give five-minute overviews on: <ul style="list-style-type: none"> <li>• Definition of safety</li> <li>• How safety is currently handled in your unit</li> <li>• Where Scouts can get more information on unit safety (especially the <i>Guide to Safe Scouting</i>)</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>• Review the buddy system.</li> <li>• Discuss common areas of the home where accidents can occur and their prevention.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>• Review the skills above.</li> <li>• Identify potential hazards for an overnight outing.</li> <li>• Discuss transportation safety for outings.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review the skills above.</li> <li>• Identify potential hazards for trips that leave the country and how those hazards can be reduced.</li> </ul>		
<b>Breakout Groups</b> 10 minutes	<ul style="list-style-type: none"> <li>• Younger Scouts work on basic Scout skills related to safety.</li> <li>• Older Scouts work on a safety-related merit badge.</li> <li>• Review the last main event and discuss what would have made it better.</li> </ul>		7:55 p.m.
<b>Game</b> 20 minutes	Play Safety Skits (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SAFETY

## Meeting Plan: Areas for Public Safety



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Arrange for a fire truck or patrol car to come to the meeting place. Ask a firefighter or police officer to explain safety procedures for home or car.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 20 minutes	Have a guest expert discuss the following: <ul style="list-style-type: none"> <li>• The importance of public safety in the community and nation</li> <li>• How public safety is handled through the coordination of individuals and agencies</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>• Discuss the role of citizens, including youth, in crime prevention.</li> <li>• Discuss internet safety and youth protection online, including email and social media.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>• Review the above skills, and identify potential risks involved in outings to public events.</li> <li>• Discuss how to protect yourself from crime at home, at school, in your community, and while traveling.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review the above skills.</li> <li>• Study the U.S. Department of Homeland Security's advisory system and the appropriate actions to take for each threat level.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Continue advancement work from last week.</li> <li>• Begin meal planning and create a duty roster for the main event.</li> </ul>		7:45 p.m.
<b>Game</b> 25 minutes	Play Safety Trivia Game (described earlier).		8 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SAFETY

## Meeting Plan: Safety Planning



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As Scouts arrive, have them work together to create lists of essential, important, and optional safety items that should be in every home. Write the lists on a dry erase board.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 15 minutes	Give instruction on the importance of safety planning, including ways a Scout can be prepared in the home.		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>• Discuss the importance of illness prevention and health.</li> <li>• Discuss the five most common work-related injuries and their prevention.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>• Review the above skills.</li> <li>• Teach the unit's event/trip safety parameters and planning process.</li> <li>• Talk with a police officer or city leader about how to develop a neighborhood watch program for your neighborhood.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review the above skills.</li> <li>• Discuss the logistics involved in providing safety for hotels, large public gatherings, and sporting events.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Continue advancement work from last week.</li> <li>• Finalize meal planning for the main event.</li> </ul>		7:55 p.m.
<b>Game</b> 25 minutes	Play Safety Charades (described earlier).		8 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SAFETY

## Meeting Plan: Public Safety Agencies



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Do one of these activities: <ul style="list-style-type: none"> <li>As Scouts arrive, show one of the instructional videos from <a href="http://www.ready.gov">www.ready.gov</a> or another safety website.</li> <li>Have Scouts make a safety bulletin board by cutting out newspaper articles or printing out online articles dealing with public safety.</li> </ul>		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>Have a guest speaker discuss public safety from the perspective of his or her agency. The focus could be on fire, police, water systems, transportation, or another area.</li> <li>If possible, hold the meeting at that agency or arrange for a tour at a later date.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>Discuss at least three career opportunities in the field of safety.</li> <li>Go over the education, training, and experience required for these professions.</li> <li>Discuss the role of police agencies in preventing crime (as opposed to investigating crime).</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Pick a local company or agency that is dedicated to public safety. Do an in-depth analysis of how it contributes to public safety and what challenges it faces.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review the above skills.</li> <li>Identify high-risk areas in national or local security (such as ports, airports, and high-rise buildings). Discuss the potential threats as well as the protocols in place to protect those facilities.</li> </ul>		
<b>Breakout Groups</b> 10 minutes	<ul style="list-style-type: none"> <li>Finalize plans for the main event.</li> <li>Give each group an assignment for the combined activity and have them prepare for their role.</li> </ul>		7:50 p.m.
<b>Activity</b> 25 minutes	Hold a fire or tornado drill in your meeting place. If other groups are also meeting in the facility, try to coordinate the drill with them.		8 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SAFETY

## Main Event: Safety Fair



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 6 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

**Essential Essential (Tier I)**

Create a safety display at a mall or shopping center. Show a floor plan of the building, point out exits, and discuss evacuation procedures. Display safety and crime prevention information.

### Equipment List

- Unit flag and American flag
- Display boards
- Literature to hand out
- Floor plan for building
- Lunch (decide on individual or group)
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Contact a local mall or shopping center and get permission to set up a display.
- Collect literature from police and fire departments to distribute.
- Obtain a floor plan of the building and find out about evacuation procedures.
- Plan demonstrations or activities that will attract attention.
- Create a schedule for staffing the display throughout the designated time period.
- Put up posters at entrances to promote the display.

### Safety

- Follow the rules of the mall or shopping center. Cellphones are a good idea as appropriate, and have a first-aid kit. Use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes





# SAFETY

## Main Event: Behind-the-Scenes Safety Weekend



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Day or overnight activity

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging Essential (Tier II)

Tour one or more public safety agencies, attend an emergency response festival, or participate in a citizen-training program offered by a public safety agency. Add a night or two of camping to round out the weekend.

### Equipment List

- Pens and notebooks
- Cameras
- Camping gear as needed
- Meal plan
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Contact one or more public safety agencies to arrange tours or participation in citizen-training events. (Note that many police and fire departments have Exploring posts, which are part of the Boy Scouts of America and serve teens interested in public safety careers.)
- Research other opportunities to go behind the scenes in public safety.
- Set up a schedule that maximizes your time.
- Encourage Scouts to do research ahead of time and prepare questions to ask during tours or programs.
- If possible, add a camping component to the weekend and do activities like hiking or fishing.

### Safety

- Follow the direction of the agency to avoid interfering with operations. Cellphones are a good idea as appropriate, and have a first-aid kit. Use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes



# SAFETY

## Main Event: Go Big Safety Weekend



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced Essential (Tier III)

Plan a trip to a major sporting event or community festival. Arrange for a behind-the-scenes look at how safety is handled for a large event. If possible, find ways that Scouts can serve as part of the safety team.

### Equipment List

- Camping gear
- Meal plan
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Research sporting events and festivals that will take place in the coming weeks.
- Contact the event organizers to find out who is responsible for safety.
- Arrange behind-the-scenes tours before or during the event. Find out if Scouts can participate in the safety effort.
- Find a campsite near where the event will occur.
- Set up a schedule that includes time for fun activities and for working on safety-related merit badges.

### Safety

- Have a first-aid kit. Cellphones are a good idea as appropriate, and use the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes



## RESOURCES AND REFERENCES

### Books

*Crime Prevention, Emergency Preparedness, Fire Safety, First Aid, Public Health, Safety, Search and Rescue, Signs, Signals, and Codes, Traffic Safety, and Wilderness Survival* merit badge pamphlets

*Scouts BSA Handbook for Boys*

*Scouts BSA Handbook for Girls*

### Websites

#### American Red Cross

Website: [www.redcross.org](http://www.redcross.org)

#### Department of Homeland Security

Website: [www.ready.gov](http://www.ready.gov)

#### National Crime Prevention Council

Website: [www.ncpc.org](http://www.ncpc.org)

#### National Safety Council

Website: [www.nsc.org](http://www.nsc.org)

#### U.S. Fire Administration

Website: [www.usfa.fema.gov](http://www.usfa.fema.gov)

### Related Program Features

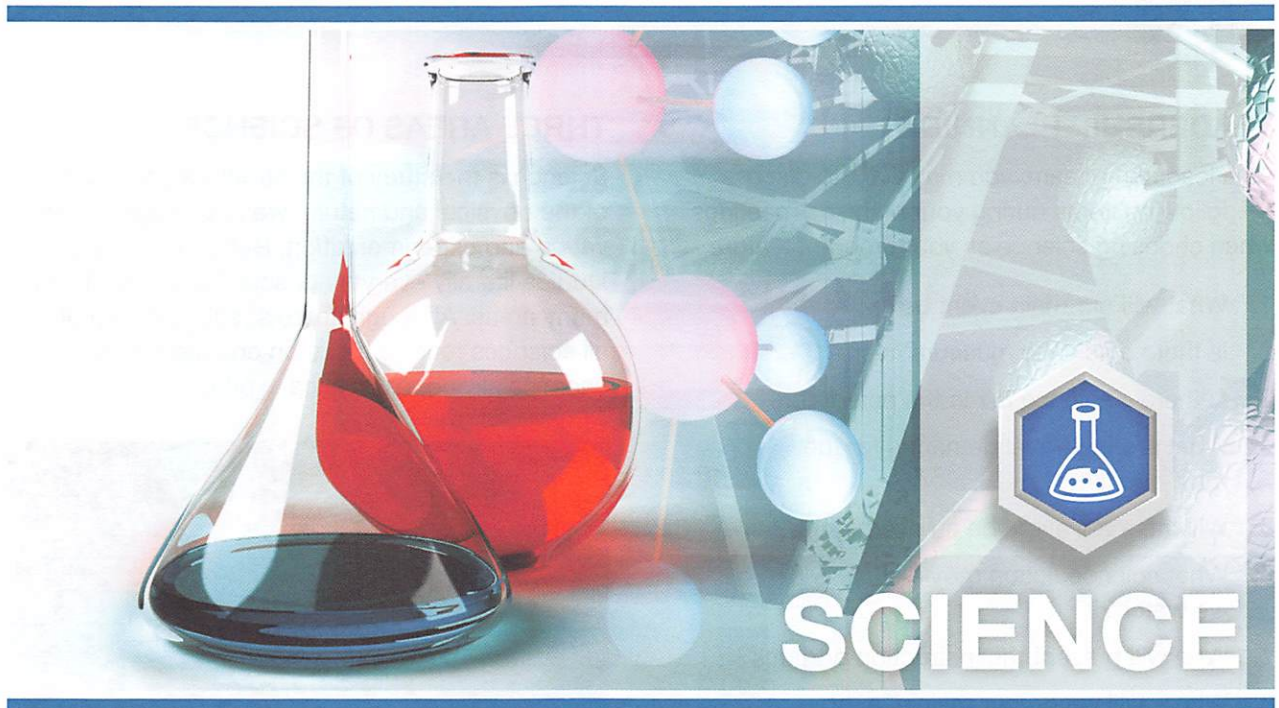
First Aid, Emergency Preparedness, Wilderness Survival

