



**BOY SCOUT
ROUNDTABLE
COMMISSIONER
TRAINING**

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INTRODUCTION

Congratulations! You have been chosen to lead the Boy Scout Roundtable Commissioner Training for your council or district. You were selected as an instructor not only because of your knowledge and skill, but because of your enthusiasm for Scouting. You have an opportunity to share both your knowledge and enthusiasm with others.

This training manual is designed to help you, the instructor, while you help others. Study the contents carefully, and use this manual as a guide. The trainer development conference offered by your council will help prepare you to lead this session.

Before you begin, review the materials and equipment you will need and be sure that you have everything on hand. Handouts for each section are included in the training manual. These should be reproduced locally in sufficient quantity to distribute to all participants.

Audiovisual equipment may be needed for some sections. Much of this equipment can be obtained from the local council service center. If you are holding the training session at a church or school, they may have an overhead or slide projector available for your use.

The training session will last about four hours. That's a long time to listen to someone talk. The following tips can help you make your presentation more enjoyable:

Use notes, but don't read. Notes help remind you of the important points to be covered, and they help you stay on the right track. But don't read your notes—tell it in your own words. Lesson plans in this manual are laid out to make this easy. The subheadings in the left margin identify each major topic. Marking key words or thoughts in the text with a yellow highlighter will fill in the details.

Stick to the time schedule. The amount of time allotted for each section is identified in the left margin. Try to stay within these time limits. Place your watch next to your notes so that you can quickly glance at the time without making participants aware of it. Don't talk about time limits. This can be distracting to participants. When your time is up, end your presentation—even if you aren't finished. To run overtime is to "steal" time from the next section.

Stay on track. You might be tempted to run off the track sometimes, especially when people interrupt with what might appear to be irrelevant questions. Don't hesitate to say, "If you don't mind, we won't take time now to answer that question. Could we talk about it after the session?"

Use thought-provoking questions. This helps stimulate everyone's thinking. It also helps you get feedback from the participants, which tells you whether they understand. A number of questions are suggested in the session outlines. If you ask a question, however, you must decide who will answer—you or the participants. If you answer too many of your own questions, don't expect many answers from the group.

Use stories. Illustrate important points with human-interest stories, preferably something that actually happened to you or your troop. Beware, however, of constantly referring to your own troop. Some participants will feel you are boasting. Phrases like: "one of the troops in our district . . ." or "one of the Scoutmasters at a roundtable . . ." will help overcome this.

Avoid the trappings of the "expert." Avoid looking and acting like a lecturer. Wherever possible, avoid the raised platform or speaking from a lectern. They separate you from the participants. Many successful instructors work from the corner of a table where they can move freely in front of the group and return to the table occasionally to check their notes.

Use visual aids. Charts, posters, chalkboard, flip chart, and overhead or slide projectors help to make your presentation more interesting and reinforce the learning process. It's a fact that people can recall a relatively small percentage of what they learned by hearing, but can recall a greater percentage of what they learned by seeing and hearing.



OVERVIEW OF COMMISSIONER SERVICE

LEARNING OBJECTIVES

As a result of this training experience, all participants should be able to:

1. Understand the four-function plan of district and council operation.
2. Identify the responsibilities of the commissioner staff.
3. Describe commissioner relationships with other volunteers and professionals.
4. Understand the commissioners' role in charter renewal, unit service, and membership management.
5. Set priorities for commissioner service and deal with them effectively.
6. Explain the Quality Unit Award plan.

MATERIALS, EQUIPMENT, AND RESOURCES

The District, No. 33070E
Commissioner Fieldbook for Unit Service, No. 33621A
Self-Evaluation for Unit Commissioners, No. 34424A
National Quality Unit Award, No. 14-221 (current year)
Commissioner Administration of Unit Service, No. 34128
Flip chart or overhead projector/screen

HANDOUTS

List of Quality Unit Requirements
Your Local District Organization Chart
Troop Operations Plan—Unit Commissioner Worksheet

PROCEDURE

1. Select an appropriate training method and training aids that will best accomplish the learning objectives.
 2. Use methods that will involve participants.
 3. The time available for this session should be 30 minutes. Time and program materials may be expanded as needed. Keep in mind that this is an orientation course only intended to give a broad overview.
-

LESSON PLAN OUTLINE

- I. INTRODUCTION
(2 minutes)
- Read aloud (or paraphrase) the learning objectives of this session.
-
- II. DISTRICT/COUNCIL OPERATION
(5 minutes)
- Give a brief overview of district/council operation.
- A. Four-Function Plan
 - 1. Membership/relationships
 - 2. Finance
 - 3. Program
 - Activities
 - Advancement
 - Outdoor
 - Training
 - 4. Unit service
 - B. The charter concept
 - C. District Key 3
-
- III. ROLE OF THE ROUNDTABLE COMMISSIONER
(5 minutes)
- Review the responsibilities of a roundtable commissioner with participants.
- A. The roundtable commissioner is a volunteer, recruited and trained by the district commissioner, who makes regular reports to the district commissioner. Since the roundtable commissioner is but one person, it may be necessary to share leadership with a staff, or be adept at utilizing the resources available from council, district, or troop Scouters, or the community at large. In addition, the roundtable commissioner is expected to:
 - 1. Ensure that quality roundtables take place as planned.
 - 2. Attend the monthly commissioner meeting to report on roundtables and to alert unit commissioners to any troops that are not attending.
 - 3. Act as the master of ceremonies at roundtable meetings.
 - 4. Preside over roundtable planning meetings.
 - 5. Ensure that the roundtable plan works to provide both the will-to-do and skill-to-do for troop leaders.
 - B. Lead a brief discussion on the relationship between the roundtable commissioner and each of the following:
 - 1. District commissioner
 - 2. Unit commissioners
 - 3. Troop leaders
 - 4. District committee
 - 5. District executive
 - C. Emphasize the importance of good communication between the roundtable commissioner and each of the above.
-

- IV. CHARTER RENEWAL,
UNIT SERVICE,
MEMBERSHIP
MANAGEMENT
(5 minutes)
- Explain that the following functions are the primary roles of a commissioner. Discuss each *briefly*, covering the following points:
- A. Service to troops
 - 1. Establish meaningful contacts
 - 2. Evaluate troop needs
 - a. Troop work sheet
 - b. Quality pack/troop requirements
 - B. Membership
 - 1. New-troop organization
 - 2. Youth recruiting programs
 - 3. Year-round recruiting
-

- V. COMMISSIONER
PRIORITIES
(10 minutes)
- Lead a discussion covering the following points:
Commissioner priorities
- Trained leaders
 - Leader recognition
 - Major deviations from program
 - Roundtables
 - Priority problems
 - Troops not meeting
 - Troops with no leaders
 - Troops with no committee
 - Troops with no new members
 - Troops with low attendance
 - Troops with weak leadership
 - Lapsed troops
-

- VI. SUMMARY
(3 minutes)
- Briefly review with participants the role of the roundtable commissioner in the following areas:
- Four functions of district operation
 - Relationship with other commissioners, volunteer Scouters, and the Scout executive
 - Charter renewal, unit service, and membership management
 - Commissioner priorities
- Summarize by making the point that it is the responsibility of the roundtable commissioner, as a part of the commissioner team, to help build quality troop programs through roundtables and thereby help troops succeed in delivering Scouting to boys.
-



UNIT COMMISSIONER WORKSHEET

The Troop Operations Plan was initiated in 1989 to address a long-term decline in Boy Scout membership. The objective was simple—to improve the retention of Scouts of all ages. The program addressed three specific areas:

1. Improved program satisfaction for new members;
2. Enhanced learning opportunities for experienced Scouts; and
3. Expanded program for older Scouts.

This evaluation form will help you to measure the level of success your troops have had in implementing the program changes. It should not be used during the troop meeting. You are not grading the troop's performance. You are only looking for ways to help. The evaluation form suggests how you might address any deficiencies. Plan your strategy before discussing it with the Scoutmaster or others in the troop. **Remember you are the troop's friend and your job is to help them to be successful.**

Beside each category, check the number of the statement that most closely resembles the troop meeting.

- 1 = Nearly an ideal situation 2 = Typical unit; could be improved 3 = Weak situation; needs action

To profile these statements under Unit Profile, place a dot under the number you circled for each category. To form a profile, connect the dots with a line.

UNIT PROFILE			
	1	2	3
Meeting operation			
Boy leadership			
Skills instruction presentation			
Skills instruction levels			
Adult assistance			
New-Scout patrol			
Venture patrol			
Outdoor program			

MEETING OPERATION

1. The meeting obviously was planned with the Troop Program Features format.
2. It was a good meeting that showed planning, but format was not so clear.
3. There was little evidence of planning.

Some Ways to Help

- Encourage Scoutmaster to attend leader-specific training.
- Review Troop Program Features with the Scoutmaster.
- Review chapter 8 of the Scoutmaster Handbook with the Scoutmaster and set a date for the annual program planning conference.
- Take leaders to next roundtable.

BOY LEADERSHIP

1. Boys ran the meeting, with adults in an advisory capacity.
2. There was some boy leadership, with most activities run by adults.
3. Meeting was run entirely by adults.

Some Ways to Help

- Encourage Scoutmaster to attend leader-specific training.
- Review Troop Leadership Training with the Scoutmaster.
- Review the sections in the Scoutmaster Handbook that deal with understanding youth and the role of youth leadership in the troop.
- Review the Patrol Leader Handbook with the Scoutmaster.

SKILLS INSTRUCTION PRESENTATION

1. Scouts were "learning by doing"; lots of opportunity was provided for hands-on learning experiences.
2. Skills were presented in a classroom setting, with some hands-on learning opportunities.
3. Classroom presentation was the only method of skills instruction.

Some Ways to Help

- Encourage Scoutmaster to attend leader-specific training.
- Review Troop Program Features with the Scoutmaster.
- Share Tenderfoot to First Class advancement requirements with Scoutmaster and explain that these are designed to be experienced, not taught.
- Review portion of advancement video that deals with teaching skills.

(Reproduce locally)

SKILLS INSTRUCTION LEVELS

1. Skills were taught for new Scouts, for experienced Scouts, and for older Scouts during skills portion of meeting.
2. Skills were taught for new Scouts and for experienced Scouts during the skills portion of the meeting.
3. Only one level of skills was taught during the skills portion of the meeting.

Some Ways to Help

- Encourage Scoutmaster to attend leader-specific training.
- Help the Scoutmaster identify a troop guide and assistant Scoutmaster to work with the new-Scout patrol.
- Help the Scoutmaster and troop committee identify assistant Scoutmasters to work with experienced Scouts and older Scouts.
- Help the Scoutmaster identify youth members who can be instructors.
- Help the Scoutmaster identify community resources to assist with program presentations or to serve as consultants for Venture patrols.

