Summer Camp Staff Training Guide

A guide for camp directors for use in precamp training of camp staff personnel
Summer Camp Staff Training Guide

Table of Contents

Foreword .........................................................4
Introduction ....................................................5
Tips for Conducting Staff Training, ................................7
Scheduling Staff Training ......................................9
Your Staff Members ..........................................11
Subject: Aims and Methods of Scout Camping ..............13
Subject: The Scout Uniform in Camp ..........................15
Subject: Why You Are Here ...................................17
Subject: Exploration Tour .....................................21
Subject: Heart of the Campsite ...............................23
Subject: Reviewing the Camp Staff Manual .................25
Subject: The Scout Law as It Pertains to Camp Staff ........29
Subject: Customer Service and Total Quality Management .33
Subject: Camping for Scouts With Special Needs ..........37
Subject: Cultural Diversity ....................................41
Subject: The Chaplain’s Role in Camp. .......................43
Subject: Counseling ...........................................45
Subject: Emergency Procedures and Crisis Management ....49
Subject: Avoiding Sexual Harassment in Camp .............53
Subject: Youth Protection in Camp ..........................57
Subject: Camp Staff Morale and Discipline .................65
Subject: Effective Teaching/Learning Strategies ............69
Subject: Advancement in Camp ..............................75
SUMMER CAMP STAFF TRAINING GUIDE

Subject: Safety and Health at Camp ................................................................. 79
Subject: Management of Camp Inventory and Equipment .......................... 83
Subject: Campfire Leadership ....................................................................... 85
Subject: How to Hold a Retreat Ceremony ................................................. 99
Subject: Order of the Arrow ......................................................................... 101
Subject: Scouting as a Career ....................................................................... 103

Appendix

National Standards ......................................................................................... A-1
Personal Resource Questionnaire ................................................................. A-2
Knowledge of Outdoor Skills ......................................................................... A-3
Scouting’s Camping Program Chart ............................................................... A-4
Crisis Response Planning ............................................................................ A-5
Crisis Response Planning: How Prepared Are You ....................................... A-6
Five Ways a Scout Participates in His Community/
The Troop Site Is the Heart of the Camp ...................................................... A-7
Discussion Questions on Sexual Harassment .............................................. A-8
Evaluation of Training for Learning About Sexual Harassment .............. A-9
Declaration of Religious Principle ............................................................... A-10
Camp Staff Members Are Most Productive When ..................................... A-11
Motivators and Satisfiers ............................................................................ A-12
Differences Between Children and Adults as Learners ............................. A-13
Factors That Can Enhance Effective Learning Strategies .......................... A-14
Boy Scout Aims Poster .............................................................................. A-15
Boy Scout Methods Poster ........................................................................ A-16
Baden-Powell Quotes ................................................................................ A-17
Hot 10 List .................................................................................................... A-18
Foreword

Effective staff training is crucial to a successful council camping season. Effectively trained staff members know their responsibilities, know what is expected of them, and are motivated to provide high-quality customer service.

This guide has been prepared to assist key camp staff in training their staff members in the best-accepted methods of Scout camping. Ideally those key staff members have been trained at a National Camping School.

Since the training needs of different camps vary, this guide contains lesson plans that address training needs of every camp. This training should be supplemented with additional training subjects that are specific to each camp’s operating plan.

It is essential that the learning objectives be met. Each lesson plan shows one way of achieving the learning objectives, but it is not the only way. If you have a tried and true method of meeting the learning objectives, or if a different method might be more effective for your staff or camp, feel free to use it. Also, feel free to rearrange the sequence of lesson plans to meet identified needs.

If you have suggestions for improving or updating this guide, please submit them in writing to:

Boy Scout Camping and Conservation Service
Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079

Your suggestions are welcome.
Introduction

A common thread of purpose and method runs through every part of the camping program of Scouting. Our aim is to clearly define that thread in each part of the program so that the purposes of Scouting are clear and the common methods used will unify the camp staff as a team dedicated to the highest ideals in service.

What camping is and what camping does are described here to remind us of our goals.

- Organized camping is a creative, educational experience in cooperative group living in the outdoors. It utilizes the resources of the natural surroundings to contribute significantly to physical, mental, spiritual, and social growth.

- Camping contributes to good health through supervised activity, sufficient rest, good fun, and wholesome companionship.

- Camping aids in spiritual growth by helping campers recognize and appreciate the handiwork of God in nature.

- Camping contributes to social development by providing experiences in which campers learn to deal practically and effectively with living situations.

- Camping is an experience in citizenship training, providing through its community of campers the medium for democratic participation in decision making, planning, and carrying out activity at their own level.

- Camping contributes to the development of self-reliance and resourcefulness by providing learning experiences in which campers acquire knowledge, skills, and attitudes essential to their well-being.

Objectives

Effective camp staff training should achieve the following results:

1. A better understanding of the purposes, program, and methods of Scout camping as applied in council camp.

2. More effective camp staff training administered through key staff members who are graduates of a National Camping School.

3. Year-round application of outdoor and aquatics program opportunities.

Standards

National standards for resident camps operated by local councils are established to encourage each council to take an honest look at its facilities, equipment, staff services, and program. The resident camp standards, No. 430-111, are updated yearly.

<table>
<thead>
<tr>
<th>National Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Camp Standards for Cub Scout/Boy Scout/Venturing Resident Camps kit, No. 430-108</td>
</tr>
<tr>
<td>National Standards for Local Council Precamp and Operational Accreditation of Cub Scout/Webelos Scout Day Camp, No. 430-109</td>
</tr>
<tr>
<td>National Standards for Council-Organized Family Camps, No. 430-408</td>
</tr>
<tr>
<td>Project COPE and Climbing/Rappelling National Standards, No. 430-008</td>
</tr>
<tr>
<td>National Standards for Council High-Adventure and Specialty-Adventure Programs, No. 430-120</td>
</tr>
</tbody>
</table>

As federal and state governments become more involved in youth camp safety, it is increasingly important for us to implement our own national standards. We must maintain a high standard of safety to dissuade the government from developing and enforcing ill-conceived standards.
Tips for Conducting the Training

Selection of Faculty

Key staff members trained at a National Camping School (NCS) should conduct training for the camp staff. These people, either volunteers or professionals, should meet to coordinate the staff training program and set up the organization pattern similar to that used for training at the National Camping Schools. The key people to train at NCS are those serving as camp directors, business managers, program directors, and rangers. Also included are the department heads such as aquatics directors, chaplains, camp commissioners, conservationists, outdoor skills directors, shooting sports directors, COPE and climbing directors, and trek leaders.

The camp staff should be organized into groups based on their assignments. The size and number of groups will vary according to the size of the staff. A leader for each group should be selected in advance. He should be provided with some leadership tips as well as an opportunity to share in the preparatory work. Align these groups according to the patrol method concept.

Getting Ready

The faculty should meet at least two days before the start of the course to prepare themselves, to check on all details related to the project, and to make specific subject assignments.

It may be desirable to have the faculty arrive a day early for the opening of the precamp period. This time could be used to set up staff quarters and training facilities and to make a final check on responsibilities for staff training.

Setting the Stage

Attention to the general atmosphere and to setting the tone of the training ahead will help assure positive staff relationships.

The morning periods are best for idea sessions involving discussion, planning, and orientation. Afternoon sessions should include active hands-on sessions that involve participants in doing something. Night sessions are good for small group projects, active demonstrations, and departmental conferences (discussions on organizing for the task or on getting supplies and equipment ready for use).

All materials and tools should be on hand. The menu should be checked to see that it has a few high points along the way. It should be attractive and in line with the menu for the rest of the season. However, make that opening and closing meal extra special. Make it a point from the very start for everyone to eat together.

Develop a display of materials and aids that will be available for staff members. Use the bulletin board generously. Display the organization chart (complete with names), a brief outline of the staff functions, the daily schedule, the menu of the day, and other items of interest to the staff members.

Be sure to have a map of the camp on display. This camp map, along with a map of the general area, should be available for the orientation. An exploration tour should be taken by all members of the staff during the first day to show the pattern that will be used for units coming into camp.

After-Dinner Program

Brief inspirational talks can be given during the breakfast or dinner periods. Make them short and appealing to camp staff and related to Scouting.

Emphasize the proper wearing of the Scout uniform by establishing the pattern for its use during staff training. This is also a valuable time to stress table manners. Even staff personnel may need coaching on this point.

Building Morale

Having staff living quarters ready for occupancy gets staff training started on a positive note.

Use field sports, games, swims, and campfire program ideas as recreational features. In addition to work, there should be time for rest, relaxation, and fun.

Medical and Health Records

Because every member of the staff, including kitchen help, must have a medical examination prior to camp, it is a good practice to have the medical inspection on the first day follow the same pattern that will be used throughout the season. Use the Annual Health and Medical Record, No. 680-001. All food handlers should be certified as required by law in their respective areas. If a staff member arrives without having had a medical examination, he must have a complete examination, and he should bear any expense incurred.
Other Methods of Camp Staff Training

Some councils have provided several training sessions in town (or using camp facilities) well in advance of camp. At these conferences, the staff can become acquainted with each other, discuss ways of working, and plan ahead. This makes the director’s job much easier, as many of the details of preparation for summer camp can be worked out ahead of time.

In all precamp training plans there should be opportunities for on-the-job guidance. This can be provided in a number of ways, such as staff meetings, departmental meetings (aquatics, program, etc.), individual coaching, and using the camp reference library.

Three Big Ideas—Don’t Miss These!

Woven into the staff training program are three important considerations. First, effective teaching is used to convey ideas to the staff and from the staff to the units and individuals coming to camp. The second consideration is counseling. This refers to the way camp staff members confer and work with and through troop leadership in camp. The third is that staff members set the example in everything they do by providing quality service.

In the camp staff training sessions it will be important to use and call attention to each of these methods whenever and wherever they are used.
Scheduling Staff Training

The daily schedule for staff training depends to a great extent upon the precamp tasks of the staff and the background and knowledge they have indicated on their Personal Resource Questionnaire or staff applications. Your aim is to prepare every staff member for his particular camp job insofar as possible. In order to do this, the following method is suggested for preparing each staff training session and involves:

### Reviewing the Application and Personal Resource Questionnaire

This should be done in advance by the camp director and key adult staff. This process is important since it will indicate the subjects needed for each staff member and it provides a basis for individual counseling sessions as needed.

### Counseling With Departmental Groups and Individuals

During the first day the staff is in camp, counsel with the departmental groups of individuals. In doing this, the following procedure is suggested:

Have staff members complete a Personal Resource Questionnaire (see appendix) prior to arriving at camp and turn it in along with their medical forms during check-in. If possible, have the staff members return the questionnaire and medical forms in advance of check-in day.

Arrange for departmental heads to meet with their staffs as soon as possible on the first day.

During this conference, quickly review the subject of required/requested help by each staff member. Ensure that all these areas are covered during the period of training. Individual coaching may be necessary in some cases. Be prepared for this.

### Development of the Schedule

With the information obtained from these conferences, set the schedule for the week, as needed. With young staffs you will probably need to include everything requested by the staff member and all recommended information in this guide.

Integrate any camp setup, program area development, etc., that is to be accomplished by the staff into your week’s schedule. Include some recreation.

Indicate staff assignments, meeting places, and uniform requirements on a printed schedule.

Post the schedule in all areas and make sure that key staff members have copies.

Be sure key staff or guest instructors have lesson plans and all support materials for their sessions.

### Suggested First-Day Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>• Staff arrives, checks in, and moves into quarters. Quarters should be ready for staff, prepared in advance by key staff members.</td>
</tr>
<tr>
<td></td>
<td>• Medical checks</td>
</tr>
<tr>
<td></td>
<td>• Swim classification</td>
</tr>
<tr>
<td></td>
<td>• Camp orientation tour</td>
</tr>
<tr>
<td>Lunch</td>
<td>• Good food and formal welcome (invite the Scout executives, chairman of the council camping committee, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Personal growth period</td>
</tr>
<tr>
<td></td>
<td>• Instruction:</td>
</tr>
<tr>
<td></td>
<td>Subject: Why You Are Here</td>
</tr>
<tr>
<td></td>
<td>Subject: Aims and Methods of Scout Camping</td>
</tr>
<tr>
<td></td>
<td>Routine procedures</td>
</tr>
<tr>
<td></td>
<td>• One hour of free time to finish settling in</td>
</tr>
<tr>
<td>Supper</td>
<td>• Good meal and some songs</td>
</tr>
<tr>
<td>Evening</td>
<td>• Instruction:</td>
</tr>
<tr>
<td></td>
<td>Subject: Camp Staff Morale and Discipline (includes clarifications of staff/camp rules and procedures)</td>
</tr>
<tr>
<td></td>
<td>• Question and answer session</td>
</tr>
<tr>
<td></td>
<td>• Cracker barrel and sing-along</td>
</tr>
</tbody>
</table>
Adjusting the Schedule

As the training progresses, it may be desirable to adjust the schedule to make it possible for learners to receive more information or practice. This is a staff training guide. Design and adjust your training schedule to fit the needs of your staff.

Duty Assignments

With the cooperation of department directors, the camp director will assign such duties as may be necessary for the efficient functioning of the staff training and the opening of the camp.

1. The departments or sessions will be divided into groups.
2. A daily program group will be responsible for grace at meals, song leading, the big idea for the day, flag raising and lowering, etc.
3. A daily service group will be assigned to prepare training rooms/areas, build campfires when needed, etc.
4. Camp tasks related to the opening of camp should be assigned to the departmental group with that area of staff responsibility. Everyone may have to pitch in on some major projects.

Rotation of assignments should be worked out at a key staff meeting prior to the first day of staff training.

Note: Obviously it is most desirable to have staff training at a time earlier than during opening of camp. However, this is seldom practical.

Effective Teaching

The method used in and recommended by this staff guide for presenting learning sessions is effective teaching. The emphasis is on learning, not teaching.

All camp staff training personnel should be familiar with effective teaching methods. The best instructor resources include National Camping School staff in your council, your council leadership development trainers, Wood Badge staff members, and professional staff and camping committee members.

All staff trainers must be completely familiar with the material in the Effective Teaching/Learning Strategies lesson plan.

Counseling

Staff trainers should know how to counsel others. They should be familiar with the Counseling lesson plan.

Remember, counseling is not easy. Each counseling session will be different because each person is different, but people will be motivated and will progress because they have made their own decisions and set their own goals.

Flexibility

The key word in a staff training program, just as it must be in camp program, is FLEXIBILITY.

With the agreement of departmental heads and the approval of the camp director, alterations may be made in scheduling as well as in subjects added or deleted according to the needs of the learners.

Outdoor and Camping Skills

These skills are to be provided as needed during the course of staff training. There are no lesson plans in this guide for skills. It is an opportunity for learners to learn from other learners. It is also an opportunity for the practice of managing-learning methodology. Staff trainers should closely supervise these skill-learning sessions. Use Summer Camp Merit Badge Program Outlines, No. 20-130.
Your Staff Members

Between the wild-eyed eagerness of a Tenderfoot Scout and the dignity of gray-haired maturity, all campers fall under the influence of a group called the camp staff.

Staff members come in assorted sizes, weights, shapes, colors, and types. They have varied interests, hobbies, personalities, religions, and personal habits, but they share one creed—to help every camper reach the highest possible degree of Scouting know-how and to have fun in doing it.

Staff members are a composite. They must have the energy of an unharnessed volcano, the drive of a rocket, the memory of an elephant, the understanding of a clergyman, the wisdom of a judge, the tenacity of a spider, and patience of a turtle trying to cross a highway in rush-hour traffic, the decisiveness of a general, the diplomacy of an ambassador, and the common sense of a Supreme Court justice. They must remember that Scouts are trained by doing, but mainly, they are trained by precept and example and a sincere interest in their subjects.

Staff members must possess knowledge, know-how, or skills, but most certainly they must possess love, a deep and abiding appreciation of and respect for campers, individually and en masse. They must understand the camper who has the energy of a dynamo, the squeal of a pig, the stubbornness of a mule, the antics of a monkey, the spryness of a grasshopper, the curiosity of a cat, and the slyness of a fox.

They must have the leadership and know-how in order to cope with the sometimes inconsiderate unit leader who “knows all and sees all,” who pushes tempers to the ignition point, who has the lungs of a dictator and the explosiveness of an atom bomb—the leader who enjoys nothing better than putting someone on the spot and causing trouble.

Staff members must know how to spot many things: the tendency toward home-sickness of a first-year camper, the hazing traditions in some units, the lack of a program in others, the inability of a camp leader to meet the many problems he faces. They must know how to handle their own many day-to-day problems: whom to report to in case of trouble and which decisions they can make for themselves and which decisions they should refer to higher up.

Staff members should never be clock-watchers—rather, they should always go the extra mile to make camp more enjoyable. They are there to serve and not to look upon their assignment as a personal vacation. No matter how much their backs ache, they are hired to see that their department is the best in camp. In spite of their own likes and dislikes, they continually smile and are steadfast, truthful, and understanding. They keep plugging, and they will be remembered long after others are forgotten. Some day, somewhere, some young man will come up and say, “Hi, remember me?”
Subject: Aims and Methods of Scout Camping

Time Frame
30 minutes

Instructional Objectives
At the end of this presentation, staff members will be able to
• State the aims and methods of Boy Scouting and Scout camping.
• Explain how the Scout relates to his patrol and troop.
• Explain the differences among provisional camping, unit camping, and long-term resident camping.

Training Aids and Equipment Required
• *Camp Program and Property Management, No. 20-920, “Summer Camp Program” section*
• *Boy Scout Handbook, No. 34454*
• BSA Mission Statement, No. 29-633 (one per participant)
• Flip chart and markers

Materials for Distribution
Scouting’s Camping Program Chart (appendix)

Methods and Overview
• Minilecture: The Aims of Scouting
• Minilecture: The Methods of Scouting
• Minilecture: Types of Scout Camping
• Minilecture and group discussion: The Younger Scout in Camp
• Minilecture and group discussion: Programs and Activities Available to All Scouts

LESSON PLAN: Aims and Methods of Scout Camping

The Aims of Scouting
List the aims of Scouting on the flip chart and explain that the basic goals include character development, citizenship training, and personal and mental fitness. (Distribute the BSA Mission Statement to each participant.)

The Methods of Scouting
List the following on the flip chart and explain each one:
• Troop and patrol method
• Advancement plan
• Adult association
• Uniform
• Outdoor program
• Leadership
• Personal growth
• Scouting ideals

Explain how the Boy Scouts of America achieves its aims through the methods used in Scout camping. The camp provides an ideal setting in which a Scout can learn. All methods used in Scouting are mirrored in Scout camping. The Scout is with his troop and/or patrol; he works on advancement through merit badge instruction; he is relating to adult leadership, both in the troop and on the camp staff; the Scout uniform is both evident and worn; and the entire process takes place in an outdoor setting.

Types of Scout Camping
*Explain how Scout camping is program progressive.* Cover differing camping experiences available to youth through all Scouting programs. Review with participants the different types of Scout camping available to youth.
Unit. The preferred method of Scout camping is the chartered troop under its own leadership.

Resident Camp. The purpose of a council-operated long-term camp is to assist the troop in providing for the Scout camping experiences that may not be feasible for the troop to do on its own. Resident camps provide facilities, staffing, high-adventure opportunities, advancement opportunities, as well as other advantages and opportunities that tend to supplement the troop camping program. But, even in summer camp, we must never supplant the unit leader’s role and the goals of each individual troop program.

Provisional. Provisional camping is a method of giving a Scout camping experience to boys who cannot attend a resident camp with their troop. Scouts from several units are brought together into the provisional troop with leadership provided by the council and financed from each boy’s camp fees. Every council is strongly encouraged to provide a provisional camping opportunity for Scouts who would otherwise miss summer camp. However, before a Scout is enrolled in a provisional troop, his own troop leadership should make every attempt to provide him with a camp opportunity.

Family. Related primarily to Cub Scouting, family camping is just what it sounds like—Cub Scouts and Scouts involved in camping with family members. This may occur in virtually any setting available, including council-operated camps.

Long-term camping. Camping is long-term if it consists of at least five consecutive nights and six consecutive days of camping under the stars, in a tent, or in an open shelter.

Review Scouting’s Camping Program Chart. Point out that there are age-appropriate levels of camping. Adventure in Scouting is geared to the age and maturity of the youth. All youth have opportunities for adventure.

The Younger Scout in Camp

Scouts working on Scout, Tenderfoot, Second, and First Class ranks account for 60 percent of Scout camp attendance. Everything must be done to make certain that each new Scout has a high-quality camping experience. (Seek staff members’ input at this point, listing program opportunities available to the new Scout. List these on a flip chart.) Ask the question: How many of these program opportunities does our camp make available to the younger or first-year camper?

Programs and Activities Available to All Scouts

Enlist input from staff members in developing this information. List these on a flip chart:

- With his buddies/friends:
  - Hiking
  - Fishing
  - Handicraft
  - Boating
- With other members of his patrol:
  - Sports and games
  - Contests for patrols members
- With his troop:
  - Campfires and ceremonies
  - Games, sports, and competitions
- Camp community:
  - Aquatic events
  - See’n’do
  - Religious observances
Subject: The Scout Uniform in Camp

Time Frame
15 minutes

Instructional Objectives
At the end of this presentation, staff members will be able to
• State the objectives for wearing the uniform.
• Explain when the uniform should be worn at camp.
• Explain how to correctly wear the uniform.