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### Acknowledgments

We are grateful to Matthew McGroarty, Las Vegas, Nevada, 2009–2010 national Venturing president, for his assistance with developing the Safety program feature.



## Reasoning, Hypothesis, Experimentation

Some kids know that one of the best ways to irritate their parents is to ask a bunch of questions: What is air? How does electricity work? Why do balls bounce? Why can't I fly? Why can't dogs talk? How does gravity work? Why is snow white when water isn't? What is lightning? What is thunder?

Scientists are a lot like those little kids. They are curious, and they ask hard questions that have been perplexing people for years. But then they do something else: They find answers. They develop hypotheses (possible answers) and then set out to prove those hypotheses through observation and experimentation. Their answers might just add to humanity's knowledge base, but on occasion, their answers lead to breakthroughs in medicine, technology, space travel, and many other fields.

This month, Scouts will get a taste of what it's like to be a scientist. The unit's weekly meetings will be full of engaging experiments, while the main event will take the unit out into the world of science. Who knows? Some Scouts may even decide that asking—and answering—questions is something they want to do for the rest of their life.

### Objectives

This month's activities should:

- Define what science is.
- Help Scouts understand careers that use science.
- Help Scouts understand and demonstrate the scientific method.
- Help Scouts understand the different sciences, or “-ologies.”
- Relate science to science fiction.
- Encourage Scouts to earn the Nova and Supernova awards.

### RELATED ADVANCEMENT AND AWARDS

- Animal Science, Archaeology, Astronomy, Chemistry, Composite Materials, Digital Technology, Electricity, Energy, Engineering, Environmental Science, Geology, Insect Study, Mammal Study, Medicine, Nature, Nuclear Science, Oceanography, Plant Science, Programming, Reptile and Amphibian Study, Robotics, Soil and Water Conservation, Space Exploration, Sustainability, Veterinary Medicine and Weather merit badges
- Nova and Supernova awards



## LEADERSHIP PLANNING

As a leadership team, you may want to discuss the following items during your planning meetings when choosing science as your program feature.

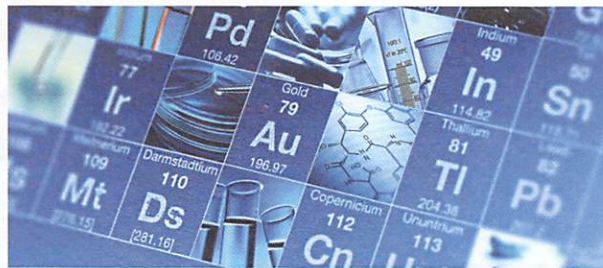
1. What will our main event be?
2. Is there a science museum nearby?
3. Is there a science fair in the near future?
4. What are the travel demands for the main event?
5. Will the main event be an overnighter?
6. What science fiction movie/show will we watch?
7. Who will present the instruction portions?
8. Where will we do our main event?
9. How can we involve parents?
10. What science-related merit badge should we focus on?
11. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE SCIENCE PROGRAM FEATURE BY:

1. Sharing their expertise
2. Providing transportation for the main event
3. Providing materials for the chemistry, biology, and physics experiments
4. Supplying catapult materials (such as Tinkertoys®)
5. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## THREE AREAS OF SCIENCE

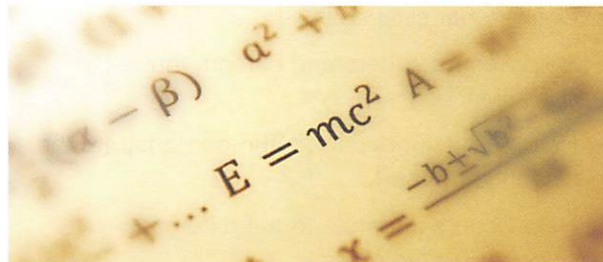
Science is the study of the structure and behavior of the physical and natural world through observation and experimentation. Because science studies literally everything, scientists specialize in many areas. Although some specialties overlap, all sciences tend to focus on one area of the chemical, living, or physical world.



**Chemistry** deals with the identification of the substances of which matter is composed, the investigation of their properties, and the ways in which they interact, combine, and change.



**Biology** is the study of living organisms, divided into many specialized fields that cover their morphology (form and structure), anatomy (the branch of morphology that deals with structure), physiology (function and activities), behavior, origin, and distribution.



**Physics** is the scientific study of matter and energy and how they interact with each other. Physics often explains the fundamental mechanisms of other sciences.



## SCIENCE GAMES

### Match the “-ology”

**Equipment:** 5-by-7 cards with one word on each to make science pairs: geology/rocks, biology/living things, cardiology/heart, zoology/animals, etc. (See “Scientific Specialties” below for ideas.)

**How to play:** Shuffle the cards; have each player take one without looking at it. When told to begin, each player tries to find the person with the corresponding card. Points can be awarded individually or by teams; 1 point per correct match.

### Sci-fi Trivia

**Equipment:** A list of sci-fi trivia questions and answers. Find questions and answers through an internet search or create your own.

**How to play:** Two options—teams take turns answering questions OR players write the answers on their own sheet of paper. The winner is the team or player with the most correct answers.

**Variations:** 1. Create a “Jeopardy!”-style game with multiple categories and escalating point values. 2. Let teams create and ask their own trivia questions, and award points when they stump the other teams.

### Human Knot

**Equipment:** None

**How to play:** The group stands shoulder to shoulder in a circle. Players reach into the middle with both hands and grab two other hands at random, making sure they don’t belong to the same person. Without letting go, the group

untangles the “knot.” Afterward, discuss what hypothesis, theories, and facts players used to get untangled.

### Blind Cannon

**Equipment:** Blindfolds; large, heavy sponges (dampen them to give them more weight); 5-gallon buckets

**How to play:** Scouts face the bucket assigned to their team, about 15 feet away. Each team has one general and one or two “cannons”—blindfolded players who are assigned to toss the sponges. The generals give direction to their cannons. The cannons try to toss their sponges into their bucket. Other players collect sponges and return them to the cannons. The team that has the greatest number of accurate tosses wins.

### Marshmallow Catapult Contest

**Equipment:** Materials to make a catapult, a bucket for a target, and marshmallows as ammo. Tinkertoys work well for catapults, but with a little imagination other materials can be used.

**How to play:** Each player or team creates a catapult that can shoot marshmallows at a bucket placed across the room. The person or team to get the most marshmallows in the bucket wins.



## SCIENTIFIC SPECIALTIES

The suffix “-ology” means “the study of.” Words formed with this suffix describe the study of a particular subject. The areas of scientific studies are almost endless. Here are a few of the “ologies” and other scientific specialties.

**Anthropology**—the study of humans

**Archeology**—study of prehistoric peoples and cultures

**Astronomy**—the study of celestial bodies

**Biology**—the study of life

**Cardiology**—the study of the heart

**Dermatology**—the study of skin

**Entomology**—the study of insects

**Ethnology**—the study of cultures

**Geology**—the study of rocks and minerals

**Hematology**—the study of blood

**Hydrology**—the study of water

**Ichthyology**—the study of fish

**Microbiology**—the study of microscopic organisms

**Neurology**—the study of the nervous system

**Oncology**—the study of cancer

**Paleontology**—the study of fossils

**Psychology**—the study of the human mind

**Radiology**—the study of X-rays and their medical application

**Seismology**—the study of earthquakes

**Toxicology**—the study of toxins

**Volcanology**—the study of volcanoes

**Zoology**—the study of animals



# E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

## EXPLAIN

- Define science.
- Discuss the three main areas of science.
- Define “-ology” and give examples.
- Discuss the scientific method and the difference between a hypothesis, a theory, and a law.
- Show a science video from the internet that discusses a scientific principle.

## DEMONSTRATE

- Conduct a live chemistry, biology, or physics experiment.
- Show a YouTube or other internet video of a science experiment.
- Show why certain science fiction “facts” are impossible or implausible.
- Demonstrate a simple catapult.
- Show a sample science fair project.