ADULT ASSISTANCE

1. Each of the three skill levels (new Scout, experienced Scout, Venture) had an assigned assistant Scoutmaster.
2. An assistant Scoutmaster was assigned to the new-Scout patrol only.
3. There were no assistant Scoutmasters.

Some Ways to Help

- Encourage the Scoutmaster to attend the next leader-specific training.
- Assist the Scoutmaster and troop committee in selecting and recruiting assistant Scoutmasters. Use the brochure and video, *Selecting Quality Leaders*.
- Help conduct a Troop Resource Survey with parents of Scouts.
- Encourage the use of adults for short-term, task-specific assignments.
- Train leaders in Youth Protection.

NEW-SCOUT PATROL

1. The troop has a new-Scout patrol, with a troop guide and assistant Scoutmaster assigned to it.
2. There is no new-Scout patrol, but a troop guide and assistant Scoutmaster are assigned to work with new Scouts.
3. There is no specific program for new Scouts.

Some Ways to Help

- Encourage Scoutmaster to attend the next leader-specific training.
- Explain to the Scoutmaster the reasons for having a new-Scout patrol.
- Help the Scoutmaster identify a troop guide.
- Help the Scoutmaster and troop committee select an assistant Scoutmaster.
- Review training for the troop youth leaders.
- Help the assistant Scoutmaster for new Scouts establish a relationship with a local Cub Scout pack.
- Conduct a boy-fact survey in local schools and help the troop develop a plan to contact prospective members.

VENTURE PATROL

1. The troop has a Venture patrol for older Scouts, with an assistant Scoutmaster assigned to it.
2. The troop does not have enough Scouts for a Venture patrol, but provides special opportunities for older Scouts.
3. The troop uses older Scouts in leadership roles, but has no special program for them.

Some Ways to Help

- Encourage the Scoutmaster to attend the next leader-specific training.
- Help the troop committee and Scoutmaster select an assistant Scoutmaster. Use the brochure and video, *Selecting Quality Leaders*.
- Help identify community resources that could serve as consultants for Venture patrols.

OUTDOOR PROGRAM

1. The program is planned to lead to outdoor activity.
2. Outdoor activity is scheduled, but the outdoor program is not planned.
3. No outdoor activity is scheduled.

Some Ways to Help

- Encourage the Scoutmaster to attend the next leader-specific training.
- Review Troop Program Features with the Scoutmaster.
- Review chapter 8 of the Scoutmaster Handbook with the Scoutmaster and set a date for an annual program planning conference.
- Seek assistance from the campmaster corps.
- Help the troop committee develop ways to secure camping equipment.

References

Advancement Policies and Procedures Committee Guide

Boy Scout Advancement (video)

Boy Scout Handbook

Patrol Leader Handbook

Senior Patrol Leader Handbook

Scoutmaster Handbook

Troop Leadership Training

Selecting Quality Leaders (brochure and video)

Troop Committee Guidebook

The Troop Meeting (Fast Start video)

Troop Program Features

ROUNDTABLE PLANNING

LEARNING OBJECTIVES

- As a result of this training experience, all participants should be able to:
1. Understand the importance of annual, quarterly, and regular monthly roundtable planning.
 2. Participate in developing roundtable plans in their districts.
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MATERIALS, EQUIPMENT, AND RESOURCES

Boy Scout Roundtable Planning Guide, No. 34253A
Troop Program Features, No. 33110A, 33111, and 33112
Flip chart or overhead projector and screen

HANDOUTS

Boy Scout Roundtable Planning Work Sheet
Monthly Roundtable Evaluation
Roundtable Planning Checklist
Roundtable Annual Program Plans

PROCEDURE

1. Select an appropriate training method and training aids that will best accomplish the learning objectives.
 2. Use methods that will involve participants.
 3. The time available for this session should be approximately 45 minutes.
-

LESSON PLAN OUTLINE

- I. INTRODUCTION
(2 minutes)
- Review the learning objectives for this session with participants.
- Discuss the importance of year-round planning, both for troops and roundtables. Explain how roundtable planning ties in with troop planning.
-
- II. ANNUAL PLANNING
(12 minutes)
- The following points should be included in the discussion of annual planning for roundtable:
- A. Annual Planning Conference
 - 1. Program features
 - 2. Council and district calendars
 - 3. Indoor roundtables
 - 4. Outdoor roundtables
 - 5. Special events
 - B. Annual roundtable planning form (handout)
 - C. Physical arrangements for your roundtable:
 - 1. Time
 - 2. Location
 - 3. Place
 - 4. Parking
 - 5. Restrooms
 - 6. Meeting rooms
 - 7. Tables/chairs
 - 8. Electrical outlets
 - D. Esprit de corps
 - 1. Worthwhile program
 - 2. Enthusiasm
 - 3. Unity
 - 4. Fun
 - E. Displays
 - 1. District banner—this could list all of the district units by number or name
 - 2. Posters (*Boys' Life*, program themes, events/activities, etc.)
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- III. QUARTERLY MEETING
(5 minutes)
- The following points should be included in the discussion of quarterly meetings for roundtable:
- A. Stress that roundtable commissioners and district executives meet quarterly to appraise progress, learn up-to-date information on coming activities, and exchange experiences.

- B. Point out that at least one administrative commissioner from each district should attend these meetings so that roundtable promotional needs can be determined and relayed to district commissioner personnel for action.
-

IV. MONTHLY PLANNING
(18 minutes)

- A. Stress that monthly planning is extremely important (eighteen minutes) for roundtables to be effective. Adequate time should be spent in monthly planning to ensure a quality program. Emphasize that monthly planning begins with a review and evaluation of the quarterly and annual plans.
- B. Discuss the following items that should be considered in monthly planning:
 - 1. Available resources
 - a. *Boy Scout Roundtable Planning Guide*
 - b. Scout literature
 - c. Material available locally
 - 2. Review and evaluate quarterly and annual plans.
 - 3. Review current unit, district, and council needs that will be addressed at the next roundtable.
 - 4. Ingredients of a roundtable program. Most of the ingredients are used each time; however, at certain times of the year, the roundtable commissioner may conduct a special program (such as a roundtable cookout) and decide not to use all of the ingredients. (Have participants practice planning a roundtable, using the monthly planning sheet.)
 - 5. At roundtable, remind troops of assignments for the following month. Explain that planning begins this month for next month's roundtable.
 - 6. Staff meeting. If you utilize a roundtable staff, then meetings should be held on the same night and at the same place each month. The following should be done at staff meetings:
 - a. Evaluate the last roundtable.
 - b. Organize preopening, information center, recognition, etc.
 - c. Make telephone assignments to staff for all troops contacted.
 - d. Discuss newsletter topics.
 - e. Prepare roundtable agenda. To do this, see the *Boy Scout Roundtable Planning Guide*.

V. SUMMARY
(2 minutes)

Summarize the importance of annual, quarterly, and monthly planning by using the planning checklist. Distribute copies of the checklist to each participant. Stress that good planning is the key to a worthwhile program. The good example of planning set by your roundtable will be followed by troops attending your roundtable.

BOY SCOUT ROUNDTABLE PLANNING WORK SHEET

PROGRAM FEATURE _____

ACTIVITY	DESCRIPTION	RUN BY	TIME
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Preopening—30 min. Exhibits and hands-on demonstrations Trading post Registration		_____	_____
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Opening—7 min. Ceremony—2 min. Welcome new people—2 min. Recognitions—3 min.		_____	_____
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Program Feature Development Intro feature—1 min.		_____	_____
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Resources—3 min.		_____	_____
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ACTIVITY	DESCRIPTION	RUN BY	TIME
Program Feature—40 min.	<p>Note: These features are divided into three levels based on the experience level of the Scout in the troop:</p> <ul style="list-style-type: none"> • New-Scout patrol • Regular patrol • Venture patrol <p>Place your leaders in one of these categories. All levels should run simultaneously.</p>	_____	_____
Games—5 min.		_____	_____
Special Feature—15 min.	Training presentation	_____	_____
Closing—7 min.	<p>Announcements—3 min. District executive comments—2 min. Ceremony—2 min.</p>	_____	_____
After the Meeting	<p>Cracker barrel Roundtable staff meeting</p>	_____	_____

MONTHLY ROUNDTABLE EVALUATION

1. Did roundtable begin and end on time? Yes _____ No _____

2. How many troops attended? _____

3. Which ones did not? _____

4. How many leaders attended? _____

5. Was staff and/or other presenters prepared? Yes _____ No _____

Strengths: _____

Needs improvement: _____

6. Was the program feature of the month covered thoroughly? Yes _____ No _____

7. Was time allocated properly for all parts of the program? Yes _____ No _____

8. Was the program action-filled? Yes _____ No _____

9. Was the program dull? Yes _____ No _____

10. Was it positive? Yes _____ No _____

11. How can we improve next month's roundtable?

a. Planning:

b. Personnel:

c. Promotion:

d. Presentation of program:

e. Hands-on activities:

ROUNDTABLE PLANNING CHECKLIST

Assurance of a Good Program

1. Is planning done well in advance? Yes _____ No _____
2. Is promotion of your roundtable effective? Yes _____ No _____
3. Do you double-check assignments and last-minute details? Yes _____ No _____
4. Is roundtable built around a program feature? Yes _____ No _____
5. Do you, as roundtable commissioner, share the presentation with others? Yes _____ No _____
6. Do you include practical ideas that troop leaders can use? Yes _____ No _____
7. Do you feature activities that involve everyone attending? Yes _____ No _____
8. Is emphasis on doing rather than sitting and listening? Yes _____ No _____
9. Do you emphasize that a roundtable is a good place to get program ideas? Yes _____ No _____
10. Is emphasis on the positive, not the negative? Yes _____ No _____
Success, not failure? Yes _____ No _____
Opportunities, not problems? Yes _____ No _____
11. Do you reproduce handouts of program ideas that cannot be found in Scout literature and are too detailed for simple note-taking?
Yes _____ No _____
12. Does your roundtable give *specific* help for each of the troop meetings for the next month?
Yes _____ No _____
13. Do you utilize expert troop leaders? Yes _____ No _____

Attractive Arrangements

1. Are the rooms large enough for activities, ceremonies, games? Yes _____ No _____
2. Are the chairs movable? Yes _____ No _____
3. Is parking adequate? Yes _____ No _____
4. Have you taken physical comfort into consideration? Yes _____ No _____
5. Is someone assigned to greet people as they arrive? Yes _____ No _____
6. Do you start and stop on time? Yes _____ No _____
7. Does the information center have up-to-date information and handouts? Yes _____ No _____
8. Are audiovisual materials effectively used? Yes _____ No _____

Balance of Emphasis

1. Are Scout skills taught? Yes _____ No _____
2. Do you provide training in methods of troop operation? Yes _____ No _____
3. Are council and district activities reviewed? Yes _____ No _____
4. Is roundtable *fun*, fast-moving, and full of color? Yes _____ No _____
5. Do you include ceremonies and morale features? Yes _____ No _____

ROUNDTABLE ANNUAL PROGRAM PLANS

(Each troop program feature is featured at the roundtable one month in advance.)