Training Aids and Equipment Required
• A staff member dressed in the proper official uniform—Boy Scout or Cub Scout
• A staff member dressed in an incorrect uniform or casual clothes
• Insignia Guide, No. 33066

Materials for Distribution
None

Methods and Overview
• Minilecture and discussion: Purpose of the Scout Uniform in Camp
• Demonstration: Correctly Uniformed Staff Member

LESSON PLAN: The Scout Uniform in Camp

Purpose of the Scout Uniform in Camp
Ask staff members: Why wear a uniform in camp? Look for the following responses:
• Promotes positive behavior and high morale
• Places everyone on an equal level
• Develops pride in belonging
• Provides a location to display recognitions
• Identifies the wearer as a Scout
• Reminds us to model good behavior

Explain the uniform standard that will be expected at camp. Remind staff to be in full uniform 100 percent of the time in order to set the example that campers wear their uniform every night for the retreat and evening meal.

Correctly Uniformed Staff Member
Demonstrate proper uniforming using a correctly dressed staff member. Point out all aspects of the staff member’s uniform.

Describe when and where staff T-shirts may be worn.
Subject: Why You Are Here

Time Frame
30 minutes

Instructional Objectives
At the end of this session, each staff member will be able to
• List the reasons for having a camp staff.
• State what the staff’s major responsibilities are.
• Describe the qualities of an effective staff member.
• Explain where he or she fits in the camp organization.

Materials for Distribution
None

Methods and Overview
• Minilecture: Why a Camp Staff?
• Minilecture: Staff Responsibilities
• Minilecture: Staff Qualities
• Minilecture: Our Staff Organization and Personnel
• Minilecture: Summary of Purpose

Training Aids and Equipment Required
• Camp Program and Property Management, No. 20-920
• Flip charts and markers (have the flip charts preprinted and covered)

LESSON PLAN: Why You Are Here

This session will explain to you in brief the purpose of a camp staff and its responsibility.

This session is informational only. It is a lecture. Plan your presentation well. Allow opportunities for questions and ask some yourself to determine whether the staff members are with you. Open the session with a spirited camp song.

Why a Camp Staff?

Every troop in camp must have a program of fun and adventure with value to every participating Scout. To accomplish this objective, the staff works in several fields of leadership:
  a. Helping train troop leaders to make their programs fun and effective
  b. Counseling troop leaders for a complete understanding of the purpose of camping
  c. Counseling with troop leaders to make the patrol method work
  d. Providing instruction in aquatics, personal fitness, campcraft, woodcraft, and field sports
  e. Helping every boy, by example and through personal effort, to have a happy, memorable, and worthwhile camp experience

Always remember the goal of your camp and every camp in the BSA, along with your staff and their staffs, is to assist every troop to have fun-filled and rewarding experiences in Scouting by assisting the adult leadership of those troops attending camp. To accomplish this will require the fill talents and dedication of every staff member beyond the written requirements of the job, which at best can only consist of an outline of their duties.
Staff Responsibilities

The staff’s first and greatest responsibility is helping the Scoutmaster to accomplish what he would like to accomplish while his troop is in camp. He remains in full charge of his troop. One of the main objectives of any camp is to build strong troops by having Scouts operate through their regular patrols. The patrol method is the only Scout method.

You are promoting the welfare and training of troops. You work cooperatively with troops to fulfill their program desires and needs while doing your own respective jobs to the best of your abilities. Promote all activity: working, eating, advancement, games, etc., in troops by patrols.

The program in camp under the leadership of the troop and program staff needs facilities; equipment; commissary or dining hall operation; business administration; health, safety, and sanitation services; and maintenance. Staff members who perform these services are vitally important to your success. The qualifications and functions of staff members are explained further in your training.

Staff Qualities

Each staff member should demonstrate certain basic qualities and live by the highest Scouting standards. He must show evidence of his acceptance of the Scout Oath and Scout Law as guiding principles in his daily life. He must practice good sportsmanship, play the game, and be consistently resourceful at times of special need. He sets a good example by wearing the Scout uniform, maintaining a positive attitude, and exhibiting clean habits and speech.

(Uncover these charts prepared ahead of time.)

<table>
<thead>
<tr>
<th>Mental Qualities</th>
<th>Physical Qualities</th>
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<tbody>
<tr>
<td>Imagination</td>
<td>Good health</td>
</tr>
<tr>
<td>Good judgment</td>
<td>Clean-cut appearance</td>
</tr>
<tr>
<td>Open-mindedness</td>
<td>Vigorous performance</td>
</tr>
<tr>
<td>Alertness</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Administrative Qualities</th>
<th>Leadership Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters details</td>
<td>Sets good example</td>
</tr>
<tr>
<td>Keeps accurate records</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Deals calmly with problems</td>
<td>Magnetism</td>
</tr>
<tr>
<td>Counsels with boys and leaders</td>
<td>Wins the respect of others</td>
</tr>
<tr>
<td>Delegates responsibility</td>
<td>Positive attitude</td>
</tr>
<tr>
<td>Works within the budget</td>
<td>Maintains discipline</td>
</tr>
<tr>
<td>Inspires confidence</td>
<td>Inspires good performance by others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Qualities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent and practical camper</td>
<td>Friendly and companionable</td>
</tr>
<tr>
<td>Develops teamwork</td>
<td>Knowledgeable of safety rules</td>
</tr>
<tr>
<td>Knows first aid thoroughly</td>
<td>Promotes fun in activities</td>
</tr>
<tr>
<td>Supports troop leadership</td>
<td>A good Scout</td>
</tr>
</tbody>
</table>
Our Staff Organization and Personnel

Present your camp staff organization chart completed with names. Describe each staff member’s general responsibility and the relationships of the entire staff. Be sure everyone knows who his or her immediate supervisor is and those who will work with and for him or her.

Summary of Purpose

The Scoutmaster is the key man in camp. You are here to aid him and to provide the camp facilities for his troop. These include equipment, the instruction, or both, depending upon the Scoutmaster’s requirements. You do not take over his program, but supplement it to the best of your ability. If you follow this principle, the camp will fulfill the basic aim of Scouting and be successful.
Subject: Exploration Tour

Time Frame
2 to 3 hours, depending on the size of the camp

Instructional Objectives
At the end of this session, each staff member will be able to
• Explain the importance of an exploration tour for campers.
• Tell what areas of camp should be included in the exploration tour.

Training Aids and Equipment Required
• Maps of the camp, showing all the facilities

Materials for Distribution
None

Methods and Overview
• Group activity: Exploration Tour
• Group discussion: Qualities of an Exploration Tour
• Group activity: Conduct the Tour
• Group discussion: Evaluation

LESSON PLAN: Exploration Tour

Exploration Tour
If necessary, divide staff members into groups of 15 to 20 persons each. Use a map for each group; set up an exploration tour for your camp that would be suitable to use with troops as they arrive to spend a week at camp. Incorporate a medical recheck and a swim classification into your tour.

Questions About the Exploration Tour
Why is an exploration tour necessary for campers?
Answer: Familiarization—to learn where camp programs and services are located
• To introduce program possibilities and opportunities
• To allow campers to meet staff members and become aware of the Scout skills they possess
• To build anticipation
• To motivate

What areas should be included in the tour?
Answer: The dining hall or commissary, the health lodge, the trading post, and all camp program areas

What should be covered at each point?
Answer: The hours of operation and availability, any rules for its use, and health and safety precautions if applicable

Report on your tours as you visualize them. Make any revisions you feel are needed.
Conduct the Tour

Conduct a tour, or if a group plan seems adequate, let each conduct its own. Arrange to have key persons at each area who are familiar with the camp and can point out features in each area, conduct the medical recheck, and perform the swim classifications.

Evaluation

Do you now see the possibilities in the camp for program of which you were not aware before? Do you see benefits to troops in having an exploration tour? It is a requirement under the National Standard Camp Ratings.
Subject:  Heart of the Campsite

Time Frame
45 minutes

Instructional Objectives
At the end of this presentation, staff members will be able to
• Describe the program features of a typical campsite.
• Describe the physical features of a typical campsite.
• Explain under whose supervision the campsite program is conducted.

Training Aids and Equipment Required
• Camp Program and Property Management, No. 20-920
• National Standards for Local Council Precamp and Operational Accreditation of Cub Scout/Webelos Scout Day Camp, No. 430-109
• National Standards for Council-Organized Family Camps, No. 430-408
• National Camp Standards for Cub Scout/Boy Scout/Venturing Resident Camps kit, No. 403-108
• Five Ways a Scout Participates in His Community/ The Troop Site Is the Heart of the Camp (appendix)
• Demonstration campsite with typical program and physical features

Materials for Distribution
None

Methods and Overview
• Minilecture and group discussion: Where It Happens
• Minilecture and group discussion: How It Happens

LESSON PLAN: Heart of the Campsite

Where It Happens
Point out that the campsite is where Scouting really happens in the long-term Scout camp. It is the center of the Scout’s activity. He lives here, he gets much of his program here. It is both home and program center for the period of time that he is in camp. Particularly for the Cub Scout, it provides a secure environment among his friends and leaders during a busy day.

Physical Features
Point out the physical features the campsite requires. The staff members will not have received copies, so show them national standards for Scout camps and Cub Scout resident camps. Point out that the standards list the facilities and operating standards for camp. Briefly review the items related to the campsite and point out how each of these standards can be applied at the demonstration campsite.

Program Features
Ask the staff members to identify the program features found at the demonstration campsite. Include the following:
• Two-camper tents have a program reason. They develop fellowship, a team feeling, and use of the buddy system. Call attention to the fact that in Cub Scout resident camping the housing (tent or shelter) is designed for a den-size group rather than for pairs.
• Woods tools are at hand for use and practice except in a Cub Scout resident camp.
• The table and dining fly provide a center for meals, patrol and/or den meetings, and individual activities.
• The bulletin board features a patrol and/or den duties roster and unit fireguard plan. Other items of general interest can be posted as needed.
Fire tools are readily available, and each camper understands his responsibilities in case of fire or other emergency.

The U.S. flag is displayed to instill patriotism and provide for troop and/or pack flag ceremonies.

Campfire area is available for fun, fellowship, and inspiration.

Access to the program commissioner and program aide is open.

**In Boy Scout Long-Term Camp**

- A cooking area is set up for practical food preparation. Point out the patrol chuck box, dishwashing materials, and patrol equipment chest.
- Describe the ax yard and point out the safety features that are involved (sheath axes; ax yard fenced or marked; chopping blocks; wood sorted and stacked neatly).

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**How It Happens**

A number of elements contribute to a successful campsite.

**Program in the Campsite**

Because the campsite is the heart of the Cub Scout and Boy Scout camp, ask the staff members to suggest what type of programs can be conducted in the campsite. Accept all suggestions and point out that a well-designed and well-equipped campsite can provide most of the program opportunities Scouts enjoy in camp. Programs and campsites are different for Cub Scouts and Boy Scouts. Central areas provide specialized equipment and facilities (large-scale pioneering projects, waterfront, swimming pool, rifle range, archery range, orienteering trails, and more).

**Program Responsibility**

Ask: *Who is responsible for carrying out the program in the campsite?* Accept suggestions and point out that the responsibility rests with the unit leader. Wherever practical, Boy Scout leaders delegate this responsibility to the senior patrol leader, patrol leaders, and members of the patrol leaders’ council. Remind the group that it is the Scoutmaster’s or Cubmaster’s unit, and the unit leader is responsible for carrying out the program that has been developed with Scout involvement.

**Program Support**

Point out that the program commissioner and program aides are available to the adult and youth leadership to support and enrich the unit’s program. Emphasize that the program commissioner and aide never assume the leadership of a unit but always work through the unit’s youth and adult leaders.

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**Summary**

Remind the participants that a Scout comes to camp to go camping. The campsite is his home—the heart of his program—and here is where the focus of camp activities and program must center.
Subject: Reviewing the Camp Staff Manual

Time Frame
60 minutes

Instructional Objectives
At the end of this session, each staff member will be able to:
• Tell why the camp staff manual is important.
• Tell what is expected of the camp staff.
• Describe what staff members may expect from camp.
• Describe what this camp expects of campers.
• Explain what makes a camp successful.

Training Aids and Equipment Required
Flip chart and markers

Materials for Distribution
Summer Camp Staff Training Guide, No. 430-037

Methods and Overview
• Minilecture: Purpose of the Manual
• Minilecture: Contents of the Staff Manual
• Questions and Answers
• Minilecture: How Strong Is Your Camp’s Culture?
• Minilecture and discussion: Formula for Success

LESSON PLAN: Reviewing the Camp Staff Manual

Purpose of the Manual

The staff manual lets staff members know what is expected of them and how transgres-
sions will be handled. It also lets staff members know what they can expect of the
camp administration. The manual constitutes an extension of the staff contract or letter
of agreement.

Tell staff members that the manual should be a self-study, precamp training program as
well as an informative reference manual for use during the season.

Contents of the Staff Manual

Tell participants what is contained in the camp staff manual. Note each item on the flip
chart. After covering each section of the staff manual, ask what questions staff members
have. Answer questions directly without hedging. If you promise to provide something
for the staff, make sure you deliver.

Contents of the Camp Staff Manual

• Purpose of the Boy Scouts of America and camp
• Letter of welcome from the camp director
• A brief history of the camp and a camp map
• A short statement on the philosophy and purpose of the camp
• Suggestions for preparing for your camp assignment
• Staff organizational chart
• Mission statement of the BSA
• Aims and methods of Scouting
• Scout Oath and Scout Law
What the Camp Expects of Staff Members

- The Scout Oath and Scout Law set the standards for the camp.
- Traditional camp songs that need to be learned
- Camp staff policies and requirements
  - Uniforms: what type and when to wear
  - Quarters: what is provided and what to bring
  - Automobile usage and parking
  - Camp vehicle usage
  - “Reveille,” “Taps,” and punctuality
  - Courtesy and language
  - Time off (The camp needs to ensure that all staff members take time off, including the camp and program directors.)
  - Unacceptable behaviors: alcohol, drugs, gambling, child abuse, and smoking/chewing tobacco
- Purchase orders, requisitions, and inventories—responsibility for equipment and expendable supplies
- Camp schedules
  - Daily
  - Weekly
  - Statement concerning flexibility of schedule
- OSHA (Occupational Health and Safety Administration) List of Protective Equipment for each area
- OSHA List of Dangers in each camping area
- Emergency plans and procedures

What the Staff Members Expect From Camp

- Salaries
  - Advances
  - Paydays
  - Tax-withholding amounts
  - Privacy of salaries
- Position descriptions for their individual jobs
- Kitchen policy for meals, snacks, refrigeration, and cleanup
- Staff lounge, telephone use, and trading post
- Mail
- Staff Scout advancement and program-area use
- Time off and visitors

What the Camp Expects of Campers

- Camper rules
  - Rock climbing
  - Waterfront and all aquatic activities
  - Shooting sports
  - Climbing
  - Going barefoot
  - Knives and/or axes
  - Throwing things
How Strong Is Your Camp’s Culture?

Corporate culture is an organization’s shared values. A study of 62 successful companies in the book *In Search of Excellence: Lessons from America’s Best-Run Companies* by Thomas J. Peters, et al., found that “without an exception, the dominance and coherence of culture proved to be an essential quality of excellent companies.”

**Camp culture** is your camp’s personality and traditions that are passed down throughout the years by your campers and staff members. It is composed of those things that help make your camp different, that build pride in your campers and staff members, and that give your camp a unique identity.

Every camp has camper and staff traditions and stories about camp of which all are proud. As camp staff members, we need to pass these traditions and legacies on to our campers.

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**Formula for Success**

Tell participants: The “formula for success” used at Walt Disney World seminars breaks down corporate culture into three areas: training, communications, and care. Write the following formula on the flip chart:

**Training** + **Communications** + **Care** = **Staff Pride** + **Quality Camper Services**

Explain that most camps have extended (at least 42 hours), comprehensive sessions for precamp staff training. Camp directors should focus on transmitting their camp’s culture to new staff members during this time. This includes the camp’s history and oral traditions.

Staff communications is the second component of the formula for success. Staff newsletters are only one part of the staff communications picture, which can include bulletin-board announcements at meals and regular staff meetings. Communications is an important part of the formula for success.

**Care** is the third component in the formula for success. Staff members need to know that the camp administration considers them as important as the campers and not second-class citizens. The staff lounge is for use exclusively by staff members. Our planned recreation programs for the staff include: ____________________________.

**Note:** Research has shown that camps that had 20 or more hours of weekly activities organized for staff recreation had a higher counselor retention rate than camps that offered fewer weekly hours of such recreation.

Food-related programs were the most frequently mentioned staff recreation programs. The most innovative food programs included a weekly staff gourmet meal prepared by a staff volunteer cook; a parent/friend staff picnic between sessions; a steak fry between sessions for old and new staff members; and a year-end semiformal banquet and recognition program. One camp holds an end-of-the-season staff banquet, including a presentation of gag gifts and awards. (But be sensitive about presenting a gag gift that may embarrass a staff member.) Our food-related staff programs include: ____________________________

Staff sports programs could include intercamp sports, bowling, horseback rides, basketball, and tennis. Some innovative social events for staff members include coffeehouse talent shows and counselor night club events. Out-of-camp staff events include trips to concerts, shopping, and ice-cream socials. Our sports programs and social events include: ____________________________.
Walt Disney World has a unique philosophy about its employees: “You cannot teach people to smile. You can create a climate where people want to smile.” Camp directors need to be aware that they can create a climate at camp that will make their staff members “want to smile.” This can only help the campers and the camp. Camps can achieve camper satisfaction through positive staff attitude. Discuss with staff members how this can be accomplished in your camp.

**Assignment**

Tell staff members: *Remember, your staff manual is packed with facts, rules, regulations, and policies. If you have not already done so, read it from cover to cover.*
Subject: The Scout Law as It Pertains to Camp Staff

Time Frame
60 minutes

Instructional Objectives
At the end of this session, each staff member will be able to explain how each part of the Scout Law applies to him or her as a camp staff member.

Training Aids and Equipment Required
None

Materials for Distribution
None

Methods and Overview
- Minilecture: The Scout Law
- Group activity: The Scout Law and the Camp Staff

LESSON PLAN: The Scout Law as It Pertains to Camp Staff

The Scout Law
Welcome to the camp staff! It is hoped that you will make new friends, enjoy the summer, and above all, contribute in some measure to the growth and welfare of the Scouts you will be serving.

Each staff member has specific duties and responsibilities, but all staff personnel share in the duties of others whenever and wherever necessary.

The principles set forth in the Scout Oath and Law are the principles that guide every endeavor and action in camp. We become the prime motivators in exemplifying this way of life to each Scout in camp.

Many persons have set aside a moment each day to review silently their contributions to their fellowman. This practice may well be a part of every staff member’s day.

A Scout Is Trustworthy
As a staff member you will find that trust and success go hand in hand. The camp has specific requirements outlined for its personnel. Your camp director will entrust to you duties and responsibilities related to your assignment. Your very attitude in taking on an assignment is directly reflected on the Scouts with whom you deal.

During the period of employment, the staff members’ full time is at the disposal of the camp. Each day will present certain opportunities for personal recreation and program participation. These opportunities are planned so as not to interfere with the campers’ use of the facilities.

Each staff member receives a time-off period each week. The period you will have off will be determined during the precamp conference with your supervisor and/or camp director. Staff members are obligated to be in uniform when on duty unless excused by the camp director.
**A Scout Is Loyal**

Loyalty to the camp and to your associates is essential to the requisites for each staff member. You should constantly be observant and concerned about matters affecting the total harmony of the camp and bring such matters to the attention of the camp director.

**A Scout Is Helpful**

It begins with an attitude of helpfulness to the newly arrived Scout and his family. Apart from the service rendered, that first impression of helpfulness means so much.

A lone Scout's problem, if observed by you, becomes your problem until you have brought it to the attention of his Scoutmaster or the camp director. Every assistance you may give is one more guarantee that the Scout will have a happy stay in camp.

**A Scout Is Friendly**

As you pass a Scout or leader on the trail, even if you've never met, say “Hi, Scout!” A friendly word costs nothing yet gives so much goodwill. Be a friend to all, not just a clique of buddies. Be a brother to every Scout in the fullest sense.

**A Scout Is Courteous**

You represent the Boy Scouts of America as you deal with boys, leaders, parents, and the public. In your visits to nearby towns, you represent the camp, and this implies a certain code of personal conduct that will reflect credit upon you, the camp, the council, and the BSA.

Courtesy may be interpreted as respect for the time of others. Be on time always. Above all, it means a reputation for reliability and promptness. It means giving better than a good measure in every duty and responsibility.

A chief factor in the personal health and welfare of the staff member is in establishing regular and adequate hours for sleep. Staff taps is 11 p.m. Be courteous to the staff member who needs to go to bed even earlier than that.

**A Scout Is Kind**

Kindness is often interpreted in its relationship to animal life. Show boys how to be thoughtful to the animals in camp. Kindness and consideration for others, however, is of even greater importance.

**A Scout Is Obedient**

A staff member carries out his responsibilities to perfection and responds to direction of supervisors and the camp director. This does not call for unquestioning obedience, but it does call for personal trustworthiness and a loyalty to the camp and the camp director.

If you have something on your mind, get it off quickly to the right person—your supervisor or the camp director.
A Scout Is Cheerful

A happy camp, a spirited camp, is a successful camp. Happiness is contagious, particularly in a Scout camp. No one is in a better position to promote and stimulate this attitude than you. Each staff member, regardless of position, should take it upon himself to motivate and give an outlook of cheerfulness and happiness in the minds of all.