## GUIDE

- Have Scouts conduct a simple science experiment while you supervise.
- Lead a reflection on an experiment the Scouts have conducted.
- Watch as Scouts design and built catapults, offering guidance throughout the process.
- Have Scouts work through a step in developing a science fair project.
- Help Scouts identify scientists or groups the unit could work with for the main event.

## ENABLE

- Challenge Scouts to develop science fair projects.
- Have Scouts watch a science fiction show and critique the false science principles it embraces.
- Encourage Scouts to pursue a Nova or Supernova award.
- Have older Scouts lead younger Scouts in science experiments.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Day Activity	Overnight Activity
Science museum visit—Visit a science museum or aviation museum. Arrange ahead of time to talk with a docent or staff member about a science topic related to the museum’s exhibits.	Science fair—Create tabletop displays that highlight a scientific topic and present it at a local science fair. Decide what prizes you would give if you were in charge. If you can’t find a local science fair, hold your own within your unit.	Research project—Contact a local college or environmental agency and volunteer to assist in a research project. Possibilities include participating in a fish count or bird count, identifying trees, or assisting in a geological or archeological dig.






# SCIENCE

## Meeting Plan: What Is Science?



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Show short science videos as Scouts arrive.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 5 minutes	Discuss the following: <ul style="list-style-type: none"> <li>• The definition of science</li> <li>• The suffix “-ology” and some specific “ologies”</li> <li>• The three main branches of science: chemistry, biology, physics</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 45 minutes	Conduct these experiments and discuss the scientific principles involved.		7:15 p.m.
	 Chemistry: Combine baking soda and vinegar. Biology: Grow bean sprouts. Physics: Use levers and pulleys to move weights.		
	 Chemistry: Combine Mentos and diet soda. Biology: Chart each Scout’s height and shoe size and look for correlations. Physics: Ricochet marbles off one another.		
	 Chemistry: Make a battery. Biology: Breed fruit flies and discuss genetics. Physics: Create a dominoes chain reaction and measure how long it takes dominoes in different configurations to fall		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• New members practice basic Scout skills.</li> <li>• Older members choose a science-related merit badge or Nova award to work on together.</li> <li>• Review the last main event and discuss what could have made it better.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Match the “-ology” (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader’s minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.





# SCIENCE

## Meeting Plan: Potential Energy



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Blind Cannon (described earlier).		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>Teach the basics of projectile motion.</li> <li>Explain how angle and force combine to launch projectiles.</li> <li>Define projectile and projectile motion.</li> <li>Discuss the difference between forward velocity and acceleration due to gravity.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>On paper, design a basic catapult.</li> <li>Build the catapult you designed using material like Tinkertoys.</li> <li>Practice loading and firing the catapult.</li> <li>Keep a record of distance.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>On paper, design a catapult with adjustable elevation and force.</li> <li>Using household items, build the catapult you designed.</li> <li>Practice loading and firing the catapult.</li> <li>Keep a record of angle, force, and distance.</li> </ul>		
	<ul style="list-style-type: none"> <li>On paper, design a catapult with adjustable elevation and force.</li> <li>Build the catapult you designed using dowels and lashings of string.</li> <li>Practice loading and firing the catapult.</li> <li>Keep a record of angle, force, and distance.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>New members practice basic Scout skills.</li> <li>Older members choose a science-related merit badge or Nova award to work on together.</li> <li>Make plans for participation in the main event.</li> </ul>		7:50 p.m.
<b>Game</b> 20 minutes	Play Marshmallow Catapult Contest (described earlier).		8:05 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SCIENCE

## Meeting Plan: Scientific Method



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Prisoner's Escape. (See <a href="http://www.programresources.org">www.programresources.org</a> .)		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 20 minutes	<ul style="list-style-type: none"> <li>Define the scientific method.</li> <li>Explain the difference between hypotheses, theories, and laws.</li> <li>Compare and contrast experimentation and observation.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>Design an inhabited base located on the moon or Mars.</li> <li>Discuss what theories and laws you need to consider.</li> <li>Discuss sources of energy, construction process, life support, and purpose.</li> <li>Draw or make a model of your base.</li> </ul>		7:30 p.m.
	<ul style="list-style-type: none"> <li>Make a theory of how gravity works.</li> <li>Discuss what scientific laws are involved in your theory.</li> <li>Devise experiments that could test your theory.</li> <li>Repeat this process for other topics.</li> </ul>		
	<ul style="list-style-type: none"> <li>Research a modern scientific subject.</li> <li>Find two competing theories and defend one of them in a debate. (This could be done in an ethical controversy format.)</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>New members practice basic Scout skills.</li> <li>Older members choose a science-related merit badge or Nova award to work on together.</li> <li>Make plans for participation in the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Human Knot (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SCIENCE

## Meeting Plan: Science vs. Science Fiction



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Science Fiction Charades: Take turns acting out scenes from sci-fi movies or portraying familiar sci-fi characters.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>• Discuss how science fiction is often rooted in science fact.</li> <li>• Watch an episode of a sci-fi series like “Star Trek,” “Doctor Who,” “Stargate,” or “Battlestar Galactica” (or part of a sci-fi movie).</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	<ul style="list-style-type: none"> <li>• Give examples of science fact in the show you just watched.</li> <li>• Give examples of science fiction in the show you just watched.</li> <li>• What advances in science would be required to make the examples of science fiction into science fact?</li> </ul>		7:40 p.m.
	<ul style="list-style-type: none"> <li>• What scientific laws were used in the show you just watched?</li> <li>• Name something that was impossible.</li> <li>• Identify two examples of technological or scientific advances in the chosen show and discuss how they could come to pass.</li> </ul>		
	<p>After watching the show, explain what was possible and impossible in the show. Share with the group what you learned. If you were a scientific consultant on this show, tell what changes you would suggest to make it more scientifically accurate.</p>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• New members practice basic Scout skills.</li> <li>• Older members choose a science-related merit badge or Nova award to work on together.</li> <li>• Confirm assignments for main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Sci-Fi Trivia (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader’s minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SCIENCE

## Main Event: Science Museum Visit



Date \_\_\_\_\_

**Logistics**

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



**Essential (Tier I)**

Visit a science museum or aviation museum. Arrange ahead of time to talk with a docent or staff member about a science topic related to the museum's exhibits.

**Equipment List**

- Decided-upon uniform
- Pad and paper for taking notes
- Camera
- Lunch (decide on individual or group)
- Cellphones as appropriate
- Water
- Scout Basic Essentials (Review the list and take what you need.)

**Activity**

- Choose a science or aviation museum near you.
- Research the hours of operation and cost.
- Contact the museum to arrange to talk to a docent.
- Explore the museum.
- Select one exhibit that interests you and learn all you can about it.
- After the group reassembles at a designated time, report to the others on what you learned.

**Safety**

- Use the buddy system. Have a first-aid kit. Cellphones are a good idea as appropriate.
- Two-deep adult leadership is required for all activities.

**Notes**



# SCIENCE

## Main Event: Science Fair



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 to 8 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Create tabletop displays that highlight a scientific topic and present it at a local science fair. Decide what prizes you would give if you were in charge. If you can't find a local science fair, hold your own within your unit.

### Equipment List

- Your science fair entry
- Decided-upon uniform
- Pad and paper for taking notes
- Camera
- Lunch (decide on individual or group)
- Cellphones as appropriate
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Find a science fair or contest in your area.
- Determine the entry requirements.
- Enter your group/individual project.
- Set up and present your topic at the science fair.
- Explore the other exhibits.
- Decide who you would give awards to.
- Participate in the awards ceremony.
- After the group reassembles at the designated time, report to the others on what interested you the most.

### Safety

- Use the buddy system. Have a first-aid kit. Cellphones are a good idea as appropriate.
- Two-deep adult leadership is required for all activities.

### Notes



# SCIENCE

## Main Event: Research Project



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
\_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Contact a local college or environmental agency and volunteer to assist in a research project. Possibilities include participating in a fish count or bird count, identifying trees, or assisting in a geological or archeological dig.

### Equipment List

- Appropriate clothing
- Equipment needed for research
- Cellphones or two-way radios as appropriate
- Computers, if needed
- Power source, if needed
- Camping gear as needed
- First-aid kit
- Meal plan
- Water
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Decide on an area of interest for the research project.
- Contact colleges, universities, or environmental agencies for research opportunities.
- Invite a researcher to visit with group.
- Determine how your group will assist with the research.
- Make appropriate assignments.
- Consider safety needs.
- Make plans to camp near the research site.
- Work on research project as planned.
- Submit research results and/or observations.
- Follow up to find out when the research is published.

### Safety

- Identify possible risks of research activity. Have a first-aid kit and develop a plan in case a researcher needs medical assistance. Consider using two-way radios.
- Two-deep adult leadership is required for all activities.

### Notes



## RESOURCES AND REFERENCES

### Books

*Animal Science, Archaeology, Astronomy, Chemistry, Composite Materials, Digital Technology, Electricity, Energy, Engineering, Environmental Science, Geology, Insect Study, Medicine, Nuclear Science, Oceanography, Plant Science, Programming, Reptile and Amphibian Study, Robotics, Soil and Water Conservation, Space Exploration, Sustainability, Veterinary Medicine*, and *Weather* merit badge pamphlets

Nova Awards pamphlets

### Websites

#### **Chem4Kids.com**

Website: <http://chem4kids.com>

#### **Science Friday**

Website: [www.sciencefriday.com](http://www.sciencefriday.com)

#### **Science Journal**

Website: [www.sciencemag.org](http://www.sciencemag.org)

### Related Program Features

Engineering, Mathematics, Technology

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### Acknowledgments

We appreciate and are very grateful to Jim Virgin, Vancouver, Washington, for developing the Science program feature.