MONTH AND DATE	ROUNDTABLE PROGRAM FEATURE	PERSONAL RESOURCES	OTHER RESOURCES	DISTRICT OR COUNCIL EVENTS	SPECIAL EVENTS AND DATES
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					



ROUNDTABLE STAFF MANAGEMENT

LEARNING OBJECTIVES

- As a result of this training experience, all participants should be able to:
1. Understand the advantages of sharing leadership and responsibilities with roundtable staff.
 2. Define the responsibilities of the roundtable commissioner and the roundtable staff.
 3. Explain the procedures for selecting, recruiting, and supporting the roundtable staff.

MATERIALS, EQUIPMENT, AND RESOURCES

Boy Scout Roundtable Planning Guide, No. 34253A
The Council, No. 33071
The District, No. 33070E
Leadership Training Committee Guide, No. 34169A
Insignia Guide, No. 33066
Progress cards for roundtable commissioner and roundtable staff
Flip chart or overhead projector and screen

HANDOUTS

Selecting the Roundtable Staff
Recruiting the Roundtable Staff
Supporting the Roundtable Staff
Roundtable Staff Responsibilities

PROCEDURE

1. Select an appropriate training method and training aids that will best accomplish the learning objectives.
 2. Use methods that will involve all participants.
 3. The time available for this session should be 30 minutes (time and program material may be expanded as needed).
-

LESSON PLAN OUTLINE

- I. INTRODUCTION Read aloud or paraphrase the learning objectives of this session.
-
- II. LEADERSHIP IS A "KEY"
(10 minutes)
- A. Stress that the roundtable commissioner is a member of the district commissioner's staff and indirectly related to the unit service function.
- B. Review the responsibilities of the roundtable commissioner. This may be accomplished by reviewing the ingredients of a roundtable: opening ceremony, closing ceremony, songs, skits, games, advancement ceremony, information center, patrol leaders' council.
- Suggestion:* Make up poster cards, approximately 10 by 10 inches in size, and list one ingredient on each card. Using a staff assistant, ask the assistant to hold these cards in such a manner that everyone can continue to see them as they are handed to the assistant, one at a time.
- It will be impossible for the assistant to hold all of the cards so that all can be seen. Stress this point:
- Is the roundtable commissioner effective alone? Or will the workload be too great for one person to handle?*
- Conclude with the following:
- The roundtable commissioner is responsible for seeing that quality roundtables take place; however, he/she needs a staff to be completely effective. This staff may vary in size, depending on your district's needs. Many positions are optional, and may be added as you need them. You may even choose not to have a staff, instead relying on troop Scouters to provide the resources needed to support your program.
- C. Discuss ways that a roundtable staff can make the roundtable program more effective. Include the following:
1. Share workload for a more effective program.
 2. Provide a variety of talents.
 3. Increase available resources.
 4. Keep it fun.
 5. Increase district participation.
 6. Create district unity.
 7. Build attendance.
- Summarize by asking participants if they can see how the combined efforts of the roundtable commissioner and the roundtable staff can make for a more effective program.
-
- III. SELECTING THE STAFF
(5 minutes)
- A. Refer to Selecting District People, No. 34512A. Review some of the resources available for selecting staff members. Cover the following points:
1. What size staff is needed?
 2. How do you organize your staff?
 3. Who has staff potential?

To aid in the discussion of these points, distribute copies of the local roundtable staff organization chart and "Selecting the Roundtable Staff." (This can also be presented effectively using an overhead projector.)

- B. Emphasize that potential staff members are usually experienced Scout leaders. If not, they should be encouraged to take leader-specific training to gain an overview of troop function.

IV. RECRUITING
THE STAFF
(5 minutes)

- A. Discuss methods for recruiting a staff using copies of "Recruiting the Staff." (This information can also be presented using an overhead projector.)
- B. Draw additional ideas from participants on how to recruit roundtable staff members.
- C. Summarize the various methods of recruiting.

V. TRAINING
THE STAFF
(10 minutes)

- A. Cover the following points:
 - 1. Staff members need to understand their jobs in order to succeed in their jobs. Staff members should have specific, well-defined responsibilities.
 - 2. There are three basic types of staff training:
 - a. Self-study
 - b. Personal coaching
 - c. Group trainingElicit examples of each type of training.
 - 3. Written descriptions of staff jobs help staff members succeed. Distribute copies of "Roundtable Staff Responsibilities."

VI. SUPPORTING
THE STAFF
(2 minutes)

- A. To aid in this discussion, distribute copies of "Supporting the Roundtable Staff." (This can also be presented using an overhead projector.)
- B. Emphasize the importance of personal coaching for staff members. Distribute handouts on Arrowhead Honor and Training Award requirements. (See *Leadership Training Committee Guide*, No. 34169A.)
- C. Again, draw any additional ideas from the participants.

VII. SUMMARY
(1 minute)

- A. Ask participants to review their staff management goals in light of their roundtable annual plan and goals for the year. Point out that the roundtable commissioner is more effective when he shares leadership. More people have "ownership" in the roundtable program when they are asked to participate.
 - B. Review the learning objectives for the session, and ask the participants if they were properly covered.
-

HANDOUT (reproduce locally)

SELECTING THE ROUNDTABLE STAFF

Potential roundtable staff members are everywhere—all you have to do is look. In recruiting your roundtable staff, be sure to look for people who are creative and innovative, and who have a “can do” attitude. You can build an effective roundtable staff with any of the following resources:

- Roundtable participants
- Roundtable staff members’ recommendations
- District functions—camporees, training sessions, etc.
- Recommendations from district committee, commissioner’s staff, district program chairmen, district and council executives
- Newcomer to the district or relocated Scouter who has had experience in the Scouting program
- Scouter who might have “burned out” in another position yet retains strong interest in Scouting

RECRUITING THE ROUNDTABLE STAFF

1. Recruit in person if possible, either at the prospect’s home or office. Take another person with you; this creates a more relaxed atmosphere. Never recruit over the telephone.
2. Let the prospect know why you have selected him or her—how the prospect’s particular abilities or skills will help meet your needs. It’s good to feel needed.
3. Tell the prospect what the task involves. Don’t oversell (or undersell) the job or give too many details that will be confusing at this first contact. Give the prospect a copy of the written job description.
4. Let the prospect know with whom he or she will be working and responsible to. Give the prospect a copy of your staff organization chart.
5. Let the prospect know you can be counted on for support in doing the job.
6. Indicate how long the person will be expected to serve—six months, one year, etc. This gives the prospect a definite time commitment. It also gives this person a chance to get out gracefully when the time comes, and it gives you an “out”—

a chance to release a prospect without embarrassment if that person is not doing a satisfactory job.

SUPPORTING THE ROUNDTABLE STAFF

A supportive climate motivates people to do their best. Create a climate of “good old Scouting spirit.” When this is a built-in part of the roundtable, it will rub off on the leaders who attend. The following are guidelines for supporting the members of your roundtable staff:

1. Provide information. Open communications are important. Keep the staff updated on material necessary to roundtable. This update may occur at your staff meetings. When explaining a new program or policy, tell them why, and be sure they understand.
2. Make assignments to fit the talents and abilities of the staff. Once the assignments are made, check with staff members to see how you can help.
3. Make sure everyone has a *meaningful responsibility*. This is a very important part of a successful roundtable. Sharing responsibilities makes everyone’s job easier.
4. Be sure the staff knows what is expected. Give each staff member a copy of the monthly agenda and assignments. Follow up at staff meetings to be sure everyone understands their responsibilities. It is helpful to you, the roundtable commissioner, and your staff if the staff member is recruited to back up one or two basic parts of the roundtable. A roster of troop assignments could be made at the beginning of the year for the benefit of the staff and the troops.
5. Encourage the staff to be prepared in the event the assigned troop does not attend.
6. Use staff meetings to good advantage. Don’t hold pointless meetings or let the meetings stray too far off the track. Time is valuable to everyone.
7. Show confidence in individual staff members and the staff as a whole. Let them know you expect and count on them to do their best.
8. Provide recognition. Give credit openly for good results. Remember to say a simple “thank you” for a job well done. Be interested in their personal development by encouraging completion of the Arrowhead Honor and Training Award.

9. Set a good example of attitude, uniforming, spirit, and loyalty. The staff will reflect your example.
10. Develop teamwork. Remember why you're there. Avoid personal conflicts.

ROUNDTABLE STAFF RESPONSIBILITIES

The size of your roundtable staff will depend in large part on the goals and activities you identified in your roundtable annual plan. The following job descriptions will help you determine the kind of staff members you need, and what their responsibilities will be. In some cases, two or more jobs can be combined (such as facilities/refreshments staff member, or roundtable historian/photographer).

Roundtable Commissioner

- ★ Organize, recruit, and train roundtable staff.
- ★ Hold annual, quarterly, and monthly roundtable planning meetings; evaluate the effectiveness of roundtables at each meeting.
- ★ Coordinate the functions provided by the roundtable staff.
- ★ Assist in the personal Scouting development of each roundtable staff member; guide staff members through Arrowhead Honor and Training Award.
- ★ Support district and council operating committees, and seek the support of these committees.
- ★ Provide opportunities for receiving information from troop leaders concerning district, council, and national events and policies.
- ★ Promote attendance at all roundtables.

Preopening Staff Member

- ★ Plan an interesting and informative preopening program for the half-hour prior to each roundtable.
- ★ Coordinate each preopening with the troop program feature presentation, using special guests for this half-hour program; emphasize the use of display and demonstrations.
- ★ Bring in community action groups or individuals with expertise or interest in the program feature topic, assuring that the preopening program enhances and creates interest in the primary program feature presentation.
- ★ Follow up to ensure that all preopening guests are properly thanked.

- ★ Be alert to other Scouting-related topics for display or demonstrations during preopening, such as Scouters' collections, patch collections, etc.
- ★ Present the "whatzit," featuring material relative to the program feature or current Scouting activity.
- ★ Recruit and train assistants as needed.