A Scout Is Thrifty

Each staff member should consider his responsibilities in protecting and conserving the equipment, physical property, and resources of the camp. You are in a position to save thousands of dollars that might have to be used to replace or repair damaged property.

A Scout Is Brave

This summer you represent the largest organization for boys in the world, and you are an employee of one of the finest Scout camps in the world. You represent Scouting in all aspects. You believe in the Scout Oath and Scout Law; otherwise you wouldn’t, or shouldn’t, be here.

A Scout Is Clean

Your personal living quarters are to be an example of cleanliness and orderliness. It is obvious that if your quarters are disorderly or dirty, campers can hardly be expected to do better. Those who have to shave will be expected to do so prior to breakfast. Get a haircut when needed, and keep your hair clean, neat, and combed.

A Scout Is Reverent

Being faithful in religious duties becomes of great importance to us as camp staff members because of the force our example has in molding the attitudes of those who look to us as the inspiration for right attitudes and high ideals.

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The Scout Law and the Camp Staff

Divide the staff into groups of four or five members each and assign a couple of points of the Scout Law to each. Ask each group to list ways in which each of the points of the Scout Law applies to camp staff members. Ask for reports from each group.
Subject: Customer Service and Total Quality Management

Time Frame
2 hours

Instructional Objectives
At the end of this session, each staff member will be able to
• Tell what a quality program should look like at his or her camp and develop a strategy to achieve it.
• Develop a plan to assure quality programs in each program area.
• Develop systems to get feedback for evaluating the program.
• Tell how the program staff will know when it is doing a good job.

Training Aids and Equipment Required
• TV and DVD player
• The Service Edge: 101 Companies that Profit from Customer Care, by Ron Zemke and Dick Schaaf, Plume 1990 (optional)

Materials for Distribution
None

Methods and Overview
• Minilecture and group discussion: Responsibility for Quality Program
• Minilecture and audiovisual presentation: Identify the Customers
• Minilecture: Quality Tactics
• Minilecture and group discussion: Total Quality Management

LESSON PLAN: Customer Service and Total Quality Management

Responsibility for Quality Program
The job of the program director includes assuring that quality programs are offered throughout the summer. The program director does this by determining what a quality program should look like at camp and by making a commitment to provide a high level of service.

How do we measure the success of a summer camp season? The number of merit badges that a particular troop earns may be one measure for one Scoutmaster. The number of trips to the hospital might be the measuring stick of the camp health officer. The number of returning troops the following year probably would show some degree of satisfaction.

How many campers and leaders want to return? Does this indicate that the campers had a good experience, and is that a show of satisfaction? Do the Scouts and/or Scoutmasters complete some sort of survey at the end of camp? This also would be a way to measure success. Ask staff members for their input.

Identify the Customers
First, who are the customers? A good discussion will result from asking the question, “Who is the most important person in camp?” (The Scout, the Scoutmaster, other staff members, parents, the ranger?) In some respect, each is a customer. To define the strategy for quality program delivery, there must be some agreement on which customers will be served. More than one answer to this question is acceptable. Start by dividing customers into two categories: external and internal.
Disney theme parks are widely recognized for their excellence in delivering quality customer service. This exercise is designed to apply some of the Disney customer service techniques to camp. Prepare a poster or flip chart in advance with the following questions for the staff members. (Answers to questions are worded in italics for the instructor.)

- What is the aim of Disney theme parks?
  *To satisfy the customer.*

- How does Disney communicate its values to its employees?
  *It trains its employees.*

- What does onstage and what does offstage mean?
  *Onstage means being visible to the public. Offstage is when a person is behind the scene.*

- What is each employee’s responsibility?
  *To make each guest feel special.*

- What is the secret to a successful business?
  *Listening to customers, evaluating, doing what customers say. Looking at things from the customer’s point of view.*

Say: *Although we are not running a theme park, there are some very important lessons we can learn from Disney. Can a corporate statement for these companies be identified by what they feel their quality service strategy is?*

Some samples of corporate statements that contain the company’s definition of quality and its service strategy statement:

- Deluxe Corporation, the nation’s largest printer of personal checks: “Forty-eight-hour turnaround, zero defects.”
- McDonald’s: “Quality, Service, Value, Cleanliness.”
- Southwest Airlines: “Knock Their Socks Off.”

The statement is the camp’s promise to itself and its campers that they will receive the quality experience that was promised. (Refer to *The Service Edge.*) Try a “fill-in-the-blank” format: Camp _______________’s Service Strategy Framework

To provide _____________(unique contribution) to ____________(customers) so that we are thought of by them as ____________(key value).

Remember that parents are our customer both at home and when they visit camp (e.g., family night).

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**Quality Tactics**

What will successful programs look like? What can a program area do to ensure quality programs? Have staff members develop a list of possible positive action items they can put into effect that will result in quality programs.

**Recovery Systems**

“Treat the customer as if he/she were always right.” Donald Porter of British Airways termed his company’s plan “recovery”:

“A good recovery system is a positive, managed effort to attack a problem so thoroughly and wholeheartedly that there will be no possibility the customer might walk away discouraged, disappointed, or wishing he had never gotten involved with us in the first place.”
Here are Zemke and Schaaf’s five ingredients to an effective recovery system:

- **Apology:** More than, “We’re sorry.” Delivered personally, in the first person, with the person taking the responsibility and acknowledging on behalf of the organization that the customer was mistreated.

- **Urgent Reinstatement:** A commitment to the customer to get this problem fixed now. This urgent reinstatement can be an “expression of gallant intent.” The goal is for the customer to know that you are doing everything possible to get the problem solved immediately.

- **Empathy:** Empathy is the expression of I know how you must feel, I care about you, I can relate to your misfortune, I can identify with what has happened. In its highest form, the customer feels heard, affirmed, and cared about. When service fails, first treat the person, then treat the problem.

- **Symbolic Atonement:** It expresses the sentiment that we want to make it up to you. What can we do right now to make things right? Some companies will authorize certain “problem-solving staff members” the power to spend up to a certain dollar amount to make things right. Can coupons work for this? Example: A customer was told that his or her fast-food order would be up in three minutes; it took 10. When the order was presented, the 17-year-old cashier said, “Sorry it took so long. I gave you a large order of fries instead of a regular order, because you had to wait. I hope you will come back.”

- **Follow-up:** Follow-up is checking to see if corrective actions helped, if the problem actually was solved. Is there anything else that can be done to make it right? If the customer feels victimized—not merely subjected to an “Oops” but really taken advantage of—follow-up is very important. For instance, if an upset camper (customer) walks away from one program area, a good staff member will follow up and report, by letting the next person who will come in contact with the camper know about the problem, and enlist a team approach to make that camper happy.

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**Total Quality Management**

The team approach is solid; everyone in camp (staff members, commissioners, leaders) needs to be a part of the program quality delivery team. What is quality? Meeting customer needs. Remember that the BSA has both external and internal customers. Here are some points participants should remember:

- Everyone you deal with is a customer.
- People don’t want to do a bad job.
- A match that works is better than a solid gold lighter that won’t work.
- If you have a job without any responsibility, of course you will be bored.
- Quality is not a destination; it is a never-ending journey.
- If you don’t have the time to do it right the first time, you may not have the time to redo it.
- People want to be treated as individuals, *important* individuals.

**TQM Features**

- Everyone in the organization is responsible for quality all the time.
- Quality means satisfying the customer’s needs and expectations.
- The organization’s success depends on giving customers what they want.
- Customers include both external customers and internal coworkers.
- To satisfy external customers, needs of coworkers must be met.
SUMMER CAMP STAFF TRAINING GUIDE

- To maximize quality, employees must be empowered to identify and implement necessary improvements.
- A key role of managers and supervisors in a total quality effort is to support the people they supervise in their efforts to boost quality.
- A total quality effort is a continual, unending process.
- Provide effective staff training so that staff members know their jobs and can experience success in their work.

Ask staff members: *How do we implement these features in our camp operation?* List their ideas on a flip chart.

Point out that customer service is crucial in every area of camp. The attitude and demeanor of a food service or trading post staff member can affect every camper, leader, and staff member in camp.

Some camps find it helpful to use “praise coupons.” These can be distributed to unit leaders and campers at the beginning of camp. Praise coupons serve as a simple method of positive reinforcement for camp staff members no matter what their assignment.

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**Praise Coupon**

*When one of our camp staff members treats you the way you like to be treated, please let him or her know.*

Staff member

Department ______________________ Date __________

Thank you for helping us:

_______________________________________________

We want you to know that we appreciate you!

_______________________________________________ Unit No. __________
Subject: Camping for Scouts With Special Needs

Time Frame
10 to 15 minutes

Instructional Objectives
At the end of this presentation, staff members will be able to
• Demonstrate self-confidence in their ability to reach and serve Scouts with disabilities.
• Describe how to minimize any concern that any Scout with a disability might hold back the camp’s program.
• Modify the camp program to meet the needs of Scouts with disabilities.
• Involve Scouts with disabilities in the program by emphasizing their individual ability while making allowances for their disability, as necessary.
• Through the advancement program, tell how to develop the potential of Scouts with disabilities to their fullest ability.

Training Aids and Equipment Required
• A Guide to Working With Boy Scouts With Disabilities, No. 33056C
• Scouting for Youth With Disabilities Manual, No. 34059
• Flip chart and markers

Materials for Distribution
None

Methods and Overview
• Minilecture: Types of Disabilities
• Minilecture: Scouts With Disabilities in Camp
• Minilecture: More Alike Than Different
• Minilecture and group discussion: Inclusiveness
• Minilecture: Accommodation Is Needed

LESSON PLAN: Camping for Scouts With Special Needs

Types of Disabilities
Point out that there are three broad types of disabilities:
• Physical disabilities—blindness, paralysis, loss of limb, palsy, deafness usually accompanied by severe speech impairment, health related limitations, and so on.
• Mental disabilities—Down’s syndrome, micrencephaly (an abnormally small brain), brain damage from injury or illness, and so on.
• Emotional disabilities—hyperactivity, autism, emotional illness, and so on.

Each type of disability has its challenges, and some disabilities can be misleading. The uninformed often assume that people with physical disabilities are also mentally retarded. This is seldom true.

Scouts With Disabilities in Camp
Most Scouts with disabilities who attend camp with their local troops will have a physical disability. Severely retarded or emotionally disturbed Scouts will usually attend camp with trained professional personnel in leadership positions.

There are great variations in degrees of disabilities. Most camp staff members will meet and work with many Scouts who have disabilities but who have learned to compensate for their disability enough that it is not obvious. Staff members should try to remember that fact when they face an opportunity to work with a Scout who has a more serious limitation.
More Alike Than Different

Point out to the staff members that when people lose their sight or the use of an arm, they do not lose intellect, memory, or coordination. They are exactly as they were before, except that they have lost a physical function. The same applies to most physically disabled Scouts. They are more like other Scouts than they are different.

Just as it is with racism or sexism, it is not the Scout’s mind or body that imprisons him, but societal prejudice. Those Scouts with special needs who know what they want, and get it, have not given in to their disabilities but rather have learned to work effectively within their human limitations. They should not be considered abnormal or inadequate. They have the same aspirations as other Scouts.

Inclusiveness

Scouting is committed to the inclusion of youth with special needs. This concept stresses the fact that the person with a disability will get the most out of life in the traditional activity rather than in a sheltered situation. Most Scouts with special needs like this idea. They are competitive, enthusiastic, and want to excel. They may have a sheltered background, but Scouting in camp helps them break away on their own.

Youth with special needs are more alike than unlike youth without disabilities. Discuss with staff members how Scouts—with and without special needs—can work together to achieve the following:
1. Change a cannot-do attitude to a can-do attitude. Ask the Scout with a disability what he can do.
2. Develop camping, hiking, swimming, cooking, and other skills.
3. Enter competitions.
4. Start, conduct, and participate in troop project and activities.
5. Develop sound character, good citizenship, and self-reliance.
7. Encourage other Scouts to do their best.
8. Develop an understanding of, and respect for, all people.
9. Create barrier-free meeting areas.
10. Assume responsibilities.
11. Enthusiastically support the program.
12. Instill the desire to learn new skills.

Accommodation Is Needed

Once the attitude barrier has been overcome, the fact of a physical disability must be acknowledged and some accommodation made to provide a full program for Scouts with physical disabilities. Point out the following barriers that should be considered:

- **Architectural barriers.** These prevent Scouts with special needs from getting to where they want to be. Barriers might include stairs, the way doors swing, width of doors and hallways, design of showers and latrines, height of drinking fountains, the grade of trails, and access to different areas. A survey of the camp will reveal many barriers that can easily be removed. A teacher of youth with special needs, physical therapist, parent of a Scout with a disability, or members of organizations for disabled people will be delighted to assist in helping with a survey.
• **Program barriers.** It is obvious that some programs in camp cannot be available to people with physical disabilities. Do not believe it! If the Scout can get to the program, he will find ways to participate somehow. Caution may be needed to prevent him from endangering or overextending himself, but encourage him to try. If architectural barriers are removed, program barriers are removed. Program barriers often take care of themselves with a little patience and understanding.

• **Advancement barriers.** With the publication of the most recent edition of the *Boy Scout Handbook*, most of the advancement barriers likely to be encountered in camp can be overcome with reasonable alternatives that achieve the same result.

**Challenge**

Point out that a real opportunity exists in every council to include Scouts with disabilities in our summer camp programs. Every district probably has leaders and parents who do not realize that Scouts with disabilities in their district can enjoy summer camp, too. Get the camp ready to receive them and make it a personal mission to invite them. Watching these Scouts in action will do wonderful things for the camper, leaders, parents, visitors, and camp staff.
Subject: Cultural Diversity

Time Frame
10 to 20 minutes

Instructional Objectives
At the end of this presentation, staff members will be able to describe the sensation of not fitting in with others.

Training Aids and Equipment Required
None

Materials for Distribution
None

Methods and Overview
• Minilecture and small-group discussion: When I Feel Different

LESSON PLAN: Cultural Diversity

When I Feel Different
For the best effect, the facilitator may open the activity by relating a time when he or she felt different. Take this seriously by thinking through the story ahead of time. The story should be short and illustrative of how one can feel when not included as part of a group. Tell the group how being different made you feel and what you did about it. Allow two minutes for your story.

Allow staff members another two minutes to think of a situation in which they felt different. In pairs, have staff members describe a situation that they recalled and how they felt at the time. Allow five minutes. (Instruct them to have one participant relate a personal story; switch and have the other participant relate a personal story.)

Ask one or two volunteers to relate their stories to the large group. (Relate more stories as time allows.) Focus on the latter observation—how the individual felt as opposed to what happened.

Discuss how even those of us who are in the “majority” group have, at one time or another in our lives, experienced feelings of being different from others or of being the “outsider”—the new student at school, on a new job, or in a group of people who differ from us in the way they speak, behave, think, and communicate.

Tell how being perceived as different can result in confusion, anger, hopelessness, uncertainty, mistrust, loss of self-esteem, and loss of confidence. Explain how for “minorities,” being perceived as different is a constant and may account for misunderstood behavior brought on by these emotions.

Remember your own feelings the next time you have a group situation involving someone who may be perceived as “different.”
Subject: The Chaplain’s Role in Camp

Time Frame
15 minutes

Instructional Objectives
At the end of this presentation, staff members will be able to
• List the qualifications for a camp chaplain.
• State the specific duties of a camp chaplain.
• Describe the relationship and counseling roles of a camp chaplain.

Training Aids and Equipment Required
None

Materials for Distribution
None

Methods and Overview
• Minilecture: Background
• Minilecture: Policy and Religion
• Minilecture: Chaplain Qualifications
• Minilecture and group discussion: Types of Chaplaincy Programs
• Minilecture and group discussion: The Chaplain’s Scope of Duties

LESSON PLAN: The Chaplain’s Role in Camp

Background

The Boy Scouts of America recognizes religion as an integral part of the character building process and encourages youth members to adhere to the beliefs and practices of their own faith. At camp it is the responsibility of the camp director to provide for the total welfare of all, which includes their spiritual welfare.

In addition to providing for specific religious observances, the camp program offers opportunities for the daily practice of religion by each individual, such as grace before meals and a period of quiet before taps for campers accustomed to saying prayers before retiring. The spirit of the camp should be such that the spiritual life of the boy is strengthened.

The attitude of the camp staff will play an important part in the level of spirituality in camp. The staff attitude about, and participation in, religious services at camp will also be important. The staff should make every effort to see to it that the religious services are as attractive as campfires or any other camp activities. It is recommended that camp programs and services not be offered during the time designated for worship.

Policy and Religion

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. In the first part of the Scout Oath or Promise, the member declares, “On my honor, I will do my best to do my duty to God . . . .”

The activities of the members of the Boy Scouts of America shall be carried on under conditions that show respect to the convictions of others in the matters of custom and religion.
Chaplain Qualifications

A qualified representative of the religious community may be
- Any member of the clergy qualified to serve in a particular denomination
- A seminarian who meets the following criteria:
  —Is at least age 21
  —Possesses mature judgment
  —Is a student at a religious seminary or graduate of a theological college
- A candidate selected, approved of, and employed by the responsible group representing a local place of worship, in agreement with the BSA local council

Introduce the camp chaplain for your camp.

Types of Chaplaincy Programs

The camp chaplain function may be fulfilled in a variety of ways:
- An ordained member of the clergy or qualified seminarian who functions full time as a chaplain, with no other duties
- A retired member of the clergy who serves full time as chaplain
- A rotation of clergy who will come to camp for a week or two at a time
- A member of the clergy who will come to camp one day a week to conduct services
- A regular staff member who is certified by a denomination and performs chaplaincy duties in addition to other responsibilities

Describe what your camp will do this summer.

The Chaplain’s Scope of Duties

The chaplain’s specific responsibilities might include:
- Be a recognized presence in the life of the camp.
- Assume the spiritual responsibility for the camp.
- Counsel campers and staff members.
- Promote a connection between the camper or staff member and the individual’s home religious leader.
- Build camp morale.
- Deliver emergency messages
- Visit the sick at the camp health lodge or hospital.
- From camp, assist parents or guardians with personal problems relating to the death, accident, or illness of their child while at camp.
- Maintain high moral standards in camp.
- Visit all units in camp daily if possible.
- Help unit leaders with behavioral problems.
- Become aware of problems as related to camp staff members.
- Establish a good rapport with the camp director and the staff.

Describe what your camp chaplains will do this summer.
Subject: Counseling

Time Frame
60 minutes

Instructional Objectives
At the end of this session, staff members will be able to
• Explain how counseling in Scouting helps individuals solve their own problems.
• List the six fundamentals of good counseling.
• Apply effective techniques to a variety of counseling situations.

Training Aids and Equipment Required
• Scoutmaster Handbook, No. 33009
• Camp Program and Property Management, No. 20-920 (See “The Chaplain as Counselor” in section VI.)
• Flip chart and markers

Materials for Distribution
None

Methods and Overview
• Minilecture: Why We Counsel
• Minilecture: When We Counsel
• Minilecture and group discussion: Counseling Fundamentals
• Minilecture and group discussion: Reactions and Responses
• Minilecture and group discussion: Know Your Own Limits
• Group exercise: Counseling Takes Practice

LESSON PLAN: Counseling

Why We Counsel
Ask staff members to suggest why we counsel in camp. Note the suggestions on the flip chart, aiming for the following main points. We counsel in camp to
• Help solve problems.
• Encourage and reassure.
• Help develop a more effective Scout or leader.
• Help develop more effective staff members.

Point out that the counselor can never really solve the problem for the individual. The counselor can only lead the individual to find his or her own solution. This is the key to good counseling.

When We Counsel
Tell staff members that the opportunities to counsel are frequent and varied. Counseling might take place in any of the following instances:
• Staff leader to staff leader
• Staff leader to staff member
• Staff member to staff member
• Staff leader to unit leader
• Friend to friend
Counseling Fundamentals

Good counseling is a skill that cannot be learned quickly. Experience is needed, but we can acquire some fundamentals that will help in “first aid” counseling situations.

As you cover the material in the rest of this session, note the following fundamentals on the flip chart.

**Choose a Good Setting**

Explain that counseling is best done in a relaxed and comfortable setting. When the individual seeks you out, you might not have much choice. If you are initiating the session, don’t summon the individual. Instead, go to that person. Avoid the office, talking across a desk, or other “authority” settings. Aim for privacy and try to avoid distraction.

While looking for a place where you cannot be overheard, make sure you are plainly visible to others. Sometimes the appearance of what you are doing is as important as what you are actually doing. Counselors should never put themselves in a compromising situation.

**Listen Attentively**

The hardest part of counseling is listening closely to the individual. This can be difficult, for many of us lack good listening skills. Remember to give your undivided attention—establish a comfortable distance, face the individual, and maintain good eye contact. Let the person know you are willing to take time to hear him or her out.

The goal of counseling is to first get the story told, fully and completely. Keep the individual talking. Sympathetic sounds, nods of the head, positive body language, and fixed attention will help the person open up to you. If the person winds down, start up again with a question like, “Gosh, what did you do then?” or “Boy, how did you feel about that?”

**Understand What Is Being Said**

Tell staff members that as they listen, they should try to really understand what the individual is saying. They should listen for key facts and keep these in mind. The person appreciates sympathy but really wants empathy.