## Let's Go for a Ride!

How can you not be inspired by watching a skiing or snowboarding professional ripping a line of fresh powder across a snow-covered mountainside? When done properly, skiing and snowboarding allow a freedom and exhilaration not found with summer activities. As filmmaker Warren Miller has said, reaching the higher ground in life is looking inside yourself and pushing the limits to accomplish something you never thought was possible.

Skiing has long allowed people in northern countries the ability to get about in deep snow by staying on top of it rather than floundering in it. Skiing and snowboarding allow maximum progress in the winter with minimal exertion. Whether you use Nordic skis for a cross-country trek, snowboard and Alpine skis for downhill fun, or mountaineering skis for a backcountry adventure, snow sports are the best and most fun ways to get around in the snow.

### Objectives

This month's activities should:

- Demonstrate the first-aid skills Scouts might need for injuries that could occur while skiing or snowboarding.
- Introduce the Your Responsibility Code for skiers and snowboarders.
- Help Scouts develop a fitness plan for winter sports.
- Teach Scouts what clothing is appropriate for winter conditions.
- Show Scouts how to fit and care for skiing and snowboarding equipment.
- Enable Scouts to plan and carry out a safe skiing/snowboarding main event.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1c
- Second Class requirement 1b
- First Class requirement 1a
- Camping and Snow Sports merit badges
- Ranger: Winter Sports elective
- Quest: Requirement 5





## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing snowboarding and skiing as your program feature.

1. Which snow sports movie should we watch?
2. What should we do as our main event?
3. Where should we go for our main event?
4. What is our unit's skill level?
5. Where will we get equipment?
6. What costs will be involved (equipment rental, lift tickets, etc.)?
7. How can we involve parents?
8. Which parents can drive in the snow?
9. To meet our needs, what should we change in the sample meeting plans?

### **PARENTS CAN HELP WITH THE SNOWBOARDING AND SKIING PROGRAM FEATURE BY:**

1. Sharing their skiing and snowboarding experience
2. Identifying consultants who can teach skiing/snowboarding skills
3. Providing transportation for the main event
4. Providing lunch and warm drinks
5. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## SNOWBOARDING AND SKIING INFORMATION

### Your Responsibility Code

- Always stay in control, and be able to stop or avoid other people or objects.
- People ahead of you have the right of way. It is your responsibility to avoid them.
- You must not stop where you obstruct a trail or are not visible from above.
- Whenever starting downhill or merging into a trail, look uphill and yield to others.
- Always use devices to help prevent runaway equipment.
- Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
- Prior to using any lift, you must have the knowledge and ability to load, ride, and unload safely.

This code has been officially endorsed by the National Ski Areas Association, National Ski Patrol, Professional Ski Instructors of America, and the American Association of Snowboard Instructors.



Sticking to trails that are appropriate for your level of skill will help keep the slopes safe and enjoyable for all users.



## Ski Signs

Like many outdoor activities, snow sports have their own set of signs and symbols. While the exact signs may vary from location to location, most of them will look like these.



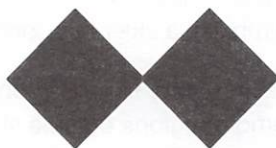
The easiest trails at a particular ski area



Trails that are more difficult than easy ones



Trails that are the most difficult



Trails for experts only



Freestyle terrain

## Avalanche Dangers

The possibility of avalanches causes serious concern for skiers or riders whose outings take them into snowy, mountainous regions. An avalanche occurs when snow breaks loose on a slope or when a cornice of snow collapses and tumbles down. Often the sliding snow carries debris such as rocks and tree branches with it.

Your greatest protection against avalanches is knowing where, how, and when they are likely to occur and then planning routes that avoid these danger spots. Indicators of danger include the following.

**Steep terrain.** Avalanches usually happen on slopes of 40 to 60 degrees.

**Accumulations of new snow.** Avalanches generally occur during or after a heavy winter storm. The danger of an avalanche remains high until the new snow settles, consolidates, and becomes stable.

**Variations in the quality of snow layers,** especially if one or more layers are airy, granular, or in slabs. A weak layer of snowpack can allow layers above to break loose and slide.

**Be aware of sounds** that suggest cracking or settling of the snowpack.

If, despite your preparations and judgment, you see an avalanche roaring toward you and you cannot get out of its path, jettison (ditch) your pack and your skis or snowboard. When the snow hits, move your arms and legs in a swimming motion to keep yourself upright, and try to keep your head above the surface. As the avalanches settles, push away any accumulation of snow from your face to form an air pocket that will allow you to breathe.

Should others in your party be caught in an avalanche, keep your eye on them as long as you can, and note the exact place you saw them last. Hopefully, they will be wearing avalanche beacons—battery-powered lights that emit a radio signal that can be picked up by the beacons of other group members—that will help you find them quickly. If not, listen for their voices and use your ski poles (grip side down) or a ski to probe the snow.

Search quickly. Your chances of saving a person decrease rapidly as the snow settles. When you find victims, use a sturdy short-handled shovel to free them, and then provide first aid for shock, hypothermia, and any injuries.

If you must cross the path of an avalanche, close up your clothing and put on your hat and gloves. Your chances of survival are much better if you stay warm. Wear a bright-colored avalanche cord. Tie one end to yourself and let the other end trail behind you. If your group has avalanche beacons, make sure you know how to use them and they are working properly.



## Ski Lifts

Downhill skiers and snowboarders need a way to get to the top of the hill in order to come down. While this can be done by Sno-Cat, gondola, bus, and even helicopter, the most common method at most resorts is the ski lift. Rope tows, handle tows, T-bars, platter lifts, and chair lifts are all devices used to get riders to the top of the hill. The *Snow Sports* merit badge pamphlet is a great resource for learning more about these types of lifts.



## Mountaineering and Backcountry Skiing

Mountaineering skiing combines the skills of downhill skiing with cross-country touring, while adding some of the skills found in mountain climbing. The skis used often employ attachable “skins” that allow them to grip the snow when hiking uphill. Mountaineering skis also may have convertible bindings that allow mobility while hiking but then lock down to allow the skier to ski downhill like an Alpine skier. While this type of skiing has been around for a long time, “split-snowboards” have been introduced recently that allow a rider to climb like a skier but come down as a snowboarder.

Backcountry skiing is considered to be skiing in remote regions outside ski area boundaries. You won’t see a ski patrol, marked ski runs, grooming, snowmaking, or ski lifts. Backcountry skiing can be hazardous due to avalanche, exhaustion, weather, cliffs, rock fall, and tree wells, so advanced skills for handling these hazards are required.





## SKIING/SNOWBOARDING GAMES

### Ski Trail Signs Relay

**Equipment:** Two sets of index cards for each group. Each card in the first set should show a drawing of a trail sign; each card in the second set should show the meaning of a trail sign.

**How to play:** The teams line up in relay formation. The two sets of cards are placed about 25 feet in front of each patrol. The cards with the pictured trail signs are placed facedown; the cards with the definitions are spread out faceup. On a signal, the first Scout from each team runs to their sets of cards and draws one of the facedown cards. They then place it on the correct definition card, run back, and tag the next Scout. Continue until all cards are matched.

**Scoring:** The first team to match all cards correctly wins.

### Slalom Hop Relay

**Equipment:** Twenty feet of rope for each team

**How to play:** Lay the ropes in straight lines in front of the teams. Team members go down their rope by hopping from side to side over the rope, with legs and feet together. This action simulates the motion a slalom skier uses when racing through gates. After some practice, have a relay race.

**Scoring:** First team to complete the challenge wins.

### Helmet Overtake

**Equipment:** Two skiing/snowboarding helmets

**How to play:** The members form one circle and count off. You must have an even number of players. All even-numbered Scouts in the circle form one team and all odd-numbered Scouts form the other team. Hand a helmet to Scout No. 1 and the other helmet to an even-numbered Scout on the exact opposite side of the circle. On signal, Scouts must pass—not throw—the helmets clockwise only to members of their own team (every other Scout). Both helmets will be traveling in the same direction.

**Scoring:** The object of the game is for one team to pass their helmet faster than the other team and eventually overtake the other team's helmet.

### Ski Jacket Stretcher Relay

**Equipment:** Two staves, two winter jackets, and one inflated balloon for each group

**How to play:** This is not a speed relay. The groups line up in relay formation, with two “victims” in front of each. On signal, two members of each group run up with the jackets and two staves, make a stretcher, and put one victim on it. When the stretcher carriers are ready to lift the stretcher, the youth leader (or judge) places the inflated balloon on the victim. The carriers take the victim to the starting line without letting the balloon fall off. The victim may not hold on to the balloon. (The balloon ensures care rather than speed.) At the starting line, the carriers lift the victim off, and two other Scouts run up to make a stretcher for transporting the second victim.

**Scoring:** The team that most carefully transports both victims (without letting the balloon fall off) to the starting line in the least amount of time, wins.





## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Explain the importance of the buddy system while on the slopes.
- Explain why cotton clothing should be avoided.
- Discuss why layers of clothes are best.
- Explain the different skill levels for skiing and snowboarding.
- Describe how to transport skis and snowboards on a car.
- Explain how rope-tows and ski lifts work.
- Discuss the dangers of avalanches and what warning signs to look for; show a video of an avalanche.
- Describe common snow sports injuries.