Recognitions Staff Member

- ★ Gather information from commissioner staff, professional staff, and other appropriate sources concerning all recognitions to be presented at the roundtable.
- ★ Invite each person or troop to be recognized to attend the roundtable.
- ★ Follow up to remind those who are to be recognized to attend the roundtable.
- ★ Inform the roundtable photographer of all presentations in advance.
- ★ Be alert to other personal recognitions: birthdays, babies, etc.
- ★ Recognize the troops with the best attendance at each roundtable.
- ★ Recognize the troops with 100 percent attendance at the end of each year.
- ★ Preside over the recognitions portion of roundtables.
- ★ Recruit and train assistants as needed.

Information Center Manager

- ★ Gather information from volunteer Scout leaders and professional staff concerning upcoming district, council, and national Scouting events and policies. As an index to this information, post a calendar of upcoming events.
- ★ Develop a mechanism or display for presenting information in an interesting way to Scouters attending roundtable.
- ★ Encourage use of the information center by troop leaders, as well as by district or council leaders.
- ★ Coordinate information presentation with the Cub Scout leader roundtable staff.
- ★ Screen information of announcements for verbal presentation at roundtable, selecting (as a general rule) only those announcements that require immediate action or feedback.
- ★ Recruit and train assistants as needed.

Refreshments Staff Member

- ★ Obtain and serve refreshments during preopening at each roundtable.
- ★ Develop a "cracker barrel" for use during and following the roundtable.

- ★ Recruit and train assistants as needed.

Roundtable Historian

- ★ Develop an attractive scrapbook containing photos and other information depicting each monthly roundtable.
- ★ Work with staff photographer and roundtable staff in acquiring photographs of those persons and troops being recognized and involved in roundtable programs.
- ★ Display the scrapbook at each roundtable and at other appropriate district and council events (such as recognition dinners and Scoutoramas).
- ★ Recruit and train assistants as needed.

Staff Photographer

- ★ Be familiar with the monthly roundtable program so as to be aware of such photo possibilities as individual or unit recognitions, program feature or other presentations, and other candid photos that show troop leaders participating in the program.
- ★ Develop photos as resources permit.
- ★ Work with roundtable historian in presenting such photos in an attractive manner in the district roundtable scrapbook.
- ★ Recruit and train assistants as needed.

Attendance Coordinator

- ★ Organize Scoutmasters into geographic groups of approximately three to six persons for ease of contact and carpooling.
- ★ Obtain an attendance record after each roundtable to evaluate the effectiveness of the attendance program.
- ★ Receive feedback from group coordinators regarding the status of troops and Scoutmasters served; report any changes to the appropriate professional staff personnel.
- ★ Recruit and train assistants as needed.

Roundtable Feature Coordinator

- ★ Highlight rank and merit badge advancement that is related to program feature presentation through displays, handouts, etc.
- ★ Gather and publicize information regarding merit badge counselors and advancement support resources related to program feature.
- ★ Present information that will assist troops with their advancement procedures (boards of review, etc.).
- ★ Present information concerning district and council Eagle board of review policies and procedures.

- ★ Periodically present information that will assist troops in conducting courts of honor.
- ★ Recruit and train assistants as needed.
- ★ Involve as many different troops as possible in presenting this information.

Facilities Staff Member

- ★ With the assistance of roundtable staff members, continually evaluate the physical facility needs of the staff and the roundtable meeting spaces.
- ★ Work closely with the facilities host to communicate roundtable needs.
- ★ Be aware of the needs and concerns of the facilities host.
- ★ Arrange to unlock and lock the roundtable meeting spaces.
- ★ Supervise the cleanup of roundtable meeting spaces after each meeting.
- ★ Urge all roundtable attendees to fill out and submit a roundtable personal resources questionnaire.
- ★ Recruit and train assistants as needed.

Store and Charts Staff Member

- ★ Provide Scouting materials for sale that are pertinent to the program feature being presented at the roundtable; also, provide standard Scouting materials for sale, such as handbooks, etc.
- ★ Promote *Boys' Life* each month through display, etc.
- ★ Keep and display roundtable attendance charts showing troop attendance each month during the current program year.
- ★ Inform roundtable commissioner of troops not attending three consecutive roundtables.
- ★ Be responsible for the distribution of roundtable specialty items, such as program feature notebook, program feature resources, neckerchiefs and slides, and bumper strips.
- ★ Recruit and train assistants as needed.

Ceremonies Staff Member

- ★ Be responsible for recruiting or assigning the opening and closing ceremonies to Scout troops as appropriate; recruit or assign in advance at least quarterly.
- ★ Follow up with troops recruited or assigned ceremonies to determine any special needs, and with the assistance of the staff, help meet those needs.
- ★ Recruit and train assistants as needed.

Roundtable Camping Coordinator

- ★ Encourage monthly troop campouts by planning, preparing, and promoting troop overnight camping sites within the area; gather and distribute information about the use of such campsites.
- ★ Promote long-term camping and high-adventure camping; keep a chart of troops that have signed up for summer camp and display it at roundtables.
- ★ Establish liaison with the district camping committee and Order of the Arrow to accomplish the purposes stated herein.
- ★ Promote the utilization of the Order of the Arrow camp promotion team for troop camp promotion shows.
- ★ Encourage troops to earn the National Camping Award.
- ★ Assist in promoting Webelos Scout camping.
- ★ Recruit and train assistants as needed.

Troop Spotlight Coordinator

- ★ Work with district commissioner staff to learn the needs and characteristics of the troops in the district.
- ★ Identify Boy Scout troops that can be used as resources for monthly roundtable programs.
- ★ Plan and organize the recognition of a different Boy Scout troop at roundtable on a monthly

basis. Recognition of the troop in the “spotlight” might include information about the troop’s specialty, favorite activities, recent successes, etc.; in short, the troop should be given a five-minute opportunity to “show off.” Troop exhibits, scrapbooks, etc., should be displayed.

- ★ Coordinate the spotlighting of each troop with the roundtable staff, photographers, and editor of the district newsletter.

Roundtable Media Specialist

- ★ Become familiar with the program features, special activities, and emphases (e.g., SME, Scoutorama, Scout summer camp, dinners, etc.) to be featured at each roundtable.
- ★ Locate clip art and promotional information that support the program features, activities, and emphases, and prepare transparencies for overhead-projector use, or 35mm slides for slide-projector use at roundtable.
- ★ When appropriate during each roundtable, use slides and/or transparencies to explain a theme, activity, or special emphasis.
- ★ Develop a library of Scouting, patriotic, inspirational, or mood music to support the roundtable program or to create a desired mood for roundtable participants.

ROUNDTABLE PREOPENING

LEARNING OBJECTIVES

As a result of this training experience, all participants should be able to:

1. Understand WHAT a roundtable preopening is, WHEN to use it, WHERE it happens, WHY we have one, and WHO does it.
 2. Plan effective roundtable preopenings.
 3. Make effective preopenings an important part of district roundtables.
-

MATERIALS, EQUIPMENT, AND RESOURCES

Boy Scout Roundtable Planning Guide, No. 34253A
Troop Program Features, No. 33110A, 33111, and 33112
Audiovisual aids as needed, such as flip chart

PROCEDURES

1. Select an appropriate training method and training aids that will best accomplish the learning objectives.
 2. Use methods that will involve participants.
 3. The time available for this session should be approximately 25 minutes.
-

LESSON PLAN OUTLINE

I. INTRODUCTION (1 minute)

Review the learning objectives of this section with participants.

II. ROUNDTABLE PREOPENINGS (2 minutes)

Ask participants to help define the objectives of this section:

- WHAT is the roundtable preopening?
 - WHEN is the roundtable preopening used?
 - WHERE does it happen?
 - WHY have a preopening?
 - WHO puts on the roundtable preopening?
-

<p>III. INGREDIENTS OF PREOPENINGS (2 minutes)</p>	<p>A. Ask participants to identify (and define) the parts of a good roundtable preopening. They should identify:</p> <ol style="list-style-type: none"> 1. Registration 2. Refreshments 3. Displays 4. Sale items 5. Skill activities in support of program features 6. Information center 7. Sign-up lists <p>B. Review the importance of creating the proper “atmosphere” or “setting” for training.</p>
<p>IV. HOW TO MEASURE AN EFFECTIVE PREOPENING (2 minutes)</p>	<p>Discuss several ways to measure the effectiveness of a roundtable preopening, including the following:</p> <ul style="list-style-type: none"> • Does it create an <i>expectation</i> that something <i>great</i> is going to happen? • Does it help the Scoutmaster prepare for the troop’s preopenings and program feature presentations?
<p>V. PRINCIPAL RESOURCES (3 minutes)</p>	<p>A. Identify <i>Troop Program Features</i> and the <i>Boy Scout Roundtable Planning Guide</i> as the principle resources for planning roundtable preopenings.</p> <p>B. Point out that the roundtable preopening is an outstanding opportunity to help Boy Scout troop leaders plan their troop preopenings “before the meeting starts.”</p>
<p>VI. PREOPENING LAB (10 minutes)</p>	<p>A. Illustrate how <i>Troop Program Features</i> can be used to plan roundtable preopenings.</p> <p>B. Divide participants into groups. Ask each group to design a preopening plan for the next month’s roundtable. Allow five minutes, then ask each group to report on their preopening plan.</p> <p>C. Repeat the planning process for several additional monthly roundtables in the time remaining.</p>
<p>VII. SUMMARY (3 minutes)</p>	<p>A. Review the learning objectives with participants. Are they prepared to meet those objectives? Do they have any questions?</p> <p>B. Encourage participants to make preopenings an important part of their roundtables.</p>

ROUNDTABLE PROGRAM FEATURE PRESENTATION

LEARNING OBJECTIVES

As a result of this training experience, all participants should be able to:

1. Plan an effective three-tiered roundtable program feature presentation.
2. Personalize their program feature presentation.
3. Use visual aids to illustrate their program feature presentation.
4. Develop their ability to make effective program feature presentation.

MATERIALS, EQUIPMENT, AND RESOURCES

Boy Scout Roundtable Planning Guide, No. 34253A
Trainer Development Conference, No. 13-044
Audiovisual aids as needed

HANDOUTS

How to Make Slides for Training
Overhead Projector Techniques
How to Use Charts and Posters
How to Use the Chalkboard
How to Teach a Skill

PROCEDURES

1. Select an appropriate training method and training aids that will best accomplish the learning objectives.
 2. Use methods that will involve all participants.
 3. The time available for this session should be approximately 50 minutes.
-

LESSON PLAN OUTLINE

I. INTRODUCTION (2 minutes)

Review the learning objectives of this section with participants.