- Sympathy is what you feel for a man who has fallen down a well.
- Empathy is what you feel when you are down the well with him.

Tell staff members to be sensitive to the individual’s situation—background, experience, goals, pressures, and circumstances. You will be better able to understand where this person is coming from.

**Give No Advice**

Tell staff members that as soon as they hear the individual’s problem they probably will have all sorts of great suggestions to help. Tell them: Bite your tongue—give no advice! The individual usually will reject suggestions instantly and probably knows the “textbook” solution and has applied it ineffectively. This person may not yet have told the complete story so would not expect a practical solution.

In many counseling situations, individuals are not really looking for a solution. In this situation, people simply want to unburden themselves. They know what to do, may already be doing it, but they want encouragement and reassurance. Advice may confuse the issue.
Summarize What Is Being Said

From time to time as the problem unfolds, summarize what the individual has said. Include the facts that you have picked up. The summary will assure the person that you were listening and did understand. It also will help keep this person on track and to organize thoughts into a logical sequence that could lead to a possible solution.

Get All the Facts

As you listen and summarize, try to get all the facts that bear on the problem. Remember that opinions, emotions, feelings, and reactions are facts just as surely as hard data are. As the facts are gathered, you can be sure that the individual has all of the information needed and knows what resources might be available.

Explore a Variety of Solutions

Some possible solutions may now be explored. Encourage the person to think of a variety of ways to handle the problem. Again, offer no advice. Explore possibilities that the subject suggests, and encourage the person to choose one with which he or she feels comfortable.

Recognize that the individual has done more thinking about the problem than you have. The individual might have a solution in mind and may only need confirmation. This person might have tried some solutions but done so inexpertly and can be guided toward a more skillful approach.

The final step is planning the implementation—who will do what and when. Then, follow up if necessary.

Reactions and Responses

In order to put these principles successfully into operation, you, as counselor, must show that you are listening, that you are interested, that you understand.

Tell participants that certain comments or reactions could help reassure the individual that you are listening and to keep the person talking.
• Restate the person’s words in your own way.
• Make a statement regarding the person’s feelings. People have their feelings hurt, so it may help in counseling if the individual feels you have concern for his or her feelings. Something as simple as saying, “It made you feel pretty bad, huh?” can make a difference.
• Indicate that you are listening and that you understand. “I understand,” “Uh huh,” or a nod of the head might suffice. “Tell me about it,” or “Go ahead” are encouraging.
• Infrequently, ask the person a question. For example, try, “Uh huh, what happened then?” or “How did you feel about it?” Don’t cross-examine the person or even give that impression.

The suggested responses or reactions might not feel natural to you. If not, devise your own responses. Remember the purpose of the responses as you come up with your own.
Know Your Own Limits

Remind staff members that we are not expert counselors, clinical psychologists, or behavioral scientists. We offer “first aid” for a problem that could be deep-seated. **Know your limits.** If you feel that professional help is needed, do not suggest it directly but steer the person in that direction. If the person acknowledges the need for professional help, the counselor should help this individual find it.

Tell staff members that if their camp has one, the camp chaplain—usually an ordained member of the clergy or a seminarian—can be of valuable service in cases of homesickness, family emergencies, staff conflicts, medical problems, and many other delicate situations.

Be a Friend

Skilled counseling never appears to be counseling. When the staff member drops by the troop site, asks the Scoutmaster, “How’s it going?” and then listens to all the problems, the staff member doesn’t appear to be a counselor but a concerned friend.

Counseling Takes Practice

Ask participants to think of a problem they expect to face this summer. Explain that they are going to test their counseling skills. Divide them into groups of three, separating each group from the other groups. In each group have one person be the counselor; another the person with the problem; and the third person be the observer. Every group should situate itself so that the two participants face each other and the observer can see their faces.

Allow about seven minutes for each exercise—five minutes for counseling, two minutes for evaluation. Stop sooner if groups get stuck. Allow the observer to comment, then rotate positions and repeat until all have had at least one opportunity to be the counselor.

**Note:** Allow at least 30 minutes for this exercise.

Evaluate the Session

The observer should evaluate each session using the following observations for their counselor. Write the questions on the flip chart, and allow staff members to copy the questions.

- Was the counselor a good listener?
- Did the counselor give advice?
- Was the counselor able to keep the individual talking?
- Did the counselor help this person find a solution? More than one?
- Did the counselor question just enough? Too much? Not enough?
- Do you think the individual was helped with the problem?

As a wrap-up while the staff members are still in groups, ask some of the same questions around the group to get reactions and comments.

Summary

Emphasize again that counseling is not easy: It takes much practice. Seek out informal counseling opportunities and apply the techniques in a variety of situations. Sharpening counseling skills on small problems serve as good preparation for the big crises.

Tell staff members: **Remember to be a good listener and do not offer advice. When you speak, you only repeat what you already know. If you listen, you may learn something!**
Subject: Emergency Procedures and Crisis Management

Time Frame
2 hours

Instructional Objectives
At the end of this session, staff members will be able to
• Identify types of emergencies that require a plan.
• Write a plan for each such emergency.
• Respond to a serious injury or fatality.

Training Aids and Equipment Required
Flip chart and markers

Materials for Distribution
• Unit Fireguard Plan, No. 33691
• Camp Program and Property Management, No. 20-920
• Camp Health and Safety, No. 19-308
• Crises Response Planning (appendix)
• Crises Response Planning: How Prepared Are You? (appendix)

Methods and Overview
• Minilecture and group discussion: Implementing an Emergency Plan
• Minilecture and group discussion: Identifying Emergencies That Could Occur
• Minilecture: “Be Prepared” With a Plan
• Minilecture and group discussion: Procedures for a Fatality and Crisis Management
• Minilecture: BSA Policies

LESSON PLAN: Emergency Procedures and Crisis Management

Implementing an Emergency Plan
Tell participants: The Boy Scout motto is “Be Prepared,” and the true test of our preparedness is how well we respond in emergency situations. Explain that emergencies of varying degrees of seriousness can occur in camp. Emergency procedures should be tailored to the individual camp situation.

Identifying Emergencies That Could Occur
Ask staff members to suggest different kinds of emergencies that could occur in camp, and list these on the flip chart. The list might include the following:
• Missing person
• Serious accident or fatality
• Fire
• Thunderstorm and flood
• Tornado or windstorm
• Epidemic or mass illness
• Earthquake
• Child abuse
**An Example**

Tell staff members that a severe thunderstorm has developed in the camp area, bringing heavy rain, hail, and lightning. A Scout runner has just appeared at the door, out of breath, scared, and dripping wet. He states: “Lightning hit a tree in our campsite; it split open and fell over, caught on fire, and it hit some tents.”

Ask staff members what they would do.

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**“Be Prepared”**

**With a Plan**

Suggest to staff members that the only way to be prepared for an emergency in camp is to implement a plan of action that will ensure a timely and appropriate response. Share the plan for each emergency or potential problem. Point out that it has been shared with local authorities (fire, police, hospital, civil emergency preparedness, and others).

Hold an emergency drill or rehearsal during staff training. Distribute the Unit Fireguard Plan to each participant. Emphasize that a camp fire drill will be conducted sometime during the first 24 hours in each camp session. The staff should check to ensure that its audible fire alarm actually can be heard in all areas of camp. There should also be a plan to evacuate everyone in the camp using mass transportation. This may be necessary, for example, if a severe forest fire threatens the camp. Prior arrangements should be made with a school bus operation or other mass transportation companies.

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**Procedures for a Fatality and Crisis Management**

Suppose a serious injury or fatality occurred when that tree struck by lightning fell on the tents.

Tell staff members that the BSA has specific reporting procedures to follow when a serious injury or fatality occurs. Use the Incident Information Report, No. 680-016, to provide a history of the incident. The local council Scout executive determines who will be responsible for initiating these steps. Review your council’s emergency plan so staff members will know what to do should a crisis occur.

Staff members should know what procedures they are expected to follow at their council camp to support this process, particularly in the absence of any other senior employee who may usually be responsible for handling such procedures. If the camp has had a fatality due to accident, suicide, or other catastrophe, it may be wise to enlist the services of a grief recovery team.

Ask staff members why it is important to be prepared in case a member of the media contacts the camp and wants to inquire about something that has happened.

Tell staff members that any requests for an interview should be referred to the Scout executive or whoever has been designated to handle such requests and who is familiar with the council crisis plan. If a media person calls with questions, it is best not to say, “No comment,” but to respond:

1. “We have just learned that there may be a possible situation and are currently working to obtain more information.”
2. “I don’t have an answer to that question, but I’ll be happy to get an answer for you.”
3. “We are preparing briefing materials right now. We will be glad to call or fax you as soon as they are completed.”

Ask staff members why these responses are better than “no comment.”
Distribute copies of How Prepared Are You? and briefly review it. Stress the importance of having a manageable plan prepared in writing and in advance.

Explain that besides emergencies that could involve serious accidents, illness, or loss of life and property, other emergencies could arise that are of a more personal nature, and participants should be prepared to deal with them.

BSA Policies

The Boy Scouts of America has firm policies regarding a variety of situations that could occur in camp. These policies are not debatable.

**Alcohol.** Possession, consumption, or being under the influence of alcohol—including beer—will not be tolerated on the properties of the Boy Scouts of America.

**Narcotics and Dangerous Drugs.** Possession of, use, or being under the influence of narcotics or dangerous drugs—including marijuana—will not be tolerated on the properties of the Boy Scouts of America. Obviously, this policy does not apply to the proper use of prescribed medications by a patient under the care of a physician.

**Illegal, Immoral, or Unacceptable Acts.** As a character-building organization caring for other people’s children in camp, the Boy Scouts of America has no tolerance for illegal, immoral, or other activity generally considered as unacceptable by society.

**Alcohol and Drugs**

Alcohol or drugs may be found in a Scout camp. However, if they, or evidence of their use, are found, dealing directly with the problem is essential. The camp director and council Scout executive should deal directly with the situation with assistance from the camp physician and other members of the council health and safety committee who are professionally trained to deal with these problems. If possible, the council attorney also should be involved. Local medical and law enforcement advisers can help camp officials devise a plan for the best procedures.

Likewise, any improper behavior at camp should be dealt with as soon as practicable, with the concurrence of all appropriate parties, including agencies like state and local police, department of health, and youth services.

**Search of Employee Quarters**

The Boy Scouts of America respects the privacy of its employees but reserves the right to enter quarters during reasonable hours when necessary in order to provide for efficient service, repairs, improvements, maintenance, fire safety inspections, or to ensure compliance with Boy Scouts of America regulations. It is best to have the staff member present during visits to staff quarters.

**Illegal, Immoral, or Unacceptable Activity**

When there is a suspicion of illegal, immoral, or unacceptable activity in camp, there is great danger that innocent parties may be hurt. Immediate action is crucial.

Explain that the subjects covered in this session are things we hope may never happen. Some are beyond our control. Others can be anticipated and measures taken to prevent the problem. In either case, knowing what to do in case of an emergency is a mark of competence on the part of camp leadership.
Subject: Avoiding Sexual Harassment in Camp

Time Frame
60 minutes

Instructional Objectives
At the end of this session, staff members will be able to
• Describe what constitutes sexual harassment.
• Identify the four types of sexual harassment.
• Explain how to prevent and avoid sexual harassment.
• Tell how to deal with sexual harassment charges.

Training Aids and Equipment Required
None

Materials for Distribution
• Discussion Questions on Sexual Harassment (appendix)
• Evaluation of Training for Learning About Sexual Harassment (appendix)

Methods and Overview
• Minilecture: Defining Sexual Harassment
• Minilecture and group discussion: Aspects of Sexual Harassment

LESSON PLAN: Unlawful Harassment Prevention

Defining Sexual Harassment
The council is committed to providing as positive and productive work environment as reasonably possible, prohibiting unlawful harassment, promptly addressing reports of harassment, and taking appropriate action when warranted. Any form of harassment by or of our employees, members of the public, vendors, and suppliers that violates federal, state, or local law, including, but not limited to, harassment related to an individual’s race, religion, color, sex, gender, national origin, ancestry, citizenship status, uniformed service member status, marital status, pregnancy, age, medical condition, or physical or emotional disability, could be a violation of this policy. The council will take appropriate action including discipline and discharge.

The term “harassment” includes, but is not limited to, slurs and any other offensive remarks, jokes, or other verbal, graphic, or physical conduct.

Here are some examples of inappropriate behavior that might be unlawful if they meet the definition of unlawful harassment:
• Unwelcomed sexual advances
• Offering an employment benefit (such as a raise or promotion or assistance with one’s career) in exchange for sexual favors, or threatening an employment detriment (such as termination, demotion, or disciplinary action) for an employee’s failure to engage in sexual activity
• Visual conduct, such as leering, making sexual gestures, or displaying sexually suggestive objects or pictures
• Verbal abuse
• Derogatory or offensive jokes, emails, or comments about race, ethnic origin, age, disability, religion, or gender

Harassment of employees in connection with their work by non-employees may also be a violation of policy. Any employee who experiences harassment by a non-employee, or who observes harassment of an employee by a non-employee, should report such harassment to the camp director, Scout executive, or designee. Appropriate action will be taken against violation of this policy by any non-employee.
It is an employee’s responsibility to notify his or her superior if he or she feels he or she is being harassed during the course of employment. An employee who does not feel the matter can be discussed with his or her manager should contact the next management level or the camp director, Scout executive, or designee.

An employee who reports an alleged violation of this policy in good faith or who participates in any investigation will not be subject to adverse employment action or retaliation. Appropriate action will be taken if an employee knowingly makes a false accusation.

Reports of alleged harassment will be investigated promptly and thoroughly, and action will be taken where warranted. The council prohibits employees from hindering the investigation. Complaints will be treated with as much confidentiality as possible, consistent with the need to conduct an adequate investigation.

Discuss with staff members how these behaviors can escalate and affect more than just the immediate parties involved.

As an instructor you have two options for presenting the following information:

• Option 1—Have a large-group discussion about each of the following questions.
• Option 2—Divide into smaller groups and have each group discuss several questions and report their conclusions to the large group.

The answers to each question are provided.

1. **What is sexual harassment?**
   Sexual harassment falls into four main groups—verbal, visual, physical, and written. The behavior can be blatant or very subtle. Any behavior in any of these categories is considered sexual harassment if the behavior is unwelcome.

2. **Why do people sexually harass others?**
   The majority of people who sexually harass do so as a conscious or unconscious way of expressing dominance or power. It may be used as a method in organizational or social control over someone else. Sometimes people harass others in an attempt to keep them in their place. Others harass in front of their peers in an attempt to seek peer approval. This “bullying” tactic is used by some to get what they want; very little harassment is based on sexual desire.

3. **Who harasses, and how can they be identified?**
   There is really no typical abuser. Some sources give characteristics of typical or potential harassment, but these cannot be positively identified until harassment has been committed. Anyone can harass, just as anyone can be a target of harassment regardless of sex, sexual preference, age, or professional position.

4. **What is the difference between sexual harassment and sexual attraction?**
   Sexual harassment is a form of discrimination and may have nothing to do with physical attraction. It is a misuse of power. From the beginning, the harasser is out to prove his or her power or dominance over the victim. The harasser’s goals are usually intimidation and control, not the pursuit of a mutually satisfying relationship.

5. **Who are the most frequent victims of sexual harassment?**
   Early statistics on sexual harassment indicate that this was a problem of working women. Additional studies show a growing problem for men as well. There is also an increase of homosexual harassment incidents reported.
6. Can sexual harassment claims be made by an employee even if that employee consented to sexual activity?
   Yes. Submission to sexual activity by an employee citing sexual harassment is not a defense an employer can use to avoid liability in a sexual harassment suit. The employee may have consented to sexual activity only after pressure from the harasser.

7. What do most people want as a result of filing a sexual harassment claim?
   Studies show that the majority of these people just want the harassment to stop. More and more people are filing complaints to employee-rights agencies such as the Equal Employment Opportunity Commission because employers fail to take action. It's interesting to note that most people who have been harassed quit or transfer out of their offensive work environment.

8. How can sexual harassment be prevented?
   The best method to stop harassment is to prevent it from happening. Prevention begins with an attitude that sexual harassment in any form will not be tolerated.
Subject: Youth Protection in Camp

Time Frame
1 hour, 30 minutes

Instructional Objectives
At the end of this session, staff members will be able to
- Define the BSA’s Youth Protection program.
- Explain the session for Youth Protection camp staff training.
- Recognize the action plans for the following:
  —Incidents of suspected child abuse
  —Violations of Scouting’s Barriers to Abuse
- Explain how to respond to and report suspected child abuse.
- Explain the BSA Youth Protection policies related to a camping situation.
- List precautions that help protect youth.

Other Takeaways
- Youth Protection is an important part of staff training and everyday life at camp.
- It is important that all staff members know the BSA’s policy on Youth Protection, as well as specific policies for their council.
- Every member of the BSA must take Youth Protection training using the online training course at MyScouting.org or leader-facilitated training. This also includes all key members of your camp staff as listed in the standards.

Materials for Distribution
- Camp Leadership—Youth Protection Begins With You™, No. 623-127
- How to Protect Your Children from Child Abuse: A Parent’s Guide, No. 100-014 (Cub Scouts) and 100-015 (Boy Scouts)
- Scouting’s Barriers to Abuse
- Youth Protection hang tag, No. 100-113 (English) and 100-116 (Spanish)

Methods and Overview
- Lecture
  - Discuss these situations concerning youth protection in a manner in which the policies are explained. It is important for participants to know the policies and to know their resources. If a participant appears uncomfortable for any reason, it may be appropriate to have a discussion with that person separately. Any such concerns should be discussed privately.
  - This session should remind them of what they learned on the prerequisite training and reinforce what they need when they train their staffs on the topic, who will also be taking the online course.
- Group project:
  —Staff training
  —Camp Security
  —Child-release procedures
  —Stress management

LESSON PLAN: Youth Protection in Camp

Introduction
Define the BSA’s Youth Protection program. Note that the BSA’s Youth Protection program is designed to reduce opportunities for the abuse of youth in the Scouting environment.

Show Camp Leadership—Youth Protection Begins With You™, No. 623-127. Inform participants that material for this part of the presentation is taken from this resource.

The Boy Scouts of America will not tolerate any form of child abuse—neglect, emotional abuse, physical abuse, or sexual abuse—in any phase of its program and will report all offenses to the proper authorities.

Indicate that youth protection is a very serious matter in the BSA, and camp directors and program directors need to be trained and educated about youth protection issues. Emphasize that while camp staffs are unlikely to encounter situations of neglect or abuse, they need to recognize indicators of abuse and clearly understand the procedures of reporting the abuse according to BSA policies and local government regulations.
Signs of Abuse and Neglect

Emphasize that youth may be abused
- In their homes by parents or siblings
- At school by teachers or other students
- In their neighborhoods by adults and other youth
- Even in Scouting by other youth, leaders, or volunteers

Remind everyone that Youth Protection Begins With You™.

Youth Protection Begins With You™

**Position Statement**

Youth protection can best be achieved through the shared involvement of everyone in Scouting.

**Program Framework**

Youth protection relies upon the shared involvement of everyone in Scouting. This includes the following individuals:
- **Volunteers and leaders** who create a culture of awareness and safety within their units and councils and ensure their units follow the BSA's Youth Protection policies
- **Parents** who monitor and participate in their children's activities and teach them personal safety skills
- **Scouting professionals** who increase the awareness of the BSA's Youth Protection policies, make training available to everyone, encourage all Scouting units to include personal safety awareness education in their programs, and enforce Youth Protection policies in all council-sponsored activities
- **Anyone** who becomes aware of possible abuse within Scouting who must report any suspicion to the proper authorities for review and investigation and notify the Scout executive immediately

What's New?

Camp directors and Scout executives or designees are urged to review the training curricula for BSA camp staff, as key Youth Protection updates have been made, including the following:

**Mandatory Reporting of Child Abuse Policy**

The BSA mandatory reporting of child abuse policy requires an immediate report to applicable law enforcement or required authorities and notification to the camp director, Scout executive, or designee. Clearly inform camp leadership of the after-hours contact information and the notification procedure.

**Mandatory Reporting Action Plan**

1. Stop the abuse immediately.
2. Separate the parties involved.
   - If the abuse is adult on youth, require the adult to leave the location.
   - If the abuse is youth on other youth, separate the offender from the group while maintaining adequate supervision.
3. Request any assistance you need.
4. Notify the proper authorities. If the activity is criminal or requires medical assistance, call 911.
5. Contact the Scout executive or camp director immediately. Your Scout executive or camp director will provide information for response notifications.

Due to the nature of the camping activity, you will need to maintain your supervision of youth in the program. BSA policy states you may not abdicate your reporting responsibility to someone else. However, it is not abdication to notify the camp director or Scout executive to assist in the reporting process. You will be required to share your knowledge of events to responding authorities.

**Scouting’s Barriers to Abuse**

The BSA has adopted the following policies for the safety and well-being of its members. These policies are primarily for the protection of its youth members; however, they also serve to protect adult leaders.

- **Two-deep leadership on all outings required.** Two registered adult leaders, or one registered leader and a parent of a participating Scout or other adult, one of whom must be 21 years of age or older, are required for all trips and outings. There are a few instances, such as patrol activities, when the presence of adult leaders is not required and adult leadership may be limited to training and guidance of the patrol leadership. With the proper training, guidance, and approval by the troop leaders, the patrol can conduct day hikes and service projects. Appropriate adult leadership must be present for all overnight Scouting activities; coed overnight activities—even those including parent and child—require male and female adult leaders, both of whom must be 21 years of age or older, and one of whom must be a registered member of the BSA. The chartered organization is responsible for ensuring that sufficient leadership is provided for all activities.