### DEMONSTRATE

- Show how to safely carry skis and snowboards.
- Demonstrate proper fit of boots, skis, and snowboards.
- Show warm-up stretches and fitness exercises.
- Show how to stand up with skis/snowboard on.
- Show an internet video of how avalanche beacons work.
- Demonstrate care of fractures and sprains.

### GUIDE

- Set up the buddy system for the main event.
- Guide Scouts through proper fitting of goggles and helmet.
- Have Scouts practice stretching and fitness exercises.
- Monitor Scouts as they put on equipment.
- Have Scouts practice getting on and off a lift.
- Watch Scouts as they practice turns and stops.
- Have Scouts practice making splints for injuries.

### ENABLE

- Have experienced Scouts teach skiing/snowboarding skills to less experienced Scouts.
- Encourage Scouts to pursue an ongoing fitness program.
- Give youth leaders the tools needed to plan a skiing/snowboarding main event.
- Conduct a main event that lets Scouts choose their own difficulty levels.
- Let Scouts have fun while skiing or snowboarding.
- Encourage Scouts to pursue the Snow Sports merit badge.

## MAIN EVENT SUMMARIES

### ● ESSENTIAL

#### Day Activity

Cross-country skiing day trip—Spend a day cross-country (Nordic) skiing on easy groomed trails. This activity is good for beginner skiers and is often less expensive than downhill skiing.

### ■ CHALLENGING

#### Day Activity (possibly longer)

Downhill (Alpine) skiing and snowboarding—Travel to a downhill ski/snowboarding resort. Depending on the distance traveled, your group may want to consider a multiday excursion. Work on demonstrating and improving your skills. It is highly recommended that first-time skiers take lessons.

### ◆ ADVANCED

#### Overnight Activity

Backcountry mountaineering ski trip—Take a backcountry ski trip with mountaineering skis and skins. Use extreme caution in avalanche-prone areas. This activity should be combined with work on winter camping skills.



# SNOWBOARDING AND SKIING

## Meeting Plan: Snow Sports Overview



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play All Aboard: Scouts try to get on a 2-foot-square platform (or piece of poster board) without anyone touching the ground around it.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>Introduce upcoming skiing/snowboarding activity. Show an appropriate video, such as a Warren Miller film (<a href="http://www.skinet.com/warrenmiller">www.skinet.com/warrenmiller</a>).</li> <li>Introduce ski trail signs.</li> <li>Discuss and determine each member's skill level.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	Cover the following skills: <ul style="list-style-type: none"> <li>Putting on equipment</li> <li>Sidestepping</li> <li>Getting up off the ground</li> <li>Using rope tows</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>Review essential skills above.</li> <li>Cover the following skills: techniques for parallel turns on skis; techniques for heel-to-toe turns on snowboard; getting on and off chairlifts.</li> </ul>		
	<ul style="list-style-type: none"> <li>Review essential and challenging skills above.</li> <li>Cover the following skills: mogul techniques; christie turns on skis; riding fakie on a snowboard.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Plan an upcoming snow sports activity.</li> <li>Review the buddy system and ski trail signs.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Ski Trail Signs Relay (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SNOWBOARDING AND SKIING

## Meeting Plan: Winter Sports Skills and Fitness



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Balloon Battle Royale: Each player attaches an inflated balloon to their ankle with a 2-foot length of twine. The object is to stomp on other players' balloons while protecting your own.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>• Discuss the different types of ski lifts and rope tows that are used at the resort you are going to visit.</li> <li>• Learn how to get on and off the lift, and discuss lift-line etiquette.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	Learn and practice the following stretches: <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Hamstring stretch</li> <li>• Quad stretch</li> <li>• Lower back stretch</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>• Review the essential warm-up stretches above.</li> <li>• Learn and practice the following strength-building exercises: leg squats, lunges, running in place, stair-step up.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review essential stretches and challenging exercises above.</li> <li>• Plan and develop a fitness endurance program that might include running, cycling, and swimming.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Work on Scouts' skills as needed for next rank.</li> <li>• Plan the menu/meals for the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Slalom Hop Relay (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team review plans for the next meeting and for the main event.		

\*All times are suggested.






# SNOWBOARDING AND SKIING

## Meeting Plan: Care and Fitting of Equipment



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	If possible, meet at a local ski shop and spend preopening time browsing the merchandise.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>• Present and discuss the clothing, equipment, and other gear needed for winter sports.</li> <li>• Explain why clothes should be in layers and why cotton should be avoided.</li> <li>• Demonstrate how to safely carry the gear.</li> <li>• Discuss the importance of a helmet for preventing injuries.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	 Learn how to properly fit boots, skis, and snowboards.		7:20 p.m.
	 <ul style="list-style-type: none"> <li>• Review fitting equipment.</li> <li>• Learn how to wax skis.</li> </ul>		
	 <ul style="list-style-type: none"> <li>• Review fitting equipment.</li> <li>• With the help of a certified ski technician, learn the process of mounting and adjusting bindings.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Practice Scout skills as needed for next rank.</li> <li>• Determine specific equipment needs of group for main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Helmet Overtake (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.





# SNOWBOARDING AND SKIING

## Meeting Plan: Avalanche and First Aid



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Show internet videos of avalanches.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Discuss the dangers of avalanches, including: <ul style="list-style-type: none"> <li>• What to look for and how to avoid them.</li> <li>• What to do if you are caught in an avalanche.</li> <li>• How to search for someone caught in an avalanche.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	Learn the first-aid procedures for: <ul style="list-style-type: none"> <li>• Shivering</li> <li>• Sprains and strains</li> </ul>		7:20 p.m.
	<ul style="list-style-type: none"> <li>• Review the essential skills above.</li> <li>• Learn first-aid procedures for: hypothermia, fractures, and splinting.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review the essential and challenging skills above.</li> <li>• Learn the first-aid procedures for: severe hypothermia, fractures requiring traction splints, multiple casualties.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	Complete final preparations for the main event.		8 p.m.
<b>Game</b> 10 minutes	Play Ski Jacket Stretcher Relay (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SNOWBOARDING AND SKIING

## Main Event: Cross-Country Skiing Day Trip



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 8 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Essential (Tier I)

Spend a day cross-country (Nordic) skiing on easy, groomed trails. This activity is good for beginning skiers and often is less expensive than downhill skiing.

### Equipment List

- Proper layered clothing
- Hat and sunglasses
- Sunscreen
- Skis, boots, and poles
- Food
- Water
- Cellphone for emergencies
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Meet in a place appropriate for transportation to the ski site.
- Arrive at the ski area with appropriate clothing and equipment.
- Initiate the buddy system.
- Enjoy a fun day on the trails.
- Have a plan for emergencies.
- Take time to enjoy lunch.
- Return home.

### Safety

- For beginners, choose an easy terrain area. Avoid places with avalanche danger. Make sure drivers are comfortable with winter driving. Be aware of limits of cell-phone coverage. Be sure to establish and maintain the buddy system.
- Two-deep adult leadership is required for all activities.

### Notes



# SNOWBOARDING AND SKIING

## Main Event: Downhill (Alpine) Skiing and Snowboarding



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Day or overnight activity

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Travel to a downhill ski/snowboarding resort. Depending on the distance traveled, your group may want to consider multiple days. Work on demonstrating and improving your skills. It is highly recommended that first-time skiers take lessons.

### Equipment List

- Proper layered clothing
- Helmet and goggles
- Sunscreen
- Skis/snowboards, boots, and poles
- Food
- Water
- Money for lift tickets and lessons
- Cellphones in case of emergency
- Buddy list
- If staying overnight, appropriate sleeping bag, sleeping pad, toiletries, extra clothes
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Determine the resort you will be visiting.
- Decide if this requires overnight travel.
- Arrive at the mountain with appropriate clothing and gear (or rent on arrival).
- Initiate the buddy system.
- Enjoy a fun day on the slopes.
- Have a plan in case of injuries.
- Have a designated time and location for meeting at the end of the day.
- Return home.

### Safety

- Make sure drivers are comfortable driving in winter conditions. Establish and maintain the buddy system. Make sure everyone has a list of numbers to call in an emergency (in areas that have phone coverage). To avoid hypothermia, do not wear cotton clothing. Use only properly fitted equipment. Always wear a helmet.
- Two-deep adult leadership is required for all activities.

### Notes



# SNOWBOARDING AND SKIING

## Main Event: Backcountry Mountaineering Ski Trip



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
\_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Weekend

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Take a backcountry ski trip with mountaineering skis and skins. Extreme caution needs to be used in avalanche-prone areas. This activity should be combined with work on winter camping skills.

### Equipment List

- Avalanche beacons and probes
- Appropriate winter clothing
- Properly fitted boots and mountaineering skis
- Sunscreen
- Internal frame backpacks
- Winter sleeping bag and pad
- Camping gear (individual and group)
- Food
- Water
- Winter tents (unless using a snow cave)
- Cellphone or satellite phone for emergency communication
- Scout Basic Essentials (Review the list and take what you need.)

### Activity

- Properly preplan the location.
- Research avalanche conditions.
- Check weather conditions before leaving (cancel or postpone the trip if not optimal).
- Transport to the snow zone.
- Trek into the camp area.
- Do other activities in the area as appropriate.
- Return to vehicle at designated times.
- Clean and put away equipment.