II. SHOWMANSHIP (2–3 minutes)

What is the purpose of a program feature/skill presentation at your roundtable? Discussion should focus on the following:

- Helps troop leaders develop next month's troop meetings according to the program feature.
 - Gets the roundtable program to the boys through the troop leader.
-

III. GENERAL
CONSIDERATIONS
(5 minutes)

- A. Remember, the purpose of the program feature presentation is to pass on skills and ideas that will be useful to troop leaders.
 - B. You can help troop leaders prepare to teach a skill or present the program feature material on a *boy level* by presenting it on that level at the roundtable.
 - C. While fun is an important ingredient, a roundtable is more effective when conducted as a workshop rather than an evening of entertainment. (For example, don't just show a movie.)
 - D. Always involve the group actively in the presentation. Showing someone how to do something is not enough. Lord Baden-Powell said that teaching is done mainly by means of games, practices, and competitions.
 - E. Prepare, practice, and personalize your presentation. Illustrate by using visual aids.
 - F. Ask the group to share good examples of effective presentations from their roundtables.
-

IV. KNOW THE AUDIENCE
(3 minutes)

- A. Why is it important to know the needs and characteristics of the audience when planning and presenting the program theme? Some points to cover:
 1. *Different personalities of group.* Roundtable program feature presentations should be tailored to the different personalities within the group, such as:
 - a. Apprehensive
 - b. Inhibited/outgoing
 - c. Self-protective
 2. *Different ability/skill levels.* Roundtable participants will have different levels of ability, skill, and experience relative to the program feature. Likewise, within each troop the boys will have varying levels of maturity, skill, ability, and experience. (List some illustrations.)

Recognizing this fact will enable you to plan a program feature presentation that will include specific help for troops (and boys) of varying ability levels. This is one of the principal reasons why, at this point, the roundtable is divided according to the types of skills leaders need to support their troop (e.g., new Scoutmasters with new Scouts would go to the session for new Scouts).
-

V. INVOLVING
OTHERS IN THE
PRESENTATION
(5 minutes)

Point out that it is tiring for both the roundtable audience and the presenter if the same leader presents the program at every roundtable.

Ask the group for their ideas on benefits that can come from sharing leadership in the program feature presentation. Cover the following points:

- It builds participation.
- It increases interest among troop leaders.
- It builds attendance.

When are program presenters selected? Ideally, roundtable program features presenters will be selected and recruited during the annual roundtable program planning process. Look for Scouters who know how to teach a skill on the boy level and how to organize other leaders as resources.

VI. SETTING THE STAGE
(3 minutes)

Leaders learn best in a relaxed, informal, and comfortable environment. Some tips for setting the stage:

- Provide opportunities for fun and fellowship.
 - Encourage discussion and questions. Try to avoid arguments.
 - Utilize displays, exhibits, posters, audiovisuals, and handouts to establish anticipation that something great is about to happen. The preopening is an ideal time to set the atmosphere for the program theme presentation.
-

VII. PLANNING THE PROGRAM FEATURE
(20 minutes)

Remember, the objective of the monthly roundtable is to help troop leaders develop great programs for next month's troop meetings.

Roundtables will consist of multidimensional presentations. This format allows for the differing ability levels of Scouts, and provides leaders with the tools to present specific program feature ideas for different skill or ability levels. This approach will help troops develop four weekly meetings that fit their needs.

A multidimensional presentation requires more preparation, but the results are very effective. Following are the steps involved in developing a multidimensional program presentation.

Planning. The resources for planning the program presentation, and in fact the entire roundtable, are in *Troop Program Features*, and the *Boy Scout Roundtable Planning Guide*. In *Troop Program Features*, you will find a discussion of the feature, as well as ideas for four basic weekly troop meetings and an outdoor experience. The *Boy Scout Roundtable Planning Guide* will provide an outline for three presentations: one for leaders working with new Scouts, one for leaders working with experienced Scouts, and the third for leaders working with older Scouts.

Shared Leadership. The roundtable commissioner should recruit someone to be responsible for each of the subtopics (new Scouts, experienced Scouts, and older Scouts). Many of these topics can ideally be taught by troop leaders, but you might have to secure help from community organizations.

Some advantages of sharing leadership with troop leaders are:

- Increased participation/attendance
- Better prepared troop leaders

Most troop leaders are multitalented and can help without any lessening of their responsibility for the troop. Helping with the presentation could even assist them in planning their own troop's next program.

Game. The program feature presentation should be completed with either explaining or playing an appropriate game.

VIII. LEARNING BY DOING
(2 minutes)

Discuss the proper time guidelines for roundtable program feature presentations:

- Explanation (hearing)—10 percent
- Demonstration (seeing)—25 percent
- Practice (doing)—65 percent

Emphasize that more learning takes place with “hands on” than with seats on chairs.

IX. USING VISUAL AIDS
(3 minutes)

A. Behavioral scientists tell us that we receive 80 percent to 90 percent of all communication through our sense of sight. It is also estimated that 60 percent to 80 percent of all human behavior and communication occurs in a nonverbal manner. Seeing is believing.

How can we communicate this way at roundtable? (Answer: with audiovisuals and displays.) Have participants list several reasons for using visuals at roundtables.

Reasons should include to set the mood, enhance training, promote programs, and explain skills.

B. Ask participants to list some visual aids that can enhance presentations at roundtable. The list might include charts, posters, chalkboards, models, displays, exhibits, overhead projectors, slide projectors, banners, flags, etc.

How are these visual aids being used in their roundtables?

C. Ask participants when they would use visual aids. Answers should include preopening, opening, outdoor skills, etc.

D. How can we use visuals for upcoming roundtable program features? Have participants begin with next month’s program feature and brainstorm the use of audiovisuals for that roundtable; then continue for successive months, as time permits. Allow 10 minutes.

X. SUMMARY
(2 minutes)

Summarize by emphasizing that in order for the roundtable presentation to be effective, it must enable unit leaders to receive program assistance tailored to the needs and characteristics of the boys in the troop.

HANDOUT (reproduce locally)

HOW TO TEACH A SKILL

Ralph Waldo Emerson said that the two conditions of teaching are that (1) no one can teach more than he knows; and (2) no one can teach faster than the scholar can learn.

There are five basic steps in teaching a Scouting skill:

1. Preparation

The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so the skill can be demonstrated, taught, and practiced. For demonstration and teaching purposes, makeshift equipment is never adequate.

2. Explanation

The explanation serves two purposes: (1) to introduce the subject by giving some background about its usefulness and application; and (2) to describe the subject in detail, giving enough technical information to be complete without creating confusion.

The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill.

3. Demonstration

This is the “showing” process. It is the first step in actual teaching. The demonstration should be done so well and simply that the student will have confidence in his own ability to achieve success. Demonstration of a skill is not an opportunity for the trainer to show his proficiency; it should be used primarily to show the steps in acquiring the skill.

4. Practice

Hearing and seeing aren’t enough. The learning process begins to finalize itself when students have the opportunity to try to do the skill themselves under the guidance of a trainer. The coach-and-pupil method works well at this point. Nothing can beat the “learn by doing” method.

5. Teaching

People often learn best those things they teach to others. Whenever possible, each student should have the opportunity to demonstrate and practice teaching others. Occasionally a summary or review and examination are desirable. The extent to which

they are used depends on the type of skill and how well the student has learned.

Time Balance in Teaching a Skill

No one can learn a skill except by doing it; therefore, most of the time must be spent in practice. The proper time balance is:

Explanation (hearing)	10 percent of the time
Demonstration (seeing)	25 percent of the time
Practice (doing)	65 percent of the time

Tips on Coaching a Skill

1. Be able to perform the skill well yourself.
2. Review your own experience in learning it and work out a series of steps for teaching it.
3. Keep instruction personal by working with individual or small group and letting them teach others.
4. Size up your audience as to abilities and personality traits that affect their learning the skill.
5. If a learner is not familiar with a skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
6. Don’t interfere when learners try to do it on their own. Don’t interrupt their efforts unless they bog down or go off on the wrong track.
7. Let them make mistakes if this will help them learn, but point out mistakes tactfully.
8. Never make corrections sarcastically or for the benefit of onlookers.
9. Encourage the learners by making remarks on their progress, pointing out the completion of each step and remarking on the steps they have done well.
10. Urge them to practice and to teach someone else.

HOW VISUALS CAN TELL YOUR STORY AT ROUNDTABLE

One of the most effective ways to get your message across can be through the use of exhibits, display boards, posters, and charts. Learning can occur as troop leaders visualize means of doing projects, formulating new ideas, and planning programs that once seemed beyond their capability.

The following points can be used as guidelines for getting your message across at roundtable:

Make sure your visual has a purpose.

A visual with no purpose is like an unaimed shotgun shot into the air. Before the visual is constructed, its purpose must be crystal clear if it is to have the desired effect.

Limit your visual to one central idea.

This type of visual is an illustrated headline, not an entire feature-length story. Most of us find it difficult not to use all of the inviting space at our disposal. It seems “wasteful” to devote a whole visual to only one idea. But too many ideas spoil a visual. Look at the windows of a department store to see how effective a single idea can be when it is skillfully handled in a display.

Place your visual where it will be seen.

This should be obvious, but notice how many visuals are tucked away in corners of schools, meeting places, and offices. Locate your visual in the flow of heavy traffic, but not where the traffic is so congested that nobody can see anything at all. Survey potential site for traffic flow before deciding where to place visual.

A visual is seen, not read.

Of course, some visuals are read, but the overwhelming majority are scanned. Be sure your message can be understood and absorbed at a glance. Unless your visual message is crisp, clear, and uncluttered, it may be lost.

Make your labels short and simple.

Use brief, concise words instead of long abstract ones. Don't say, “This is the method to be used in extinguishing a conflagration,” when you could simply title it “How to Put Out a Fire.”

Labels should be uniform and legible.

Do not use six kinds of lettering styles or five sizes of cards. Remember that clear typewriting, even small, is easier to read than poor handwriting or lettering. Some 3-by-5-inch cards are useful for minor captions, and one large label may serve to tie the display elements together. Labels should include (1) the heading, (2) text or description, and (3) the source.

Motion attracts attention.

Flags and streamers, standard means of attracting people to your visual, can be put into motion by concealed electric fans. Motion can be overdone, however. If too many elements move, motion will become a commonplace element and lose its drawing power.

Be sure your visual is well-lighted.

We often exhibit materials in poorly lighted hallways, or use inadequately lighted cases. You can highlight your visual with a concealed gooseneck lamp. But the most important consideration here is contrast. Consider the time of day and light conditions under which your visual will be seen, and work for contrast so that your visual will stand out. Colored light is easily produced by using stage gelatin in front of a spotlight. Automatic devices for turning color on and off are easily obtainable.

Color may add interest and attractiveness.

Undoubtedly you will want color in your visual. The use of color must be thoughtfully planned and the colors carefully selected.

Sound and various mechanisms and attractiveness.