- **One-on-one contact between adults and youth members prohibited.** In situations that require personal conferences, such as a Scoutmaster’s conference, the meeting is to be conducted in view of other adults and youth.

- **Separate accommodations for adults and Scouts required.** When camping, no youth is permitted to sleep in the tent of an adult other than his or her own parent or guardian. Councils are strongly encouraged to have separate shower and latrine facilities for females. When separate facilities are not available, separate times for male and female use should be scheduled and posted for showers. Likewise, youth and adults must shower at different times.

- **Privacy of youth respected.** Adult leaders must respect the privacy of youth members in situations such as changing clothes and taking showers at camp, and intrude only to the extent that health and safety require. Adults must protect their own privacy in similar situations.

- **Inappropriate use of cameras, imaging, or digital devices prohibited.** While most campers and leaders use cameras and other imaging devices responsibly, it has become very easy to invade the privacy of individuals. It is inappropriate to use any device capable of recording or transmitting visual images in shower houses, restrooms, or other areas where privacy is expected by participants. (See Social Media Guidelines later in this lesson.)

- **No secret organizations.** The Boy Scouts of America does not recognize any secret organizations as part of its program. All aspects of the Scouting program are open to observation by parents and leaders.
- **Hazing prohibited.** Physical hazing and initiations are prohibited and may not be included as part of any Scouting activity.
- **Bullying prohibited.** Verbal, physical, and cyber bullying are prohibited in Scouting.
- **Youth leadership monitored by adult leaders.** Adult leaders must monitor and guide the leadership techniques used by youth leaders and ensure that BSA policies are followed.
- **Discipline must be constructive.** Discipline used in Scouting should be constructive and reflect Scouting’s values. Corporal punishment is never permitted.
- **Appropriate attire for all activities.** Proper clothing for activities is required. For example, skinny-dipping or revealing bathing suits are not appropriate in Scouting.
- **Members are responsible to act according to Scout Oath and Scout Law.** All members of the Boy Scouts of America are expected to conduct themselves in accordance with the principles set forth in the Scout Oath and Scout Law. Physical violence, theft, verbal insults, drugs, and alcohol have no place in the Scouting program and may result in the revocation of a Scout’s membership.
- **Units are responsible to enforce Youth Protection policies.** The head of the chartered organization or chartered organization representative and the local council must approve the registration of the unit’s adult leader. Adult leaders of Scouting units are responsible for monitoring the behavior of youth members and interceding when necessary. Parents of youth members who misbehave should be informed and asked for assistance. Any violations of the BSA’s Youth Protection policies must be reported immediately to the Scout executive.

**Youth Protection Violations (Non-Abuse) Action Plan**
BSA policy requires action if a violation occurs. Anyone aware of a violation should do the following:
1. Stop the policy violation immediately.
2. Separate the parties involved.
3. Request any assistance needed.
4. Take corrective action.
5. Notify the camp director, Scout executive, or designee so appropriate action can be taken.

**Social Media Guidelines**
Social media, such as text messages, email, community and personal websites, and blogs, are all popular forms of communication. However, camp staff members must be especially careful how they use these and other forms of communication. Under no circumstance should you discuss or transmit personal or inappropriate information with a camper, leader, or another staff member.

Not only can these forms of communication be misinterpreted, they can also be widely dispersed, including the possibility that such postings will resurface many years later, resulting in embarrassment. It is strongly recommended that all electronic communications follow the spirit of BSA Youth Protection policies of
- Two-deep leadership
- No one-on-one contact between adults and youth members
An expanded discussion of this topic can be found here: www.scouting.org/scoutsource/Marketing/Resources/SocialMedia.aspx.

**Camp Staff Conduct**

Although camp staff members are often only slightly older than campers, they must conduct themselves in an appropriate manner at all times. Staff members are role models for young and impressionable campers. Because staff members are also members of the camp community for the summer, they must adhere to a code of conduct that promotes a safe and healthy environment for all. This applies whether on or off-duty. The Scout Oath and Scout Law are excellent guidelines for conduct in all settings.

Physical contact between adults and youth should be kept to a minimum. Using common sense, it is acceptable to
- Shake hands
- Pat a boy on the back
- Give a high-five
- Touch when demonstrating or teaching a skill, such as first aid or when taking action to prevent an accident

It is unacceptable to
- Give long hugs or initiate frontal hugs
- Give massages
- Engage in wrestling or other physical horseplay
- Give pats on the buttocks
- Administer corporal punishment
- Play favorites

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**Group Project**

Divide the staff members into four groups. Give each group 15 minutes to work on one of the exercises listed below. Each group will then present its work to the rest of the group for further discussion and critique. Issue each group a subject outline from below as reference material for its presentation.

A. **Staff Training.** Develop a BSA Youth Protection training plan for camp staff members.

B. **Camp Security.** Develop a security plan for dealing with camp visitors and intrusion by unauthorized persons.

C. **Child-Release Procedures.** Develop a written procedure for release of campers to parents or to persons other than the legal parent or guardian, and for verification of no-shows at camp check-in time.

D. **Stress Management.** Develop an idea list for dealing with stress management with camp staff and volunteer leaders.
Developing a Youth Protection Training Plan for Camp Staff

Prior to the beginning of camp, staff members need to have some basic information concerning child abuse and their responsibilities if child abuse is disclosed or suspected during a camp session.

Camp Leadership—Youth Protection Begins With You™ contains most of the basic information on child abuse every camp staff member needs to know. In addition, every staff member should receive a copy of the written procedures to be followed in that particular camp. These procedures, formulated by the Scout executive and the council’s legal counsel, must include the person—usually the camp director—to whom all reports of suspected child abuse must be made. Procedures should incorporate any statutory reporting requirements.

Developing a Camp Security Plan

Point out the national standards for procedures for possible intrusion by unauthorized persons. Each camp must have written procedures for release of campers and for verification of no-shows at registration.

An important aspect of youth protection at camp is having some control of visitors to the camp. The Scout uniform is a powerful validation symbol, making anyone wearing one seem to be in the right place at a Scout camp. Unfortunately, almost anyone can obtain a uniform, whether or not that person is registered in the program. Therefore, the security measures suggested herein apply to all individuals on camp property.

Identification of Staff Members and Campers. Everyone in attendance at the camp must wear identification that signifies legitimate participation in the camping program. Wristbands, such as those used in hospitals, are a simple way to accomplish this. Wristbands come in various colors that can be changed from week to week, affording greater security. A special nametag could serve a similar purpose, but probably at greater expense.

The importance of wearing the identification should be stressed when the unit checks in. It is not necessary to explain the youth protection aspect of this identification beyond its signifying a properly registered participant in the camp program.

Identification of Camp Visitors. All visitors to the camp must sign in at the camp office. A guest book for this purpose should be maintained, and positive identification should be required. At the camp entrance, post a sign informing visitors of this policy. Have every visitor wear a special nametag that will easily identify the person as a legitimate visitor. (A secondary benefit is that this enables camp staff members to extend courtesies to visitors and assist them when necessary.) Upon conclusion of their visit, guests should sign out so that camp administrators will know who is on camp property at all times.

Any time a person is spotted in camp without either a visitor's nametag or camp participant identification, that person should be escorted to the office to sign in (and so staff personnel may determine why that person is on camp property).

Developing Child-Release Procedures

It may be necessary, either expectedly or unexpectedly, for a camper to leave camp before the scheduled end of the camp session. Authorization for allowing the child to leave must be obtained from the custodial parent, who must sign a permission slip.

With the rise in single-parent families, abductions by noncustodial parents have become more common. It may be necessary to verify the custodial status of a parent prior to the surrender of the child.
The camp’s permission slip should include a listing of individuals authorized to pick the child up in the event that he must leave camp before his unit’s departure. Any early departure should be verified with a phone call to the parent who signed the permission slip. The unit leader also should be consulted.

**Other Camp Security Concerns.** The BSA policies that were mentioned earlier are an integral part of every camp’s security planning. Other measures that should be implemented include the “buddy system” whenever campers are away from their campsite.

Insist on proper clothing for program activities; nudity is appropriate only in the showers. Skinny-dipping is never appropriate. Survey the camp and camp program and ask, “Where is there opportunity for abuse to occur, and how can we minimize that risk?”

Staff members can avoid compromising situations where campers may be present by having another staff member or adult leader present.

**Developing Stress Management Techniques for Camp Staff and Volunteer Leaders**

Camp living may create stress in staff and volunteer leaders. Be alert to the signs of stress in staff and volunteer leaders.

Stress can be an insidious influence on the camp program and could lead to some type of unintentional abuse of campers by their caretakers. To combat the effects of stress, the camp staff and volunteer leaders should monitor their own attitudes as well as be watchful and aware of how other leaders are functioning. Staff members should know that it is appropriate to intervene in situations that appear to be getting out of hand and in which camp leaders or other staff members may be reacting inappropriately. Precamp training should stress teamwork and mutual concern so that a staff member who is thought to be responding poorly to stress will react positively to suggestions that some time be spent away from campers to help diffuse the stress.

During precamp training, emphasize the need for staff members to plan part of each day to get away from campers and meet some of their own personal needs. By planning for this, it should be possible to get personal time as well as fully meet the requirements of their camp positions.

Ask staff members to write personal letters to themselves documenting their own goals for the summer. Have them include a description of their responsibilities at camp and add the one or two things they will do each day to help keep themselves recharged. Have them place their letters in stamped, self-addressed envelopes, and as the season progresses, mail the letters on a staggered schedule. The letters may provide a topic for discussion during a camp staff meeting midseason.
The possibility of child sexual abuse occurring at BSA camps is highest in units with marginal leadership. In order to provide the most successful camp experience for the youth in such units and to reduce the stress that their leaders may feel, these units need to be monitored closely.

Camp directors should be alert for those units coming to camp with unit leaders who are “lone rangers” and do not participate fully in the program of the camp. Encourage camp commissioners to make frequent visits to such units and ensure that the Scouts in those units receive the full benefit of the program, as well as being alert to the possibility of abuse. This role is in keeping with the functions of the camp commissioner as outlined in *Camp Program and Property Management*.

The camp commissioner is the staff member most likely to be observing unit activities in the campsite and to have contact with the Scouts in the units served. The camp commissioner serves as a helper to unit leaders, as well as the eyes and ears of the camp director. Being alert to possible child abuse is a natural function of the camp commissioner, but the commissioner must perform this duty sensitively to avoid creating mistrust between unit leaders and the camp commissioner.
Subject: Camp Staff Morale and Discipline

Time Frame
90 minutes

Instructional Objectives
At the end of this session, staff members will be able to
• Describe a camp staff environment that will result in high staff morale.
• Explain how common discipline problems will be handled.
• State what the Declaration of Religious Principle is.

Training Aids and Equipment Required
• Camp Program and Property Management, No. 20-920
• Summer Camp Staff Training Guide, No. 430-037
• Camp Staff Management and Morale, No. 20-950
• National Camp Standards kit for Cub Scout/Boy Scout/Venturing Resident Camps, No. 430-108

Materials for Distribution
• The BSA’s Declaration of Religious Principle, one copy per participant (appendix)
• Camp Staff Members Are Most Productive When (appendix)
• Motivators and Satisfiers (appendix)

Methods and Overview
• Minilecture: Key Factors for a Happy Camp
• Minilecture and group discussion: Staff Morale and Discipline
• Minilecture: Maintaining a Happy Camp
• Minilecture: Discipline vs. Punishment
• Minilecture: Morale Through Leadership

LESSON PLAN: Camp Staff Morale and Discipline

Key Factors for a Happy Camp
Explain that staff morale and discipline often hinge on several factors. Point out the following:
• Every staff member has an important position. Neither positions nor staff members are taken for granted.
• Every staff member should do the assignment well. You know when you’ve done well because you know what is expected of you individually as well as a group.
• Every staff member will receive recognition for a job done well. Noteworthy staff performance will be acknowledged at staff gatherings.

Needs of Staff Members
Acknowledge that all staff members have certain needs that must be met to achieve a successful camp.
• Basics: food, shelter, sleep.
• Administrative items taken care of: personal, tools to do the job.
• Understand their role in camp and on the job; a clear understanding of expectations.
• Fraternal: Be a part of the group on and off the job.
• Nurturing and mentoring to success.
• Sharing leadership.
• Recognition.
Staff Morale and Discipline

Explain to staff members that one of the desired outcomes of this session is a camp that has high staff morale.

**Key Factors**

Tell staff members: *Staff morale and discipline often hinge on several factors.*

On the flip chart, note and discuss the following points.

- Demonstrate concern for the characteristics and needs of the staff members.
  - Staff supervisors express personal interest in the success of their staff as individuals and as a group. A daily visit to an activity area or campsite, a smile, a compliment such as “good job,” a pat on the back, saying something nice—all are ways to recognize staff members.
  - Formally evaluate staff members periodically but give informal feedback on performance regularly.
  - Compliment your staff members frequently on what they did well and give suggestions on how to improve their performance.
  - Present staff members with free staff T-shirts, name tags, patches, and other tangible symbols of their membership on the team.
  - Provide staff members opportunities to give feedback at all levels of camp organization.
  - Have staff members list other ways campers, unit leaders, and staff members can be recognized.

- Ensure that staff members have a clear understanding of the ground rules and what is expected of them.
  - Distribute position descriptions for every staff member. Involve the staff member in developing the description.
  - Prepare and distribute a staff guidebook that provides staff members with essential information including camp standards and rules.

- These basic staff principles will be followed:
  - Salaries are confidential.
  - Days off will be scheduled and honored.
  - Mail will be handled expeditiously and privately.
  - The staff will have a lounge (where noise will not affect troop sites).
  - Staff members are housed in comfortable quarters.
  - Staff members will be recognized for their accomplishments with special recognition such as a staff scholarship, movie passes, phone card, or gift certificate.
  - Occasional staff special events will be planned.
  - The staff will be provided with good, well-prepared food.

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**Scout Oath or Promise and the Scout Law**

The Scout Oath or Promise and the Scout Law are practical guidelines for the conduct of the staff. Point out to staff members that, without exception, every activity in camp can be related to Scouting’s guiding principles. “Preaching” sometimes produces a negative reaction, but a gentle reminder that the camp stands as the epitome of Scouting to the campers is bound to have a positive effect on camper morale and behavior.
**Example and Attitude**

Point out that campers follow the lead established by the camp staff. Staff members who reflect a positive attitude, enthusiasm, courtesy, and show genuine concern for others model this behavior for Scouts who attend camp.

Emphasize that every staff member’s job is essential to the success of the camp program. The camp administration is vitally concerned with helping every staff member succeed in doing an important job well. Recognizing outstanding staff performance is as important as pointing out where improvement is needed.

Staff members will appreciate both praise and an honest evaluation. Every staff member has a desire to do well—wise staff supervisors will help their staff attain that objective. A supervisor’s own success is measured by the success of the staff.

**Staff Appraisal**

Most camp staff members sincerely want to do a good job. Two appraisals of each staff member during the camp session will check possible weak points and express appreciation for a job done well. Our appraisal periods are scheduled for: __________________________

______________________________

**Principles of Staff Morale**

Help prevent problems before they arrive by developing plans for

- Communication
- Negotiation
- Relaxation
- Recognition

Discuss with camp staff what plans might be developed. Ask staff members to complete Camp Staff Members Are Most Productive When. Discuss their responses to the questions. Distribute Motivators and Satisfiers. Point out that this applies to campers as well as camp staff.

Ask participants to turn to *Camp Program and Property Management* and National Camp Standards for Cub Scout/Boy Scout/Venturing Resident Camps. Have them review all material relative to staff morale.

**Policy on Religion**

Have each staff member take a copy of the Declaration of Religious Principle of the Boy Scouts of America. Point out that acceptance of this policy is a condition of registration with the Boy Scouts of America and therefore a condition of employment for any member of the camp staff. Review the statement enough to ensure that this is understood.
Discipline vs. Punishment

Point out that many people confuse discipline with punishment. For our purposes, discipline is self-control. Good discipline is based on respect, group participation, a positive approach, and a warm, relaxed atmosphere.

Every Boy Scout and every Scout camp has certain rules and standards. If the rules and standards are reasonable, have a purpose, are clearly understood and fairly enforced, and if the camp staff members themselves coach them, campers generally will maintain their own discipline.

Explain to staff members that every camp sooner or later will have behavior problems with one or more campers or leaders. This should be anticipated. Camps deal with human beings; none of us is perfect. These problems are most effectively met with counseling rather than punishment.

It may be found that the individual with a problem is no longer able to make a real contribution to the camp. It may be in the individual’s best interest to depart from camp. When and if this occurs, it should be the result of several thoughtful counseling sessions rather than a "drumhead trial" followed by dismissal.

Morale Through Leadership

Remind the participants that campers with high morale are the direct result of perceptively sympathetic and understanding leadership. A happy staff produces a happy camp, which produces a happy program for the staff and the Scouts we serve.
Subject: Effective Teaching/Learning Strategies

Time Frame
2 hours

Instructional Objectives
At the end of this session, each staff member will be able to
• Tell why effective learning strategies are of major importance in helping Scouts become successful.
• Teach someone else a skill.
• List five elements of effective teaching/learning.

Training Aids and Equipment Required
• Flip chart and markers
• Methods of hanging posters—wall and masking tape or clothesline and clothespins.
• Scoutmaster Handbook, No. 33009

Materials for Distribution
• One adhesive bandage per participant, plus six extras
• Differences Between Children and Adults as Learners (appendix)
• Factors that Can Enhance Effective Learning Strategies (appendix)

Methods and Overview
• Minilecture and demonstration: The Adhesive Bandage
• Minilecture and discussion: The Learning Process
• Minilecture and discussion: The Process of Effective Learning
• Minilecture: Recycling Information and Relearning
• Group exercise: Learning Takes Practice

LESSON PLAN: Effective Teaching/Learning Strategies

Preparation
As the staff members enter the meeting area, distribute one regular-size adhesive bandage to each. Tell them that this is a mini-first-aid kit and ask them to put it safely away somewhere on their person “so it will be handy in an emergency.”

Warm Up
Warm up the group with a lively stunt or action song. Announce that the subject to be covered is effective learning. Explain that all of us in camp staff positions are involved in making sure effective learning occurs at our summer camps.

The Adhesive Bandage
Ask one of the staff members to come forward. Give that person an adhesive bandage. Ask the volunteer to pretend that he or she has scraped the knuckle of an index finger and to apply the adhesive bandage to the knuckle. Unless the volunteer has seen this demonstration before, he or she will almost always stick the bandage completely around the finger.

Admire the work, then ask the person to flex the finger. Ask: What happened? Did the tape bunch up under the joint and the gap open on top to let in all the germs?

Ask the person to remove the bandage and apply a new one. This time, have the volunteer wrap the bandage in a spiral over the knuckle. Explain how, when flexing the finger, the bandage stays neatly in place. Ask: You learned something new, didn’t you?

(If the staff member knows about the spiral bandage and applies it that way, point out the advantages to the group.)
Another Adhesive Bandage Demonstration

Now ask all staff members who are left-handed to raise their left hand high in the air.
Now ask all the right-handed staff members to raise their right hands.

Ask: You have just deeply scraped the index finger knuckle of the hand that is in the air. It is all bloody, and you can’t use the hand. Remember your mini-first-aid kit? Take out your adhesive bandage and apply it in a spiral to the injured knuckle. No fair using the injured hand!

Because staff members are using their “wrong” hand, there will be lots of fumbling. Many will have placed their adhesive bandage in their wallet and will have a real struggle getting it out. There is bound to be lots of humor as the group struggles.

The Learning Process

Make the Point

Ask: What did we just learn? Accept responses from the group and emphasize the following:

• An adhesive bandage on a spiral lets you bend your finger.
• It is hard to do something with only one hand, very hard when it is your “wrong” hand.
• A shirt pocket is a good place to carry an adhesive bandage—you can get to it with either hand.
• This is a good demonstration to use with a patrol or troop.

What We Really Did

Point out what the group really did was demonstrate how learning can be managed.
Ask: Wasn’t it more fun than a lecture on adhesive bandages? You all got involved. Wasn’t this better than hearing a speech or watching a demonstration?

The Process of Effective Learning

Explain that the most effective learning occurs from the point of view of the learner.
Effective learning consists of setting up (or taking advantage of) a situation that can be used to involve a group or individual in action that results in something being learned.
There are five parts to this process. (List them on the flip chart.)
1. Learning objectives
2. The discovery experience
3. Teaching/learning
4. Application
5. Assessment and evaluation

Point out that these are part of a process. With one exception, they are not necessarily steps that must be followed in any particular order. Look at each part.

Learning Objectives

Write “Learning Objectives” on the flip chart. Ask: What do you think this means? Accept suggestions and summarize by writing, “What the person should be able to do as a result of the learning.”

Point out that if you are making some sort of presentation at camp, the learning objectives should be written out in advance so you will know what you want to achieve. For informal situations, the objectives wouldn’t be written out, but the instructor would have them in mind.
Merit badge requirements provide an excellent example of what Scouts should be able to do after a skill has been taught.

Ask the group to imagine that they are going to teach a patrol three knots used to tie a rope to a stake or pole. The clove hitch, two half-hitches, and taut-line hitch have been selected. Ask: What would the learning objective be? Accept a response like the following.