### Safety

- Acquire the assistance of an experienced consultant in the area of backcountry skiing and camping. Make sure everyone has appropriate clothing and winter camping equipment. Establish and maintain the buddy system. Monitor weather conditions before the trip. Cancel or postpone camping if not optimal. Be aware of avalanche danger—use avalanche beacons if available.
- Two-deep adult leadership is required for all activities.

### Notes

Start with easy, nearby locations at first. As skills increase, venture farther into the backcountry.



## RESOURCES AND REFERENCES

### Books

*Emergency Preparedness, First Aid, Search and Rescue, Snow Sports, and Wilderness Survival merit badge pamphlets*

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Volken, Martin, Scott Schell, and Margaret Wheeler. *Backcountry Skiing: Skills for Ski Touring and Ski Mountaineering (Mountaineers Outdoor Expert Series)*. Mountaineers Books, 2007.

### Websites

**American Association of Snowboard Instructors**

Website: [www.thesnowpros.org](http://www.thesnowpros.org)

**Cross Country Ski Areas Association**

Website: [www.xcski.org](http://www.xcski.org)

**National Ski Areas Association**

Website: [www.nsaa.org](http://www.nsaa.org)

**National Ski Patrol**

Website: [www.nsp.org](http://www.nsp.org)

**Professional Ski Instructors of America**

Website: [www.thesnowpros.org](http://www.thesnowpros.org)

**Snowsports Industries America**

Website: [www.snowsports.org](http://www.snowsports.org)

**U.S. Ski and Snowboard Association**

Website: <http://ussa.org>

### Related Program Features

Emergency Preparedness, First Aid, Wilderness Survival, Winter Camping

### Photo and Illustration Credits

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### Acknowledgments

We wish to thank Jim Virgin, Vancouver, Washington, for developing the Snowboarding and Skiing program feature.



## Go, Defense!

At some time in our lives, we all get a chance to participate in sports. Through hard work and talent, a few people get to be really good and end up on professional teams. What could be more fun than to go watch them play?

People have long gathered in large groups to watch key athletes compete. In Roman times, gladiators battled in the Coliseum. The Ancient Greeks' competitions inspired the Olympics. Today's professional athletes compete in giant stadiums and arenas to show off their athletic skills.

This program feature leads up to a trip to a sporting event. You'll learn about the sport, raise money for your trip, and explore safety and other issues. But most of all, you'll have fun and be inspired by the performance of great athletes.

Although this program feature focuses on going as a group to a sporting event, its principles can be used to plan a trip to a rock concert, a political rally, or any other event where your unit will meet crowds of people.

### Objectives

This month's activities should:

- Introduce Scouts to sports they may not know.
- Teach Scouts about the sport they are going to watch.
- Show Scouts how to stay safe in crowds.
- Reinforce first-aid skills useful in public settings.
- Teach Scouts what to do when they get lost.
- Teach Scouts about fundraising.

### RELATED ADVANCEMENT AND AWARDS

- Tenderfoot requirement 1a
- Second Class requirement 1a
- First Class requirements 1a and 7c
- Emergency Preparedness, Safety, and Sports merit badges
- Quest: Requirement 5



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing spectator sports as your program feature.

1. Which sport are we going to see?
2. Where are we going to go?
3. Who will get the tickets?
4. How much will the trip cost?
5. If someone gets separated from the group at the event, where will we meet?
6. Who has cellphones?
7. What uniform (if any) will we wear?
8. What special travel and housing arrangements should we make?
9. How can we incorporate Scout skills and advancement into the trip?
10. To meet our needs, what should we change in the sample meeting plans?

### PARENTS CAN HELP WITH THE SPECTATOR SPORTS PROGRAM FEATURE BY:

1. Providing information on sports
2. Being a resource for tickets
3. Providing transportation for the main event
4. Funding this event for individual members
5. Maintaining current Youth Protection certification, which is required of all adults providing transportation for or participating in outings

## SPECTATOR SPORTS INFORMATION

### Football



There are 11 players to a side, one team advancing an oval ball over a rectangular field while the other team tries to keep them from doing so. Touchdowns, field goals, passes, and penalties are all part of the fun. Don't get caught offsides or the penalty will cost you. This game combines well-thought-out plays with brute force.

### Basketball



The object of this game is for a team to get a ball through a basket 10 feet off the ground, one, two, or three points at a time, while the opposition tries to keep them from scoring and will attempt to score themselves. If you want hustle, this the game for you. Five players on each side run up and down a wooden court, testing both skill and endurance. It's no wonder this is one of the world's most popular sports.



## Baseball



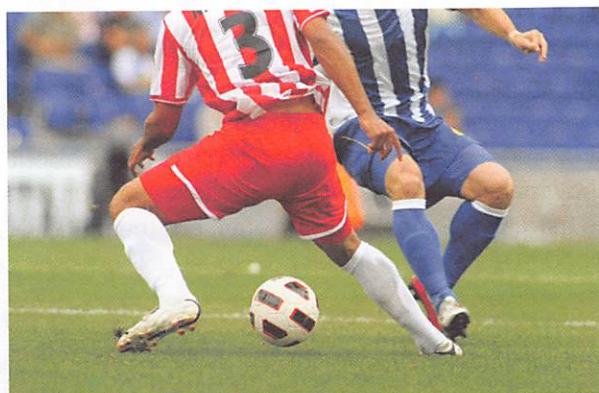
What begins with a head-to-head battle between the pitcher and the batter becomes an amazing, choreographed display of teamwork the second the ball comes into contact with the bat. Nine players on the field try to keep a handful of rotating players from running home. Watching a baseball game is as American as apple pie. Just wait for the seventh-inning stretch.

## Hockey



The scores may not get very high, but the action is nonstop. As if trying to put a rubber puck with a wooden stick through a defended goal isn't hard enough, try doing it on ice skates. Two teams of six (five players and a goalie) provide one of the fastest-played games today. Hockey is a very physical sport, and referees are a little more lenient than other sports as tussles can occur. (Perhaps you have heard someone say they went to a fight and a hockey game broke out.) Just don't get sent to the penalty box.

## Soccer



What Americans call soccer, the rest of the world calls football. And unlike in American football, soccer players use their feet all the time to advance the ball (along with their elbows, their heads, and any body part but their hands). Soccer is something like hockey played on grass, but without sticks. (Keep the grass and add sticks, and you have lacrosse or field hockey.) Don't get a red card, or you'll be out of the game.

## Olympic Sports



Held every four years, the summer and winter Olympics bring together the top athletes from more than 200 nations to compete in a huge array of team and individual sports. The Olympic Games are considered to be the world's foremost sports competition. If you are lucky to view any of these events, you are sure to remember them for the rest of your life.

Leading up to the Olympics are the Olympic trials that determine who will represent their countries; these competitions offer more accessible alternatives to the Games themselves. Also, some Olympic sports have their own regional, national, and world championships.





## Performing Arts

While sporting events are the struggles of the here and now, the performances of the arts are ones that endure over time. Performing arts include dance, music, opera, theater, magic, spoken word, circus arts, and musical theater. While it's all about showmanship, these performers train every bit as hard as the most elite athletes. For them, the world is a stage, and the show must go on.



## Class Act

These rules of etiquette apply to all kinds of events and venues.

- When the national anthem plays before a game, show your respect by standing, removing your hat, and placing your hand over your heart. If you are walking when the anthem begins, face the flag and stand still until the completion of the anthem.
- Spectators should refrain from talking and using mobile phones while in the stands. If you must keep your phone turned on, put it in “vibrate” mode so you won’t disturb others.
- Treat the opposing team and fans of the opposing team with respect; refrain from jeering and from throwing objects in the stands.

## SAFETY IN PUBLIC SETTINGS

- Keep your eyes open for unattended packages and bags, and report them to authorities.
- Watch your bags, and don’t accept packages from strangers.
- Always use the buddy system.
- Identify times and places for the group to reconvene.
- Be sure everyone has a list of cellphone numbers for the group.
- When you arrive at the venue, identify locations of emergency exits and first-aid stations.





## SPECTATOR SPORTS GAMES

### Can It

**Equipment:** Two No. 10 cans or coffee cans for each team; various objects, such as nails, sticks, pieces of string, stones, etc.

**How to play:** The teams line up in extended relay formation. The players sit down and extend their feet in front of them. Each team counts off with the same set of numbers, so that each Scout will share a number with one Scout from each of the other teams. One can is placed at each end of the team lines. Three objects are placed in one can of each team. The leader calls out a number and the name of an object. All Scouts who share that number race to the can, pick out the object named, transfer it to the can at the other end of the team line, and return to their places. An object can be called more than once, so when their number is called, the Scouts must know where to find the object. Scouts must keep track of objects as they are transferred from can to can.

**Scoring:** The first Scout back in their place with the object transferred wins 1 point for their team.

### Blindfold Soccer

**Equipment:** Two soccer balls, blindfolds (one for every other player)

**Object:** Each team tries to kick the ball past the opponent's end zone as many times as possible.

**How to play:** Divide the Scouts into two teams. Each team then divides into pairs. One member of each pair is blindfolded. The game starts when the referee throws or kicks two soccer balls into the middle of the soccer field or playing area.

#### Rules:

1. Only the blindfolded Scout may kick the ball; the sighted Scout can only offer verbal directions to their partner.
2. Team members may not intentionally touch one another. Normal game contact is allowed as long as the touching is not used to direct a blindfolded participant.
3. There are no goalies.

4. If a ball is kicked out of bounds, the referee will throw the ball into the middle of the field and play resumes.
5. Any additional rules are at the discretion of the referee.