Music or speech can be supplied by means of record players or tape recorders. People like to participate, to touch objects, to turn them around and examine them. You can give people cranks to turn, electric buttons to press, levers to operate, little doors to open, even peepholes to awaken their curiosity—all through simple mechanisms. (Simple pulleys turned by a crank can open and close doors!)

In looking at the factors that make up a successful visual, the most important thing to remember is this:

Nothing can compel a person to look at a visual—except the visual itself.

If it lacks the power to attract people, it might as well not be there, regardless of the effort and cost to produce it.

HOW TO GIVE A DEMONSTRATION

There is a difference between using a skill or method and demonstrating it so others can learn. A few suggestions are outlined here.

Prepare for the demonstration.

1. Plan in advance the steps you will use in giving the demonstration.
2. For a long demonstration, make a written outline of these steps.
3. Collect and prepare the necessary materials or equipment.
4. Practice the demonstration from beginning to end until you can do it smoothly and with ease.

5. Plan it to appear as natural as possible, even if you can't perform the skill exactly as you would in use.
6. Size up your audience to determine their present knowledge and decide how much detail you will need to give them.

Give the demonstration.

1. Briefly tell your audience the major points to watch for during the demonstration.
2. Adjust the speed of your demonstration to the difficulty in learning the various steps.
3. Watch for the participants' reactions. Pace the action to your audience.
4. If necessary, repeat any difficult or important steps, either as you go along, or after all steps are completed to assure that everyone understands.
5. If you warn against the wrong way by showing it, always demonstrate the right way both before and after you show the wrong way.

Summarize the demonstration.

1. Briefly review the important steps in order. Use a chalkboard or poster as a visual aid in summary.
2. Give the participants a chance to ask questions, or better still, give them a chance to practice while you coach.

PRESENTING THE SUBJECT

These are some tips to help you make your presentations more interesting, worthwhile, and fun for both you and your audience.

1. Prepare your presentation.

- a. Size up your audience, considering what they probably know and want to learn about the subject, and how quickly they will learn.
- b. Write down the purpose of the presentation (or review the learning objectives) and decide on the ideas that should be covered.
- c. Research the subject, taking brief notes.
- d. Talk with others who know the subject and make notes of their ideas.
- e. Outline your presentation, including only the most important points—usually the fewer the better—and put them in a logical order.

2. Practice your presentation.

- a. Rehearse your presentation until you have it well in mind. Some people like to use a tape recorder so they can hear themselves.

- b. Write down the time allotted for each major point. This will help you stay within the time limits.
- c. Put your outline in final form so that it will not be cluttered with discarded ideas.
- d. Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word for word.
- e. When you are well prepared, you will feel more at ease during the presentation. Also, it helps to take a few deep breaths before you begin.

3. Personalize your presentation.

- a. Let each person feel you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
- b. Watch the group's reaction as you go along. Stay close to their interests.
- c. Use thought-provoking questions. This will help stimulate everyone's thinking. It will also help you get feedback from the audience, which will tell you whether or not they understand what you are saying.

4. Illustrate your presentation.

- a. Use a chalkboard or flip chart to list your main points, or draw diagrams or sketches while you talk. Visual aids help make your presentation more interesting and reinforce the learning process. Not only do the participants *hear*, but they see as well.
- b. Balance what you say with what you show. Don't let the visual aid become so elaborate that it is distracting.
- c. Show the equipment and materials needed to do what you are talking about.
- d. Show literature resources on the subject.
- e. Illustrate your important points with human-interest stories, preferably something that actually happened. True stories are excellent—and they don't have to be funny. When interest is waning, an amusing story usually helps.

5. Pace yourself.

- a. Stay within the time limit.
- b. Stay on the subject. Don't get sidetracked.

6. Clinch your presentation.

- a. Summarize the subject by restating its main idea or problem, its importance, and the major points you have made.

- b. Give your listeners a chance to ask questions, either during the presentation or at the end.

LEADING A DISCUSSION

A group discussion is a planned conversation between three or more people (not more than ten) on a selected topic, with a trained discussion leader. The purpose is to express opinions and gain information on the topic and learn from the other group members. Group discussion can be used to:

- Share ideas and broaden viewpoints.
- Stimulate interest in problems.
- Help participants express their ideas.
- Identify and explore a problem.
- Create an informal atmosphere.
- Get opinions from persons who hesitate to speak.

Ground Rules for a Discussion

1. Be an active part of the group.
2. Work to solve common problems.
3. Discuss the topic completely, but do not argue.
4. Contribute ideas related to the subject.
5. Ask questions to clarify ideas.
6. Be clear and brief—no speeches.
7. Listen and learn.
8. Write down good ideas.

Preparing for the Discussion

1. Preferable seating arrangement is a circle, semi-circle, “U,” or hollow square so that each person in the group can see every other person.
2. Make the room as comfortable as possible. Check the ventilation and lighting.
3. Have paper and pencil ready to record main points.
4. Start discussion on time. Close on time.
5. Encourage informality and good humor. Permit friendly disagreement, but on the point under discussion, not between personalities.

Leading the Discussion

1. Help the group feel at ease. See that everyone knows everybody else.
2. Give everyone a chance to talk. Let the person talking remain seated. More people will participate, and those talking will feel more at ease.

3. Be careful of the person who tries to monopolize the discussion. Interrupt the “speechmaker” tactfully and lead the discussion to another person.
4. Call on individuals who seem ready to talk, rather than going around the circle.
5. Direct, rather than dominate, the discussion by easing yourself into the background when the group gets into the swing of it.
6. Keep the discussion general so that it is of interest to all present.
7. Keep the discussion on track. If it gets side-tracked, bring it back to the main subject by suggesting there are some more important points which need to be covered in the limited time.
8. If you feel that an important point is being neglected, mention it.
9. Summarize periodically. Stop occasionally to review the points that have been made.
10. Stick to the time limit. If there doesn't seem to be sufficient time to cover the subject, mention this in your training session evaluation, and take action to correct this before the next session.
11. Keep spirits high. Encourage ease and informality. Let everyone have a good time. Don't let the discussion drag or get boring.
12. Quickly summarize the conclusions in such a way that everyone will realize the important facts brought out in the discussion.

Points to Remember:

- Prepare for the discussion.
- Get the group to feel at ease.
- Give everyone a chance to talk.
- Keep the group on the track.
- Summarize periodically.

HOW TO USE CHARTS AND POSTERS

Charts and posters are used to

- Attract and hold attention
- Develop an idea
- Present information to small groups
- Highlight key points
- Review and preview
- Add variety to discussion
- Speed up learning
- Increase retention

How to Make a Flip Chart

1. Although excellent flip-chart pads are available commercially, you can make your own with a tablet of newsprint, an artist's pad, or even sheets of construction paper, newsprint, or brown wrapping paper.
 - a. If paper is not in pad form, reinforce the top of the sheets with a double fold of paper or cardboard. Staple sheets together or fasten with lightweight bolts and thumbscrews.
 - b. If the flip chart is not self-supporting, tie it to the top of a stand, an easel, or movable chalkboard. You can improvise a stand by using the back of a chair or an upended table.
2. Plan the contents of the chart. It's a good idea to write out the flip chart in miniature while you are planning it. Changes or corrections can be easily made before you make the actual chart.
 - a. The first page should be the title page.
 - b. The second page should define the subject.
 - c. The following pages should explain the subject.
 - d. Offer proof that your explanation is sound.
 - e. Finally, summarize and ask for action on the last page.
3. Use large lettering that can be easily seen.
 - a. Use wide-line marking pens.
 - b. Use plastic stick-on letters.
 - c. Use lettering patterns or stencils to trace letters.
 - d. Emphasize or underline key words.
4. Use color to emphasize key points.
5. Don't try to crowd too much on one page—only one idea per page.
6. To provide the presenter with a cue sheet, duplicate what the audience is seeing in miniature on the back of the preceding page. Then stand slightly behind the flip chart, facing the audience, and explain what they see.

How to Make Posters

You don't have to be a sign painter or an artist to make an effective poster. Just follow these simple rules and your posters will carry a terrific punch.

1. Select the main idea. Jot down a few simple words that explain it.
2. Decide on the effect you want to create—funny, dramatic, serious, or factual.
3. Try out different ideas. Put them all down on scratch paper.

4. Experiment with lettering.
 - a. Block out the chart using light-penciled guidelines.
 - b. If you aren't an artist, use plastic stick-on letters, pressure-sensitive letters or trace lettering patterns or use letter stencils. This saves a lot of time.
 - c. Use plain block letters. Make them a little taller than they are wide.
 - d. Don't squeeze the letters together or place them too far apart.
 - e. Avoid fancy or difficult-to-read lettering.
 - f. Follow this guide for letter sizes:
 - For ten to fifteen people (10 feet away), use letters ½-inch high and ⅛-inch thick.
 - For fifteen to thirty people (25 feet away), use letters 1 inch high and ⅛-inch thick.
5. Use color and illustrations.
 - a. Color adds interest to posters. Use colored ink or poster paint to fill the letters.
 - b. Select colors that contrast sharply to the background color.
 - c. Cut out pictures from *Boys' Life* or *Scouting* magazine.
 - d. Trace pictures from magazines.
 - e. Pictures or diagrams from magazines can be enlarged by using an opaque projector.
 - f. Make the main idea the largest and brightest. Use lots of white space to make the main idea stand out.

Other Types of Charts

Pinboard chart. Word strips or sentence strips rest on pins stuck in a pin-up board.

Sentence-holder chart. Word strips rest in a shallow pocket made from cardboard and fastened to board.

Folded word chart. Word strips are folded in the center, then opened during the presentation.

Strip chart. Strips of paper are used to hide the points until time to show them.

HOW TO USE THE CHALKBOARD

Chalkboard work should be simple and brief. Copying lengthy outlines or lists of subject matter is a waste of time for both the presenter and the audience. If it is important for the participants to have a copy of the material, it should be duplicated and distributed.

The chalkboard is similar to a store window. Everyone knows that an overcrowded, dirty, or untidy window has little appeal as compared to one that is clean, neat, and displays a few well-chosen items.

Use chalkboards

- often! They are the workhorses of training aids.
- when the group is recording ideas.
- when a permanent record is not needed.
- to encourage participation.
- to attract and hold attention.
- to add interest to a presentation.
- to increase retention.
- to speed up learning.