At the end of the session, each participant will be able to
• Properly tie the clove hitch, two half-hitches, and the taut-line hitch.
• Explain situations where these knots would be useful.
• Use these knots in a real outdoor situation.

Remove and post the flip-chart sheet.

The Discovery Experience

Another vital part of managing learning is what we might call a “discovery experience.” Write the words on the flip chart. Ask: What do you think this means?

Explain that a discovery experience is any sort of occurrence that has three results. Write headings on the flip chart as you describe them.

1. Knowledge is confirmed. People discover what they do know. Up to now, they may not have been sure.
2. A need to know is established. People discover that they do not know something that they must know in order to succeed in what they want to do.
3. Motivation is kindled. They discover that they want to learn more.

Point out that sometimes a discovery experience just happens. An alert staff member can then turn this happening into a learning experience. Often, an instructor will set up a discovery experience—like the adhesive bandage stunt.

Ask: What kind of a discovery experience might lead up to a skills session on these three knots? Accept suggestions from the group. Which discoveries might have just happened; which might have been contrived?

Note the need for some guided discovery experiences. Some learning situations will suggest themselves. The astute teacher capitalizes on opportunities for teaching/learning and helps manage learning in a productive manner.

Remove and post the flip-chart sheet.

Teaching/Learning

Explain that once the discovery experience has shown you what the person already knows, you have some choices to make:
• Stop. The person knows and can do what is desired. The learning objectives have been met.
• Subtract what the person knows from what is desired and work on what the person needs to know.
• Give the person the full instruction session. People will learn what they need to know and will review what they already know.

Say: Now you will do some teaching and the other person will do some learning.
Write “Teaching/Learning” on the flip chart and state that this is the most important part of the process.

**How We Learn**

State that there are three basic ways that we learn: hearing, seeing, and doing. Ask the group to recall what has been talked about so far in this session.

**Hearing.** Write “Hearing” on the flip chart and ask for ways we learn by hearing. Aim for the following and list on the chart:
- Lecture
- Discussion
- Information conversation
- Dramatization

Recall the session so far. Ask: *What are some of the things we have learned by hearing?* Solicit a response from the group.

**Seeing.** On the flip chart write “Seeing.” Ask for ways we learn by seeing. Aim for the following and list them on the flip chart.
- Reading material
- Displays
- Visual arts, filmstrips
- Flip charts and posters
- Demonstrations
- Movies and TV

Ask: *What are some of the ways we have learned by seeing?* Solicit a response from the group.

**Doing.** Write “Doing” on the flip chart. Ask: *How might we learn by doing?* List the responses on the flip chart, and aim for the following.
- Trial and error
- Figuring it out for yourself
- Experimenting
- Doing what we’ve seen or heard others do

Ask: *What are some of the things we have learned by doing?* Solicit a response from the group.

**Minidiscoveries**

State that good teaching is really a series of minidiscovery experiences. The task or skill or idea is broken down into simple steps so learners can confirm what they *now* know, *need* to know, and *want* to know. Each step should lead to some success; that is important to keep learners encouraged that they are making progress. Remove and post the flip-chart sheet.

**Application**

Write “Application” on the flip chart. State that this is another part of effective teaching. Ask: *What does this mean?* Accept suggestions from the group and summarize by writing the following on the flip chart: Using what you have learned to see how it works.
Ask: *What were some of the applications used in the adhesive bandage stunt?* Solicit responses from the group.

Ask: *What are some of the applications that could be used in the session on knot-tying?* Solicit responses from the group.

Ask: *Would a game be a good application?* Refer to the Knot-Tying-Relay, in the *Scoutmaster Handbook*.

Post the responses on the flip chart.

**Assessment and Evaluation**

**Assessment**
Ask staff members:
- *What did you learn from this exercise?*
- *How well did you learn it?*

**Evaluation**—A judgment based upon the assessment.

State that a very important part of effective learning is assessment and evaluation. Write these words on the flip chart. Ask: *What do you think these words mean?* Accept suggestions and summarize by writing the following: “Review what happened to see if the objectives were met.”

Remind staff members that assessment and evaluation are almost constant in everything we do. We ask ourselves, “Did it work? Do I understand? What do I do next?” Remove and post the flip-chart sheet.

**Recycling Information and Relearning**

Ask: *What do you do if you assess and evaluate and discover that the person has not learned what you tried to teach?* Accept suggestions and summarize by explaining the need to recycle—teach it again. The approach may have to be changed, you may have to slow down, the steps may have to be simplified.

**Summary**

Referring to the sheets that have been posted, point out that effective teaching involves several leadership skills. Ask: *What are they?* Seek responses from the group and make the following points:
- You must understand the individual’s or group’s needs and characteristics. The needs will tell you what learning is required. The characteristics will suggest how to teach.
- You will need to know and use the resources available.
- Good communication is vital.
- The skill of representing is used as you teach effectively. You are representing a plan, program, or idea to the person you are working with.

Emphasize that effective learning always starts with learning objectives, but the other parts seldom need to follow in exact sequence. A learning experience will involve many discoveries, continuous evaluation, teaching/learning in several steps, and frequent applications (which will be evaluated), that will lead to further discovery, and so on.
Learning Takes Practice

Explain that you now want all members of the group to experience this process.

Organize the staff members into small groups.

Ask each group to develop an outline of how it would teach a Scout skill in camp using the steps described as part of Effective Learning Strategies.

Tell each group that it can determine its own topic. Also, tell each group that it will share its plan with the larger group.

Allow time for each group to develop its plan, then reassemble the large group to share what was done.

Summarize this activity by asking each participant to indicate how he or she learns best.

Effective teaching includes:
1. Methods of teaching
2. Means of organizing instruction
   — Direct instruction
   — Guided discovery
   This includes the development of lesson plans.

Remind everyone that knowing the characteristics of the group, making learning interactive, and having FUN will help make summer camp a great experience!
Subject: Advancement in Camp

Time Frame
45 minutes

Instructional Objectives
At the end of this session, each staff member will be able to
• Describe the role of advancement as a method of Scouting and how it is achieved in camp.
• Tell how the camp achieves a balance of advancement with other camp programs.
• Describe the role and importance of a well-run First Class Emphasis Program in camp.
• State the importance of maintaining advancement standards and records.

Training Aids and Equipment Required
• TV and DVD player
• Boy Scout Advancement video, No. AV-02DVD01
• Boy Scout Aims and Methods posters (appendix)
• Baden-Powell Quotes (appendix)
• Guide to Advancement, No. 33088
• Boy Scout Requirements, No. 33216
• Boy Scout Handbook, No. 34554
• Hot 10 List (appendix)
• Boy Scout Resident Camp First-Time Camper Program, No. 33498

Materials for Distribution
A copy of the opening questions (in this lesson plan subject) for each staff member

Methods and Overview
• Minilecture and small-group discussion: Understanding Advancement
• Audiovisual presentation: Boy Scout Advancement
• Minilecture: The Role of Advancement in Camp
• Brainstorming: Preparing Scouts for Advancement in Camp

LESSON PLAN: Advancement in Camp

Understanding Advancement
Divide staff members into groups and hand out these questions. Give the groups five minutes to discuss the questions and then present their answers to the section for comment.

Opening Questions
• Why is advancement one of the eight methods of Scouting? What four steps must a Scout go through to advance?
• What are the differences between Cub Scout advancement and Boy Scout advancement methodology?
• Why is getting a Scout to First Class in 12 to 18 months so important?
• What does the statement “The Advancement Standard—no more, no less” mean? Is this right? Are there exceptions?
• Why do we have merit badges in Scouting?
• Is it important to offer more than just merit badge work at camp? If so, why? How might you convince unit leaders of this?
• What is the role of troop leaders in camp as it relates to advancement?

It is important that all questions be handed out for discussion. To ensure instructional objectives are achieved, the instructor will need to make certain points on every question to cover all areas.
(An alternate method to introduce the advancement topic is to run it like a quiz show with the instructor acting as a master of ceremonies who asks questions of staff member teams. The first team to decide it has the right answer signals the MC. If its answer is wrong, another team can answer. The instructor consults in advance with the camping school director what recognition to give the winning team. Make the recognition worthwhile. Break the questions into subsets to devise more questions.)

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**Video Presentation**

Show the *Boy Scout Advancement* video.

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**The Role of Advancement in Camp**

The instructor needs to make specific points. This can happen after each group presents its answers. Or, if the quiz show approach is used, make all points at this time.

The instructor should make, in advance, charts of each of the summary points so participants can make accurate notes.

**Points to Be Made**

(Questions and answers)

**Q:** Why is advancement one of the eight methods of Scouting?

**A:** It recognizes a Scout for making and achieving a goal. It allows adult role models to say, “Well done, we’re proud of you,” as the Scout stands before his peers, when he has done something positive. In turn, he builds his self-confidence by meeting these measured challenges.

**Q:** What four steps must a Scout go through to advance?

**A:** Let’s turn to “Four Steps in Scout Advancement” under Mechanics of Advancement: In Boy Scouting and Varsity Scouting in *Guide to Advancement*.

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

**Q:** What are the differences between Cub Scout advancement and Boy Scout advancement methodology?

**A:** Cub Scouts advance

- When a boy does his best and Cub Scout leaders approve his progression.
- When he is passed primarily by his parents or occasionally by his leader.

Boy Scouts advance

- When they meet criteria set forth under “Four Steps in Scout Advancement” in *Guide to Advancement*. 
Q: Why is getting a Scout to First Class in 12 to 18 months so important?

A: When a Scout becomes First Class, national studies have found these things to be generally true:
• He will stay in the program an average of 18 months longer.
• He will adopt the ideals of the program and use them throughout his life.
• He will reflect back on his Scouting career as a positive experience.
• As an adult, he is significantly more likely to become an involved citizen, including becoming a Scout leader.

Q: What does the statement “The Advancement Standard—no more, no less” mean?

A: In order to achieve national consistency and to be recognized for instilling skills and values, the BSA has set specific standards a Scout must meet. Leaders and counselors can teach more than the requirements stated. But when it comes to testing and reviewing, the Scout must meet the requirements as stated—no more but no less—and leaders are expected to adhere to this standard.
• Tell participants that the exception is when a Scout has a medically recognized disability certified by a physician and the council advancement committee has given that specific Scout an alternative standard to achieve.

Q: Why do we have merit badges in Scouting?

A: There are several important reasons:
• To allow a Scout the opportunity to explore a variety of vocational and avocational fields in some depth.
• Merit badge counseling is career counseling and mentoring by an expert adult in a given field.
• Earning a merit badge forces a Scout to reach out, network, meet other people’s expectations, and expand himself. It parallels adult real-life expectations.
• Six of 10 Scouts who earn merit badges will find a vocational or avocational interest that will last a lifetime.
• Merit badge advancement gives a Scout an opportunity to relate to adults other than his parents or Scout leaders.

It is important to understand these reasons because they become the basis by which a camp selects and explains the merit badges it teaches. Often, camp leaders are asked to offer additional merit badges beyond those suited best to an outdoor setting. Merit badges required for the Eagle Scout rank are the most requested, such as Citizenship in the World. Camp directors and program directors need to realize many members of the camp staff aren’t expert enough or mature enough to instruct an even broader range of subjects.

Merit badge selection should consider:
1. The interests of Scouts
2. Resources of your camp and the outdoor setting
3. The abilities of your staff members

Camp leaders also must realize that many of the required merit badges take more time to complete than is available in camp. Camps and camp managers also must work to keep standards high and ensure that all requirements are met before a merit badge application is approved.
Q: Is it important to offer more than just merit badge work at camp? If so, why? How might you convince unit leaders of this?

A: Yes, for several reasons.

- In many camps, 60 percent of the Scouts are first-time campers. Reflect back on statements in the progressive planning session and in this session to understand the camp staff members' role in helping retain membership.

- Advancement is important, but there should be more to camp for a boy just to experience and enjoy. There are lots of lessons of life to be learned; not all of them come through advancement.

  Convince leaders by offering so many other exciting programs that Scouts will participate in them also. That way, they make their own choices. Scouts won't just choose advancement because it's the only thing to do. Strive to achieve a balance between fun programs and advancement.

Q: What is the role of troop leaders in camp as it relates to advancement?

A: Remember that the camp and its staff are in support of a troop's needs. Camp and program managers and staff members don't take over the troop. For rank advancement to First Class, a Scout can either learn in his troop site or attend a session sponsored by the camp. But it is up to troop leadership to test, review, and pass a Scout trying to meet the standard.

  For merit badges, a troop leader must approve a Scout taking a merit badge by first signing his merit badge card.

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Preparing Scouts for Advancement in Camp

Brainstorm on how a camp helps troop leaders prepare Scouts for advancement in camp. Ask them: What does a Scout need to do prior to arrival in camp?

Show samples of some typical methods camps use and mention these items:

- Pages from the camp manual on merit badges and rank advancement.
- The individual Scout's camp goal sheet.
- The precamp meeting 10 days prior to a leader's arrival in camp that occurs between the camp director and troop leadership.
Subject: Safety and Health at Camp

Time Frame
90 minutes

Instructional Objectives
At the end of this session, staff members will be able to

• List major areas in camp that present possible health and safety problems.
• State the specific health and safety protection that should be implemented in the areas listed.
• List the duties of the camp health officer and describe the function and services of the camp health lodge.
• Identify the health and safety provisions in the national standards for Scout camps that apply to the health officer’s camp responsibility.
• Conduct a precamp maintenance and sanitary inspection.

Training Aids and Equipment Required
• First Aid Log, No. 33681
• Camp Program and Property Management, No. 20-920
• National Camp Standards kit for Cub Scout/Boy Scout/Venturing Resident Camps, No. 430-108
• Annual Health and Medical Record, No. 680-001
• Flip chart and markers
• Camp Health Officer Training Course, No. 19-141—two computer discs, available from Council Services, BSA national office

Materials for Distribution
None

Methods and Overview
• Minilecture: A Safe Camp Is No Accident
• Group activity: What Are the Hazards?
• Group activity: Correct a Potential Hazard
• Minilecture: Camp Health Officer
• Minilecture: Medical Evaluations
• Minilecture: Camp Health Inspection
• Minilecture: First Aid and CPR

LESSON PLAN: Safety and Health at Camp

A Safe Camp Is No Accident
Tell staff members: According to the Congressional Record, Scouts and leaders are safer in a Scout summer camp than they would be in their homes. Yet they are living in the out of doors, subject to wind and storm, routinely exposed to sharp instruments, swimming, boating, running, climbing, hiking, and other adventures.

The fact of a Scout’s safety in camp is the direct result of the Boy Scouts of America’s commitment to firm but realistic health and safety standards.

What Are the Hazards?
Ask the staff members to consider areas that present potential health and safety problems in camp. Accept all suggestions and note them on the flip chart.

When the list is complete, review the items and ask the group to indicate those items for which they feel they have a direct responsibility. Check these on the flip chart.
Point out that the major causes of accidents that occur during BSA-related activities, in order of frequency of occurrence, are:

1. Vehicle accidents—staff members and leaders
2. Cardiac problems—primarily adults
3. Falls of all types
4. Drownings
5. Lightning strikes

Ask staff members how each of these major causes of accidents might be avoided. Ask them what measures their staff areas might take to avoid these types of accidents.

Using this chart, each staff group should prepare a risk management plan for its area of responsibility.

### Preventive Measures

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<tr>
<th>Type of Accident</th>
<th>Literature</th>
<th>Training</th>
<th>Rules</th>
<th>Protective Devices</th>
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When individual staff members become aware of the potential for an accident, they are more likely to take preventive measures. All staff members are expected to take responsibility for preventing accidents to themselves as well as to campers, leaders, and visitors. Factors that might cause an accident should be handled or reported immediately.

### Correct a Potential Hazard

Assign a set of potential problems to each group. Assign each group a problem and ask them to list suggestions to reduce or correct the potential hazard.

For each potential problem on its list, each group should also check National Camp Standards for Cub Scout/Boy Scout/Venturing Resident Camps to see which inspection standards apply.
Ask each group to report its findings. Discuss as needed to ensure that all participants are familiar with the inspection standards and the contents of *Camp Health and Safety*. The group research might have uncovered some potential problems that were not on the original list. If so, add these problems.

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**Camp Health Officer**

Review the function of the camp health officer as described in *Camp Health and Safety*. Stress the importance of the daily sick call, first aid, medical evacuation plans, serious accident or illness, records and reports, and water supply.

Stress also the need to record every visit to the health lodge in the First Aid Log. Note that the emergency case that goes directly from a program area to the hospital must be listed in the log also. Finally, call attention to the emergency procedures outlined on the inside of both covers of the First Aid Log.

In some cases a physician might be resident in camp. If so, this person probably serves as the camp health officer. If a physician is *not* resident in camp, arrangements must be made *in writing* for regular camp visits and for prompt emergency medical service from a local physician or medical group.

The nonresident camp physician issues standing orders for the camp health officer, who should be a registered nurse, emergency medical technician, member of a medical corps, or other fully qualified individual.

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**Medical Evaluations**

In order to provide better care for its members and to assist them in better understanding their own physical capabilities, the Boy Scouts of America recommends that everyone who participates in a Scouting event have an annual medical evaluation by a certified and licensed health-care provider—a physician (MD or DO), nurse practitioner, or physician assistant. Providing your medical information on the four-part Annual Health and Medical Record, No. 680-001, will help ensure you meet the minimum standards for participation in various Scouting activities. Note that unit leaders must always protect the privacy of unit participants by protecting their medical information.

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**Camp Health Inspection**

During the camp season, a daily inspection should be conducted. A suggested form is found in *Camp Health and Safety*. In a large camp, it might be impractical to inspect all troop sites every day; an every-other-day review would be a minimum. Food-handling areas must be inspected daily.

One of our objectives in Scout camping is to show boys how to protect themselves while enjoying potentially hazardous and risk-taking adventures. "If you hurt yourself or get sick, you’re out of action and that's no fun" is a better approach to health and safety than a long list of “thou shalt nots.” Reasons work better than rules.
Tell staff members: Each camp is required to have one camp staff member trained in first aid and cardiopulmonary resuscitation (CPR) / automated external defibrillator (AED) use for every 40 campers. The camp health officer, aquatics director, and ranger must have this training.

Tell staff members that for the protection of campers and leaders, it is advisable that persons trained in first aid and CPR/AED be available to all areas of the camp. It is strongly suggested that arrangements be made for camp staff members to receive this important training before the opening of the camp season. Dining hall personnel should be alerted to watch for “dining hall choking” and taught the simple action that can relieve the problem.

Summarize the preceding information with the following point: For every 40 campers, every camp must have one staff member trained in first aid and CPR/AED. The camp health officer, aquatics director, and ranger must be trained in CPR/AED.
Subject: Management of Camp Inventory and Equipment

Time Frame
30 minutes

Instructional Objectives
At the end of this session, each staff member will be able to
• State the importance of inventory control.
• Explain the camp procedure for maintaining inventory control.
• Tell how inventory control makes staff, leaders, and campers more responsible for proper use and maintenance of equipment and supplies.

Training Aids and Equipment Required
• Flip chart and markers
• Copy of camp’s opening inventory
• Copy of camp’s equipment issue and inventory record

Materials for Distribution
• Your camp’s equipment checkout form

Methods and Overview
• Group discussion: Why Control Inventory and Equipment?
• Minilecture: Our Investment
• Minilecture: Camp Procedures
• Group exercise: Your Responsibility

LESSON PLAN: Management of Camp Inventory and Equipment

Guide Notes
Ensure that your camp has a sound inventory and accounting system prior to camp opening. The business manager, camp director, or camp quartermaster should present this session.

Why Control Inventory and Equipment?
Ask staff members: How many of you have been required to sign for camp equipment or inventory since arriving in camp? How many of you understand the need for responsibility and control of camp equipment? Discuss their answers among the group.

Our Investment
Tell staff members: Our council has built up a considerable investment in camp property and equipment. Our camp offers striking evidence of the community’s support of Scouting. It is most important that everyone give council property the best possible care.

Our equipment and inventories are valued at $________________.
Camp Procedures
Show staff members a copy of the camp equipment issue and inventory record. Using the record as an example, explain the camp procedure for
- Signing out and turning in equipment
- Weekly inventory
- Maintenance of equipment
- Loss accountability
- Charges/rental procedure
- Expendable supplies procedure/accountability

Your Responsibility
Give each staff member a piece of paper and pencil. Ask them to list the following:
- Equipment or inventory for which they are responsible
- Inventory requirements
- What to do if loss or damage occurs
- Their check-in procedure

Turn the sheet in to your department head when you are finished.

Each department head should check each staff member’s list to evaluate his or her understanding of the equipment and inventory management procedures.
Subject: Campfire Leadership

Time Frame
1 hour 30 minutes

Instructional Objectives
At the end of this session, each staff member will be able to
• Tell why we have campfires.
• Describe the basic elements of a campfire.
• Share examples of campfire elements.
• Plan a campfire that is appealing and meaningful to youth.

Training Aids and Equipment Required
• Campfire Program Planner, No. 430-696
• Boy Scout Songbook, No. 33224
• Group Meeting Sparklers, No. 33122
• Cub Scout Leader How-To Book, No. 33832
• Flip chart and markers

Materials for Distribution
None

Methods and Overview
• Minilecture and group discussion: Why Have a Campfire
• Minilecture: Elements of a Campfire
• Minilecture: Types of Campfires
• Minilecture: Campfire Planning
• Minilecture and group discussion: Campfire Standards
• Group discussion and project: Putting It All Together

LESSON PLAN: Campfire Leadership

This fun instruction period includes sharing examples of campfire material. Careful planning to involve staff members and course participants will make the session more fun and memorable for all.