**Scoring:** Each successful kick earns 1 point for the team. The team with the most points at the end of the game wins.

### Count Off

**How to play:** After you have determined your method for taking roll call, have the groups count off. Make sure that you not only practice lining up, but also practice with your eyes closed without getting in line. Work on counting off as fast as you can. Then try to do it backward. Remember that the most important thing is being accurate. A quick competition can be made by judging which group is the fastest and most accurate.

### First-Aid Baseball

**Equipment:** Ten numbered cards (1 through 10), list of questions based on Tenderfoot, Second Class, and First Class first-aid requirements, piece of chalk

**How to play:** Draw a miniature baseball diamond on the floor with chalk. Line up one team behind home plate. The "umpire" (game leader) holds the cards in their hands. In turn, each Scout tries to answer a question given to them by the umpire. If the Scout gives the correct answer, they draw a card. They score whatever hit is indicated on the card and become a base runner as in regular baseball. If they do not answer the question correctly, they are out. After three outs, the next team comes to bat.

#### Rules:

1. Card 2 is a double.
2. Card 6 is a triple.
3. Card 10 is a home run.
4. All other cards are singles.

**Scoring:** The team with the most runs after two innings is the winner.



## E.D.G.E. Ideas

*Explain* how it is done—Tell them.

*Demonstrate* the steps—Show them.

*Guide* learners as they practice—Watch them do it.

*Enable* them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Explain the rules of each sport.
- Discuss the importance of the buddy system.
- Talk about what a suspicious package might look like.
- Explain the rules for fundraising.
- Show internet videos of the teams or sports you're going to watch.

### DEMONSTRATE

- Show hand signals the referees use.
- Show the steps in performing CPR.
- Show how to call for help. (Tip: Put a phone in speakerphone mode and call someone in another room who is playing the role of a 911 operator.)
- Invite a police officer to a meeting to demonstrate crowd-control techniques.

### GUIDE

- Guide Scouts as they practice counting off.
- Help Scouts research ticket options for the main event.
- Facilitate a discussion of the importance of individual performance vs. teamwork in sports.
- Have Scouts come up with a plan for staying together as a group in a public setting.
- Have Scouts work together to collect cellphone numbers of those going on the main event.

### ENABLE

- Have Scouts plan a fundraiser for the main event.
- Encourage Scouts to bring appropriate first-aid supplies to the main event.
- Invite a Scout who plays the sport you're going to watch to display their equipment or teach the group how to play.
- Encourage Scouts working on the Communication or Public Speaking merit badges to give their required speeches during the group instruction time.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
<b>Day Activity</b>	<b>Day or Evening Activity</b>	<b>Multiday Activity</b>
High school or local sports club game—Choose a local high school or club sporting event in your community. Football, basketball, baseball, and soccer are often good first events to visit as a group. Focus on the buddy system, and be prepared for emergencies as you enjoy the game with fellow troop or crew members.	Professional sports event—Attend a professional sporting event. Learn the rules of the game, follow the careers of the stars, and see how your team is doing in the rankings. These venues are in big cities and may require overnight lodging. This type of event will very likely require fundraising. For an alternative to a sporting event, consider seeing a major concert, musical, or play.	Major sports tournament—Attend a multiday sporting event such as a college basketball tournament, national gymnastics championship, or the Olympics. This activity will require extensive planning and likely involve considerable fundraising. These are also the types of activities that will be remembered for a lifetime.

**Note:** As an alternative, these same skills can be used to go to a national jamboree, to a high-adventure base, or on an extended tour of a city like Washington, D.C.



# SPECTATOR SPORTS

## Meeting Plan: Rules of the Game



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Show internet videos of the teams or sports you're going to watch.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 10 minutes	<ul style="list-style-type: none"> <li>Have an introductory discussion about the sports event you are going to see.</li> <li>Discuss which teams are playing, each team's standings in the rankings, and key players to watch.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	Review the basic rules of the sport including: <ul style="list-style-type: none"> <li>How each team scores</li> <li>Who referees the game</li> <li>What the penalties are</li> <li>Hand signals and what they mean</li> </ul>		7:20 p.m.
	Discuss the strategies of the sport, including: <ul style="list-style-type: none"> <li>The role of coaches</li> <li>Which plays they choose and why</li> <li>How to plan a defense</li> </ul>		
	Discuss the evolution of the sport, including: <ul style="list-style-type: none"> <li>How equipment has changed</li> <li>The direction current players are taking the game</li> <li>What the sport will look like in 20 years</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Discuss what is needed for the upcoming main event.</li> <li>Plan to use the buddy system.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Can It (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SPECTATOR SPORTS

## Meeting Plan: Fundraising



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Invite someone who plays the sport you'll be watching (ideally a member of your unit) to display their equipment and discuss how it keeps them safe and helps them play better.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 5 minutes	Discuss what costs will be incurred for the event you are going to see. Include the following areas: tickets, transportation, lodging, and food. Make sure all participants understand how much the event will cost.		7:10 p.m.
<b>Skills Instruction</b> 45 minutes	<ul style="list-style-type: none"> <li>Plan an easy fundraising activity such as participating in a council popcorn and camp-card sale.</li> <li>Discuss who you will sell to and how to do it safely.</li> <li>Identify the products and how to turn in the money.</li> </ul>		7:15 p.m.
	<ul style="list-style-type: none"> <li>Plan a complex fundraising activity such as a Christmas tree sale, yard work parties, garage sale, etc.</li> <li>Divide the activity into several tasks and make assignments.</li> <li>Discuss the procedures and how the money is going to be divided.</li> </ul>		
	<p>Events that require extraordinary costs will require extraordinary fundraising, which may mean multiple fundraising events plus personal efforts.</p> <ul style="list-style-type: none"> <li>Discuss each person's individual talents and how those can best be used to achieve the financial goal.</li> <li>Make a plan to help each member succeed.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>Identify the resources and needs each member of the group must be responsible for in obtaining and making arrangements.</li> <li>Begin planning for any group assignments for the main event, such as menus.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Blindfold Soccer (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event. If you haven't done so already, finalize the event budget so Scouts will know how much they need to raise and/or pay themselves.		

\*All times are suggested.

**Note:** This week's plan can be used any time fundraising is needed during the year.



# SPECTATOR SPORTS

## Meeting Plan: Venue/Crowd Control



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Provide resources to help Scouts learn more about the event you'll be attending (sports columns, media guides, magazines, website). Hold an informal debate to determine which team will prevail.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>• Discuss the importance of the buddy system.</li> <li>• Discuss what issues can arise from large crowds.</li> <li>• Counting off is an easy way to know if everyone in your group is present. Discuss how that will be done.</li> <li>• Identify meeting locations and how to contact each other if you become separated.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>• Discuss the buddy system, and emphasize why you should never be left alone.</li> <li>• Discuss what you should do if you are separated from your group or buddy.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>• Discuss watching out for others and issues that can arise from large crowds.</li> <li>• Talk about how older members can watch out for younger ones.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Discuss how you would keep your group together in case of a venue evacuation. Discuss where you would meet if the location you have chosen were no longer available.</li> <li>• Discuss venues in other cities and how plans would need to change if transportation arrangements fell through.</li> </ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Assign each member a number to be used during roll calls at the event.</li> <li>• Update the event roster with cellphone numbers.</li> <li>• Continue plans for group participation in the main event.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Count Off (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SPECTATOR SPORTS

## Meeting Plan: What to Do When Things Go Wrong



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Show vintage internet videos of the sport you're going to watch. Discuss how the sport has changed and how it has remained the same.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 15 minutes	<ul style="list-style-type: none"> <li>Discuss as a group what dangers to look for in large crowds and how to deal with them.</li> <li>Talk about what you would do in these cases: a suspicious or unattended package, severe weather, power outage, fire in a trash can.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 35 minutes	<ul style="list-style-type: none"> <li>Discuss what basic first-aid skills might be needed when attending a sporting event and what first-aid supplies you might take with you.</li> <li>Discuss where to get help at the venue.</li> </ul>		7:25 p.m.
	<ul style="list-style-type: none"> <li>Discuss what you would do if someone had a heart attack.</li> <li>Practice CPR skills.</li> </ul>		
	<ul style="list-style-type: none"> <li>Imagine a major disaster (extreme weather, earthquake, terrorism) happening at the venue you are visiting.</li> <li>List what could happen and discuss what you would do for each situation.</li> </ul>		
<b>Breakout Groups</b> 10 minutes	<ul style="list-style-type: none"> <li>Decide on buddies for the main event.</li> <li>Finalize details of group participation.</li> </ul>		8 p.m.
<b>Game</b> 15 minutes	Play First-Aid Baseball (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.



# SPECTATOR SPORTS

## Main Event: High School or Local Sports Club Game



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
\_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4 hours

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Essential (Tier I)

Choose a local high school or club sporting event in your community. Football, basketball, baseball, and soccer are often good first events to visit as a group. Focus on the buddy system and be prepared for emergencies as you enjoy the game with fellow troop or crew members.

### Equipment List

- Group roster with cellphone numbers
- Cellphones
- Ticket to event
- Spending money for food and souvenirs

### Activity

- Meet at a designated place.
- Transport to the venue via carpool.
- Count off outside the venue.
- Link into the buddy system.
- Identify a meeting place.
- Enjoy the event.
- Meet at the designated place after the event and count off.
- Return home.
- Write thank-you notes as appropriate.