Advantages of Chalkboards:

Minimal cost

Are usually available

May be used in a variety of ways

Are simple to use

Limitations of Chalkboards:

Do not provide a permanent record

Can become commonplace

Are usually stationary

Cannot be used with large groups

Are used creatively by few people

Following a few rules for using the chalkboard will increase its effectiveness as a visual aid:

1. Words should be printed instead of written. Draw a pair of light guidelines to define the top and bottom row of letters. Form the letters in a clear, simple Gothic style. Avoid fancy script or print that is difficult to read.
2. Use chalk that has been sharpened with a knife or sandpaper pad. It is easier to control the printing with pointed chalk. To keep chalk from breaking, grip the chalk so that your forefinger extends over the tip of the chalk.
3. Put the chalkboard where it can be seen by everyone, or use a section of a permanently located board that is easy to see.
4. Don't crowd the chalkboard. A few important points make a vivid impression.
5. Keep the material simple. Brief, concise statements are more effective than lengthy ones.
6. Plan chalkboards ahead. Keep the layouts with your presentation notes and use them as "cue cards."

7. Gather everything you need for the chalkboard before the group meets—chalk, ruler, eraser, and other items.
8. Use color for emphasis. Yellow and pale green chalk are more effective than white chalk.
9. Print all captions and drawings on a large scale. The material must be clearly visible to all participants.
10. Erase all unrelated material. Other work on the chalkboard distracts attention. Use a chalkboard eraser or cloth, and not your fingers.
11. Keep the chalkboard clean. A dirty chalkboard has the same effect as a dirty window.
12. Prepare complicated chalkboard layouts before the group meets. Work can be covered with poster board until you are ready to show it.
13. Check for glare and eliminate it by tilting the board or by removing or blocking off the offending light.
14. Keep erasers clean. Learn to erase with straight up-and-down strokes rather than swishing the eraser in circles.
15. Templates or stencils can be used to trace an object. Stick figures and designs can be traced on a chalkboard by using an opaque projector.
16. Strips of paper can be fastened over printed material on a chalkboard so that information can be revealed step by step.

OVERHEAD PROJECTOR TECHNIQUES

The overhead projector combines the advantages of the slide projector, flip chart, and chalkboard. Most overhead projectors are designed for the projection of transparencies up to 10" x 10" in size. In addition, opaque objects may be silhouetted on a screen very effectively for a shadow-picture effect.

Many council service centers, churches, and schools have overhead projectors that may be available for use at your roundtable. The following are some of the advantages of using the overhead projector, as well as some techniques for more effective presentations:

1. Projection can be done in a normally lighted room—a darkened room is not necessary.
2. The presenter faces the audience. By keeping eye contact with the audience, the presenter is able to maintain control of the group while at the same time serving as projectionist.

3. A large image is projected at a short distance. If the projector is 12 feet from the screen, the projected image is approximately 8 feet square.
4. Transparencies are easily prepared and are economical. They can be prepared in advance.
5. A roll of clear acetate film can be used on the overhead projector with felt-tip pens to create the presentation as you go. Write or create pictures as you speak. Simply roll up the film for the next frame.
6. It is possible to write or draw on prepared transparencies with grease pencil to emphasize a point. Marking can be erased with a soft cloth.
7. Strips of opaque paper or cardboard can be used to cover sections of the transparency to disclose information progressively.
8. Overlays can be used for a step-by-step buildup or breakdown of a layout.
9. The trainer can use a pointer to call attention to details or important points on the transparencies.
10. Using a copy machine, excellent transparencies of typewritten copy or pages of books can be prepared in seconds.

HOW TO MAKE SLIDES FOR ROUNDTABLE

Slides of Program Activities. A picture is worth a thousand words. Slides are an effective means of communicating information. Rather than trying to describe a troop campout to Boy Scout leaders, show your own slides.

You may be fortunate enough to already have such slides available, or you may be able to borrow some from a Scouting friend long enough to have duplicate copies made. Duplicate slides are relatively inexpensive. If not, begin now by making your own slides as special activities occur.

Slides are very portable; they can be economically processed and can be used with any size group.

Using Slides Instead of a Flip Chart. Sometimes presenters have a tendency to rely on the flip chart too often. The same information can be transmitted by using slides.

1. Follow the same rules for making a flip chart, but use 8½" × 10" single sheets of light-colored paper. Light-colored construction paper or mat paper makes an attractive color background.
2. Lettering should be heavy or in bold colors. Commercially available transfer lettering works very well.
3. If you have or can borrow a copy board, your picture taking will be a snap. Otherwise, do the best you can to frame the sheet of paper in your viewfinder and snap the picture. A single-lens reflex camera works best.
4. When you are ready to use the slides, just project a slide instead of turning a flip-chart page. The narrative would be identical.

Slides can be used to show unit organization, building the organization progressively step by step with each additional slide. Cutouts or badges can be laid on the light-colored background and moved or replaced as needed for each picture.

Slides of exhibits or displays can be used to show others how to set up a variety of displays, particularly when there is not space to set up the actual displays.

A word of caution—don't make your presentation a personal slide show. Participants won't be interested in where you went on your vacation.

ROUNDTABLE DISPLAYS, CEREMONIES, AND MORALE FEATURES

LEARNING OBJECTIVES

- As a result of this training experience, all participants should be able to
1. Plan and prepare exhibits and displays in support of the monthly program feature.
 2. Present an attractive and effective information center.
 3. Choose and lead an appropriate song for a monthly program feature.
 4. Conduct an appropriate ceremony using simple but meaningful props.
 5. Lead applause and stunts in a roundtable.

MATERIALS, EQUIPMENT, AND RESOURCES

Boy Scout Songbook, No. 33224A
Group Meeting Sparklers, No. 33122B
Scoutmaster Handbook, No. 33009C
Patrol Leader Handbook, No. 32502A
Boy Scout Roundtable Planning Guide, No. 34253A
Information center display
Banners, charts, ceremonial props

HANDOUTS

Staging Ceremonies
Ceremonial Props

PROCEDURE

1. Select an appropriate training method and training aids that will best accomplish the learning objectives of this session.
 2. Select methods that will encourage all participants to be involved.
 3. The time available is approximately 30 minutes.
-

LESSON PLAN OUTLINE

- I. INTRODUCTION
(1 minute)
- Review the learning objectives of this session. Explain that interesting displays, high morale, and inspiration are essential to the success of roundtables; therefore, they should be included as part of every roundtable. They set the proper atmosphere for learning.
-
- II. DISPLAYS AND EXHIBITS
(5 minutes)
- Review the basic guidelines for using displays and exhibits.
- A. *When*—Set up for preopening portion of roundtable.
 - B. *Where*—Situate to greet arriving participants.
 - C. *Why*—Create a mood of positive expectation that something great is going to happen at roundtable!
 - D. *What*—The displays and exhibits can include:
 - 1. Welcome banner or signs
 - 2. District/council logo banner/sign
 - 3. Flags
 - a. United States and state
 - b. Troop flags, patrol flags
 - 4. Other banners, patriotic images, images of Baden-Powell, announcements of events, etc.
 - 5. Displays/exhibits that support or promote:
 - a. This month's program feature
 - b. Next month's program feature
 - c. District/council/national activities
 - d. *Boys' Life*, *SME*, etc.
 - 6. Scouting collections, memorabilia
 - 7. "Show and tell" by different troops on their favorite Scoutcraft skill
 - E. Show an example of an information center.
 - 1. Discuss the advantages: Minimizes time spent with announcements that could be better spent with program features.
 - 2. Solution: Controls presentation of information through the use of an effective information center—a supermarket of information.
 - 3. Benefits: Information will be presented quickly, in written form. More information can be distributed in a shorter period of time; it allows Scouters to choose the information that is relevant to them.
-
- III. STUNTS AND ICEBREAKERS
(10 minutes)
- A. Explain that through the use of stunts and icebreakers at roundtable, you teach the group how to get involved and make it fun. Stunts and icebreakers also give the group an opportunity to stand and stretch. Applause stunts may be used for recognition or advancement, skits, Good Turns, and thank-yous.
 - B. Distribute copies of "applause stunts," then lead the group in some examples of these types of stunts. Show *Group Meeting Sparklers* as a resource. Also, draw ideas from the group.
-

IV. CEREMONIES

- A. Explain that the use of ceremonies can reinforce citizenship and character development. Stress the importance of including various types of ceremonies at roundtable, and emphasize the use of simple props that can be made from readily available materials. Troop participation in ceremonies can help increase attendance.

The following ceremonies should be included at roundtable:

- Opening and closing ceremonies
- Recognition ceremonies
- Advancement ceremonies
- Graduation ceremonies
- Others

- B. Distribute copies of “Staging Ceremonies” and “Ceremonial Props” and discuss. Draw additional ideas from the participants.
-

V. SUMMARY (1 minute)

Interesting displays, high morale, and inspiration are essential to creating proper roundtable atmosphere; if the roundtable participant believes he or she is going to have a great time, he or she *will* have a great time.

Songs, stunts, and ceremonies help roundtable participants have fun, feel a part of the group, and get more out of the program presentation.

HANDOUT (reproduce locally)

STAGING CEREMONIES

Ceremonies are an important part of every troop meeting. Many occasions call for ceremonies—Scout inductions, new leader inductions, birthdays, thank-yous, charter presentations, advancement, etc. Almost every type of ceremony can be found in the ceremonies section of *Troop Program Features*, and leaders should feel free to improvise and develop their own ceremonies, as well. A change of words, a phrase, or a combination of ceremonies can not only be fun but more effective for a particular circumstance.

Here is a brief list of things to remember when developing ceremonies:

- *Plan and practice.* An otherwise excellent ceremony can lose its entire meaning if you have to fumble through it or attempt to read every word in a darkened room. Practice in advance, and be prepared.
- *Use the monthly program feature.* Related ceremonies help the continuity of troop meetings and ensure variety every month. Ceremonies repeated over and over can become dull, no matter how impressive they were the first time.
- *Use props.* The effective use of simple props can enhance any ceremony and make it more meaningful to participants.
- *Create atmosphere.* Set the appropriate mood. Candelight, campfires, Scout emblems, costumes, recordings—all can make a simple ceremony more meaningful.
- *Reflect Scouting ideals.* Ceremonies, as a rule, should be dignified; however, some program features lend themselves to outright fun. In all cases, the ceremony should directly or symbolically reflect the ideals of Scouting.
- *Remember, “KISMIF.”* Keep it simple, make it fun—but not too simple. A handshake and congratulations mean a lot to an adult, but are not long remembered by a boy.
- *Draw on resources.* The best resource is adult leadership. Ask an adult who was a Cub Scout or Boy Scout what ceremonies he remembers after all these years. You may be surprised to find he will mention one that has affected his life. Get ideas from leaders, parents, and the boys, as well as from Scouting literature.

OPENINGS. The opening ceremony gets your meeting off on the right foot. Use the U.S. flag. It sometimes seems as though the BSA is the only link boys have with patriotism and citizenship. Flag ceremonies provide an important reminder of our heritage and our future.