Why Have a Campfire

Begin this session by singing a rousing song or cheer. Ask the staff members: Why do we have campfires? List their responses on a flip chart. Guide the group to include the following:
• Fun—Enjoyment for all participants.
• Entertainment—The best kind of entertainment in the forest or camp setting.
• Fellowship—Deeper than just “fun”; here we bring the group closer together.
• Action—A time to let off some steam in a constructive, enjoyable way.
• Adventure—A well-performed campfire can be a memorable experience.
• Education—Teaching new skills and learning new things.
• Inspiration—A great opportunity to build the character of our Scouts.
• Leadership Development—An opportunity for a Scout to perform before a group.

Elements of a Campfire

During this portion of the session, use a chef’s outfit and a big pot for a great visual aid. As you discuss each element, have a staff member demonstrate a short example of each.

A campfire program is like a great stew. Each ingredient is good by itself. Each ingredient adds and complements the others. The stew is best when each ingredient is added in the proper amount and in the proper order. Campfire programs are created the same way.
Opening Ceremonies

The opening ceremony sets the tone of your campfire program. Whether your evening is to be serious or silly, the opening still must be sharp and incisive. It must arrest and then hold the attention of the audience.

Of course, the type of campfire will determine the type of opening ceremony. Yours may reflect humor, mystery, or an American Indian setting, which, properly done, can be excellent and fit into Scouting very well. The lighting of the fire is usually considered a part of the opening ceremony.

Get your program under way fast and with plenty of enthusiasm. Use lively songs and cheers. You may want to include introductions early in the evening and certainly, if you have new campers present, you will want to recognize them. Have each one lay a stick of wood on the fire to symbolize joining the group.

Short Takes

Stunts and skits are the main event of the campfire. They should be planned and well-rehearsed.

Stunts are games or magic (sleight of hand, “mental telepathy”) acts. They must have enough action and be visible to keep the audience’s attention.

Ideally, a skit should last three to five minutes; longer than that and the crowd loses interest regardless of what the punch line is. Skits can be action-oriented, contests, humorous, or educational (how to, woodcraft).

Tell staff members about the following resources, which make campfire planning easier.

- Scouting magazine
- Boys’ Life magazine—especially “Think & Grin”
- Junior Leader Handbook
- Scoutmaster Handbook
- Boy Scout Songbook

These resources are all good, but the best one is imagination and the original stunts concocted more or less spontaneously. Since original stunts are often tailor-made to fit local situations, with some thought they can be extremely entertaining.

Cheers can be lots of fun and build a friendly atmosphere. Use cheers during the opening ceremony to set the tone of the campfire.

Applause can provide a variety of action such as the Round of Applause, Big Hand, etc.

Run-ons are very short skits ideal for filling in the seconds between acts. They keep the pace moving and can be planned in the program or impromptu. Every staff member should have two or three run-ons ready to go so that at the first sign of delay, one can be performed.

There are many good resources for skits, such as the jokes in Boys’ Life magazine, that can help get you started.

Songs

Songs help build enthusiasm and excitement at the beginning of the campfire program or help to slow the tempo at the end to set the right atmosphere for the Scoutmaster’s Minute.
**Tips for Song Leading**

Song leading can be very easy, even for the beginner, with a little practice. Successful song leaders:

- Know that singing boosts morale and that songs can build spirit and enthusiasm.
- Know the song well and can sing it alone and teach it confidently.
- Practice the song in advance, regardless how well they know it. (Practicing in front of a mirror is good, or with a few supportive staff members.)
- Project energy and enthusiasm.
- Take charge, keep the introduction short, and stay in charge during the song.
- Teach a new song a few lines at a time, and keep it short.
- Give the pitch for the song.
- Lead with their entire body if it’s an action song, just with their hands if it’s a slow song. They keep the audience at the same tempo using their actions.
- Sing the songs and do the actions during the songs, but avoid meaningless arm waving.
- Stand for action songs, and have the audience stay seated for slow songs.
- Rehearse with other campfire participants, if possible, by determining who will do and say what parts. They don’t start out poorly prepared because they know they will lose the audience.
- Start off on the right foot by announcing the song they plan to sing. Don’t ask, “Do you know this song?” or “Do you want to sing this song?” because invariably there will be negative feedback from the audience.
- Move their head in time to the syllables of the words as they are sung. They regulate the volume by raising or lowering the hands.
- Put their whole body and enthusiasm into leading, get into the swing and rhythm of the time. They never stand there like a bump on a log.
- After singing, tell audience members what a great job they did. That encourages them to sing.
- Hum the song or sing the first few words to establish the right pitch for the group.
- Avoid yelling, even with an enthusiastic group that will tend to sing more loudly.
- Avoid teaching new songs at the campfire, since teaching at the campfire mars the mystical effect and makes the audience harder to control.
- Keep the coaching period brief and repeat the words several times. They have everyone read the song the first time or two at a slower pace, speeding up to full tempo only after the group becomes more familiar with it.
- Use song sheets or a songbook so the participants have a copy of the words.

Of the many resources for songs to sing at camp, the best one is the *Boy Scout Songbook*.

**Stories**

*Stories* can be a real treat in any campfire with the right storyteller. Stories can come from a variety of sources. The best ones have at least some truth in them. Scouts like stories of adventure and action. Serious stories can be used as a Scoutmaster’s Minute to help teach or illustrate a moral point.

Telling a story well requires reading it several times and then several times more out loud. When the teller has the basic points down and feels comfortable with the plot, the story should be told out loud several more times for practice. New stories can be learned by reading them or hearing them from other storytellers. The best storytellers make their stories come to life by using imagination and personality.

Tell staff members about the variety of storytelling.
• **Ghost Stories.** These are the most-requested type of campfire story, but one that must be handled with care. A good scare can be fun, but **never try to frighten your Scouts** with a ghost story. In Scouting we try to make Scouts feel at home in the woods. A ghastly story can spoil months of work, so don't make your ghost stories too tough—and always explain away the "supernatural" parts.

• **Adventure Stories.** Your own imagination is your only limitation here. This is the best choice for campfire stories. The adventure can be true, fictional, historical, and involve Scouting, nature, American Indian, pioneers—even things that have happened in camp. A leader can tell about war experiences, or a Scout can describe the troop's last overnight adventure. Poems such as "The Cremation of Sam McGee" by Roger Service, or "The Shooting of Dan McGrew" will work, too.

• **Humorous Stories.** American folklore with its tall tales and impossible exaggeration falls almost automatically into this category. There are fine humorous stories in some of Mark Twain's books.

• **Hero Stories (Inspirational).** The Bible is an outstanding source of hero stories. Sometimes stories of legendary or American Indian heroes can be used. War heroes, particularly those with a Scouting background, make fine story subjects. Great explorers and pioneers furnish wonderful material for stories of heroes.

• **Miscellaneous Stories.** Included in this category are stories by the Scouts themselves such as "Things I never knew 'til now" and reports of the day on various camp or troop activities. The moral-tipped short stories used in the Scoutmaster's Minute come under this heading, as well as the "look-at-this" stories by the naturalist or hike master.

**Showmanship**

Showmanship is the real gravy of the campfire stew. All campfire acts must be practiced so that they can be performed well. Plan the order of acts so the pace of the campfire flows smoothly.

Costumes can be used to help the audience visualize roles in skits, run-ons, etc. Simple costumes work best since they allow performers to quickly slip in and out of characters. Costumes must be tasteful, too.

Keep these tips in mind when planning your campfire.

• **Follow the fire!** This is rule No. 1. When the fire leaps high, make the program lively and loud. As it dies down, the program becomes quieter and deeper.

• **Plan the program** by putting the "best" stunts or skits last and the next-best first. Put noisy, lively stunts early in the show, and quiet stunts toward the end.

• **Vary the pace.** Scatter stunts or skits among individuals in the crowd who will be leading group stunts for the program.

• **Use a tom-tom off in the distance.** The tom-tom makes an excellent mood-setter for the preopening ceremony.

• **Create a torch-lit trail for the “approach” to the campfire.** Use No. 10 cans filled with kerosene-soaked sand, buried in the ground.

• **Sing during the approach.** Singing sounds wonderful to visitors at the fireside—with the music faint in the distance and then louder as the troops arrive and take their places.

• **Create campfire traditions.** Tradition just naturally clings to a campfire. Here is a good tradition builder: Make a ceremony of saving some of the embers of the season's last big council fire. At the first council fire of the next season, put them in the fire and tell something about the previous season.
• **Maintain crowd control.** This might be easy with a small group, but organizers should control larger crowds *before* they reach the campfire area. Do this by insisting on a silent approach to the council ring—“In our camp, no one ever makes a sound on the council ring trail. It’s an old tradition.” Use Scouts and Scouters from the Order of the Arrow or old-timers as guides. Be sure that there is sufficient light in the campfire area for boys to find their seats easily. If the crowd is really big, the program director and guides should allocate seating areas during daylight. Then the job at night will be easier.

• **Maintain discipline.** The leader must be rather tough about discipline (in a tactful way) right from the start. Explain at the outset that “We just don’t do any razzing or booing here.” If it starts, the leader must squelch it *immediately* and hard. The show-off (and there seems to be one in every crowd) must be stopped fast, too. If a friendly request for cooperation fails to quiet him, then give him more attention than he is bidding for by inviting him up front to lead the event he is disturbing, or to do it better, if he can.

• **Encourage audience participation.** This is vital to almost any successful campfire program. Songs work well.

• **Use recognition during the program.** Either awards or appreciation should have a place on the campfire program.

• **Utilize inspiration.** Successful campfires incorporate inspiration by place, procedure, and program; it contributes mightily to showmanship.

• **Leave campfire quietly.** Don’t allow running or shouting. Have Arrowmen hold torches (railroad fuses) along the trail back to camp.

• **Conduct campfires infrequently.** Don’t have campfires too frequently. (Even steak eaten three times a day becomes old stuff.)

**Closing Ceremony**

Make the closing ceremony quiet and inspirational. Use quiet songs and maybe a thought or Scoutmaster’s Minute. Old-timers and key Scouters can help here. “Call to Quarters” or “Taps” sounded way off on a hilltop or in the distance adds just the right touch.

**Types of Campfires**

There are a number of campfire types to choose from.

• **General**—Includes some of all the elements of a campfire: songs, skits, run-ons, cheers, stories, and so on. This is the most common type of campfire. Generally, the staff will put on an opening campfire for campers on the first evening. On the last evening, many camps have a campfire that involves selected troops and staff acts to round out the program. This presents a great opportunity for entertaining parents and guests.

• **Songfest**—A great opportunity to sing favorite songs and learn new ones.

• **Storytelling**—An opportunity for the great storytellers to spin their yarns.

• **Educational/Inspirational**—Generally more calm songs set the mood, with the bulk of the time devoted to a motivational, educational, or inspirational speaker.

• **Award**—An awards ceremony opportunity such as a court of honor or Order of the Arrow recognitions.

• **Specialty**—You make up your own. One camp had a theme that all the acts (songs, skits, etc.) followed for the program. Other specialty programs start out in the campfire bowl and move around camp as the story is played out. Some of the specialty themes that camps have used include “Come and See,” “Search for the Lost Dutchman’s Gold Mine,” and “Find Black Jack’s Hideout.”
Campfire Planning

Campwide campfires are planned, well-rehearsed productions staged by staff members. Everyone has a role to play. Usually, it is the same show each week with little change. Troop campfires, however, allow patrols to put on songs, cheers, stunts, and skits. Note the difference and don’t try to make a troop campfire like a campwide campfire.

When staff members are invited to troop campfires, they should be ready to lead a song, tell a story, or provide a stunt. This is an opportunity for staff members to be model leaders.

While planning the campwide campfire, remember that Scouts are used to instant excitement and entertainment because of the fast pace of television. (Television commercials are placed an average of every 7.5 minutes to break up the pace of programming and to keep the viewer’s attention to the program. Even the best skits, stories, etc., have difficulty holding the audience for more than 7.5 minutes.)

- **Opening.** Use a rousing song or cheer to build audience enthusiasm and participation, followed by a fire lighting (or have the fire prelit).
- **Closing.** Use a Scoutmaster’s Minute to train, inspire, and motivate.
- **Length.** Campfires must move along at a quick pace and last approximately 45 minutes but not longer than 1 hour 15 minutes. The ideal length is one hour. Keep the television model in mind: Sit-coms last 30 minutes, dramas last an hour.
- **Written Agenda.** It is very important that the campfire program agenda be written and shared. Computers and copy machines make sharing copies of the program with all participants easy. Everyone will know when to go on and when to be ready so that there are no pauses between acts. This works well in most situations. When it is not possible to share a written agenda, the master of ceremonies should announce who is up and who is on deck (next) to keep the pace moving.
- **Three-Second Rule.** At no time should there be a pause in the campfire program of more than three seconds. To keep the enthusiasm at the desired level in a campwide campfire, staff members should perform run-ons or cheers if a unit or staff act is not prepared.
- **Follow the Flames.** The pace and level of enthusiasm should follow the flames of the campfire. At the beginning of the fire the flames leap high. The fire burns brightly for a time and begins to fade until only the coals are left. Visually, the campfire pace can be shown as a “Robin Hood hat.” The fire and the program build quickly but after a time the flames and the enthusiasm fade until the end.
Campfire Standards

It is important that camp and program directors take the lead, with support from staff members by not allowing unacceptable program material to be performed at a campfire. The unit leader or master-of-campfire should screen all acts prior to performance at a campwide campfire. In Scouting we teach positive moral values. Campfire programs should be the place where the positive example is set. The list of don’ts include:

• Toilet humor—anything that involves bodily functions, toilet paper, etc.
• Water—where the audience or participants get wet
• Embarrassing an audience member
• Racial put-downs, making fun of mental or physical disabilities, religious groups, and others
• Portraying violent behavior
• Anything with sexual overtones
• Anything that is not in keeping with the ideals of the Boy Scouts of America

Ask staff members how the don’ts can be controlled. State that in parts of our society the don’ts have become pervasive and, to some, acceptable. But in Scouting, we have standards and can and must rise above “gutter entertainment.” If any of these unacceptable items do slip into the campfire program, as the leader, stop them mid-act and move on to the next act.

If an unacceptable act does get “on stage,” it is important for the camp or program director to stop the act before it gets too far. One camp uses a “tree check” to take care of the situation. When a senior staff member recognizes an unacceptable act, they yell, “Tree check.” All the staff members yell “tree check” and start checking the trees around the campfire bowl. This creates enough confusion in a humorous way that the camp or program director can go to the stage and quietly explain that the skit is not appropriate and move the group off stage. Ask staff members for other positive suggestions to handle this unfortunate situation.

Putting It All Together

Now that staff members have reviewed the basics, put into practice what they have learned by staging a make-believe campfire.

• Use a triangular 2-by-4-by-8-foot-long form to represent the campfire. In the lower left is the lighting of the campfire, the apex is the cresting of the fire, and dropping down the right-hand side represents the fire fading to embers.

   In advance, the instructor will need to nail the 2-by-4-by-8-foot piece to a base. Then attach the prepared signs—Lighting, Crest, and Embers—in each corner of the triangle with pushpins.
Ask staff members to help build a campfire program. Use stiff card stock previously cut into pieces 24 inches wide and 12 inches high. Place suggestions on a 2-by-4-by-8-foot frame at appropriate locations. Tell staff members: *Let’s just get the order we want for our campfire. Below is a sample of what it might look like.*
Ask staff members to suggest specific songs, skits and stunts, cheers, stories, and an opening and closing below each of the headings on the 24-by-12-inch cards. Below is a sample of what it might look like.

Get very specific and quickly select which suggestion to use at the campfire.

• Now transfer this to the Campfire Program Planner.
  — Assign who will do what.
  — Assign times.
  — Go through the mock campfire as practice. (Use sample stunts and skits from the *Cub Scout Leader How-To Book* and *Group Meeting Sparklers*."

---

**Cresting—Song**
- Happy Wanderer
- Home on the Range
- Waltzing Matilda

**Skit**
- Dial-a-Station
- Too Tired to Move

**Skit**
- Who's on First

**Cheer**
- Seal of approval

**Cheer**
- Round of Applause
- Skyrocket

**Skit**
- Clank-clank, I'm a tank
- Little Harvey Egor

**Story**
- Cremation of Sam McGee
- Pecos Bill

**Recognition**
- Scoutmaster at camp

**Song**
- Green Grow the Rushes
- Scouting spirit
- Boom-boom

**Song**
- Paddle song
- Hail, Hail, Scout Spirit

**Lighting**
- OA with torches
- Flint and steel

**Embers**
- Flag retirement
- Scout vespers
**THE CAMPFIRE PROGRAM PLANNER**

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The master-of-the-campfire organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

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<thead>
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<th>Cheer Planner</th>
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<td>Cheerleader</td>
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# CAMPFIRE PROGRAM

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<th>Title of stunt, song, or story</th>
<th>By</th>
<th>Time</th>
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<td>1</td>
<td>Opening (and firelighting)</td>
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<td>2</td>
<td>Greetings (introduction)</td>
<td>MC</td>
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<td>3</td>
<td>Sing</td>
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<table>
<thead>
<tr>
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<tr>
<td>Juan</td>
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<td>Tom</td>
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<td>Ty</td>
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<td>Bill</td>
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<td>De Tan</td>
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<td>Luis</td>
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<tr>
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<td>Group or Individual</td>
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<td>Hawk Patrol</td>
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<td>Bear Patrol</td>
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<td>Starfire Patrol</td>
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<th>Time</th>
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<tr>
<td>1</td>
<td>Opening (and firelighting)</td>
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<td>2</td>
<td>Greetings (introduction)</td>
<td>MC Pete Program</td>
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<td>3</td>
<td>Sing Yell</td>
<td>Troop/Team Yells</td>
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<td>Party Line</td>
<td>Hawk Patrol</td>
<td>8:13</td>
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<td>5</td>
<td>Cheer—Hay! Strawl</td>
<td>Juan</td>
<td>8:19</td>
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<td>20 Questions—stunt</td>
<td>Bear Patrol</td>
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<td>Cheer—Watermelon</td>
<td>Tom</td>
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<td>I've Got That Scouting Spirit</td>
<td>Joe</td>
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<td>9</td>
<td>The Space Aliens Are Coming!</td>
<td>Sky Patrol</td>
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<td>Cheer: Barbershop applause</td>
<td>Ty</td>
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<td>African Safari</td>
<td>Starfire Patrol</td>
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<td>Cheer: Rainstorm applause</td>
<td>Kit</td>
<td>8:51</td>
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<td>Ghost Busters</td>
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<td>If You’re Happy</td>
<td>Leo</td>
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<td>15</td>
<td>Finders Keepers</td>
<td>Space Patrol</td>
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<td>Cheer—Gold Rush Mob Scene</td>
<td>Bill</td>
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<td>Trail the Eagle</td>
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<td>America the Beautiful</td>
<td>George</td>
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<td>Joe Scoutmaster</td>
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Campers notified
Campfire planning meeting
MC
Song leader
Cheermaster

Area set up by
Campfire built by
Fire put out by
Cleanup by
Subject: How to Hold a Retreat Ceremony

Time Frame
20 minutes

Instructional Objectives
At the end of this session, each staff member will be able to
• State the importance of holding a retreat ceremony.
• Describe a typical retreat ceremony.

Training Aids and Equipment Required
• Your Flag, No. 33188
• U.S. flags (historical, council, or international if available)

Materials for Distribution
• Your Flag, No. 33188, for key staff members

Methods and Overview
• Minilecture and group discussion: Why Hold a Retreat Ceremony?
• Demonstration: Mock Retreat Ceremony
• Minilecture: Assignment

LESSON PLAN: How to Hold a Retreat Ceremony

Why Hold a Retreat Ceremony?

There are many variations of this ceremony. You can use a variety of flags or just one flag. Adapt to the flagpoles in the camp.

Ask staff members: *Why is a retreat ceremony important?*

Seek the following answers:
• It shows respect for our country, flag, and military veterans.
• It supports the BSA objective of encouraging participating citizenship.
• It encourages proper use of the Scout uniform.

Mock Retreat Ceremony

Conduct a mock ceremony for the staff members, then review the procedures as outlined in Your Flag. Walk through the ceremony again in the manner described in Your Flag. Comment on any deviations from what was covered.

Assignment

To staff group (at least a half day in advance): *You will hold a retreat ceremony at [time] at [location] for the entire camp staff. Be sure you notify all sections. You will run the entire retreat in a normal manner.*

Assign that group to repeat the ceremony every evening for the remainder of staff week.
Subject: Order of the Arrow

Time Frame
15 minutes

Instructional Objectives
At the end of this presentation, staff members will be able to
• State the objectives and purpose of the Order of the Arrow.
• Explain what Order of the Arrow chapters do.
• Tell who is the Supreme Chief of the Fire.
• Tell how the OA fits into summer camp.