### Safety

- Always use the buddy system, and have cellphone numbers of leaders in case you are separated. Know the meeting place outside the venue. Be prepared with appropriate first-aid skills and supplies.
- Two-deep adult leadership is required for all activities.

### Notes

While it can be tempting to choose a familiar sport or popular team, Scouts may learn more by seeking out the unfamiliar. Less familiar sports may also be less expensive or even free. Some teams offer Scouts special deals and access during certain games. Research these opportunities before finalizing a date.





# SPECTATOR SPORTS

## Main Event: Professional Sports Event



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: 4+ hours (potential overnight if out of town)

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

### Challenging (Tier II)

Attend a professional sporting event. Learn the rules of the game, follow the careers of the stars, and see how your team is doing in the rankings. These venues are in big cities and may require overnight lodging. This type of event will very likely require fundraising.

For an alternative to a sporting event, consider seeing a major concert, musical, or play.

### Equipment List

- Cellphones
- Food as appropriate
- Roster of group with key leaders' numbers
- Spending money for souvenirs
- Tickets
- Overnight bedding and clothes

### Activity

- Raise money as needed.
- Secure tickets.
- Meet and transport to the venue.
- Count off outside the venue.
- Link into the buddy system.
- Identify a meeting place.
- Enjoy the event.
- Meet at the designated place after the event and count off.
- Return home.
- Write thank-you notes as appropriate.

### Safety

- Always use the buddy system, and know the meeting place outside the venue. Have cellphone numbers of leaders in case you are separated. Be prepared with appropriate first-aid skills and supplies.
- Two-deep adult leadership is required for all activities.

### Notes

Ticket prices for sporting events can vary greatly depending on proximity to the field and other factors. Involve Scouts in selecting the tickets and discuss with them the relative worth of different tickets. Help them find the sweet spot between quality and cost. If possible, arrange to meet with a security official at the venue to learn how health and safety are handled.



# SPECTATOR SPORTS

## Main Event: Major Sports Tournament



Date \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_  
 \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: Multinight

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



### Advanced (Tier III)

Attend a multiday sporting event such as a college basketball tournament, National Gymnastics Championships, or the Olympics. This activity will require extensive planning and likely involve considerable fundraising. It could involve international travel. These are also the types of activities that will be remembered for a lifetime. Note that, as an alternative, these same skills can be used to go to a world jamboree, to a high-adventure base, or on an extended tour of a city like Washington, D.C.

### Equipment List

- Cellphones
- Food as appropriate
- Roster of group with key leaders' numbers
- Spending money for souvenirs
- Tickets
- Overnight bedding and clothes as needed

### Activity

- Fundraise.
- Meet and transport to the venue.
- If air travel is required, have an airport plan.
- Count off individuals.
- Set up camp or arrive and check in at lodging.
- Determine meeting places and times for various venues.
- Use the buddy system and count off groups.
- Watch the various events.
- Return home.
- Write thank-you notes as appropriate.

### Safety

- Always be aware of your surroundings, and always use the buddy system. Have cellphone numbers of leaders in case you are separated. If traveling internationally, be aware of appropriate customs and laws.
- Two-deep adult leadership is required for all activities.

### Notes

You are likely to have considerable downtime during multiday sporting events. Make plans to fill the time with touring, adventure, sports, and advancement activities.



## RESOURCES AND REFERENCES

### Books

*Athletics, Cycling, Emergency Preparedness, First Aid, Safety, Snow Sports, and Sports merit badge pamphlets*

Fischer, David. *The 50 Coolest Jobs in Sports*. Macmillan Reference, 1997.

Fortin, Francois. *Sports: The Complete Visual Reference*. Firefly Books, 2000.

Hammond, Tim. *Sports*. DK Eyewitness Books, 2000.

### Websites

#### American Sport Education Program

Website: [www.asep.com](http://www.asep.com)

#### Institute for International Sport

Website: [www.internationalsport.org](http://www.internationalsport.org)

#### Major League Baseball

Website: [www.mlb.com](http://www.mlb.com)

#### Major League Soccer

Website: [www.mlssoccer.com](http://www.mlssoccer.com)

#### National Basketball Association

Website: [www.nba.com](http://www.nba.com)

#### National Football League

Website: [www.nfl.com](http://www.nfl.com)

#### National Hockey League

Website: [www.nhl.com](http://www.nhl.com)

#### U.S. Olympic Committee

Website: [www.teamusa.org](http://www.teamusa.org)

### Related Program Features

Cycling, Emergency Preparedness, First Aid, Safety, Skateboarding, Snowboarding and Skiing, Soccer

### Photo and Illustration Credits

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### Acknowledgments

The Boy Scouts of America is grateful to Jim Virgin, Vancouver, Washington, for developing the Spectator Sports program feature.

# APPENDIX

Appendix-2 Blank program planning chart

Appendix-3 Blank meeting plan

Appendix-4 Blank main event plan

If your unit has special interests, create a program feature using the blank meeting plan and main event plan.

Appendix-5 Budget Worksheet

Use this budget sheet to help plan the cost of a program feature.

Appendix-6 Acknowledgments

## **ANNUAL HEALTH AND MEDICAL RECORD**

All participants must complete parts A and B of the Annual Health and Medical Record, No. 680-001, each year. Doing so will help ensure that the minimum standards for participation in various activities are met. Some activities will call for completion of the longer form. For the latest form and information, go to [www.scouting.org/health-and-safety/ahmr](http://www.scouting.org/health-and-safety/ahmr).

**PROGRAM PLANNING CHART**

Month	Meeting Plan						Special Events/ Holidays	Local/ Chartered Organization Calendars	Council/ District	PLC/VOA	Unit Committee Meeting	Roundtable
	Program Feature/ Topic	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Main Event						
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												
July												
August												

Appendix-2

Appendix

Volume 1



Meeting Plan: \_\_\_\_\_



Week \_\_ Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> __ minutes before meeting			
<b>Opening Ceremony</b> __ minutes	Flag presentation Oath and Law Uniform inspection		
<b>Group Instruction</b> __ minutes			
<b>Skills Instruction</b> __ minutes	●		
	■		
	◆		
<b>Breakout Groups</b> __ minutes			
<b>Game</b> __ minutes			
<b>Closing</b> __ minutes	Announcements Leader's minute Closing		
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> __ minutes	Leadership team review plans for the next meeting and for the main event.		

\*All times are suggested.



Main Event: \_\_\_\_\_



Date \_\_\_\_\_

**Logistics**

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: \_\_\_\_\_

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_



Essential | Challenging | Advanced

**Equipment List**

- 
- 
- 
- 
- 
- 
- 

**Activity**

- 
- 
- 
- 
- 
- 
- 

**Safety**

**Notes**

## Budget Worksheet

<i>Item</i>	<i>Total Cost</i>	<i>Per-Person Cost</i>
<p><b>Transportation</b> This may or may not include meals. Check insurance coverage on packs and luggage if traveling by commercial carrier.</p>	_____	_____
<p><b>Lodging</b> Include cost of overnight stops to and from your activity, including user fees for public campgrounds.</p>	_____	_____
<p><b>Meals</b> Each individual can pay for his or her own meals en route, or meal expenses can be pooled. Include tips and snacks.</p>	_____	_____
<p><b>Training</b> Determine cost of meals and other costs for weekend training.</p>	_____	_____
<p><b>Use or Participation Fees</b> Many public areas may charge a use fee. Include fees such as tickets for ski lifts and sporting events. Find out how much these fees are and include them here.</p>	_____	_____
<p><b>Insurance</b> Include vehicle insurance and accident and sickness insurance if not already covered.</p>	_____	_____
<p><b>Equipment Purchase or Rental</b> Include purchase or rental of equipment such as tents, snowboards and boots, paddleboards, and life jackets.</p>	_____	_____
<p><b>Side Trips and Tours</b> Include costs of any special side trips or activities that are planned.</p>	_____	_____
<p><b>Promotion</b> Include costs of mailings, postage, special hats, or T-shirts.</p>	_____	_____
<p><b>Contingency</b> Allow for any unexpected expenditures, such as a vehicle breakdown necessitating another overnight stay. Refund at the end of trip if not used.</p>	_____	_____
<p><b>Total</b></p>	_____	_____



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# NOTES

# NOTES



# NOTES

# NOTES



# NOTES

# NOTES

# PROGRAM FEATURES FOR TROOPS AND CREWS

## A Guide to Program Planning

### Volume 1

- Camping
- Climbing and Rappelling
- Communication
- Cycling
- First Aid
- Games
- Geocaching
- Hiking
- Outdoor Ethics
- Paddle Sports
- Pioneering
- Rifle Shooting
- Safety
- Science
- Snowboarding and Skiing
- Spectator Sports

### Volume 2

- Archery
- Backpacking
- Citizenship
- Engineering
- Fishing
- Fitness and Nutrition
- Living History
- Mathematics
- Mentoring
- Music
- Orienteering
- Scuba Diving
- Soccer
- Special Needs Awareness
- Wilderness Survival
- Wildlife Management

### Volume 3

- Caving
- Cooking
- COPE
- Duty to God
- Emergency Preparedness
- Ethics
- Financial Management
- Multimedia
- Nature and Environment
- Project Planning
- Shotgun Shooting
- Skateboarding
- Sustainability
- Swimming
- Technology
- Winter Camping

### Key

- = Outdoor program features
- = Sports program features
- = Health and safety program features
- = Citizenship and personal development program features
- = STEM program features
- = Arts and hobbies program features



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