CLOSINGS. The last part of a meeting is often the longest remembered. A good way to leave the audience with a good spirit is to precede the closing ceremony with a Scoutmaster’s Minute, a few good words of inspiration.

ADVANCEMENT. Advancement is growth in a positive direction. Advancement ceremonies are important to boys. Good ceremonies create incentives to progress. Always “present” or “award” a boy his badge, rather than just hand it to him.

CEREMONIAL PROPS

A few attractive props set the scene for an impressive troop meeting. A little showmanship along this line shows the boys and their parents that your troop really cares that they came to the meeting, and that you are prepared for it.

Many props can be made from scrap material. They need not be expensive to be impressive. The following are some basic pieces of equipment that your unit may wish to acquire.

A colorful tablecloth. This will add color to your head table, which holds the badges and other ceremonial equipment. Use washable fabric so that it will be easy to take care of. Scout troops can use their troop colors to make a colorful tablecloth.

Electric candles. These can be made from discarded electric candle-type Christmas wreaths. Run the wiring through a piece of conduit or heavy cardboard tubing for the candle part. Scouts use their troop colors. Posters of the various awards can be placed on a small easel between the candles on your head table.

Candles. Candle ceremonies are impressive. The color of the candles can have special significance. Candle holders can be made from wood, plaster, metal, etc. Logs or log slices can also be used as candle holders.

Costumes. Occasionally, the Scoutmaster may want to wear a costume fitting the monthly program feature. You won't want to do this every month, of course, but on special occasions it can be very effective.

Campfire. A log cabin or tepee-type fire can be nailed to a plywood base and lined with yellow, orange, or red cellophane. Use a small string of individually blinking Christmas lights underneath. Be sure to use flameproof materials.

Bridge to Scouting. A bridge can be built from logs or scrap lumber, using dowels for poles and white rope to string along the top. Graduating Webelos Scouts look forward to crossing the bridge and being met by the Scoutmaster of the troop they are joining. It is a good idea to build the bridge so that the poles can be removed for easy storage.

Arrow of Light. This can be cut from scrap plywood, painted yellow, and mounted atop another piece of plywood for the base. Holes can be drilled to hold candles.

ROUNDTABLE GAMES

LEARNING OBJECTIVES

As a result of this training experience, all participants should be able to:

1. Teach game theory at roundtables.
 2. Plan games based on current program features.
 3. Have fun with games.
-

MATERIALS, EQUIPMENT, AND RESOURCES

Troop Program Resources, No. 33588A
Troop Program Features, No. 33110A, 33111, 33112
Scoutmaster Handbook, No. 33002
Patrol Leader Handbook, No. 32502
Props for games (as required)

HANDOUTS

Copies of games used in this session

PROCEDURE

1. Select an appropriate training method and training aids that will best accomplish the learning objectives of this session.
 2. Select methods that will encourage participants to be involved.
 3. The time available is approximately 15 minutes.
-

LESSON PLAN OUTLINE

I. INTRODUCTION (1 minute)

Review the learning objectives of this session with participants.

II. GAME THEORY (1 minute)

Scouting games provide a wholesome use of leisure time. Skills and interests developed in childhood teach boys self-confidence and the ability to get along with others.

BSA recognizes the value of the “playways” of teaching, and developed the technique of learning while playing.

The playway method of passing achievements becomes a game and accomplishes the following aims of Scouting:

- physical and emotional fitness
- character development
- citizenship participation

Games teach the Scout to follow the rules, to wait his turn, to respect the abilities of others, and to play fairly.

Where Scouting skill games are played, boys (and leaders) can see how well they have learned the Scouting skill.

III. GAME LEADERSHIP
(10 minutes)

Be prepared.

- **Familiarize yourself with the activity.** Know how the game is played, what the objectives are, and how its parts lead to the learning objective.
- **Plan a strategy** ahead of time so you can help your Scouts if they get into trouble with the game.
- **Check out space and equipment requirements.** Plan ahead to avoid last-minute snags.
- **Review the questions** you will use in reflecting following the activity. You might want to jot down some notes while the activity is in progress. If you are so tied up in the nuts and bolts of making the activity work, you'll miss many important interactions. The key to good listening is the development of empathy, where the critical eye and ear are connected to a sense of caring. Take time to prepare for the youth involved.

Present the game.

- **Make the rules clear.** Be sure the Scouts understand the problem to be solved or the skill to be learned before they begin. Emphasize that there should be no put-downs or harassment during the activity.
 - **Stand back.** Let the Scouts solve the problem themselves. Even though you might know a better solution, let them figure it out for themselves. They will learn the most from an experience they've worked through on their own. During some of the activities, you may be an active participant. This gives you an opportunity to get on common ground with your youth leaders and to be able to lead and to participate at the same time. There needn't be a loss of credibility or authority. You are the leader, but you can still convey the message that you're part of the group.
-

IV. SUMMARY
(3 minutes)

Discuss how games help roundtable participants have fun, feel like a part of the group, and get more out of the program presentation. Emphasize the use of games that support the program feature.

ROUNDTABLE PROMOTION

LEARNING OBJECTIVES

As a result of this training experience, all participants should be able to:

1. Plan effective promotion strategies for monthly roundtable program features.
2. Analyze roundtable attendance, set attendance goals, and develop and carry out a plan to promote roundtable attendance.
3. Recognize various methods of promotion.

MATERIALS, EQUIPMENT, AND RESOURCES

Troop Program Features, No. 33110A, 33111, 33112
Boy Scout Roundtable Planning Guide, No. 34253A
Audiovisual aids as needed

LOCAL COUNCIL HANDOUTS

Roundtable News Release
Roundtable Promotional Fliers
Copies of District/Council Newsletter

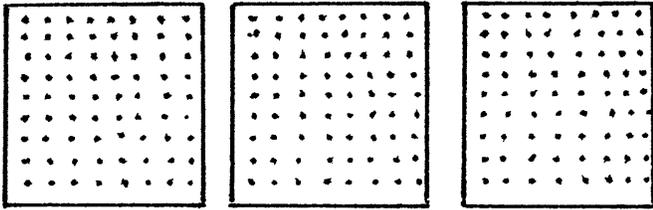
PROCEDURES

1. Select an appropriate training method and training aids that will best accomplish the learning objectives.
 2. Use methods that will involve all participants.
 3. The time available for this session should be approximately 30 minutes.
-

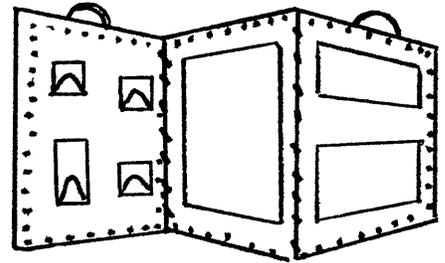
LESSON PLAN OUTLINE

- I. INTRODUCTION
(2 minutes)
- A. Review the learning objectives of this session with participants.
- B. Before presenting actual promotion ideas, lead a discussion to encourage roundtable commissioners to evaluate their current attendance and establish goals for the upcoming year. By doing this, the roundtable commissioner can better determine which promotion ideas will be most effective in increasing roundtable attendance.
-
- II. ROUNDTABLE ATTENDANCE
(2 minutes)
- Consider the following points for attendance:
- What is your current attendance—troops and leaders?
 - What is the potential in your district—troops and leaders?
 - What percentage of troops and leaders are attending?
 - What is your goal as roundtable commissioner?
-
- III. TYPES OF PROMOTION
(20 minutes)
- A. Ask the participants to share their ideas for promoting roundtable attendance. These may be listed on a flip chart or chalkboard.
- B. Suggest the following ideas as “keys” for attendance promotion:
1. Council and district newsletter
 2. News releases and local media
 3. Monthly fliers
 4. Where to get clip art
 5. Telephone or personal contact plan
 6. Incentives, simple gimmicks, etc.
 7. Trading post or service center
 8. Recognitions—national and local
 9. “Troop spotlight”—a different troop is featured each month
 10. A good program—the best promotion
 11. Agendas—the best way to get them back
-
- IV. GROUP PROJECTS
(15 minutes)
- Ask each group to prepare a promotion plan for roundtable. Suggest that the group consider the program feature when designing their promotion plan. Allow ten minutes for preparation; then ask each group to report their ideas to the rest of the group.
-
- V. SUMMARY
(1 minute)
- Summarize in your own words, again covering the learning objectives.
- Emphasize the fact that the best promotion is a good roundtable program.
-

PORTABLE DISPLAY PANELS

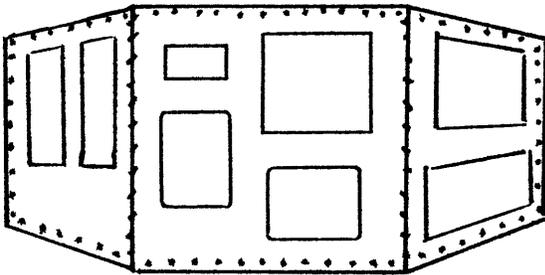


Lace together three pieces (24" X 24")
of pegboard with 60" boot laces.

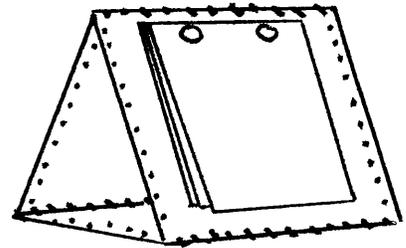


Zig-Zag Position

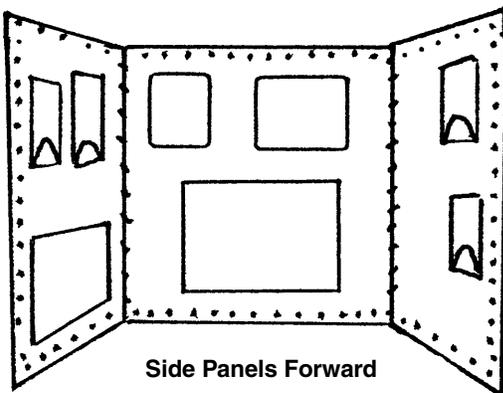
Use for literature display
with wire book-holders made
from coat hangers.



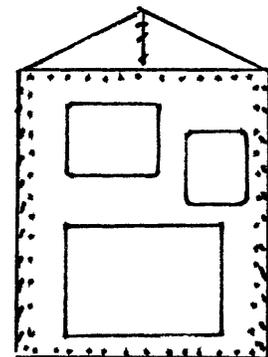
Center Panel Forward



Use in side position as
easel for flip chart.
Fasten flip-chart pages
to panel with paper
fasteners.



Side Panels Forward



Upright Triangle

Portable display panel can be folded easily for transporting and storage.
Attach rope handle if desired.



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

#34256A



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