Training Aids and Equipment Required
None

Materials for Distribution
Order of the Arrow fact sheet, No. 2-512

Methods and Overview
• Minilecture: The OA’s Fourfold Purpose
• Minilecture: Mission of the Lodge
• Minilecture: OA Events This Summer

LESSON PLAN: Order of the Arrow

The OA’s Fourfold Purpose

The Order of the Arrow
1. Recognizes Scouts and Scouters who best exemplify the Scout Oath and Scout Law in their daily lives
2. Develops and maintains camping traditions and spirits
3. Promotes Scout camping
4. Encourages cheerful service to others

Mission of the Lodge

The mission of the lodge is to make the Order of the Arrow an integral part of each BSA local council through positive youth leadership under the guidance of selected capable adults. Lodges function under the council camping committee and operate within its guidelines. Order of the Arrow lodges are youth organizations that involve adults as advisers.

Order members elect the lodge chief, but the Scout executive appoints staff advisers and lodge advisers. The Scout executive is the Supreme Chief of the Fire, and as such has authority to make decisions regarding the Order.

Scouts—both members and nonmembers of the Order—elect new Order of the Arrow members each spring. The three levels of the Order of the Arrow are: Ordeal, Brotherhood, and Vigil Honor. As an honor program, the Order of the Arrow helps Scouting retain membership among many older Scouts.
Nearly all summer camp operations involve the Order of the Arrow, which helps with
• Camp promotions of troops and Scouts
• Encouraging members to serve on the camp staff
• Weekly camp ceremonies or calling-out ceremonies
• Service weekends before and after camps
• Maintaining camping traditions
• Setting the example of leadership

OA Events This Summer
Share Order of the Arrow functions that will take place in camp this summer.
Subject: Scouting as a Career

Time Frame
15 minutes

Instructional Objectives
At the end of this presentation, staff members will be able to
• State the opportunities for service available through a professional career in Scouting.
• State the qualifications for professional service in the Boy Scouts of America.
• Properly prepare for a professional Scouting career, if interested.
• Know how to proceed if they have an interest in pursuing employment.

Training Aids and Equipment Required
• Table for displaying brochures and video
• Have You Thought About Being an Executive with the Boy Scouts of America?, No. 30-144
• Scouting: A Profession With a Purpose, No. 2-260
• Profession With a Purpose CD, 30-390

Materials for Distribution
• Have You Thought About Being an Executive with the Boy Scouts of America?, No. 30-144 (One per college-age or older staff member)
• Scouting: A Profession With a Purpose, No. 2-260

Methods and Overview
• Minilecture: A Scouting Career
• Minilecture: How to Prepare

LESSON PLAN: Scouting as a Career

A Scouting Career
Prepare a display of literature and the Profession With a Purpose CD on professional recruiting.

This presentation should be made by a member of the region staff, the school director, or a Scout executive. Potential prospects should be identified so that individual contacts can be made during the week.

Explain that career Scouters are team players for seeing that things happen. They understand and know how the Scouting program is used as a vehicle to attract and involve youth. They realize that the purpose of the BSA is to provide for youth an effective program to help them develop desirable qualities of character, practice the responsibilities of citizenship, and develop personal fitness.

The professional Scouter must understand
• Personnel management
• Finance
• Public relations
• Sales and service

There is some time spent behind the desk, but most time is spent working in the assigned geographical area. A career in professional Scouting can be very rewarding. As in all professions, a career Scouter sets goals that measure his/her effectiveness. Professional Scouting is real, it’s honest, and it’s tough. But it is very satisfying.
Qualifications

Qualifications specify the applicant should
- Be a graduate of an accredited four-year college with at least a bachelor’s degree.
- Be an adult who is aggressive, a self-starter, and success oriented.
- Be mentally alert and active, capable of handling demanding responsibilities.
- Like working with people.
- Have a Scouting background as a youth, which is beneficial but not mandatory.
- Have experience as a volunteer in community activities, especially Scouting.
- Believe in the Boy Scouts of America and its traditions and purposes.
- Have a burning desire for success and for achieving a goal or series of goals.
- Be willing to give of himself or herself, of intellect, of character, and of aims and dreams.
- Have a desire to contribute something with effectiveness and dedication.

Rewarding Career

Explain that a career in Scouting has many advantages and opportunities:
- An opportunity to work with the youth through one of the free world’s largest youth organizations
- A chance to do something worthwhile while working with community leaders
- A competitive salary with annual upward increments based on performance
- An excellent benefits package that includes:
  — Exceptional insurance and retirement benefits plan
  — Expense reimbursement program
  — Auto expense reimbursement
  — Generous vacation plan
  — Relocation opportunities
  — Opportunity for advancement (approximately 3,500 professionals)

How to Prepare

Explain that there are some important steps in preparing for a Scouting career:
- Finish college. Meanwhile, continue Scouting work during college with the home council or college council.
- Talk with as many professionals as possible. Get to know what career Scouters do and how they do it.
- Serve in a volunteer Scouting position, taking advantage of as many training opportunities as possible.

Closing

Solicit questions. Extend an invitation to those interested in visiting the display after lunch.

Explain that the professional staff members will be happy to discuss a Scouting career with any staff member who is interested. It is a proud profession that we are happy to share.
Appendix

National Standards ................................................................. A-1
Personal Resource Questionnaire ............................................. A-2
Knowledge of Outdoor Skills .................................................. A-3
Scouting's Camping Program Chart .......................................... A-4
Crisis Response Planning ....................................................... A-5
Crisis Response Planning: How Prepared Are You ..................... A-6
Five Ways a Scout Participates in His Community/                A-7
The Troop Site is the Heart of the Camp ................................ A-7
Discussion Questions on Sexual Harassment ............................ A-8
Evaluation of Training for Learning About Sexual Harassment ...... A-9
Declaration of Religious Principle ............................................ A-10
Camp Staff Members Are Most Productive When ....................... A-11
Motivators and Satisfiers ....................................................... A-12
Differences Between Children and Adults as Learners ............... A-13
Factors That Can Enhance Effective Learning Strategies ............ A-14
Boy Scout Aims Poster .......................................................... A-15
Boy Scout Methods Poster ..................................................... A-16
Baden-Powell Quotes ........................................................... A-17
Hot 10 List ............................................................................. A-18
National Standards

National Camp Standards for Cub Scout/Boy Scout/Venturing Resident Camps, No. 430-111
National Standards for Local Council Precamp and Operational Accreditation of Cub Scout/
  Webelos Scout Day Camp, No. 430-109
National Standards for Council-Organized Family Camps, No. 430-408
Project COPE and Climbing/Rappelling National Standards, No. 430-008
National Standards for Council High-Adventure and Specialty-Adventure Programs, No. 430-120
Personal Resource Questionnaire

Please print.

Name __________________________________________ Date of birth ____________________

Address __________________________________________ City ____________ State ____________ Zip ____________
Telephone __________________________ Email __________________________

Council you will be working for __________________________________________ Headquarters city ____________________

Position in camp __________________________________________________________________________________________________

Years in Scouting: _____ Volunteer _____ Youth _____ Professional

I have completed National Camping School in: __________________________________________ Section ____________ Year

Years of camping experience: Camper ____________ Staff member ____________

Religious preference: ☐ Catholic ☐ Protestant ☐ Jewish ☐ Mormon ☐ Islam ☐ Other: ____________________________

My hobbies are: __________________________________________________________________________________________________

Do you have physical or medical limitations? _____________________________________________________________________________

Do you have special dietary requirements? _______________________________________________________________________________

Automated external defibrillator- and cardiopulmonary resuscitation-trained? ☐ Yes ☐ No

Certificate of training issued by (agency name): __________________________________________ Date: ____________________

Campfire resources ☐ MC ☐ Song leader ☐ Musical instrument

Adult Scout training: ☐ Fast Start ☐ Scoutmastership Fundamentals ☐ Wood Badge ☐ BSA Youth Protection
☐ Other (please list): __________________________________________

Education: ☐ High school student ☐ High school graduate
☐ College student ☐ College graduate Degree: ____________________________

How can you best support troops this summer in camp? ____________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

What responsibilities would you feel least comfortable with this summer? ______________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

What do you expect to learn from National Camping School? ______________________________________________________________
_________________________________________________________________________________________________________________
Knowledge of Outdoor Skills

Send this form to camp staff and ask them to bring it to camp. Instruct them to put an “E” beside the skills with which they have experience and an “I” beside those they can give instruction in. If they have no experience, tell them to leave the line blank.

Health and Sanitation
- Stopping bleeding
- Mouth-to-mouth resuscitation
- Recognizing shock and knowing treatment
- Trail sanitation

Woods Tools
- Proper care and use of a knife
- Proper care and use of an ax
- Proper care and use of a saw

Rope
- Basic knots
- Whip end of line
- Shear, square, and diagonal lashings

Fires
- Proper fire safety
- Fire plan for a camp
- Campfire programs

Nature/Conservation
- Your council’s long-range plan
- Most of local trees by names and uses
- Ten or more edible plans and how to prepare them
- Know the animals, reptiles, and birds of camp
- Know principal weather signs of area

Trail Craft
- Orient a map with a compass and know how to use it
- Map symbols
- Can measure distances on a map
- Correctly pack a pack with materials for a 3-day trail trip
- Can properly pitch this camp’s trail tents

Aquatic Safety
- Safe Swim Defense
- Small-boat safety
- Canoeing safety
- Know how to swim
Scouting's Camping Program—Ever-Increasing Challenge Out-of-Doors

Scouting's Camping Program Chart

- Wilderness and Backcountry
- Venturing
- Council High Adventure
- National High Adventure Camping
- Boy Scout Camping
- Varsity Scout Camping
- Jamborees
- Outpost Camping
- Boy Scout Den Camps
- Varsity Den Camps
- Boy Scout Summer Camps
- Varsity Summer Camps
- Venturing
- Boy Scouts
- Venture Activities
- Varsity Sports
- Ages 14 (or 13 with completion of eighth grade) Venturers
- Boy Scouts and Varsity Scout Teams
- Fourth and Fifth
- Cub Scouts
- Second and Third
- Tiger Cubs
- First
- Tiger Cubs

Degree of Challenge
School Grade

Scout, Varsity, Wolf, Bear, Tiger Cub
Webelos
Cub Scout Resident Camp
Cub Scout Excursions
Day Camp
Pack Overnighters
Family Camping
Resident Camp
Webelos Den Camps
Webelos Day Camps
Webelos Overnights
Boy Scout Den Camps
Boy Scout Summer Camps
Venturing
Boyscouts and Varsity Scout Teams
Fourth and Fifth
Cub Scouts
Second and Third
Tiger Cubs
First
Crises Response Planning

In this day and age, camps need to have a carefully planned and well-defined risk management program. Generally speaking, when parents send their child to camp they are sending their son or daughter into an unfamiliar environment—an environment where their child does not personally know camp personnel, to an unfamiliar program, and to a location far from the normal routine of life. Most camps are built on reputation by word of mouth. With this in mind, it is crucial for the camp to be prepared for the many crises that could occur. **Crises Response Planning** can be part of this preparation.

**Crises Response Planning** was first developed in preparation for and response to tragedies in the school setting, where it has been well-received and recognized as a creditable document by school officials. We have expanded this concept to religious organizations. It has come to our attention through camp leaders that this topic must be addressed by camp directors and a careful plan prepared for the camp setting.

As the business of camping becomes more technical and more skills are required [of camp personnel], it becomes more critical to have a carefully defined risk management program for your camp institution. Insurance carriers, parents, and camp boards are presently requiring a more detailed plan. Risk management includes categories such as health-care management, infectious diseases, safe facilities and equipment, counseling techniques, and others. This manual will give you detailed plans on a very important and often neglected topic of risk management—death. The manual will help you prepare for and respond to the death(s) of a camper or staff member in the camp setting in an appropriate and effective manner.

**Note:** This manual is intended to help in the time of crisis. The camp may duplicate sections that are of help for use in their own camp setting. If more than one camp is involved in utilizing this material for a risk management program, we ask you to please respect copyright laws.

For a copy of this manual, contact Grief Recovery Inc., 4622 Still Meadow Drive, Saginaw, MI 48603; phone 989-249-4362; fax 989-249-4362; email griefrecoveryinc@gmail.com.
### Crises Response Planning*

#### How Prepared Are You?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Does your Crises Response Plan include a policy and/or procedure for the following?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>1. Catastrophic death (e.g., camp bus or van involved in a serious accident)</td>
</tr>
<tr>
<td>_____</td>
<td>2. Camper who is HIV positive breaks his/her code of silence</td>
</tr>
<tr>
<td>_____</td>
<td>3. Memorial services held on camp property</td>
</tr>
<tr>
<td>_____</td>
<td>4. Different policy and procedures for suicidal vs. nonsuicidal death</td>
</tr>
<tr>
<td>_____</td>
<td>5. Staff suicide—letters to parents; memorial service; remembrance activities, etc.</td>
</tr>
<tr>
<td>_____</td>
<td>6. How to handle the media</td>
</tr>
<tr>
<td>_____</td>
<td>7. Returning personal property</td>
</tr>
<tr>
<td>_____</td>
<td>8. When death occurs at camp during a program</td>
</tr>
<tr>
<td>_____</td>
<td>9. Suicide attempted in camp</td>
</tr>
<tr>
<td>_____</td>
<td>10. Plan in the event of the death of a camper’s parent</td>
</tr>
<tr>
<td>_____</td>
<td>11. Plan for a replacement in the event of a staff member’s death</td>
</tr>
<tr>
<td>_____</td>
<td>12. Crisis assignments</td>
</tr>
<tr>
<td>_____</td>
<td>13. Counseling policies and procedures for crisis</td>
</tr>
<tr>
<td>_____</td>
<td>14. Annual review of crisis policy and procedures</td>
</tr>
<tr>
<td>_____</td>
<td>15. Mass transportation to evacuate everyone in camp at one time</td>
</tr>
</tbody>
</table>

*“How Prepared Are You?” has been adapted and is used with permission from Grief Recovery Inc., which provides clear plans, policies, and procedures for all of these components of a crisis and more. For more information, contact Grief Recovery Inc., 4622 Still Meadow Drive, Saginaw, MI 48603; phone 989-249-4362.*
Five Ways a Scout Participates in the Camp Community

1. The Scout on his own
2. The Scout and his buddy
3. The Scout and his patrol
4. The Scout and his troop
5. The Scout and the whole camp community

The Troop Site Is the Heart of the Camp

- It is the Scouts’ home for a week.
- It is where Scouts learn and practice the skills they need to advance in rank.
- It is where friends are made and friendships are strengthened.
- It is where cooperation is practiced.
- It is where leaders interact with Scouts.
- It is where the troop functions as a unit.
Discussion Questions on Sexual Harassment

What is sexual harassment?

What are some of the effects of sexual harassment?

If you are confronted with sexual harassment, how should you handle it?

What can you do to prevent and avoid sexual harassment in camp?
Evaluation of Training for Learning About Sexual Harassment

Tell participants that this worksheet is designed to evaluate the effectiveness of this training session on preventing and avoiding sexual harassment. In no way will it be used to penalize anyone.

Distribute the handout and give participants time to complete it. Discuss the questions below.

1. What is sexual harassment?
   Verbiage will vary but should contain the following items:
   • Unwelcome sexual advances, requests for favors, and other verbal or physical conduct of sexual nature when
     — Submission to such conduct by an individual is made explicitly or implicitly a term or condition of employment.
     — Submission to or rejection of such conduct by an individual is used as a basis for an employment decision (e.g., promotions, bonuses, hiring and firing).
     — Such conduct has the purpose or effect of interfering with an individual’s work performance or creates a hostile or intimidating environment.

2. What are some of the effects of sexual harassment?
   Lost motivation, lost morale, lawsuits, negative (or hostile) work environment.

3. If you are confronted with sexual harassment, how should you handle it?
   Answers will vary, but should include
   • Stopping the action immediately
   • Reporting repeated occurrences to the Scout executive

4. What can be done to prevent sexual harassment in camp?
   Answers will vary; comment on the appropriateness of any responses.

   An employer may also be responsible for the acts of nonemployees (e.g., customers, delivery persons, etc.), with respect to sexual harassment of employees in the workplace, where the employer, its agents, or supervisory employees, knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases, the EEOC will consider the extent of the employer’s control and any other legal responsibility the employer might have with respect to the conduct of such nonemployees.

   Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing the strongest disapproval, developing appropriate sanctions, informing employees of their rights to raise and how to raise the issue of harassment, and developing methods to sensitize all concerned.
Boy Scouts of America

Declaration of Religious Principle

_The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God._

In the first part of the Scout Oath or Promise the member declares, “On my honor I will do my best to do my duty to God and my country and to obey the Scout Law.” The recognition of God as the ruling and leading power in the universe and the grateful acknowledgment of His favors and blessings are necessary to the best type of citizenship and are wholesome precepts in the education of the growing members.

No matter what the religious faith of the members may be, this fundamental need of good citizenship should be kept before them. The Boy Scouts of America, therefore, recognizes the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training. Its policy is that the home and the organization or group with which the member is connected shall give definite attention to religious life.
Camp Staff Members Are Most Productive When

1. They clearly understand what is expected.
2. They feel that their skills are growing.
3. They are both satisfied and motivated.

Three Rules of Motivation

1. You can’t motivate anybody.
2. Everyone is motivated.
3. People do things for their reasons, not ours.

Good and Bad Experiences

Good Experience

Write a short statement about a work episode, a time when you felt exceptionally satisfied and motivated on the job. (Write just enough so that you can recapture how you were feeling at the time.)

Bad Experience

Write a short statement about a work episode, a time when you felt exceptionally dissatisfied and unmotivated on the job. (Write just enough so that you can recapture how you were feeling at the time.)

(You will not be asked to verbalize or share these statements of good and bad experiences.)
Motivators and Satisfiers

Achievement

• Specific mentions of success
• Successful completion of a project
• Problem solved
• Results; vindication

Recognition

• Specific acts of recognition for contributions/performance
• Source? Anyone—boss, peers, customers

Growth

• Performance-plan stretch
• Special assignments
• New, different, challenging work
• Experiences that enhance skills, abilities, knowledge, and a feeling of increased competence/capability

Responsibility

• Given trust and risk tolerance
• Meaningful delegation
• Real influence in decision making
• Satisfaction that comes from doing the job with minimal supervision
• Responsible for our own efforts
• Responsible for the work of others
• New, tough task (even though no formal advancement)

The Work Itself

• Satisfaction with doing the job/task
• Creative? Challenging? Varied? Monotonous?
• Closure: an opportunity to do the job from start to end

Advancement

• Actual position level change/promotion
Differences Between Children and Adults as Learners

Children

• Rely on others to decide what is important to be learned.

• Accept the information being presented at face value.

• Expect what they are learning to be useful in their long-term future.

• Have little or no experience upon which to draw—are relatively “clean slates.”

• Have limited ability to serve as a knowledgeable resource to the teacher or fellow classmates.

Adults

• Decide for themselves what is important to be learned.

• Need to validate the information based on their beliefs and experiences.

• Expect what they are learning to be immediately useful.

• Have much past experience upon which to draw—may have fixed viewpoints.

• Have significant ability to serve as a knowledgeable resource to the trainer and fellow learners.
Factors That Can Enhance Effective Learning Strategies

- Clear learning
- Interdisciplinary methods of presentation
- Creative methods of presentation
- Variety of instructional methods
- Well-developed lesson plans
- Synergy/interaction among learners
- Effective listening
- Modeling effective practices
- Knowing the needs of the group
- Accommodation for learners with disabilities
- Consideration of diversity issues
- Keep it simple, make it fun
BOY SCOUT AIMS

Participating citizenship

Growth in moral strength and character

Development in physical, mental, and emotional fitness

(This poster may be reproduced locally. It may be enlarged or reproduced as is.)
BOY SCOUT METHODS

IDEALS
Oath—Law—Motto—Slogan

PATROLS
Peer groups—elected representation—activities

OUTDOORS
All outdoor programs

ADVANCEMENT
Self-reliance—ability to help others—challenge

ADULT ASSOCIATION
Image—role model—example

PERSONAL GROWTH
Good Turn—service projects—religious emblems

LEADERSHIP DEVELOPMENT
Leadership skills and practice—citizenship

UNIFORM
Commitment to aims—identity

(This poster may be reproduced locally. It may be enlarged or reproduced as is.)
Baden-Powell Quotes

The principles of Scouting are all in the right direction. The success in their application depends on the Scoutmaster and how he applies them.—B-P

There is no teaching to compare with example.—B-P

*What the Scoutmaster does, his boys will do.*—B-P

An invaluable step in character training is to put responsibility on to the individual.—B-P

*We encourage personal responsibility in the boy for his own physical development and health; and we trust in his honour and expect him to do a Good Turn to someone every day.*—B-P

Trust should be the basis of all our moral training.—B-P

*The patrol is the character school for the individual.*—B-P

The object of the patrol system is mainly to give real responsibility to as many of the boys as possible with a view to developing their character.—B-P

*The Scoutmaster must be alert to check badge hunting as compared with badge earning.*—B-P

The camp is what the boy looks forward to in Scouting, and is the Scoutmaster’s great opportunity.—B-P

*Camp is essential to the successful training of a troop.*—B-P

We are not a club—not a Sunday school—but a school of the woods.—B-P

*For the boy a uniform is a big attraction, and when it is a dress such as backwoodsmen wear it takes him in imagination to . . . those frontiersmen who are heroes to him.*—B-P

The uniform makes for brotherhood, since when universally adopted it covers up all differences of class and country.—B-P
Hot 10 List

1. Listen
2. Teach
3. Facilitate
4. Observe staff
5. Publicly praise
6. Observe participation
7. Is the staff prepared?
8. Is everyone having fun?
9. Is the activity being done safely?
10. Are the BSA national standards being followed?